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Macmillan  
English  
Grammar

In Context

Advanced

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## 1

# present simple, present continuous (1)

## basic uses of present simple and present continuous

- Use present simple for facts, or things that always happen.  
*Water **freezes** at 32 degrees Fahrenheit and 0 degrees Celsius.*  
*Sea water **contains** on average 2.7% salt by weight.*
- Use present simple for routines and habits.  
*The birds **return** to the island every spring.*  
*Fiddler crabs **turn** red when they become angry.*
- Use present continuous for actions happening at the moment of speaking, and not finished.  
*Sorry, I'm busy at the moment. **I'm doing** my homework.*
- Present continuous is also used for actions happening generally around the time of speaking, rather than exactly at the same time.  
***I'm reading** a really interesting book.*

## state and action verbs

Some verbs have meanings which refer to states or conditions, and others have meanings which refer to actions. State verbs are either only used in simple form, or have a different meaning when used in continuous form.

### state verbs normally in present simple

- *belong, consist of, contain, cost, depend on, deserve, matter, own, possess, resemble*  
*Does this **belong** to you?*  
*Fresh fruit **contains** a range of vitamins.*
- *believe, imagine, know, prefer, realize, understand, mean*  
*Some people still **believe** that the Earth is flat.*
- *seem*  
*This **seems** to be what we're looking for.*
- *cost* is sometimes used in continuous to describe a process that is still going on.  
*We're having a house built, and **it's costing** a fortune!*
- *realize, regret, understand*  
These are normally used with state meanings in present simple, but can be used in continuous to show a changing situation, usually with an adverbial which shows that change is happening.  
*Some people **don't realize** how dangerous cars can be.*  
*People **are slowly realizing** the cost of global warming.*  
*Do you **understand** this point?*  
*We're **understanding** more and more about the universe.*

### verbs with state and action meanings

#### state

- *do*  
*What **do** you do? (= what's your job)*
- *be, have*  
*This house **is** over 100 years old.*  
*Do you **have** a car?*
- *imagine, suppose, think, expect*  
*I **suppose** this is Jim.*  
*I **imagine** you feel the same.*  
*What **do you think**? (= have an opinion)*  
  
*I **don't expect** him to understand*

#### action

- What **are you doing**? (= explain your actions)*
- He **is being** very silly!*  
*I'm **having** a great time here.*
- You're **supposing** he is guilty. (= make an assumption)*  
*Ghosts! No, you're **imagining** things!*  
*What are **you thinking**?*  
*I'm **thinking** of changing jobs. (= considering)*  
*Are you **expecting** someone?*

- **hope, wonder**  
I **hope** you haven't been waiting long.      We're **hoping** to continue the talks next week. (less definite)
- **enjoy, like, love**  
Normally state verbs, but often used in continuous for actions going on at the moment  
I **enjoy / love** going for long walks      Are you **enjoying** the party?  
I'm **loving** every minute of my new job!
- **appear**  
Your visa **appears** to be out of date.      Tom is **appearing** in Hamlet at the Grand Theatre.
- **look**  
With the state meaning of 'seem', **look** can be used in present simple only.  
This book **looks** interesting.  
In descriptions of appearance, **look** can be used in both simple and continuous.  
Jim **looks** ill.      Helen **is looking** well.
- **see, hear**  
I **see / hear** you've had your hair cut.      Jane **is seeing** Harry. (= spending time with)  
I didn't **hear** any noises.      You're **hearing** things! (= imagining)
- **feel, see, smell, taste**  
The room **smells** awful!      I'm **smelling** the flowers! (an active choice)
- **ache, feel, hurt**  
Verbs that describe how the body feels can use either simple or continuous forms with little change in meaning.  
My foot **hurts**.      My foot **is hurting**.  
I **feel** sick.      I'm **feeling** sick
- **weigh, measure**  
This bag **weighs** more than 25 kilos.      I'm **weighing** the parcel before I post it.



Note that what is said here about present simple and present continuous is generally true for simple and continuous use in other tenses.

- Plot summaries in films and books are generally in present simple.

*Tom and Daisy **are** an old couple who **live** a dull life in a suburb of Birmingham. But everything **changes** when their granddaughter Karen **comes** to stay.*

### summary of meaning in the continuous

- verbs that describe activities which continue for some time, eg *play, rain, read, work, write* etc  
*It's **raining**.* *The children **are playing** upstairs.*

Note that the activity may not be going on at the exact moment of speaking.

*I'm **reading** Harry Potter and the Goblet of Fire.* (I haven't finished it yet, but I'm not reading at this moment)

- verbs that describe a changing situation, eg *change, get + adjective, grow, increase* etc  
*It's **getting** dark.* *Computers **are changing** all the time.*

### repeated actions with *continually* etc

In everyday speech we can use present continuous with an adverb such as *continually, forever, constantly, always* to criticize actions that we feel are irritating or annoying, or which we wish to exaggerate. The adverb is usually stressed in speech.

*You are **continually** interrupting!*

*He's **forever** getting into trouble!*



### simple or continuous?

In some cases, the choice between simple and continuous is part of the attitude of the writer or speaker, especially in explanations and descriptions of situations.

*Professor Thorne explains that some patients **eat** too much because they **grow up** in families with poor eating habits.*

*Professor Thorne explains that some patients **are eating** too much because they **are growing up** in families with poor eating habits.*

The first example (present simple) describes something that is generally true, the second (present continuous) describes something more temporary or something not always the case.

# 2

## present simple, present continuous (2)

### more uses of present simple

Present simple is also used

- in informal spoken instructions, with *you*.

*You open this part of the camera here. Then you take out the battery.*

Formal written instructions such as recipes use the imperative form.

*Take 300g of flour. Add three eggs.*

- in newspaper headlines to describe events. There are other conventions for writing headlines, such as leaving out articles, using active verbs, and preferring short words.

Three die in plane crash.

MPs say no to green laws.

- for performative verbs *accept, apologize, dare, deny, understand, see* (with a meaning of 'understand') etc. These are verbs which, when used in present simple, describe an action as the word is spoken.

*I agree with you. I accept your offer.*

*I understand. I see.*



- for verbs reporting news: *gather, hear, see, tell, say, understand*.

*I hear you've got a new job.*

*People tell me she's difficult to work with.*

*We understand that the house is now for sale.*

(See Unit 19, reporting verbs)

- in *here comes, there goes, here lies*.

These expressions include inversion of verb and subject.

*Here comes trouble! There goes a brave man!*

*Here lies John Smith.* (written on a tomb)

### colloquial narrative and commentary

Although narrative generally uses past tenses, there are uses of present simple and present continuous in everyday speech.

- In jokes, present simple can be used instead of past simple for narrative events, and present continuous instead of past continuous.

*A man goes to see his psychiatrist. He says he is having problems because he imagines he's a pair of curtains. The psychiatrist tells him to pull himself together.*

- In sports commentaries, present simple is often used to describe events happening as the commentator speaks.

*And now Rooney crosses the half-way line and passes to Giggs.*

Present continuous is also used in commentaries for continuous and changing events.

*And the two Italians are moving up in the outside lane.*

# 3

## past time

### past simple basic use

Use past simple

- for finished events in the past which have a definite time.  
*In 1969 the first men **landed** on the Moon.*
- in narrative.  
*The door **opened** and two boys **came** into the room.*
- for past habits and routines, usually with a time expression.  
*Few people in Victorian times **took** a bath **every day**.*

Many common verbs have irregular past forms which have to be learnt. Always check in a dictionary if you are not sure of the past form.

### other uses of past simple

- Past simple can also be used for very recent events, without a time expression.  
*What **happened** to you? Someone **hit** me!*
- Past simple is also used in conditional sentences and with *it's time* (see Units 12, 13, 14).  
*It's time **we left**.*

### past continuous basic use

Use past continuous

- to describe a continuing unfinished action in the past.  
*I looked out of the window and saw that **it was raining**.  
Whenever I visited him, **he was working** in his garden.*
- for a continuing unfinished action interrupted by a sudden past action.  
*While we **were getting** ready to go out, the rain suddenly **stopped**.  
While I **was getting** ready for bed, the doorbell **rang**.*
- for activities as background description.  
*Helen looked down into the busy street. Crowds of people **were pushing** along the pavements, and cars **were hooting**.*
- for two continuing events happening at the same time.  
*While Jim **was painting** the outside of the house, Sarah **was decorating** the bedrooms.*

### other uses of past continuous

Past continuous can also be used

- to emphasize that an action was still continuing.  
*They started producing the car in 1946 and **were still producing** it thirty years later.*
- to describe a changing situation (see Unit 2).  
***It was becoming** more and more difficult to find work.  
Her performances **were getting** better and better.*
- with *forever*, *continually*, *always* etc (see Unit 2) to criticize actions we feel are annoying, or which we wish to exaggerate.  
*At school, **he was always getting** into trouble.  
**She was forever falling** in love with the wrong kind of man.*

We do not generally use past continuous to describe habitual actions in the past.

*That summer **we were going** swimming nearly every day.  
That summer **we went** swimming nearly every day.*

### past perfect simple and continuous

- are used to refer to events in the past which happened before other events in the past, usually when there is no time expression to make this clear. Past perfect simple refers to finished events and past perfect continuous to unfinished, recently completed or continuing events.

*By the time we got to the cinema, the film **had started**.*

***He'd been working** hard all morning, and he felt really tired.*

In both examples, the past perfect happens before the past simple.

- are common after verbs such as *realize, remember, know, understand* etc.  
*When I got on the bus, I **realized I had left** my wallet at home.*
- are common in reported speech (see **Unit 17**).
- are **not** used to emphasize that an event happened a long time ago.

Compare the use of past simple and past continuous with past perfect tenses.

*While we **were watching** a film, the fire alarm **went off**. (past events)*

*I remembered the events of the day before. At 11.00 while we **had been watching** a film, the fire alarm **had gone off**. (past seen from the past)*

Only use past perfect tenses when absolutely necessary to show that one event in the past happened before another event in the past. Often the meaning is clear without using past perfect. When we describe a series of short actions, we usually use past simple.

### used to do

- Use *used to* to describe habits and states in the past, especially when we make contrasts with the present. Any time reference tends to be general. The pronunciation is /ju:st tu:/  
*I **used to play** chess quite often, but I haven't played for ages.*  
*In those days people **used to wash** all their clothes by hand.*  
*I **used to like** tennis, but I don't play much now.*
- Used to* refers only to the past. There are no other tense forms in modern English, though they can be found in older literary texts.
- The question is normally *Did you use to?*  
*Did you **use to** play hide-and-seek when you were a child?*
- The negative is normally *didn't use to*.  
*In those days, people **didn't use to** travel abroad so much.*
- Past simple is also used to describe past habits, with other details added to make a contrast between past and present.  
*When I was younger I **played** chess quite often, but I haven't played for ages.*
- Be used to something* has no connection with *be used to*, and means *be accustomed to* something. *To* in this case is a preposition, so it is followed by a noun or *-ing*.  
*I can't eat any more. I'm **not used to** such big meals.*  
*She can't climb all those steps! She's **not used to taking** so much exercise!*

### would

- can be used to describe a person's habitual activity. It cannot be used with state verbs.  
*Every summer we **would stay** in a small village in the mountains.*  
It is not possible to say *I would like tennis, but I don't play much now.*
- Would* is more common in more literary texts, reminiscences etc

### past tenses used as polite forms

- Past simple and past continuous are often used when the speaker is being more polite or less direct. The time reference is to present time.  
*Did you **want** to see me about anything?*  
*I was **wondering** what you wanted.*

# 4

## present perfect

### present perfect simple

Use present perfect simple

- to refer to events connected to the present, without a definite past time, often with *just*.  
*Someone **has stolen** my bike! I've **just had** an idea.*
- to refer to indefinite events that happened at an unknown time in the past. This time is often recent, and is often used in news items when the information is 'current'.  
*Archaeologists **have discovered** an Anglo-Saxon palace in London.  
Police **have recaptured** two escaped prisoners.*

The time can also be all time up to the present.

*No-one **has (ever) proved** that aliens exist.*

- to refer to indefinite events with a result in the present.  
*My car **has broken down**. (That's why I want a lift from you)*
- to describe what has been done or how many things completed in a period of time.  
*The building **has been completed** on time.  
United **have scored** three goals, and there's still half an hour left.*
- to describe a living person's experiences, what he or she has done in life so far.  
*She **has painted** some of the best portraits of recent years.*
- to describe a state that lasts up to the present, with state verbs.  
*I've **worked** in this department for the past six months.*
- to refer to a repeated action in a period of time up to the present.  
*I've **cooked** dinner every night for ten years!*
- with some time expressions.  
*I've worked here **since** 2002.  
This is the first time I've eaten squid!  
We've **already** seen this film.*

Note that most time expressions can be used with various tenses.

*I've lived here **for** ten years. (present perfect simple: I'm still here)*

*I lived there **for** three years. (past simple: I'm not there now)*

### present perfect simple or past simple

- Use present perfect simple for unfinished time and past simple for finished time.  
*She **has painted** some of the best portraits of recent years.  
She **painted** some of the best portraits of recent years.*  
In the first sentence the action has happened in a period up to the present, and may well continue. In the second sentence the action is finished. The artist may be dead. The events are in a period of time not connected to the present.
- Use to show speaker attitude.  
Speakers may decide whether they see an event as connected to the present (present perfect simple) or not (past simple). This may be a matter of time or place. Tense use is here a matter of choice, rather than of grammatical 'right' or 'wrong'.  
*I've **left** my books at home. (The speaker feels the event is recent, or is still near home.)  
I **left** my books at home (The speaker feels the event is distant in time and place.)*
- Use with different time expressions.  
*I **haven't been** to the cinema for ages / a long time.*  
Present perfect refers to an action over a period of time and *for* describes how long the period is.  
*It's ages / a long time **since I went** to the cinema.  
It's ages describes a period of time since an event and past simple describes when that event happened.*

## present perfect continuous

Use present perfect continuous

- for recent continuing activities, continuing up to the present.  
*I've been waiting here for half an hour!*  
*I haven't been taking a lot of exercise lately.*



- to explain a present situation.  
*I've been washing the dog – that's why my clothes are wet.*
- to emphasize the length of a continuing activity.  
*I've been working on my project all morning.*
- for a repeated activity, to emphasize the repetition of the activity.  
*He's been phoning me every day since the party.*
- with *how long* questions.  
*How long have you been having these disturbing dreams?* (this is a continuing process, and isn't finished)
- with *mean, think, consider*.  
*I've been thinking of changing my job.*  
*I've been meaning to get in touch with Helen.*
- with time words *lately, recently, all (day), every (morning), for, since*.  
*What have you been doing lately / recently?*  
*I've been working on these accounts all day / since 9.00 / for hours.*

## present perfect continuous or present perfect simple

- With state verbs such as *live, work*, there is little contrast.  
*How long have you lived here? How long have you been living here?*
- Verbs such as *sit, stay, wait* prefer the continuous form.
- With event verbs, present perfect simple emphasizes completion.  
*I've written my letters.* (finished)  
*I've been writing letters.* (describes my activity during a recent period)

# 5

## future time

### will and won't

Use *will* and *won't*

- for factual predictions.  
*Inflation will increase by 1% over the next twelve months.*  
*Inflation will almost certainly increase by 1% over the next twelve months.*  
Other qualifying adverbials include *definitely, probably, no doubt*
- for habits of which the speaker disapproves.  
*He will keep opening the window.*  
*Jack is so lazy. He'll spend the whole day lying in bed reading the papers.*
- for an assumption taken from the facts.  
*'The phone's ringing.'* *'That'll be Sue. I'm expecting her to phone.'*
- for an immediate decision.  
*'Anything to drink, sir?'* *'I'll just have a glass of water, please.'*
- *Will* is used to express many other meanings connected with the future (see **Unit 15**).  
Offer *I'll carry that for you.*  
Refusal *They won't give me my ball back!*

In speech, contractions are frequently used, so *I'll, you'll, he'll* etc are the usual spoken forms.

### shall and shan't

- *Shall* and *shan't* are forms of *will* used in first person singular and plural in formal and deliberate speech, and in many modal uses (see **Unit 16**).  
*We shall inform you, upon admission, of the rules of the Library.*  
*'I'll give you my work on Friday.'* *'I shall look forward to receiving it!'*

### be going to

Use *be going to*

- for personal plans and intentions.  
*I'm going to stay in this evening and watch an old film.*  
*What are you going to do now? I don't know!*
- when the cause of a possible event is present.  
*Look at the colour of the sky! It's going to snow.*
- for decisions about the future.  
*I've decided what I'm going to do. I'm going to phone the police.*

### will or going to?

- In many cases, *will* as prediction can be replaced by *going to*, especially in everyday speech. This is not true for other meanings of *will*.  
*Inflation will increase by 1% over the next twelve months.*  
*As I see it, inflation is going to increase by 1% over the next twelve months.*
- Normally *going to* cannot be replaced by *will* without changing the meaning.
- *Was going to* describes events which were supposed to happen, but did not.  
*I was going to come over and see you, but I left it too late.*

### be to, be about to, be on the point of, be due to

- *Be to* is used to describe arrangements with future reference.  
*The conference is to take place in July.*
- The past arrangement form is *was / were to have done*.  
*There was to have been a second match but it was cancelled.*

- *Be (just) about to* describes what is going to happen very soon.  
*I can't talk now. I'm just about to go out.*
- The past form describes an event in the past which was going to happen soon.  
*I was about to go to bed when the phone rang.*
- *Be on the point of* has a more formal meaning than *about to*.  
*David is on the point of leaving the company.*
- *Be due to do, be due* describe what is expected to happen.  
*The train is due to arrive at any moment. The train is due.*

### present simple and continuous

- Present continuous can be used for a fixed arrangement (one already definitely made).  
*We're having a party on Saturday. Do you want to come?*  
Using *going to* in this example gives the same information.  
*We're going to have a party on Saturday. Do you want to come?*
- Present simple can be used for a fixed future event. There is no personal choice here.  
*Next year Christmas is on a Tuesday.*

### future time clauses

- After time expressions *as soon as, after, before, by the time, immediately, the moment, until, when* etc we use present simple although there is a future reference.  
*As soon as we make a decision, we'll let you know.*
- Present perfect is also used instead of present simple to show completion.  
*As soon as I've finished this letter, I'll help you.*
- *Going to* is also possible instead of *will* to show a future plan.  
*As soon as I've saved up enough money, I'm going to buy a car.*

### future continuous

Use future continuous for

- an event or a state at a future point.  
*This time next week, they'll be lying on the beach in the Seychelles!*
- events that have already been arranged for a future date.  
*The Rolling Stones will be performing in Moscow in June.*
- very formal requests.  
*Will you be wanting anything else, sir?*

### future perfect simple and continuous

- Use for time looked back on from a future point.  
*By the time the exam begins, I'll have forgotten everything!*  
*By the end of the month, I'll have been working at this company for ten years!*  
These examples look into the future to 'when the exam begins' and 'the end of the month', and then back from there. At that future point, the speaker can say 'I have forgotten' or 'I have been working'.
- Use to express an assumption.  
*You'll have heard the news about Anna, I suppose?*

### hope, expect, think, believe, doubt whether

- These verbs introduce and show our attitude to future actions.
- With *think, expect, believe* we show negative meaning by using *don't think / expect / believe*.  
*I don't think you'll like this. I don't believe I'll be late.*
- *Hope* can be followed by *will* or a present tense. The other verbs are followed by *will*.  
*I hope you have / will have a good time. I expect you'll want some tea.*  
*I doubt whether they'll be here before six.*

# 7

## passive

### passive forms

The basic formation is *be* + past participle. All tenses and simple or continuous forms are possible, but some are much more common than others.

#### *be* + past participle

present simple passive	<i>The machines <b>are controlled</b> by computer.</i>
present continuous passive	<i>The crime <b>is being investigated</b>.</i>
will passive	<i>The building <b>will be completed</b> next year.</i>
past simple passive	<i>The new school <b>was opened</b> by the Mayor.</i>
past continuous passive	<i>The man died while <b>he was being taken</b> to hospital.</i>
present perfect passive	<i>A thousand new books <b>have been published</b> this month.</i>

Only transitive verbs (verbs with an object) can be made passive. Some transitive verbs cannot be made passive: *become, fit, get, have, lack, let, like, resemble, suit*

### why use passive?

- to move important information to the beginning of the sentence  
*The new swimming pool has just been opened.*
- to be impersonal in a scientific or technical process  
*The plastic casings are produced in China.*
- when the performer of the action is general (eg *people*) or obvious from the context, or unimportant, or is intentionally not named  
*All pupils are taught computer skills.*  
*The match has been cancelled.*  
*The workers have been told that the factory will close next week.*

We can also use *it* + passive *decide* to show an impersonal decision.

*It has been decided to close the factory.*

- Use of the passive is partly a matter of choice, though some verbs may be used more often in passive than active.

### agent and instrument

- We can mention who or what performed the action using *by* and a word or phrase.  
*The new swimming pool has just been opened by the Mayor.*  
*The parked car was hit by a lorry.*
- The agent is not mentioned if it is unknown, general, obvious or unimportant etc, but is mentioned if the speaker wants to draw attention to it.  
*I was told I wouldn't need a visa.*  
*I was told by the Embassy that I wouldn't need a visa.*
- We use *with* when something is used deliberately for a purpose.  
*During the robbery, the manager was hit with a baseball bat.*  
Compare: *Two passengers were hit by flying glass.*  
*By* shows that the action was accidental, not deliberate.

### verbs with two objects

Verbs such as *bring, give, lend, pass, pay, promise, sell, send, show, tell* can be made passive in two ways:

<i>They gave Sarah a prize.</i>	<i>They sent me a letter</i>
<i>Sarah was given a prize.</i>	<i>I was sent a letter.</i>
<i>A prize was given to Sarah</i>	<i>A letter was sent to me.</i>

## verbs with object and complement

Some verbs have an adjective or noun phrase as a complement. When they are made passive, the complement still follows the verb.

*People consider her attractive. They elected Jim class representative.*  
*She is considered attractive. Jim was elected class representative.*

## verbs and prepositions

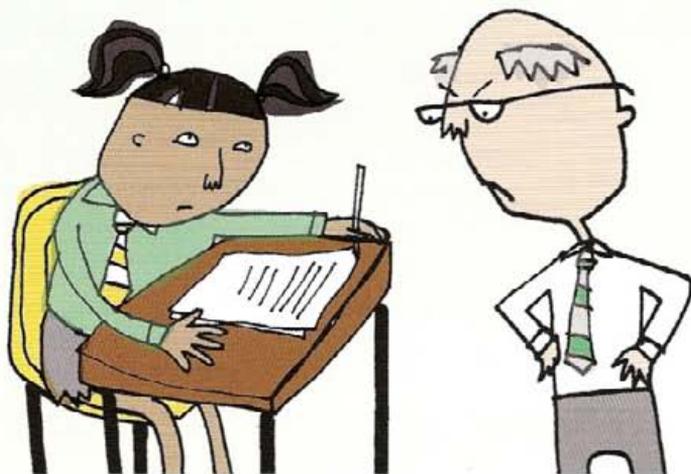
When a prepositional verb is made passive, the preposition goes at the end of the sentence and has no object.

*Someone is looking after the children. The children are being looked after.*  
*Someone shot at them. They were shot at.*

## make

The passive forms of *make* are followed by *to*-infinitive.

*They made Helen write the test again. Helen was made to write the test again.*



*Helen was made to write the test again.*

## see, hear, feel

Verbs *see*, *hear*, *feel*, *watch*, *notice* etc have different meanings when followed by bare infinitive, or *-ing*.

*I saw him leave. (completed) I saw him leaving. (incomplete)*

When *see* and *hear* + bare infinitive are changed to a passive, the verb is followed by *to*-infinitive.

*He was seen to leave. (complete) He was seen leaving. (incomplete)*

# 8

## hearsay reporting

Hearsay reports describe what people say, report, believe, think, consider, know, etc, and are often used in news reporting. They are introduced by a passive form of the report verb, either in present simple or past simple form with a *to*-infinitive. The report can refer to the present, or past, or a time before the time of reporting.

### present verb, present reference

We use a present reporting verb and refer to a state or action in the present.

passive      present infinitive  
The patient **is said to be** as well as can be expected.

(That's what people say now about the present situation.)

### present verb, past reference

We use a present reporting verb and refer to a state or action in the past.

passive      past infinitive  
The robbers **are thought to have stolen** more than £3 million.

(That's what people say now about the past situation.)

### past verb, reference to time of reporting

We use a past reporting verb and refer to a state or action at the time the report was made.

past simple passive      present infinitive  
Last week, the Prime Minister **was said to be** undecided.

(That's what people said then about the situation then.)

### past verb, reference before time of reporting

We use a past reporting verb and refer to a state or action at the time before the report was made.

past simple passive      past infinitive  
Mr Smith **was believed to have taken** the car by mistake.

(That's what people said then about something that had happened earlier.)

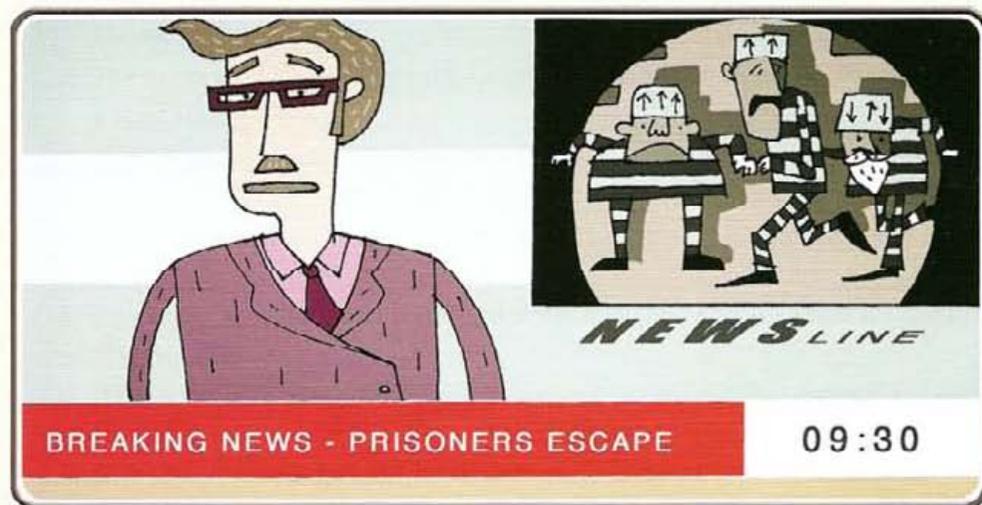
## continuous forms

Continuous infinitive forms are also possible.

The escaped men **are believed to be wearing** prison clothes.

The injured man **is thought to have been trying** to climb the cliff.

present continuous infinitive	wear	to be wearing
past continuous infinitive	wear	to have been wearing



## passive infinitives

Hearsay report expressions can also be followed by passive infinitives.

There are a number of diseases which **are known to be caused** by poor hygiene.

The men **are said to have been recaptured**.

At the time of the wreck, the diamonds **were thought to have been lost**.

present passive infinitive	eat	to be eaten
past passive infinitive	eat	to have been eaten

## passive participles

- These can be used with report verbs like *appreciate*, *deny*, *enjoy*, *remember* etc.

I appreciated **being met** at the airport.

Mr Archwood denied **having been convicted** of any crime.

- Note that there may be no difference between using past and present participles.

He denied **being** there. He denied **having been** there.

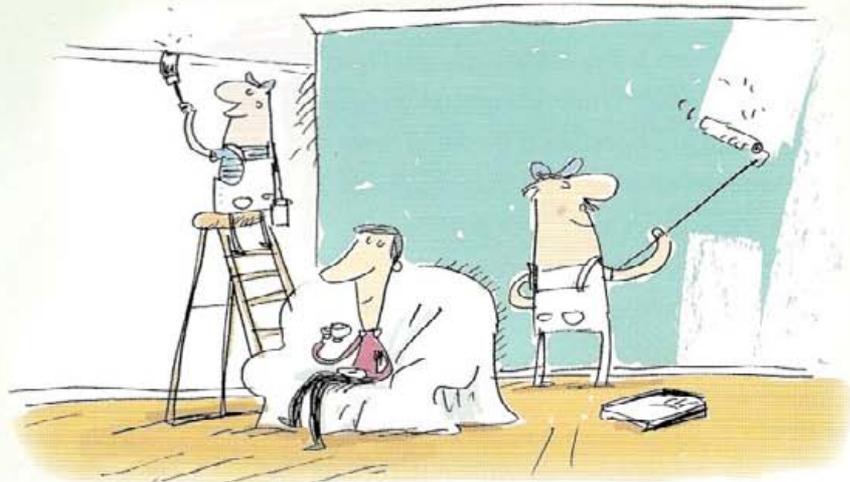
present passive continuous	eat	being eaten
past passive continuous	eat	having been eaten

# 9

## have and get something done, other uses of get

### causative *have*

- For a service someone does for us we use *to have something done*. There is a full range of tenses but the most common are present continuous, *going to*, present perfect and past simple. The infinitive is also used.



*We're having our flat decorated.*

### *have* + object + past participle

present continuous	<i>We're <b>having</b> our flat <b>decorated</b>.</i>
<i>going to</i>	<i>She's <b>going to have</b> a tooth <b>taken out</b>.</i>
present perfect	<i>He <b>has had</b> his nose <b>altered</b>.</i>
past simple	<i>I <b>had</b> my hair <b>cut</b> a week ago.</i>
infinitive	<i>We want to <b>have</b> our car <b>repainted</b>.</i>

- We do not mention the agent (the person who performed the action) unless this is important.  
*I'm going to have my photograph taken **by a top fashion photographer**.*
- We may also mention the place where we have things done.  
*I have my hair cut **at my local hairdresser's**.*
- We also use causative *have* to describe unfortunate events that have happened to people.  
*Maria **had her car stolen** last night.*  
*He **had his nose broken** while he was playing rugby.*  
*They **had their house broken into** recently.*

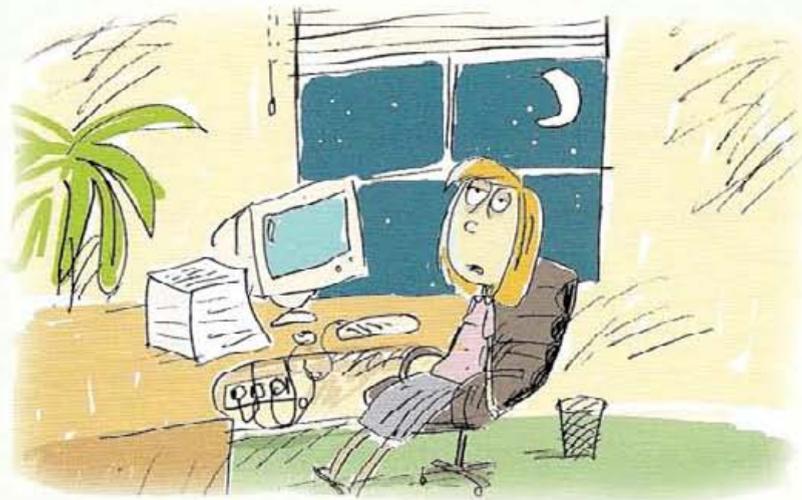
### *get* something done

In everyday speech we often use *get* instead of *have* for present continuous and past simple, but not for present perfect.

- We're **getting** our flat **decorated**.*
- He's **getting** his nose **altered**.*
- He's **got** his nose **altered**: (not possible)*
- He **got** his nose **broken** in a fight.*
- Maria **has got** her car **stolen**: (not possible)*

### get meaning manage

We also use *get something done* to mean 'manage to do it', with a sense of achieving something. This does not mean that somebody else did the work.



***I got my work finished in the end.***

*I got my work finished in the end.*

(= I managed to do it in the end.)

*Jack is difficult to work with, but he gets the job done.*

(= He manages to do the job.)

*Have you got the computer to work yet?*

(= Have you managed to make it work?)

### get with -ing

Get is also used to mean 'start to do something', when we give someone an order.

***Get moving!*** (= start)

### get someone to do something / have someone do something

This means that we make them do it.

***I got him to check the figures a second time just to make sure.***

We can also say:

***I had him check the figures a second time just to make sure.***

### get married etc

Get also forms expressions with *married, arrested, accepted, chosen* etc.

*He got arrested on the way out of the stadium.*

*They're getting married in Paris next month.*

*I got accepted for the job!*

# 10

## conditional and *if*-sentences (1)

### real conditions (first conditional)

- *if* + present simple + *will* / *won't* (*do*)  
This shows the results in the future of a real situation, with possible or likely results.  
*If you eat all the ice-cream, you'll be sick!*
- other variants  
*If* can also be followed by *can* / *can't*, present perfect (to emphasize completion), *going to*, present continuous with future meaning.  
*If you can't answer Exercise 1, you won't be able to do Exercise 2.*  
*If you've finished washing the floor, I'll help you clean the kitchen.*  
*If you're going to buy a car, I'll lend you some of the money.*  
*If you're going to the shops, I'll come with you!*

The second clause can contain *could* requests, *be able to*, *can*, *going to*, imperative, *had better*, *could* and *might* etc.

*If I give you the money, could you get me some stamps?*  
*If you've finished washing the floor, you can start cleaning the kitchen.*  
*If it rains this afternoon, we're going to stay in and watch some DVDs.*  
*If you're going to buy a car, make sure you get it checked by a garage.*  
*If you're going to the shops, you'd better take some money!*  
*If Cole scores now, that could be the end of the match!*

### future results: *if* clauses with *will*

- There are some *if*-sentences that describe the possible results of an offer. In these sentences, *will* is used in the *if*-clause.  
*I'll talk to your teacher, if that will stop you worrying so much.*
- In some *if*-sentences, *if* is followed by emphasised *will*, meaning 'insist on', or *won't* meaning 'refuse to'.  
*If you will wear such thin clothes, of course you'll feel cold!*  
*If you won't listen to common sense, there's no point my talking to you.*
- *If* can be followed by *will* and *would* as polite request forms.  
*If you'll just wait here, I'll tell Mr Brown that you've arrived.*  
*If you'd just fill in this form, I'll check the details.*

### unreal conditions (second conditional)

- *if* + past simple + *would* (*do*)  
This shows the results which would follow from an imaginary situation, with impossible or unlikely results.  
*If the Earth didn't have a Moon, there wouldn't be any tides.*
- *Could* and *might* are often used instead of *would*, as are other modals.  
*If we all worked together, we could solve the problem faster.*

- The difference between real and unreal may be a matter of speaker choice and context.

**If you buy** a bike, **you'll** get a lot fitter.

(You are really thinking of buying one – perhaps we are in the bike shop.)

**If you bought** a bike, **you'd** get a lot fitter. (We are only discussing possibilities.)



### impossible past conditions (third conditional)

- if + past perfect + would have (done) / (passive would have been done)**  
Used for the results which would follow from an imaginary past situation. As we cannot change the past, this is an impossible condition. Passive forms are common.  
**If the ship had had** more lifeboats, more passengers **would have been** saved.  
**If the ship hadn't hit** an iceberg, **it wouldn't have** sunk.  
**If another ship hadn't arrived** soon afterwards, none of the passengers **would have been** saved.
- Could have** and **might have** are often used instead of **would have**, as are other modals.  
**If the ship had been travelling** more slowly, **it might have avoided** the iceberg.

### mixed conditions

- if + past perfect + would (do)**  
Used for an imagined or actual event in the past with a result in the present.  
**If she had worn** her seat-belt, **she would still be** alive.  
**If you hadn't given** me a lift, **I'd probably still be** at the station!
- if + past simple + would have (done)**  
Used for a present state which has influenced past events.  
**If you weren't** so lazy, **you'd have finished** your work by now.  
**If she was** better-qualified, **she would have got** the job.

# 11

## conditional and *if*-sentences (2)

### *unless*

*Unless* is used when we say that if something does not happen, something else will happen (or be true) as a result.

*If you don't help me, I won't be able to lift this.*  
*I won't be able to lift this **unless** you help me.*

### *otherwise*

*Otherwise* is another way of saying *if not*. It can also come at the end of a separate sentence.

*Help me with this, **otherwise** I won't be able to lift it.*  
*I help me with this. I won't be able to lift it **otherwise**.*

### *if only*

- *If only* can be used as a way of emphasizing *if*.  
*If only you'd told me, I could have helped you.*
- The *if only* clause can also be used alone as an exclamation.  
*If only you'd told me!*

### *provided / providing (that), as long as, on condition (that)*

These are more emphatic ways of saying *only ... if*.

*You can **only** go to the party, **if you are home** before 12.00.*  
*You can go to the party, **provided you are home** before 12.00.*  
*You can go to the party, **as long as you are home** before 12.00.*  
*You can go to the party, **on condition that you are home** before 12.00.*

### *even if*

- *Even if* can also be used in conditional sentences to emphasize *if*.  
***Even if you begged him** to take the money, he wouldn't accept.*

### *if (you) should ..., if you happen to ...*

- *If + should* emphasizes that an event is not very likely, or to make a request seem more indirect or polite.  
***If you should see him** tomorrow, could you give him my message?*
- *If + happen to* has a similar effect, and can be used with *should* to emphasize unlikelihood or distance. Phrases such as *by any chance* are also used in the same way.  
***If you happen to be** in the neighbourhood, do drop in and see us.*  
***If you should happen by any chance** to find the money, can you send it back?*

### *if (I) were to ...*

- This is often used in writing which speculates about the future.  
***If the government were to lower** taxes, they would certainly win votes*
- This can also make an event seem less likely.  
***If I were to offer you** more money, would you stay in the job?*

### *if (it) were / was not for / hadn't been for ...*

This describes how one event depends on another.

***If it were not for Helen**, our team would be the worst in the area!*  
(If Helen wasn't a really good player...)  
***If it hadn't been for Jim**, the child would have drowned.*  
(If Jim hadn't jumped in to rescue the child ...)

**but for**

We can use *but for* to mean 'if it were not for'.

**But for** your assistance, we would not have succeeded.

**supposing, suppose, imagine**

These are ways of expressing conditions without *if*.

**Supposing you had** £5 million. What would you spend it on?

**Imagine you were** president. How would you change the country?

**if so / if not**

These can refer to a previous sentence and form a condition.

*If Jean is too ill to play, Mary can play instead.*

*Jean may be too ill to play. **If so, Mary can play** instead.*

*Jean may still be able to play. **If not, Mary can play** instead.*

**leaving out if**

In everyday speech, we can use an imperative phrase + *and* + *will* clause instead of an *if*-conditional sentence.

*If you come over here, I'll show you what I mean.*

**Come over here and** I'll show you what I mean.

**if + adjective**

In informal instructions, we can leave out the verb *to be* in phrases with adjectives such as *interested*, *necessary* etc

*If you are interested, phone this number.*

**If interested**, phone this number.

**if I might, if I can / could ...**

*Might* and *can / could* are used in an *if*-clause which stands alone as a very polite request.

**If I could just have** another look. (=Could I have another look?)

**If I might help** you with your coat.

**had (I) ..., were (I) ..., should (I) ...**

It is possible to begin formal conditional sentences by inverting *had* or *were* or *should* and the subject, leaving out *if* (see **Unit 40**).

# 12

## unreal past tense

### wishes about the present

Like a second conditional sentence, these wishes use a past tense form to express a feeling about the present.

*I wish I knew the answer.* (= If I knew the answer, it would be better.)

*I wish it wasn't raining!* (= If it wasn't raining, it would be better.)

*I wish they were arriving earlier.*

*I wish I was / were lying on the beach at this moment!*



*I wish I was lying on a beach.*

Wishes with *could* also express a feeling about the present.

*I wish I could get a better job.* (now)

### wishes about the past

Wishes about the past use past perfect in the same way as a third conditional sentence.

*I wish I had brought an umbrella with me.*

(= If I had brought an umbrella with me, it would have been better.)

*I wish we'd left earlier.*

(= If we had left earlier it would have been better.)

### hope

Wishes about the future are expressed with *hope*.

*I hope you enjoy your trip.* (future)

*I hope I can / will be able to get a better job.* (future)

### wishes with *would* / *wouldn't*

- Wishes with *would* / *wouldn't* are about general behaviour or habits, often bad ones which we wish would change.

*I wish everyone would leave me alone.*

*I wish you'd stop interrupting me. I wish you wouldn't do that.*

- Using unreal past tense can give the same meaning in some contexts.

*I wish it didn't rain so much.* (it may or may not be raining now)

*I wish it wouldn't rain so much.* (it's probably raining now)

- To wish someone would do something can also mean that we would like them to do it.

*I wish you would ask for my advice more often.*

### if I were you

We use *if I were you* for giving advice. Note that *I* and *you* are stressed more heavily than *were*. The *if*-clause can come at the beginning or at the end.

*I wouldn't touch that wire, if I were you.*

*If I were you, I'd go to the police.*

### would rather, would sooner

- We can use *would rather / would sooner* + infinitive to express choice.

*Would you rather stay at home?*

*I'd rather have tea than coffee.*

- *would rather / would sooner* + person + unreal past are used to show what we would like someone else to do or not to do.

*I'd rather you didn't tell anyone.* (It would be better if you didn't tell)

*I'd sooner she went to university than got a job now.*

### would prefer (see Unit 16 Would)

- We can use *would prefer* + to-infinitive to express a preference.

*Do you want to go out? No, I think I'd prefer to stay at home.*

We can compare preferences with *rather than*.

*I'd prefer to go out for a meal tonight rather than stay in and cook.*

- *Would prefer* + that + unreal past or *would prefer it if* + unreal past can be used to show what we would like someone else to do or not to do.

*I'd prefer that you didn't mention this to anyone.*

*I'd prefer it if you didn't mention this to anyone.*

- We can also use *would prefer* + person + to-infinitive with the same meaning.

*I'd prefer you not to mention this to anyone.*

### it's time + unreal past

We use *it's time* + unreal past to express what we think we ought to do.

*My shoes are wearing out. It's time (that) I bought some new ones.*

*It's already 8.00. I think it's time (that) we left.*

We also often say *It's time we were going*.

### as if, as though

- Real comparisons with *as if, as though* use *look, seem, appear* etc with present or future meaning.

*He looks as if he wants to leave.* (real)

*It seems as though City are going to win.* (real)

*It doesn't look as if I'll ever repay my debts.* (real)

- Unreal comparisons with *as if* and *as though* use *was / were* to refer to the present if the comparison seems unreal or imaginary.

*She acts as if she was / were queen!* (unreal – she isn't)

# 13

## modals (1): obligation, recommendation, ability

### must

Use *must*

- for a necessary action. *You **must keep** this door locked.*
- to give someone an order. *You **must be** more careful!*
- to describe a duty. *Everyone **must** recycle as much as possible.*
- to make a strong recommendation. *You really **must** go and see The History Boys.*
- to emphasize an intention. *I **must** lend you this book.*
- for formal questions (*must I, you etc*). ***Must you go?***

*Have to* is more commonly used for questions in spoken English. ***Do you have to go?***

### have to / has to

Use *have to / has to*

- for a necessary action. *We **have to be** there by six.*
- for a rule. *We **have to wear** a uniform at our school.*
- In most contexts, *must* or *have to* are both possible. Some speakers may use *have to* because it is longer and allows more emphasis.  
*You **have to be** more careful!*  
*Everyone **has to** recycle as much as possible.*
- *Have to* is the more commonly used question form. ***Do you have to go?***
- *Have / has got to* can be used informally instead of *have to*.  
*We've **got to be** there by six.*

### must not, do not have to

- *Must not* describes what is not allowed.  
*You **mustn't start** until I tell you.*
- *Do not have to* or *have / has not got to* describes what is not necessary.  
*Tony **doesn't have to go** to college this afternoon.*  
*Tony **hasn't got to go** to college this afternoon.*

### had to, didn't have to

- We use *had to* as a past form of *must*.  
*Sorry I'm late. I **had to stay** on at work.*  
*I **didn't have to pay** to take my bike onto the train.*

### should, shouldn't (ought to, ought not to)

Use *should, shouldn't (ought to, ought not to)*

- to make a recommendation, when we say what we think is a good idea.  
*You **should come** to work on your bike. It would be much quicker.*
- to say what we think is the right thing to do.  
*I think you **ought to go** to the doctor. You look terrible.*
- to say that something is correct or incorrect.  
*You **shouldn't write** your name at the top of the letter.*  
*The answer **ought to be** a whole number.*
- in formal writing; *should* can be used with a similar meaning to *must*, but is more polite.  
*All students **should report** to the examination room by 8.30.*

**should have, shouldn't have (ought to have, ought not to have)**

- Use to say that we think someone has made a mistake or done something wrong.  
*You **shouldn't have put** in so much salt.*  
*You **ought not to have written** your name at the top of the letter.*

**had better (not)**

- Use to make a recommendation, when we say what we think is the right thing to do. Note that this is often contracted to *you'd better* etc.  
*I think **you'd better** go to the doctor. You look terrible.*

**be to**

- This is a formal way of saying *must* in instructions.  
*You **are to leave** here at once! All students **are to report** at 9.00.*

**need, need to**

- *Need* is a modal verb, with no 3rd person form. It is used mainly in questions and negatives. The meaning is similar to *have to*.  
***Need** you ask? The Prime Minister **need** not worry.*
- *Need to* is a normal verb.  
*Sarah **needs to** be more careful. You **don't need to** worry.*  
***Do I need to** fill in this form?*

**didn't need to, needn't have (done)**

- *Didn't need to* describes a past situation, where something was not necessary, so it was not done.  
*Kate looked after the children, so **we didn't need to take** them to the nursery.*
- *Needn't have done* describes a past situation, where something happened or was done, but it was not necessary.  
***I needn't have gone** so early to the office. The meeting was cancelled.*

**be able to, can, could**

- *Be able to* emphasizes that a difficulty has been overcome.  
*Harry **can't** speak, but **he is able to communicate** with sign language.*  
It is also possible to use *can* in this context.
- We use tense forms of *be able to* to make the description of ability more definite than *can*, or for time references not covered by *can / could*.  
***I'll be able to** finish this tomorrow. (= I can and will)*  
***I haven't been able to** find the answer yet.*
- *Could* describes a general past ability.  
*Jane **could swim** 200 metres when she was nine.*
- *Was / were able to* describes having the ability and doing something successfully.  
*Maria **was able to swim** to the rocks and rescue the child.*  
In this context, using *could* might suggest an unfulfilled possibility.  
*She **could swim** to the rocks, but she decided not to.*
- In negative sentences, *couldn't* has both meanings.  
*However, she **couldn't / wasn't able to** rescue the pet dog.*

Note that modals have more than one meaning (see Units 14, 15).

# 14

## modals (2): possibility, certainty

### can / could

- We use **can** to make statements about what is generally possible.  
*It **can** be very cold here in winter. (= it is sometimes)*
- We use **could** to refer to past possible situations.  
*In those days, ships **could travel** for weeks on end without seeing land.*
- We use **easily** to emphasize a possibility with **could**.  
*People **could easily fall** down these stairs in the dark.*
- We use **could always** to point out a possible choice or decision.  
*You **could always phone her** when we get to the cinema.*
- We use **can** or **could** when we ask questions about possibility.  
*Who **can / could that be** outside Mr Smith's office?*
- We use **can hardly** or **could hardly** when we think something is impossible.  
*It **can / could hardly be** Jane Thompson. She's in Berlin this week.*
- We use **can only** or **could only** when we are sure about the answer.  
*It **can / could only be** the new sales manager.*

### may, might, could

- We use **may, might** or **could** to describe what is possible in particular situations. They are common with **be**.  
*This **may / might / could be** the last time I ever see you.*  
*The car won't start. The battery **may / might / could be** dead.*
- We often add **well** or **just** between **may / might / could be** and the verb to emphasize the possibility. **Just** makes the possibility less likely.  
*You **may / might / could well have** the answer! (Perhaps it's possible)*  
*Your plan **may / might / could just** work! (It's unlikely, but possible)*
- We use **may / might as well** when we say that there is no reason for not doing something, usually because we are disappointed something else has not happened.  
*There's no point waiting for the bus any longer. **We might as well start** walking.*
- We can use **may not** or **might not** for negative possibilities. We cannot use **could not** for this meaning.  
*I **may / might not be** here tomorrow. I **may / might not have** time to come.*
- We use **may have, might have, and could have** for possible events in the past.  
*Jack isn't here yet. He **may / might / could have missed** the train.*
- The negative forms are **may not have, might not have**. We cannot use **could not have**.  
*Perhaps he's still at home. He **may not have got** out message.*
- We use **might have** and **could have** to show annoyance, when someone fails to do something we feel they should have done.  
*You **might have told me** the match was cancelled! I went all the way there for nothing!*
- We use **might have** and **could have** when we are shocked because something nearly happened.  
*Thank heavens he's safe! He **could have drowned!***

### can't be, couldn't be

- We use **can't** or **couldn't** when we are certain that something is impossible.  
*That definitely **can't be / couldn't be** Tom over there. He's in Canada.*

### must be

- We use **must** when we are certain something is true.  
You **must be** tired after working so hard.  
**There must be** some mistake. I definitely booked a table for five.

### can't have done, couldn't have done

- We use **can't have** or **couldn't have** when we are certain that something in the past was impossible.  
Helen **can't have taken / couldn't have taken** the car. She didn't have the keys.
- We use **surely** to emphasize that we can't believe what has happened.  
Surely you **can't have carried** all these bags on your own!
- We use **can't have been / couldn't have been** when we are sure something wasn't true. We can also use **could / can** with **hardly** and **only**.  
That **can't have been** successful. (I'm sure it wasn't)  
That **could hardly have been** an easy thing to do. (I'm sure it wasn't)  
Judging by the pawprints, it **can only have been** a very large animal.

### must have done

- We use **must have** when we are certain something in the past was true.  
I can't find my wallet. **I must have dropped it** in the supermarket.



*I can't find my wallet. I must have dropped it in the supermarket.*

### be bound to, be sure to, be certain to

- When we need to describe a future event which we are sure will happen, we use **be bound to**, **be sure to** or **be certain to**.  
We're going to the seaside tomorrow, so **it's bound to rain**.  
Don't worry about the exam. **You're sure to pass!**

### should, ought to

- We use **should**, **ought to** to describe something we think is probably true, or has failed to happen.  
**There ought to be** a car-park at the end of this road. (I think there is)  
**There should be** a turning here! (but there isn't)

### should have, ought to have

- We use **should have**, **ought to have** when we describe what we expect has probably happened, or believe has failed to happen.  
**They should have arrived** in London by now. (that's probable)  
The plane **ought to have landed**. Where is it? (it hasn't landed)

# 15

## modals (3): other uses

### can / could

*Could* is generally considered to be more polite than *can*.  
Use *can / could*

- for requests.  
*Can / Could you carry this for me?*
- to ask for permission.  
*Can / Could I leave early?*
- to make an offer.  
*Can / Could I offer you some tea?*
- to make a suggestion.  
*Can / Could I make a suggestion?*

### can't / cannot

- Use when something is not allowed.  
*You can't leave your bike here.*
- Use to emphasize that something is unbelievable.  
*You can't be serious!*

### can + be + -ing

- Use when you wonder what is happening.  
*Who can be knocking on the door at this time?*

### could

- Use to express surprise.  
*How could you waste so much money!*
- Use to emphasize how you feel.  
*I'm so unhappy I could cry!*



*How could you be so clumsy, that vase was worth hundreds of pounds.*

### couldn't

- Use to mean 'it doesn't matter to me at all'.  
*I couldn't care less what you do / when you leave / who you are / whether you go or not etc*
- Use with a comparative for emphasis.  
*Things couldn't be better!*

**may**

- Use for polite requests  
*May I make a suggestion?*
- Use in *be that as it may ...*, an idiom meaning 'perhaps that is true but ...'  
*Television brings the family together, even though when watching it they don't talk to each other. They are physically together, but no communication takes place. So in some respects, watching television together makes the members of a family distant from one another. **Be that as it may**, being together as a family at least keeps the younger members at home, and away from possibly antisocial activities.*
- Use in *try as I / you etc. may ...*, a formal phrase meaning 'Although I try I can't remember.'  
*Try as I may, I just can't remember.*

**might**

- Use in the formal phrase *try as I / you etc. might*.  
*Try as I might, I couldn't reach the shelf. (Although I tried, I couldn't.)*
- Use as emphatic form of 'perhaps I'll do that'  
*I **might just** do that!*
- Use to express annoyance at a bad habit  
*I **might have known** it was you!*
- Use as emphatic form of 'although you are...'  
*You **might** be older than me, **but** ...*

**shall**

- Use for an offer.  
*Shall I carry that for you?*
- Use to ask for advice when uncertain.  
*What shall we do?*
- Use in formal legal language (all persons).  
*The tenant **shall be** responsible for all repairs.*

**shouldn't have done, needn't have done**

- Use to express our thanks for gifts, said in a way that expresses thanks.  
*You really **shouldn't have brought** me flowers. That's very kind of you.*

**will / won't**

- Use for an assertion about a result etc.  
*I'll definitely win! **No, you won't!***
- Use for an offer or agreement.  
*I'll do the washing-up*
- Use for a promise.  
*I'll be home by eight. **I won't be** late.*
- Use for a threat.  
*You'll be sorry!*

**won't**

- Use for a present refusal.  
*I **won't do it!** (see Unit 16, wouldn't)*

**need doing**

- *The dustbin **needs** emptying. Someone **needs** to empty it.*

# 16

## would

### habitual activity in the past

We can use *would* to describe a person's habitual activity in the past (see Unit 4).

*Every morning we'd go for a walk along the beach.*

This use is not possible with state verbs:

*We would own a house in the mountains.* (Not possible)

*We used to own a house in the mountains.* (Possible)

### annoying behaviour

We can use *would* to express annoyance or irritation at things that are happening now. There is usually a sense that this is typical, or not very surprising.

*You would say that!* (It's typical of you, and it's annoying).

*Wouldn't you just know it!* (I knew that would happen – and it's annoying).

### later future events in narrative

*Would* is used in past narrative to refer to later future events (reported form of *will*).

*In New York he met the woman who would later become his wife.*

### unspoken if-clause

We can use *would* to talk about situations where an *if*-clause is understood but not spoken, or expressed in some other way.

*You wouldn't believe who I've just met!* (... if I told you ...)

*Why would anyone want to live there?* (... if they could avoid it ...)

*How would you feel about going to the cinema?* (... if I asked you ...)

*Why don't you take the exam? You'd pass easily.* (... if you took it ...)

*I wouldn't do that.* (... if I were you ...)

*I wouldn't worry about it.* (... if I were in that situation ...)

*You wouldn't do that, would you?* (... if you had the choice etc)

*It would be a good idea to ask for some help.* (... if you want my opinion ...)

*The consequences of such a storm would be serious.* (... if it happened ...)

*Under the proposals, salaries would increase.* (= if the proposals became fact)

*It would be great to see you again.* (... if you wanted to.)

*It would be good to stop and have a coffee.* (= if we stopped it would be good)

### being willing

*Would* can be used to describe what people are willing to do. This can also be seen as including an unspoken condition.

*Tony would lend you his car.* (... if you asked him ...)

*Only a real fan would pay that much for a ticket*

(Only if someone was a fan would they pay ...)

### refusal

- We use *wouldn't* to describe a past refusal.

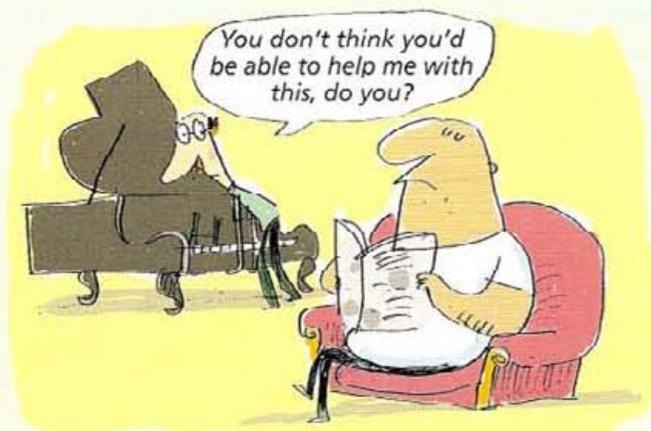
*She was upset because I wouldn't speak to her.*

- Inanimate objects can also *refuse* to do things.

*The door refused to open. My car refused to start.*

## polite requests

- Requests become more polite the more distanced they are. *Would* makes a request more distanced.  
*Would you help me with my homework?*  
*Would you mind helping me?*  
*Would it be all right if I left early?*
- The more tentative the request, the more distanced it becomes.  
*You don't think you'd be able to help me with this, do you?*



- See Unit 10 for polite requests beginning *If you would ...*  
*If you would come this way, I'll take you to the director's office.*

## would imagine, think, hope, expect, suppose etc

- *Would imagine / think / hope / suppose + (person) + might* are used when the speaker is not completely certain what another person feels, does, etc.  
*I would imagine that you might find John a bit difficult to work with.*  
*We'd hope we might complete the project before the end of the month.*
- *Would hope / expect + to-infinitive* is also possible, when you hope that you would do something.  
*We'd hope to complete the project before the end of the month.*  
*We'd expect to complete the project before the end of the month.*

## I'd like, I'd prefer

- *Would like* and *would prefer* refer to immediate situations.  
*I'd like some coffee now. I think I'd prefer tea.*
- *Like* and *prefer* refer to general states.  
*I don't like war films. I prefer romantic comedies.*
- We say we *would prefer it if + unreal past* when we say what we want to happen.  
*I'd prefer it if you didn't wear shoes inside the house.*

## wouldn't you like to know

- This is an idiom we use when we refuse to give someone information.  
*How much do you earn exactly? Wouldn't you like to know!*  
(=I'm sure you'd like to know but I'm not going to tell you!)

(For *would* in reported speech see Unit 17.)

# 17

## indirect speech

### present time

When we report things happening now, or general facts, or give messages, or report something we are reading, we use a present tense reporting verb, and do not backshift tenses into the past. Note that for written texts we report what the text 'says'

*'I'm going to wait for you.'* **He says he's going to** wait for us.  
*'Fifty people were injured.'* **It says here that fifty people were injured.**

### past time with tense changes

When reporting what people said, we use a past tense reporting verb and we backshift the tenses following into the past.

*'We're thinking it over.'* **She said they were thinking** it over.  
*'I had an accident.'* **He told me he'd had** an accident.  
*'We'll let you know.'* **They said they would let** me know.

Note that both past simple and present perfect become past perfect.

*'I've had an idea.'* **She said she'd had** an idea.

### facts and states

When we use a past tense reporting verb, a continuing state is not back shifted, though if we use back-shift this is not wrong.

*'Reindeer can swim really well.'* **He told us that reindeer can swim** really well.  
*'Reindeer can swim really well.'* **He told us that reindeer could swim** really well.

If we do use back-shift, it may be necessary to use a time phrase to make the time reference clear.

*'She was unhappy in her job.'* **She said she was unhappy** in her job **at that time.** (= unhappy in the past)  
*'She was unhappy in her job.'* **She said she was unhappy** in her job **at the moment.** (= unhappy now)

### modals and conditionals

- **Can, will / shall (future) and may change to could, would and might.**  
*'I'll be back on Friday.'* **He said he would be** back on Friday.  
*'I may be late.'* **She said she might be** late.
- **Shall in requests etc changes to should.** See also *wh*-questions below.  
*'What shall we do?'* They wanted to know **what they should do.'**
- **Would, should, ought to, could, might, used to remain unchanged.** *Must* is often changed to *had to*, but *can* remain unchanged, or be changed to *would have to* if there is future reference.  
*'You must be more careful in future.'*  
She told me I **must be / had to be / would have to be** more careful in future.
- **First conditional sentences are usually changed, but not second or third conditional.**  
*'If you're late, they won't let you in.'* (first conditional)  
He said that **if I was late, they wouldn't let me in.**  
*'If you'd brought a map, we wouldn't have got lost.'* (third conditional)  
She said that **if I had brought a map, we wouldn't have got lost.'**

### changes of viewpoint

- **References to time, place and specific reference usually change.**  
*'Bring this ticket with you tomorrow.'*  
He told me to bring **the ticket with me the next day.**  
*'Give that to me.'* He told me to give **it to him.**  
*'I'll see you here in the morning.'*  
He said he would see me **there the next morning.**

### reported yes / no questions

Yes / no questions are reported using *if* or *whether*, there is no inversion or auxiliary *do / did*. If the auxiliary *have* is used in the question it becomes *had*. The same backshift rules apply as for statements. There is no question mark.

'Do you like Japanese food?' She asked me **if / whether I liked** Japanese food.

'Have you finished?' They asked me **if / whether I had finished**.

### reported wh-questions

• We form reported *wh*-questions without inversion or auxiliary *do / did*. Auxiliary *have* becomes *had*.

'What's the time?' He asked me **what the time was**.

'Where have you been?' She asked me **where I had been**.

• In everyday speech, questions with very long question phrases remain inverted.

'Where is the restaurant serving the cheapest Thai food?'

He asked me **where was the restaurant serving the cheapest Thai food**.

• Polite requests beginning *could / would* are not back shifted into the past after a past tense reporting verb.

'Could you help me?' she asked.

She asked me **if I could help her / to help her**.

• It may be possible to report the request rather than the actual words of the request.

'Could you tell me where the station is?'

He asked me **for directions to / the way to the station**.

### reporting imperatives: tell and ask

We use *tell* to report orders and *ask* to report requests.

'Stop what you are doing!' She **told me to stop** what I was doing.

'Please don't go.' He **asked me to stay**.

### verbatim reporting and summary

Speakers do not always report exactly every word spoken, especially if this would make a lengthy and repetitive report. Speakers summarize and often use words that describe what was said.

'Take the first left, then go straight on, and then turn right after the church.' She **told me how to get there**.

'What did you think?' I asked him **for his opinion**.

### think and don't think

When we use opinion words like *think* and *believe*, the opinion verb is negative in negative statements.

**This isn't** very tasty. **I don't think** this **is** very tasty.

(See also Unit 18.)

# 18

## report verbs

### report verbs

- Some verbs express the general meaning of what people say so we do not need to report exactly what they said.  
*'I'll bring my homework tomorrow, honestly, I will, really!.'*  
**He promised to** bring his homework the next day.  
*'Well done! You've passed the exam!'*  
**She congratulated me** on passing the exam.
- Some verbs (eg *check, convince, explain, imply, point out, suggest*) express what effect someone wanted their words to have. It is not easy to show this effect in direct speech.  
**She implied that** I ought to start working harder.
- Different verbs can be followed by different constructions, and the same verb can be followed by more than one construction. Check usage in a dictionary. Note that verbs in these lists may appear in more than one section.

### verb + person + that-clause

<i>assure</i>	<i>'I'll definitely be there.'</i>	<b>She assured me (that) she would be</b> there.
<i>convince</i>	<i>'Of course it's right.'</i>	<b>She convinced me (that) it was</b> right.
<i>promise</i>	<i>'I'll do it.'</i>	<b>He promised (him) (that) he would</b> do it.
<i>remind</i>	<i>'Remember we start at 3.00.'</i>	<b>He reminded me (that) we started</b> at 3.00.

Other verbs: *inform, tell*

### verb + that-clause

<i>complain</i>	<i>'It's too expensive!'</i>	<b>She complained (that) it was</b> too expensive.
<i>confess</i>	<i>'I stole the money.'</i>	<b>He confessed (that) he had stolen</b> the money.
(or <i>confess to doing something</i> :		<b>He confessed to stealing</b> the money.)
<i>suggest</i>	<i>'Why don't you use a calculator?'</i>	<b>He suggested (that) I used</b> a calculator.

Other verbs: *accept, add, admit, agree, announce, assure, boast, conclude, decide, deny, doubt, explain, imagine, imply, insist, mention, point out, predict, promise, protest, remark, repeat, threaten, whisper*

### verb + -ing

<i>suggest</i>	<i>'Why don't you use a calculator?'</i>	He <b>suggested (my) using</b> a calculator.
<i>deny</i>	<i>'I didn't break the jar.'</i>	He <b>denied breaking</b> the jar.

Other verbs: *admit, apologize for, mention, recommend, regret*

### verb + object + preposition + ing

<i>congratulate</i>	<i>'Well done, you've won.'</i>	He <b>congratulated her on</b> winning.
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Other verbs: *accuse someone of, blame someone for, thank someone for*  
We can also *blame something on someone*.

*'The fire was your fault, Alan!'* They **blamed Alan for** the fire.  
They **blamed** the fire **on Alan**.

### verb + to-infinitive

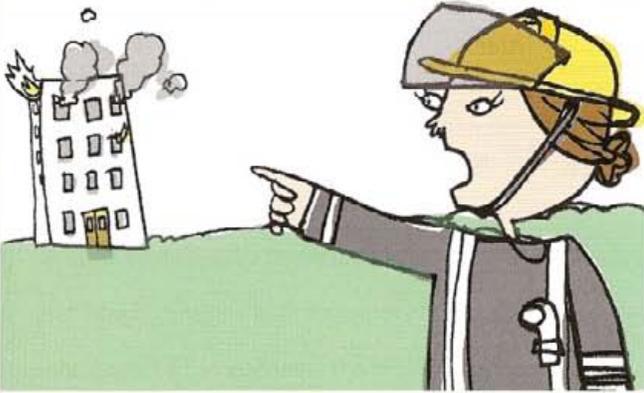
<i>offer</i>	<i>'I'll help you.'</i>	He <b>offered to</b> help her.
<i>promise</i>	<i>'I'll bring it tomorrow.'</i>	She <b>promised to</b> bring it the next day.
<i>refuse</i>	<i>'I won't sit down!'</i>	He <b>refused to</b> sit down.
<i>agree</i>	<i>'Ok, I'll pay (you) £300.'</i>	He <b>agreed to pay (him) £300</b> .

Other verbs: *swear, threaten, volunteer*

**verb + person + to-infinitive**

<b>advise</b>	'I would (wouldn't) stop, if I were you.'	She <b>advised me (not) to stop</b> .
<b>beg</b>	'Please stop!'	He <b>begged me to stop</b> .
<b>remind</b>	'Don't forget to lock the door.'	She <b>reminded him to lock the door</b> .
<b>warn</b>	'Don't touch that wire!'	She <b>warned me not to touch the wire</b> .

Other verbs: *challenge, command, convince (meaning persuade), encourage, expect, forbid, instruct, invite, order, permit, persuade, request, tell, warn*



*She warned us not to go near the building.*

**verb + person + to-infinitive + complement**

**believe** 'He's over 21, I believe'. **I believe him to be** over 21.

Other verbs: *believe, consider, presume, understand*

**verb + person + object**

<b>invite</b>	'Would you like to come to dinner?'	He <b>invited me to dinner</b> .
<b>offer</b>	'Would you like some ice cream?'	He <b>offered her</b> some ice cream.

**other patterns**

<b>explain</b>	'This is how you do it.'	She <b>explained how to</b> do it.
<b>agree with</b>	'Yes, I think the same.'	She <b>agreed with</b> him.
<b>greet</b>	'Good morning.'	She <b>greeted</b> me.
<b>announce</b>	'And now the names of the winners.'	He <b>announced</b> the names of the winners.

**verb + whether / if**

<b>doubt</b>	'I don't think he knows.'	<b>I doubt whether</b> he knows.
<b>wonder</b>	'Am I right?'	<b>She wondered whether</b> she was right.

**insist, demand, propose etc**

- Verbs used to tell people what they should do, or to give advice or orders, are often used with *should*, or subjunctive (without 3rd person s) or unreal past. This is a more formal use.  
*They insisted that he **should hand over** the documents immediately.*  
*They insisted that he **hand over** the documents immediately.*  
*They insisted that he **handed over** the documents immediately.*
- Other verbs which can be followed by *should* or to-infinitive: *advise, instruct, order, persuade, recommend, remind, urge*

Always check the meaning and use of report verbs in your dictionary.

# 19

## questions

### indirect questions

- Questions can be introduced by statements. In this case we do not use inverted word order for a question, or auxiliary words, or a question mark. These questions are generally called *indirect* or *embedded* questions.

*I was wondering **when the train leaves**. I'd like to know **what her name is**.*

*It's not clear **what I write** here. I'm not sure **who I'm talking to**.*

- Questions can be introduced by other direct questions in the same way. In this case there is a question mark.

*Do you know **when the train leaves**? Could I ask you **what her name is**?*

*Would you mind telling me **what I should write here**?*

### tag questions

- positive verb, negative tag  
When we use a positive verb and a negative tag, we generally expect a *yes* answer.  
*You like horror films, **don't you**? Yes, I do.*
- negative verb, positive tag  
When we use a negative verb and a positive tag, we generally expect a *no* answer.  
*You **haven't got** a pen, **have you**? No, I haven't.*
- positive verb, positive tag  
When we use a positive verb and a positive tag, we are showing surprise.  
*So **you're** a student, **are you**? (You don't look like one!)*

### intonation and meaning

- The meaning of the question depends on the intonation we use. When the intonation falls or is level, we are checking information we already know.

*You like horror films, **don't you**? Yes, of course I do!*

*You're **not** in tomorrow, **are you**? No.*

When the intonation rises, we are asking a question.

*You **are** a student, **aren't you**? (I'm not sure about this)*

*You're **not** Helen, **are you**? (I'm surprised)*

*You **haven't** broken the window, **have you**? (I hope not!)*

### negative questions

We use a negative question when:

- we assume someone will agree.
- we are annoyed with someone
- we are surprised, or don't believe something
- we want to get the answer we want

*Don't you feel tired?*

*Can't you stop talking!*

*Don't you remember me?*

*Wasn't it you who stole the money?*



## echo questions

- Echo questions are commonly used in informal conversation to show interest or other feelings eg surprise, disbelief.  
*I've got a new job. **Have you?** Congratulations! That's wonderful!*
- Echo questions are made in response to statements. Normally a positive question echoes a positive statement, and a negative question echoes a negative statement.  
*I don't know the answer. **Don't you?** It's a very easy problem!*  
*There isn't any milk left. **Isn't there?** Are you looking in the right place?*  
*I really like her new novel. **Do you?** I found it rather heavy going.*

## echo tags

- When we agree with what the speaker says or are surprised by it we can echo the statement and add a tag.
- Echoing positive with positive with a negative tag, or negative with negative with a positive tag, suggests agreement. The intonation is level or falling.  
*It's really cold today. **It is, isn't it?** (agreement)*  
*I'm not a very good golfer. **You aren't, are you?** (agreement)*
- Echoing positive with negative with a positive tag, or negative with positive with a negative tag, suggests disbelief. The intonation is rising.  
*I've just seen David Bowie! **You haven't, have you?** (disbelief)*  
*I don't like ice-cream. **You do, don't you?** (disbelief)*

## ... do you think ...

In everyday speech when we ask someone's opinion it is common to put *do you think / believe / suppose* etc between a *wh*-question and the verb.

*What **do you think** the others are doing now?*

*What **do you believe** we should do?*

## ellipsis

In everyday speech, questions are often shortened by using the verb stem only.

***Like** my new flat? **Want** a drink? **Had** a good time?*

## end prepositions

- When we make questions with verb + preposition, the preposition generally goes at the end of the sentence, unless the preposition is part of a phrase eg *in what sense*.  
*What are we waiting **for**? Who am I talking **to**?*  
***In what sense** is Jane Eyre a feminist novel?*
- With *whom*, used in formal speech and writing, the preposition comes first.  
***With whom** do we work?*

# articles (1)

## article use depending on context

- When we refer to something we have already mentioned, we use the definite article.  
*First, I grate some cheese. Then I sprinkle **the cheese** into the sauce.*
- A noun can be made definite by the details which follow it. This is called post-modification.  
*There's a tower over there. Yes, it's **the Tower of London**.*
- Some things are definite because they are already known to the people talking about them.  
*Jim is at **the pub**. (= The one we all usually go to.)*  
*Pass **the vegetables**, please. (= These ones on the table.)*

## groups and classes

- An example of a thing, instrument etc uses *a / an*.  
***A barometer** is used to measure air pressure.*
- We use *a / an* for one of a class of things or people.  
*Peter is **a German**. Maria is **a teacher**. This is **an electric shaver**.*
- We use *a / an* for one of a set of named things.  
*They've bought **a Picasso**. (= a work of art)*  
*This is **a Henry Moore sculpture**.*
- We use *zero article* with plurals and uncountables when they refer to a class of things or people in general.  
***Teachers** often work very long hours.*  
***Water** is becoming a scarce resource.*  
***Girls** are better at learning **foreign languages** than **boys**.*  
  
These too can be made specific, eg by the details which follow.  
***The water** tastes funny. (= the water from the tap)*  
***The girls in my class** learn fast. (= these particular girls)*
- A singular noun to describe a class of things uses *the*.  
***The bicycle** is becoming increasingly popular.*  
***The whale** is in danger of extinction.*

## ideas

- Abstract ideas use zero article.  
***Health** is one of the most important things in **life**.*

Note that an abstract noun can be made specific by what comes after it – then we use *the*.  
***The health of** millions of people may be at risk.*

## numbers and measurement

- With rates and speeds use *a / an*.  
*The car was going at **50km an hour**. The rent is **£500 a month**.*
- Use *a / an* for large whole numbers, fractions with singular nouns, weights and distances.  
*a hundred a million a third a fifth*  
*two and a half a kilo a metre and a half*  
**But:** *two and seven eighths half-way*  
  
***Half** is usually used without an article.*  
*He has eaten **half** of the cake.*

## people

- We use zero article with names of people, unless we specify the person.  
*Tom lives in Bristol. Is he **the Tom Davis** you went to school with?*
- We can use *a / an* with names when we mean 'a person called ...'  
*Is there **a Tom Davis** staying here?*
- We can use *the* with the names of groups, when these are clearly plural.  
***the Democrats***  
However, if a proper name comes before the noun there will be zero article.  
***Euro MPs Manchester United supporters***
- Names of music groups vary a great deal, and may not fit general rules.  
***The Who Primal Scream***  
Many groups of people are described by *the* + singular adjective.  
***the unemployed the dead***

## cities, towns, streets, places

- Use zero article with proper names, though *the* is used when there is post modification with *of*.  
*I live in **Allan Road** in Bristol in an area called **Redland**.*  
*Oxford University **the University of Oxford***
- Use *the* with the names of shops and places with a general reference.  
*at **the** cinema / **the** supermarket / in **the** garden / in **the** mountains / at **the** beach etc*
- Other places vary. If they begin with the name of a place or person, then they tend to use zero article.  
***London Bridge Waterloo Station Madame Tussaud's***  
But: ***the London Eye***  
Otherwise they use *the*.  
***the Golden Gate Bridge the Hard Rock Café the Odeon Cinema***
- Note that a place name can also be used as an adjective, in which case we could use *the*.  
***The London rush hour** can cause long delays.*  
Some other cities have adjective forms, eg *Paris / Parisian, Rome / Roman*.

## unique objects

- *The* is used with some familiar objects when we think of them as the only one.  
***The Sun** was setting over **the sea**. **The moon** rose into **the sky**.*

## illness etc

- *A / an* is used with a headache, a cold etc.  
*Have you got **a cold** / **a headache** / **a toothache** / **an earache**?*  
Most illness words use zero article.  
*I've got **flu**. She's suffering from **appendicitis**.*

## exclamations

- Use *a / an* in the expressions *what a ...!*, *such a ...!*  
We use *what a ...* when we are surprised or impressed by something.  
***What a** fantastic sight! **What** an awful room!*  
We use *such a / an ...* for emphasis with singular nouns.  
*This is **such a** great film! He is **such an** interesting person.*

(See also Unit 21.)

# 21

## articles (2)

### nationality

- We use *the* with nationality adjectives that end *-ese, -ch, -sh, -ss* and are used to refer to all the people of that nationality, eg *Chinese, Japanese, French, Spanish, British, Swiss, Dutch*.  
*The French* drink a lot of wine.  
*The Swiss* are famous for their banks.
- We use *the* with plural nationality nouns in same way, eg *Russians, Americans, Poles, Greeks, Turks, Germans, Belgians* etc.  
*The Russians* and *the Poles* are used to cold weather.
- We use *a / an* with singular examples.  
*an Australian, a Greek, a Turk, a Russian, a Pole, a Romanian, a Bulgarian, an Egyptian, a Jordanian*

Some nationalities end in *-man / woman*, and others have unique names.  
*an Englishman / an Irishman / a Scotsman / a Welshman / a Frenchman / a Dutchman*  
*a Spaniard / a Cypriot / a Pakistani / an Iraqi / a Saudi / a Philippino*

Some nationalities can only be used as an adjective with a noun, eg *Japanese person / man*.

### geography

- We use *the* with the names of oceans, seas, rivers, geographical areas.  
*They crossed the Pacific / the Atlantic / the Mediterranean* etc in a small boat.  
*The sun sets in the West.* *She travelled widely in the Middle East.*  
*We took a voyage down the Danube.*
- *The* is used with *north, south* etc. to indicate geographical areas, but zero article is used to describe general directions.  
*The sun sets in the west.* *The road runs from north to south.*
- We use zero article with continents, countries, lakes.  
*Lake Geneva* borders *France* and *Switzerland*.  
*Morocco* is in *Africa*.
- We use *the* with plural or collective names.  
*From here you can see the Alps.*  
*She lives in the Philippines / the Netherlands / the United Kingdom / the USA.*
- Names of mountains vary.  
*He's climbed Everest* and *Mont Blanc* but not *the Matterhorn*.
- Names of islands normally use zero article unless they have post-modification with *of* ...  
*I've been to Crete / Majorca / Cuba.*  
*I haven't been to the Isle of Wight.*
- We use *the* with deserts.  
*The Sahara* is not as dry as most people think.

### school subjects

- We use zero article when we talk about school subjects, such as *geography, history*.  
*I'd rather study physics* than *biology*.
- These can also be used as adjectives with article + noun.  
*I've started a physics* course.  
*The biology* teacher is really good.

## calendar

- We use zero article when we refer to days, months or parts of the day.  
*I'll see you **on Monday at midday**. School begins **in September**.*
- We can use *the* with a day of the week when we refer to a particular week, and *the* with a month when we refer to a particular year.  
*It started as an ordinary week but **on the Friday** I received a surprising message.*
- We use *a / an* with a day of the week when we refer to the day as a typical example.  
*It was **a Tuesday afternoon** in August and nothing much was happening.*

## home, school, prison, hospital, work

- We use zero article with *at home, at school, in hospital, in prison, in bed* when we speak about the place in general, or with reference to its use.  
*Jack is **in hospital**. (he's ill).*  
*Sue is **at school**. (she's a student)*
- When we refer to something just as a building, place, etc we use *the*.  
*The bus stops **outside the school**. (the building)*  
*Leave the towels **on the bed**. (the item of furniture)*  
*I was walking **past the hospital**. (the building)*  
*There was a riot **in the prison**. (the building)*
- Compare: *Alan's **in bed**. (he's asleep)*  
*There's something crawling **in the bed!** (the item of furniture)*

## other generalized locations and activities

- We use other phrases with zero article to describe what people are doing or where they are in general.  
***on holiday**    **on tour** (performers)    **on location** (place where a film is shot)*  
***on stage**    **on duty**    **at work***
- Specific examples use *a / an* or *the*.  
*They decided to take **a holiday abroad**. He ran **onto the stage**.*

## changes of meaning

- Some nouns can be countable or uncountable and have different meanings according to the article they use.  

<i><b>a / an</b></i>	<i>a coffee</i>	<i>a cup of coffee</i>	<i>Can I buy you <b>a coffee</b>?</i>
<i><b>the</b></i>	<i>the coffee</i>	<i>grains or beans etc.</i>	<i>Put <b>the coffee</b> in the jar.</i>
<i><b>zero</b></i>	<i>coffee</i>	<i>in general</i>	<i>Do you like <b>coffee</b>?</i>
- Many names of substances have a change of meaning when used as a single object.  
*glass    **a glass**    for holding water etc    **glasses**    for helping the eyes*  
*iron    **an iron**    for smoothing clothes*  
*paper    **a paper**    a newspaper or a piece of published research*
- Some food nouns which usually have no plural can be used with *a / an* to talk about one particular type of that food.  
*I try to eat as much fresh **fruit** as I can.*  
*This is **a fruit** that only grows in the tropics.*  
Other foods used in this way are: *wine, beer, cheese, meat, oil.*

(See also Unit 20.)

# 22

## number and quantity

### many, few, much, little

- With countable nouns we can use *too many*, *not many*, (only) *a few*, (very) *few*.  
*There are **too many** mistakes here. We've had **very few** complaints.*
- *Few* is negative, *a few* is positive.  
*I have **a few** friends in Germany. (some)*  
*I have **few** friends in Germany. (not many)*
- With uncountable nouns we can use *too much*, *not much*, (only) *a little*, (very) *little*.  
*We haven't got **much time**. There is **too much smoke** in here.*  
*I need **a little help**. There's only **a little milk** left.*

### a lot of / lots of, plenty, hardly any, not enough

- With countable and uncountable nouns we can use *a lot of / lots of*, *plenty of*, *hardly any*, (not) *enough*, *hardly enough*. (See Unit 23 for the use of *much*, *a lot* as adverbs.)  
*We've got **lots of** time. We had **a lot of** complaints.*  
*There's **hardly any** milk. There are **hardly any** seats.*  
*We haven't got **enough time**. There aren't **enough chairs**.*

*A lot* and *lots* can stand alone as pronouns.

*How many complaints have you had? **Lots / A lot.***

### no, not any, none (of)

- *No* and *not any* can be used with countables and uncountables.  
*There's **no time** to lose! There **isn't any time** for that!*
- *None* stands alone as a pronoun, often with *at all*. *None of* is used with nouns, with either a singular or a plural verb, though many users prefer a singular verb.  
*There might be lots of customers, or there might be **none (at all)**. **None of** the passengers was / were saved.*

### much / many with numbers and quantities

- *Many* can be used as an intensifier with *hundreds of / thousands of* etc.  
***Many thousands of people** took part in the demonstration.*
- *A good many* is a colloquial way of describing a large number.  
***A good many people** were carrying banners.*
- We use *as many as* or *up to* to indicate the highest number. We use *as much as* or *up to* to indicate the highest amount.  
***As many as** a hundred people were arrested.*  
*We spent **as much as** £300 yesterday.*
- We use *more than* or *in excess of* to indicate the lowest number.  
***More than** £10 million has been spent already.*

### too much, too many, enough

- We use *too many* with countables and *too much* with uncountables to show that the number or amount is greater than necessary or more than is acceptable or possible.  
*There are **too many cars** in the centre of the city. There is **too much traffic**.*
- We use *far* or *way* as intensifiers in everyday speech.  
*There is **far too much** salt in this sauce.*
- We use *enough* with countables and uncountables when we want to show that the number or amount is acceptable or sufficient.  
*I'll give you **enough money** to buy tickets for all of us.*

- **Hardly enough** means 'almost not enough'. **Just enough** means the right amount or number. **More than enough** means 'more than is needed' (*plenty of* has a similar meaning).  
*There are **hardly enough chairs** for so many people. There is **just enough food** for the three of us. Don't worry, we've got **more than enough chairs**.*

### quite a lot, rather a lot

- **Quite a lot** is a fairly large number, but not a very large one or more than we expected.  
*There were **quite a lot of people** waiting outside.*
- **Rather a lot** is generally a greater number or amount than *quite a lot*, almost too many.  
*I can't come out. I've got **rather a lot of work** to do.*

### number and amount

- We use a *number* or a *large number* / a *small number* to describe how many. We use a singular or a plural verb, though many users prefer a singular verb.  
*A **number of houses** have already been built.*  
*A **large number of people** was waiting outside.*
- We use a *large* / *small amount* to describe how much.  
*A **large amount of money** has been recovered by the police.*

### loads of, masses of

These are informal expressions meaning a large number or amount.  
*Jim's a banker, and has got **loads of money**.*

### hundreds of, miles of etc

Measurement words can be used with *of*. Note that measurement words such as *litre*, *ton*, etc are also followed by *of*: *a litre of milk*, *a ton of earth*.  
***Thousands of tons** of earth had to be moved.*  
***Millions of litres** of water are wasted every day.*  
*There were several **miles of** wiring in each machine.*

### twice as much as / as many as

- We use *twice as much*, *three times as much* etc to make comparisons between a larger and smaller quantity or number.  
*Paula earns **twice as much money as** I do.*  
*There are **ten times as many students** here **as** in my last school.*
- **(Just) as much / many** means an equal amount or number.  
*Paula earns **as much as** I do.*

### every and each + noun

In some cases, the meaning of *every* and *each* is the same, though *each* is often used to mean *separately* or *one by one*, especially when we are thinking of a definite number.

***Every / Each time** I have a holiday, I catch a cold.*  
*There is a café **in each corner** of the square. (there are four cafés)*

### more, fewer, less

- **More** can be used with countables and uncountables to mean a larger number or amount.  
*Bring **more chairs**. We need **more milk**.*
- We use **fewer** with countables to mean a smaller number, **less** with uncountables to mean a smaller amount.  
*There have been **fewer storms** this year. And **less rain**.*

In everyday speech, people often use *less* with countables, and this is becoming more common in print.

## nouns always ending in plural s

- Nouns ending *-ics* have no singular form, they use zero article and a singular verb, eg *mathematics, linguistics, physics, politics, athletics*.  
*Mathematics is my favourite subject.*  
When not used to mean 'subjects of study', nouns of this kind can use *the* + plural verb.  
*Economics is a difficult subject. The economics of this case are complex.*
- Some nouns always ending in plural *s* are counted as singular, though they have no singular form, eg *the news, darts, billiards* (and other plural games), cities with plural forms *Naples, Athens* etc.  
*The news is on at 10.00. Athens is a beautiful city.*
- Illness words always ending in plural *s* use a singular verb, eg *measles, mumps*.  
*Measles is a highly infectious disease.*
- Some nouns always ending in plural *s* can have a singular verb when singular, and a plural verb when plural, eg *crossroads, series, species, means*.  
*This species is interesting. Both species are now extinct.*  
*This is a means to an end. All means have been exhausted.*
- Some nouns always ending in plural *s* use a plural verb, eg *belongings, clothes, congratulations, earnings, goods, outskirts, remains, stairs, surroundings, thanks*.  
*Are these your belongings? These are the remains of my car!*  
Some of these nouns have a singular form with a different meaning.  
*looks She was admiring Jack's good looks.*  
*look Could I have a look at your answers?*

## nouns describing groups (collective nouns)

- Some nouns describing groups of people are singular only, but can be followed by a singular or plural verb, eg *the majority, the public*.
- Some singular nouns describing groups of people use singular or plural verb depending on how we think of them, eg *government, army, council, management*, etc.  
*The government is planning to raise taxes. (= one body)*  
*The government are undecided about this matter. (= a group of individuals)*
- Some nouns describing groups of people or animals have no plural *s* and use a plural verb, eg *people, the police, cattle*.  
*The police are investigating the fire.*  
*People* can be used with plural *s* to mean nationality or race.  
*The peoples of the world are united in their desire for peace.*

## change of meaning

Some nouns have different meanings for singular and plural.

<i>damage</i>	<i>The insurance company paid for the damage to the house.</i>
<i>damages</i>	<i>The court awarded damages of £50,000.</i>
<i>custom</i>	<i>Giving eggs at Easter is a custom here.</i>
<i>customs</i>	<i>When we passed through customs, we had to open our cases.</i>

Others include, *expense / expenses* (money spent as part of a job), *manner / manners* (way of behaving), *work / a work, works* (of art, literature etc), *glass / glasses* (spectacles).

## pairs

- Some nouns with plural form only can be used with *a pair of ... / two pairs of* etc, though this can be left out, eg *glasses, trousers, shorts, pyjamas*.  
*Where are my glasses? I've got two pairs of glasses.*
- Other words which can be singular, and which can also be used with *pair* are *socks, shoes, sandals, gloves*.

## collections

Some collections of nouns are described with *a + noun + of*, eg *a bunch of flowers, a circle of friends, a crowd of people, a gang of thieves, a herd of cattle, a flock of sheep, a pack of cards, a panel of experts, a team of lawyers / doctors*

## partitives

Some mass nouns eg *bread* have a countable item which describes a 'piece' of the whole, and which can be used when we want to specify 'one' of that item. eg *a loaf of bread, a bar of soap, a cloud of dust, a flash of lightning, a clap of thunder, a shower of rain, an item of news, a slice of cake etc.*

- container + of *a tube of toothpaste, a can of beer, a carton of milk etc*
- container: compound noun *a beer-can a matchbox*  
The name of the container usually begins with the name of what is contained, with a singular noun if it is countable.
- small quantities *a speck of dust, a grain of rice, a scrap of paper*
- abstract nouns *a piece of advice / information, a spot of trouble*
- quantities *a litre of beer, a kilo of cheese etc*
- words describing types *a kind of, a type of, a variety of, a species of*
- game, round *a game of chess, a round of golf*

## compound nouns

- Noun + noun The first noun is normally singular (but: *a clothes brush*). Check in a dictionary for the use of a hyphen, as this varies greatly.  
*a bus ticket a key ring*

Categories include:

type	<i>a seat belt a comedy film</i>
containers	<i>a milk jug a water bottle</i>
purpose (-er) (for)	<i>a can opener (a thing that opens cans) a book shelf (a shelf for books)</i>
place	<i>a bedroom chair a school playground</i>
part of a whole	<i>a car door a mouse button</i>

- *-ing + noun* *frying pan writing desk*
- *noun + -ing* *sight-seeing water-skiing*
- from multi-word verb *a take-off a hold-up*

## of and possessive apostrophe

- Use *of* for things when there is no compound noun, for parts of things and for abstract ideas.  
*the end of the road the aim of the project*
- Use possessive apostrophe for things belonging to people.
 

singular	apostrophe s	<i>Michael's desk.</i>
plural with s	apostrophe only	<i>The boys' bedroom.</i>
plural without s	apostrophe s	<i>The children's bedroom.</i>
- Names ending in *s* add apostrophe *s*, or apostrophe, but are pronounced as if they have apostrophe *s*.  
*the Jones' house / the Jones's house* (both pronounced the same)
- We also use possessive apostrophe with references to time, and in some fixed expressions.  
time *an hour's bus-ride, a days' work etc*  
expressions *be at your wits' end*

# 24

## pronouns, so, it, there

### each (of), both (of), either, neither

- **Each** as a pronoun (see **Unit 22**), refers to two or more things or people separately.  
*If two players win, they **each** get an extra card / **each of them** gets ...*  
*The winners received £500 **each**.*
- **Both** as a pronoun refers to two things or people together.  
*They **both** arrived at the same time. **Both (of them)** arrived at the same time.*  
*I like them **both**. I like **both of them**.*
- **Either (of)** means one or the other, when it doesn't matter which one. It uses a singular verb. **Not ... either** is also possible.  
*These two colours are both fine. We can use **either**. **Either of them** is suitable.*  
*No, we can't use **either** of them.*
- **Neither (of)** is the negative form, meaning not one nor the other.  
*I don't like these two colours. We can't use either. **Neither of them** is suitable.*

### each other, one another, one ... the other

- **Each other** refers to two or more things or people each doing something to the other.  
*The two men accused **each other** of stealing the money.*
- **One another** has the same meaning. Some speakers prefer to use **each other** for two things or people, and **one another** for more than two.  
*When they got into difficulties, all the children help **one another**.*

### reflexives

- Some verbs use a reflexive pronoun (eg **myself**) to refer back to the subject.  
*I **blame myself** for what happened. I hope **you enjoy yourselves**.*  
  
Other reflexive verbs include **cut, hurt, introduce**. These verbs can also have normal objects:  
*We **enjoyed the play** a lot. The police **blamed hooligans** for the problems. (normal object)*
- **Behave** is intransitive, and can have a reflexive but no other object, though the reflexive can be left out.  
*Make sure you **behave yourself**. Try to **behave!***
- **Dress, wash, shave** often have a reflexive but it is not necessary.  
*Hurry up and **dress (yourself)**.*
- Reflexives are also used with verbs like **see, help, give** in some expressions.  
*Then he **saw himself** in the mirror. I couldn't **help myself**. She **gave herself** a pat on the back.*

### someone, anyone, everyone, no-one, (somebody, something etc)

- These pronouns can be used:  
as a subject pronoun with a singular verb, or as an object pronoun. *Quiet! **Someone's** coming!*  
with an adjective. *I've got **something important** to tell you.*  
with a comparative adjective. *Have you got **anything smaller**?*  
with an infinitive. *He says he's got **nothing to do**.*  
with **for + pronoun + infinitive**. *Is there **anything for us to drink**?*
- The same uses also apply to adverbials **anywhere, somewhere, nowhere**.  
*There's **nowhere** nice to sit. Do you know **anywhere** cheaper?*  
*I need **somewhere** to stay.*
- **Else** can be added to all of these words to mean 'other'.  
*I'm in love with **someone else**. Do you want **anything else**?*  
*There's **nothing else** to say. There's **nowhere else** to sit.*

- There are problems with using personal pronouns or possessive adjectives to refer back to *somebody* etc, as the person could be male or female. Traditionally *he / his* was used.  
*Someone / somebody* has left **his** wallet on the desk.  
This is considered 'sexist' by many people, and an impersonal *they / their* is often used instead. In formal writing *he or she / his or her* is used.  
Does **everyone** know what **they** are supposed to be doing?  
Everyone should bring **his or her** passport for inspection.
- We use general *some / any* rules for negatives and questions.  
*Is there anyone* there? There's **nobody** here. **Do** you want to see **someone**? (specific person)

### one / ones

- can be used to avoid repeating a countable noun. *Are those **the ones** you meant?*  
*One* can also mean 'person'. *She is **the one** I love!*
- can be used with an adjective. *I like **the red one**.*
- can be used with *this / that* etc. *Do you like **these ones**?*
- *One ... the other* can be used to refer to two things.  
*What's the difference between the M1 and a lawnmower? **One** is a motorway and **the other** is a way to mow.*

### one, you

- We use *one* in formal speech or writing as an impersonal pronoun.  
***One** grows to rely completely upon **one's** servants.*
- In everyday speech, we use *you*.  
*I think **you** soon get tired of commuting long distances.*

### it

- *It* is used as an 'empty subject' for verbs that have no real subject.  
***It's** 6.30. **It's** raining. **It** was hot. **It's** going to be 40°C. **It's** 200 miles to Scotland. **It's** cold.*
- *It* is also used as a subject for *say*, to describe what is written; for *take*, to describe length of time; and in expressions *it doesn't matter* and *it's no use*.  
***It says** here we have to be there an hour before. **It takes** an hour to get there.*  
***It doesn't really matter. It's no use, I can't make it work.***
- *It* is often used with *seem to + action verb*, and with *seem as if, seem that, look as if, appear that*.  
***It seems to** snow a lot in this part of the country. **It seems as if** everyone is having a good time.*  
***It looks as if** we're going to be late. **It appears / seems** that the meeting has been postponed.*
- *It* is used in phrases *it's a pity, it's a shame, it doesn't matter if*.  
***It's a pity** you missed Jack. **It's a shame** you didn't come to the party.*  
***It doesn't matter if** I catch a later train.*

### there

- *There* is used with *be, seem, appear* to introduce a statement about what exists or happens.  
***There's** a shop at the end of the road.*  
***There seems / appears** to be a problem.*  
***There's been** a fire at the school.*  
***There was** nobody in the building at the time.*  
***There is** no point in doing the same thing over and over again.*
- After the statement of existence, other pronouns are used to refer back to the thing or person mentioned.  
***There's** a shop at the end of the road. **It's** open until late.*  
***There's** a girl outside. **She** says she knows you.*
- *There* is used in idiomatic phrases with *come, follow*.  
***There comes** a time in everyone's life when ...*  
***There follows** a party political broadcast.*

# adjectives

## adjective position

- **attributive adjectives**  
These come immediately before the noun.  
*an **old** building a **heavy** suitcase*
- **predicative adjectives**  
These come after *be, become, seem, look, appear, feel*, and can be used without a noun.  
*This vase looks **old**. It's **heavy** too.*
- The following adjectives are usually attributive (before a noun):  
classifying: *chief, entire, local, main, national, only, particular, sole, whole* etc.  
*This is the **main** problem. I have a **particular** reason for asking.*  
  
emphatic: *mere, sheer, utter*  
*This is **utter** nonsense!*  
*The **mere** thought of losing depresses me.*  
  
Other adjectives take on an emphatic meaning when attributive (before a noun):  
*complete, perfect, total, pure. This is **pure** nonsense!*
- Some adjectives are only predicative:  
*afloat, afraid, alight, alike, alive, alone, ashamed, asleep, awake, ill, well.*  
*Are you **awake**? Luckily they were both **alive**.*  
*I feel **ill**. You look **well**.*
- Others are usually predicative: *glad, pleased, sorry, upset.*  
*You should be **pleased**. I don't feel **sorry**.*
- *something, anyone* etc and adverbials *somewhere* etc can be followed by adjectives.  
*Do you want to know **something** interesting? I need **somewhere** quiet.*
- When looking up adjectives in a dictionary, check whether the meaning you want is attributive or predicative.  
*Helen is a **responsible** pupil. (attributive – sensible, reliable)*  
*Who was **responsible** for the accident? (predicative – who caused it?)*

## verbs of sensation

- *appear, feel, look, seem, smell, sound, taste* are followed by adjectives not adverbs.  
*This **smells** bad. It **tastes** awful too.*

## gradable and ungradable

- Gradable adjectives have degrees of meaning, they can be used with *very, too, enough* and have comparative and superlative forms.  
*It's **very** heavy. This one is **heavier**.*

Ungradable adjectives are absolute, they do not have comparative or superlative forms and cannot be used with *very* etc.

*This tree is **dead**. This vase is **unique**.*

## nouns as adjectives

- Nouns that refer to substances, places, seasons and parts of a whole can be used as adjectives. Some substance words have adjectives ending *-en*: *wooden, woollen, golden*. Check with a dictionary for usage.  
*These are **cotton** trousers. They are my **summer** clothes.*

## participle adjectives

- We can use participles as adjectives.
    - a **dripping** tap (it's dripping now)
    - a **broken** promise (a promise that has been broken)
    - an **accepted** idea (an idea that is accepted)
  - We can make compound adjectives by putting an adjective, adverb or noun before the participle.
    - a **fast-flowing** river a **freshly-made** footprint.
    - a **life-saving** operation a **tree-lined** street
    - a **French-speaking** area a **self-employed** plumber
    - a **tight-fitting** dress a **mass-produced** product
  - Some *-ing* adjectives and *-ed* adjectives which refer to feelings are easily confused.
    - ing* adjectives describe the thing that is having the effect on others.  
This news article is rather **worrying**. (It worries me)
    - ed* adjectives describe the person and the way they feel because of the effect.  
Helen looks **worried**. (Something has worried her)
- Other adjectives like this include *amazed / amazing, bored / boring, excited / exciting, exhausted / exhausting, interested / interesting, pleased / pleasing, tired / tiring*.

## adjective + adjective

In the following three expressions, the first adjective functions as an adverb to say how wet etc something is.

*boiling hot, freezing cold, soaking wet*

## compound adjectives

Compound adjectives can be formed in the following ways:

- from adjective + noun.  
a **cheap-rate** phone-call
- with numbers (plural *s* in never used).  
a **four-year-old** child a **two-hour** meeting  
a **fifty euro** ticket a **three-hour** journey
- with a noun + adjective.  
a **tax-free** car an **air-tight** box

## meaning

As many adjectives have a wide range of meaning, and may be used metaphorically, always check in a dictionary.

- |  |                                       |
|--|---------------------------------------|
| <i>Janet is a <b>heavy smoker</b>.</i>           | (= she smokes a lot)                  |
| <i>I walked away with <b>heavy heart</b>.</i>    | (= idiom: I felt sad or depressed)    |
| <i>This is a <b>heavy responsibility</b>.</i>    | (= serious)                           |
| <i><b>Heavy fighting</b> continued all day.</i>  | (= involving many people and weapons) |
| <i>The lecture was a bit <b>heavy going</b>.</i> | (= hard to understand)                |

# 26

## adjectives with infinitive or -ing

### adjective + to-infinitive

- *able / unable, careful, curious, due, foolish, free, inclined, prepared, ready, welcome, willing*  
*Sorry, but I'm **unable to lend** you the money.*  
*The train is **ready to leave**.*

- *It-sentences*

*advisable, best / better, difficult, easy, curious, impossible, nice, possible*

*It's **easy** (for people) **to make** mistakes.*

*It's **curious to imagine** what people once used to think.*

*It's **best to leave** before the rush hour.*

- *it's hard to please you / you are hard to please*

Some adjectives (eg *easy, good, hard, impossible*) can follow this pattern:

*It's **impossible** (for me) **to reach** the top shelf. The top shelf **is impossible** (for me) **to reach**.*

Adjectives describing feelings (eg *annoying, interesting, lovely, terrific, wonderful*) work in a similar way.

*It was **interesting** to visit the castle. The castle was **interesting** to visit.*

However, not all alternatives work in the same context.

*It was **wonderful** to see you. ~~You were wonderful to see.~~*

- adjective + *of* + person + to-infinitive

*good, great, interesting, lovely, nice, wonderful*

*It was **good of you to see** me. (= thanks for seeing me)*

*It was **nice of you to think** of me. (= thanks for thinking of me)*

Compare: *It was **good to see** you. (= I enjoyed it)*

### adjective + that-clause or + to-infinitive

- *afraid, angry, annoyed, ashamed, astonished, certain, disappointed, glad, happy, pleased, shocked, sorry, sure, surprised, unhappy, upset, worried*

In an infinitive construction the subjects of both clauses are the same.

*We were **afraid to go back** to the house.*

*I was **pleased to see him** again.*

- In a *that*-clause, the subjects of the clauses can be different.

*I was **afraid that the bus** was going to crash.*

*I'm **astonished that you** haven't won the prize.*

Note that it is possible to leave out *that*.

*I was **afraid the bus** was going to crash.*

- A past infinitive may be possible.

*I was **disappointed not to have** won.*

### adjective + that-clause

- *aware, it's clear, confident, hopeful, it's obvious, positive (very sure)*

*I wasn't **aware that** the rules had been changed.*

*It's **clear that** something has gone wrong.*

Note that it is possible to leave out *that*.

- *feel + awful, bad, good, guilty, terrible*

*I felt **guilty that** the others had been punished.*

*I felt **good that** I had been proved right.*

### adjective + *that*-clause with *should*

- Used in more formal speech and writing, and common in *it*-sentences.  
*it's absurd, it's advisable, it's alarming, I'm angry, I'm anxious, I'm ashamed, it's awful, I'm content, I'm determined, I'm eager, it's essential, it's fortunate, it's funny, I'm keen, it's natural, it's unnecessary, it's odd, it's right, it's sad, it's silly, I'm sorry, it's strange, it's unusual, it's unfair, it's vital etc*  
*It's **odd that you should say** that! I was just thinking the same thing.*  
*I'm **angry that they should take** that approach to this issue.*  
*We are **keen that he should take up** this post immediately.*
- Past simple is also possible.  
*It **was odd that** he should have forgotten.*
- These phrases can also be used informally without *should*.  
*I'm **angry that they are taking** that approach to this issue.*  
*It was **odd that he forgot**.*

### adjective + *-ing*

- We can use *busy, no good, (not) worth + -ing*.  
We can use *feel + awful, bad, good, guilty, terrible + ing*.  
*Martin is **busy cooking** the dinner. It's **not worth seeing** that film.*  
*I **feel terrible leaving** you alone like that.*

### adjective + *to*-infinitive or *-ing*

- common in *it*-sentences  
*alarming, absurd, awful, cheap, dangerous, easy, \*foolish, good, great, hard, hopeless, lovely, nice, pleasant, pointless, \*rude, \*sad, safe, \*silly, strange, \*stupid, \*unwise, useful, useless, wise, \*wrong*  
*It was pointless **to do that / doing** that. It's **better** to go now.*  
*It was sad **to hear / hearing** your bad news. It was lovely **to see / seeing** you.*
- Those marked \* can also be used with a person, with a *to*-infinitive.  
*Jim was **foolish to give up** his job. I'm **sad to say** I agree.*  
*You were **wrong to say** that. She's **silly to spend** so much.*
- For *it's easy / hard* see above, adjective + *to*-infinitive

### (*it*) *makes me* + adjective

- (*it* +) *make* + person + adjective + *to*-infinitive  
Use to describe how something makes us feel, with adjectives describing feelings: *angry, ashamed, aware, embarrassed, furious, glad, happy, miserable, nervous, sad, tired, uncomfortable, unhappy* etc.  
We can also use *it makes me feel* + adjective + *to*-infinitive.  
*This news **makes me feel embarrassed to be** a member of this company.*  
*Knowing that you love me **makes me glad to be** alive!*  
*It **makes me sad to know** that you feel you way you do.*
- We can turn the *it*-infinitive into an *ing*-form and use it as the subject.  
***Knowing that you feel you way you do** makes me sad.*
- Informally we can also use *it makes me* + adjective + *-ing*, especially with *sad, happy, unhappy*.  
*It **makes me sad knowing** that you feel you way you do.*

### *be, seem, appear, look*

- *Seem look, appear* can also be used instead of *be* in the constructions above.

# 27

## adverbs

### adverbs and adjectives

- Some words ending *-ly* are not adverbs but adjectives: *friendly, lonely, silly, ugly* etc.
- Some adverbs and adjectives have the same form: *fast, dead, early* etc.
- *Hard* and *hardly* are both adverbs, but have different meanings.  
*I can **hardly** hear you.* (=almost not) *You've worked **hard**.* (= with a lot of effort)

### gradable and ungradable adjectives and intensifiers

- Adjectives that describe age, size, beauty etc can be measured or graded, and are called *gradable*. We can use intensifiers *very, extremely* with them.  
*This tree is **extremely old**.* *It's a **very beautiful** painting.*  
*This problem is **extremely difficult**.* *I feel **very unhappy***
- *Ungradable* adjectives cannot be graded because the qualities they describe are either present or absent.  
*This painting is **superb**.* *This problem is **impossible**.*  
We cannot say *This painting is **very superb**.*

### degree adverbs: quite

- With gradable adjectives (or adjective + noun) or adverbs, *quite* has a negative meaning: 'not very much' or 'less than expected'.  
*The film was **quite entertaining**, but I didn't really enjoy it.*  
*It's **quite a long way** to walk.*  
*They did the work **quite slowly**.*
- With ungradable adjectives and adjectives with an 'extreme' meaning, *quite* means *completely*. It can be used in the same way before a verb or adverb.  
*I'm sorry, but you are **quite wrong**.* (ungradable)  
*This puzzle is **quite impossible!*** (extreme meaning)  
*I **quite agree**.* (= I agree completely)  
*I can't **quite make** up my mind.* (not completely)
- *Quite* can be used with + a / an + noun to show that something is unusual or interesting.  
*That's **quite a car!***
- *Quite* can be used with a superlative to mean 'very much'.  
*That's **quite the longest book** I've ever read!*

### degree adverbs: rather

- With gradable adjectives (or adjective + noun) *rather* has a stronger meaning than *quite*. It can be used in the same way before a verb or adverb.  
*I think she's **rather clever**.* *This is **rather a steep** hill.*  
*We all worked **rather hard**.* *I **rather like** your friend Anna.*
- *Rather* is common with negative adjectives.  
*I thought the film was **rather uninteresting**.*  
*That was a **rather stupid thing** to do!*
- *Rather* is also often used with comparatives (see Unit 28).  
*This painting is **rather more** interesting.*

### degree adverbs: *fairly*

- With gradable adjectives (or adjective + noun) *fairly* usually has a similar meaning to 'quite'. *Fairly* is less strong than *quite*. It can be used the same way before an adverb.  
She's a **fairly good pianist**, I suppose. (= not **very** good)  
They worked **fairly hard**, but that wasn't really good enough.



*Sophie is a fairly good pianist, but she needs to practise more.*

### intensifiers

- These are words that modify gradable adjectives and adverbs: *very, extremely, really, terribly, particularly, awfully* etc.  
*This is **really** tasty!* *I thought the play was **terribly** boring.*
- especially, particularly, really* are often used with verbs.  
*I **really** admire you!* *I **particularly** like this one.*
- Some intensifiers tend to collocate with certain adjectives: *absolutely ridiculous, completely useless, entirely unexpected, greatly admired, perfectly obvious* etc. There are no rules to explain which intensifiers go with which adjectives.
- Some ungradable adjectives, usually with a negative meaning, can be modified by *utterly, completely, totally*.  
*The food was **completely** awful!*  
*The house was **totally** destroyed in the explosion.*

These adverbs can also be used with verbs.

*I **completely** agree with you.* *We **utterly** condemn what has happened.*

### comment and viewpoint adverbs

- Comment adverbs show the attitude of the speaker, eg *clearly, probably, luckily, surprisingly, foolishly*.  
*Sue **naturally** didn't agree.* *We **obviously** liked it.*  
*Alan **kindly** gave us a lift.* ***Stupidly**, I had left my wallet at home.*
- Other sentence adverbs indicate how we should understand what follows, eg *generally, apparently, supposedly*.
- Viewpoint adverbs tell us from what point of view the speaker is talking, eg *politically, financially, technically*.  
***Environmentally**, this was a disaster.* (= From an environmental point of view ...)  
***Logically**, this can't be correct.*

Sometimes phrases are used for emphasis, eg *politically speaking, from a political point of view, as far as politics is concerned*

# making comparisons

## modifiers

- Comparisons can be modified to make them less extreme.  
*This is **probably the best** computer at the moment.*  
*Smiths is **one of the largest** companies in Britain.*  
*I've done **just about as much as** I can.*  
*This isn't **quite as easy as** I thought.*  
*The new one is **not nearly / half / nowhere near** as good as the old one.*  
*It is **nowhere near as good as** the old one. (informal)*
- Comparisons can be made stronger.  
*This is **easily the best** car in its class.*  
*Football is **far and away the most popular** sport in the world.*  
*It's **the most popular** sport in the world **by far**.*  
*Tennis is **far / a lot / much more** demanding.*  
*It's **much / miles / loads more** interesting. (miles and loads are informal)*  
*Golf is **every bit as interesting** as football.*  
*Golf is **rather more interesting** than I thought.*

## comparative constructions

- **as + adjective + a + noun + as**  
*We asked for **as large a car as possible**.*  
*It's not **as long a journey as** I used to have.*
- **too + adjective + a + noun**  
*A nuclear war is **too terrible a thing** to contemplate. (formal)*
- **not as / so + adjective + to-infinitive + as**  
*It's not **as / so easy to explain as** I thought.*
- **sufficiently + adverb + to-infinitive**  
*Some students are unable to write **sufficiently well to pass** the test. (formal)*
- **more + adjective + than + adjective, or not so much + adjective + as + adjective**  
 This construction can be used to make a distinction between two similar adjectives.  
*I was **more surprised than** angry.*  
*I wasn't **so much angry as** surprised.*

## be + comparative + to-infinitive

- **it + be + comparative + to-infinitive**  
*It's **cheaper to buy** a return ticket.*
- **noun + be + comparative + to-infinitive**  
*French is **easier to learn than** Chinese.*  
*Tennis is **more interesting to watch than** golf. (= It's more interesting to watch tennis than golf.)*

## comparative + comparative

Two comparatives together are often used in descriptive writing, with verbs of becoming, changing, movement, etc.

- The bike began to go **faster and faster**.*
- The boat was getting **further and further away**.*
- Jane was growing **more and more confused**.*

### the + comparative or superlative + of the + number / quantity

- This structure can be used with a comparative to compare two things  
*This is by far / easily **the more interesting of the two.***
- It can be used with a superlative compare one thing with many things  
*I think this one is **the best of the lot / them all / the bunch.*** (informal)

### present perfect + superlative

We often use the present perfect with a superlative.

*This is **the worst holiday I've ever had.*** (I'm on holiday now)  
*That was by far / much **the best film I've seen*** this year.

### the + comparative, the + comparative

- This structure is often used to give advice.  
***The more** you put off going to the dentist, **the worse** you will feel.  
**The longer** you leave it, **the more painful** your tooth will become.*
- Adjectives and adverbs can be mixed.  
*The **more exercise** I take, the **more slowly** I run!*
- Fixed phrases include:  
***The sooner, the better.** **The more, the merrier.***

### like and as

- **as ... as**  
*Stay for **as long as** you want. His hands were **as cold as** ice.  
You look **as white as** a ghost.  
**as ... as** is often used in proverbial expressions.  
*He was **as good as** gold. She's **as happy as** the day is long.**
- **like**  
*A caravan is **like** a house on wheels.* (it is similar)
- **look like, smell like**  
*The school **looks like** a prison.* (it resembles a prison)  
*You **smell like** a beautiful flower!* (the smells are the same)
- **look like, sound like**  
*It **looks like** rain.* (= it looks as if it's going to rain)  
*That **sounds like** the postman.* (= it sounds as if he has arrived)
- **feel like**  
*The pain **felt like** a burning needle in his arm.* (it is similar)  
*I **feel like** going out tonight.* (That's what I want to do)
- **work as / like**  
*Sue **works as a bar-maid** at weekends.* (She is a bar-maid)  
compare: *They **worked like slaves** to get the project finished.* (They are compared to slaves)
- **look as if + present simple / unreal past simple**  
*You **look as if you need / needed** a rest. You must be really tired.*

### enough and too

- **not + adjective + enough + to-infinitive**  
*I wasn't **quite old enough to get** into the film (= I was nearly old enough.)  
He didn't **run fast enough to win***
- **too + adjective + to-infinitive**  
*The rescue services arrived far / much **too late to save** him  
It was **too great a temptation (for him) to resist.***

# 29

## place and movement, prepositional phrases

### prepositions and adverbs

- A preposition always has an object, but many prepositions of place can be used as adverbs (adverb particles) with no object.

*What's **inside** the box?* (preposition) *Shall we wait **inside**?* (adverb)

Others include: *above, across, along, around, behind, below, beneath, by, in, inside, near, off, on, opposite, outside, round, through, under, underneath, up.*

These adverbs often combine with verbs (see **Unit 29**).

*Come **on**!* *Please sit **down**.*

- Some adverbs cannot be used as prepositions and do not have objects.

*Brian lives **abroad**.* *The red car moved **ahead**.*

These adverbs can often be used with a preposition and an object.

*The red car moved **ahead of the** blue one.*

### place

*At, on* and *in*, and their variations such as *within, upon* are used with *be* and verbs that describe position not movement, eg *sit, stand, live* etc.

- *at* a place, an address, a house, a building, a point on a journey

*She's **at the shops** / **at home** / **at 12 Green Street** / **at the cinema** / **at the Grand Hotel***

*This train doesn't stop **at Acton**.* (point on a journey)

- *on* *He was standing **on the chair** trying to reach the book on the top shelf.*

*She was **on the bus** / **train** / **plane***

- *in* a room, container etc, a city, country or area

*It's **in the kitchen** / **in your pocket** / **in New York** / **in Greece** / **in the car**.*

### movement

- With a verb of motion, eg *come, go* etc we use *to, into / onto, out of, towards* and other prepositions or adverbials that involve movement: *along, up / down, through, across* etc.

*He ran **out of the house** and **down the street**.*

### word list

- *round / around*

These are used to talk about movement as in a circle.

*Follow the road **round to** the left. I've been walking **around** the centre.*

- *abroad, ahead, ashore*

*Ashore* implies movement, while *abroad* and *ahead* can be place or movement.

*Several boxes were washed **ashore** later that day. (= to the shore)*

*Peter lives **abroad**. I'm going **abroad** next week.*

*Let's stop now we are **ahead**. United have now moved **ahead** in the title race.*

- *across / over*

With a verb of motion these often have the same meaning (from one side to the other).

*She walked **across** / **over** the road.*

*Over* can also mean 'covering an area' or 'above' with a verb of motion.

*The police put a blanket **over his head**. They flew **over the mountains**.*

- *along / on / alongside*

*Along* means 'in the direction of a line'. *He walked **along the top** of the wall.*

*On* just describes place, not movement in a line. *He sat **on the wall**.*

*Alongside* means close to the side. *The road runs **alongside the canal**.*

- **away (from), out (of), in, back (to)**

**Away (from)** describes a movement, the opposite of **towards**.

Come **away from** the fire! It's dangerous.

To be **away** means you have left home for some time, perhaps to stay somewhere else.

Helen and Bill are **away** in France. Anna is **away** from school today.

We often use **far** with **away**, or as an adjective to describe a place.

I wish I was **far away** from here. It's at **the far end** of the room.

**Out (of)** can mean 'not at home', **in** can mean 'at home'. **Back (to)** describes a returning movement.

I'm afraid Maria is **out** / **isn't in** at the moment. She's **out of town**.

When will she be **back**? Come **back**! I want to talk to you!

- **backwards, forwards / forward**

Both describe a direction of movement.

This bus is going **backwards**! I reached **forward** and took her hand.

**Backward** and **forward** are also used as adjectives eg a **forward** movement.

- **by, past**

Both describe something that passes, with verbs of motion.

We **walked past** / **by** the house twice before we recognized it.

Someone **ran past** / **by** me and threw a bag to the ground.

- **up / down**

Often used with **road, street** etc to mean **along**.

I saw him as I was walking **up the road**.

- **above, below, over, under**

**Above** and **over** can be used to mean the same thing, especially when something is at a higher level exactly vertically.

We used to live in a flat **over** / **above** a restaurant.

In other contexts, **above** means at a higher level than something, and not touching it, while **over** means touching.

There is a forest **above the village**. They put a blanket **over him**.

**Under** can mean 'covered by' while **below** has a more general meaning 'at a lower level'.

There's a cat **under the table**. Terry lives in the flat **below us**.

**Under** can also mean 'less than' and **over** 'more than' with numbers and measurements.

The total cost of the project was **over £2 million**.

There were **over 200 people** present. Are you **over sixteen**?

- **among, between**

**Among** means 'in a number of things', **between** means 'in the middle of two things'.

**Among the guests** were several of Tom's old teachers. We live half way **between** London and Oxford.

- **pairs**

Many adverbials are used in pairs to describe movement, usually in first one direction, then the other, and repeated.

**backwards and forwards** (**back and forth**) **to and fro** **round and round** **up and down** **in and out**

He's been pacing **backwards and forwards** for an hour. The children were running **in and out** of the house.

## phrases

Many prepositions form phrases with nouns. Check meanings with a dictionary.

on	on trial	on average	on the way
in	in control	in charge	in the way
at	at war	at peace	at rest
above	above average	above the law	
below	below average		
under	under construction	under pressure	under suspicion

**yet and already**

- **Yet** comes at the end of questions and negatives, and in BrE is used with perfect tenses.  
*I haven't done it **yet**. Have you seen that film **yet**?*
- **Already** is not normally used in negative sentences and it can take any position.  
*I've done it **already** / I've **already** done it. He's **already** here.*

**for, since, ago**

- **For** is used with a period of time.  
*I haven't seen him **for weeks / for ages**. I've been waiting **for an hour**.*  
**For** can be used with past simple as well as present perfect.  
*Maria lived in Rome **for a year**.*
- **Since** is used with a point of time, and comes before the time reference.  
*I haven't seen him **since last Thursday**. I've been waiting **since 10.00**.*
- **Ago** refers to a period of time going back from now, and comes after the time reference.  
*I last saw him **a week ago**. I started waiting **an hour ago**.*

**by, until, so far**

- **By** refers to an action which will happen at some point before a certain time, though we do not know exactly when.  
*I'll call you at six. I'll have finished my work **by then**. (= at some point before)*  
***By the time** I left, I was tired. (I became tired during the time before)*
- **Until / till** refers to a point of time at the end of a period of time.  
*I waited **until six**, and then I left.*  
*I'll be here **until Thursday**, but then I'm going to Paris.*
- **For** a situation that continues into the future, we use **so far**.  
*The police have been searching all day, but **so far** they haven't found anything. (and they are still looking)*

Note that we cannot use *until now* in this context.

**by, past**

- By** or **past** with **go** can also describe time that passes.  
*A week went **by / past**, and no letters came for Helen.*

**during, throughout**

- **During** describes a point in a period of time, or a whole period of time.  
*The house was broken into **during the night**. (point in a period)*  
***During the day**, cats tend to sleep. (whole period)*
- **Throughout** emphasizes 'from the beginning to the end'.  
*She had many successes **throughout her career**. (all the time)*  
*There were several explosions **during the night**. (at some points)*

**after, afterwards, later**

- **After** is a preposition and needs an object. **Afterwards** is an adverbial meaning 'after that', and can stand alone.  
*I'll see you **after the lesson**.*  
*I've got a lesson now. I'll see you **afterwards**.*
- **Later** or **later on** means 'at some time after this', and is more general. It can combine with a time word to make a more specific reference.  
*Bye for now. I'll see you **later**. I'll see you **later this afternoon**.*

**on time, in time**

- **On time** means 'at the moment which was arranged'. The opposite is *late*.  
*The train arrived exactly **on time**.*
- **In time** is the opposite of *too late*.  
*The paramedics did not arrive **in time to save the man's life**. (They were too late to save him.)*

**at last, finally, in the end, at the end**

- **At last** is used when something you have been waiting for happens.  
***At last** you are here! I've been waiting for so long to see you!*
- **Finally** introduces something that happened after a long time. It is usually positioned before the verb.  
*We **finally** moved into the flat last Thursday.*

It also begins a sentence, to describe the last in a series of events or process, or introduce the last thing you want to say.

***Finally**, the products are packed in cardboard boxes and sent to the warehouse.*

***Finally**, I'd like to propose a toast to the bride and groom.*

**nowadays, these days**

Both are used to describe general present time.

***Nowadays** very few men wear hats.*

*Most people **these days** wear casual clothes.*

**once, one day, at once**

- **Once** refers to a past event, or something which used to exist but no longer does.  
*I **once** ate nothing but apples for three days!*  
*There was **once** a castle here, but it was destroyed many years ago.*

**Once** can also mean *as soon as*.

***Once** we got on the plane, we started to relax.*

- **One day** can have past or future reference.  
***One day** I was waiting for the bus, when suddenly I saw ...*  
*I hope that **one day** everyone in the world will have enough to eat.*
- **At once** means *immediately*.  
*Please make sure you complete the letter **at once**.*
- **All at once** means *suddenly*.  
***All at once** there was a knock at the door.*

**in, within**

**In** and **within** can mean 'before the end of a period of time'. **Within** is more formal.

*Helen managed to finish the exam paper **in / within** fifteen minutes.*

*Please be sure to return the completed form **within fourteen days** of receipt.*

They can also have future reference.

*I'll see you **in four days / in four days' time**.*

**next Tuesday etc**

Although we use **on** with days and dates, we cannot use **on** if we use **next** or **last**.

*I'll see you **on Friday**. I'll see you **next Friday**.*

# verb and preposition

This section lists verb + preposition followed by noun / verbal noun (-ing) patterns or a *wh*-clause. Some of these verbs also have verb + *that*-clause patterns, or can be followed by a *wh*-clause, or an infinitive, but these are not listed here.

Other meanings are also possible. Always check with a dictionary.

## about

*boast about / of*  
*dream about / of*  
*guess about*  
*protest about / against*

She is always **boasting about** her rich relatives.  
I've been **dreaming about / of** you lately!  
For centuries people have **guessed about** the nature of the universe.

The students are **protesting about / against** the war.

## against

*advise against*  
*advise on / about*  
*argue for / against*  
*argue with*  
*decide against / in favour of*  
*decide on*  
*insure against*  
*vote against / for*

We **advise you against** travelling alone.  
He **advises the government on / about** global warming.  
The report **argued against** any change in the law.  
Stop **arguing with** your sister!

I've **decided against** buying a larger car.  
We **decided on** Greece for our holiday.  
You should **insure** all your belongings **against** theft.  
More than a hundred MPs **voted against** the proposals.

## at

*glance at / through*  
*laugh at*  
*laugh about*

I've only just **glanced at** the paper. I haven't read it in detail.  
We weren't **laughing at** you. (a person)  
Something silly happened, and we've been **laughing about** it all day.

## between

*choose between*

You might have to **choose between** your work and your social life.

## for

*account for*  
*admire sne for*  
*allow for*  
*apologize for*  
*blame sne for*  
*blame on*  
*charge for*  
*charge with*  
*pay for*

Poor weather **cannot account for** the sheer number of accidents.  
I **admire** you **for** your honesty.  
In the financial plan, you have to **allow for** unforeseen future costs.  
I must **apologize for** being late. The traffic is a nightmare tonight.  
I **blame myself for** everything that happened.  
They **blamed the crash on** the bus driver.  
We won't **charge you for** use of the gym. It's free for guests.  
A man arrested nearby has now been **charged with** murder.  
Let me **pay for** the coffee. You paid last time.

## from

*benefit from*  
*deter from*  
*differ from*  
*distinguish sth from*  
*distinguish between*  
*resign from*  
*result from*  
*result in*  
*suffer from*

Many people **have benefited from** the government's new policies.  
The bad weather didn't **deter** people from travelling to the match.  
How exactly does a toad **differ from** a frog?  
It can be hard to **distinguish** fact **from** fiction.  
Only experts can **distinguish between** genuine and fake paintings.  
Tom was forced to **resign from** the company.  
The accident **resulted from** poor maintenance of the railway tracks.  
A three-hour delay **resulted in** the patient's death.  
After the accident, she **suffered from** double vision.

## in

involve *sne* in sth  
specialize in  
succeed in  
trust in

The goal is **to involve workers in** the decision-making process.  
Anna **specializes in** Latin American dancing.  
Fortunately, we **succeeded in** rescuing all the passengers.  
You should have **trusted in** me a little more.

## of

accuse *sne* of  
approve of  
convict of  
know of / about  
remind *sne* of  
suspect of  
taste of

They **accused Jim of** stealing three cars.  
I **don't approve of** children staying up too late.  
After a long trial, he **was convicted of** theft and sentenced to four years.  
Do you **know of / about** any flats to rent in this area?  
That old man **reminds me of** my grandfather.  
Police **suspect** the same man **of** breaking into four other houses nearby.  
This is supposed to be chicken soup but it doesn't **taste of** chicken!

## on

base on  
concentrate on  
congratulate *sne* on  
depend on  
elaborate on  
impose on  
insist on

The author **has based** the book **on** her experiences in China.  
You need to **concentrate** more **on** your written work.  
We must **congratulate** you **on** passing your driving test.  
How much money you make **will depend on** how much you invest.  
The prime minister refused to **elaborate on** his statement any further.  
The council **has imposed** higher parking charges **on** 4x4 vehicles.  
Jane **insisted on** seeing the doctor immediately.

## to

apply to  
attend to  
confess to  
devote sth to *sne*  
explain sth to *sne*  
object to  
prefer sth to sth  
refer to  
see to

The restrictions no longer **apply to** those over 75.  
Please wait here. Someone will **attend to** you shortly.  
Two men **have confessed to** stealing the lorry.  
Louisa **devotes a lot of time to** her children.  
Could you **explain this to** me please?  
Many local residents **have objected to** the redevelopment scheme.  
Personally I **prefer tea to** coffee.  
Kate **referred to** the matter several times when I spoke to her.  
The central heating has broken down, but someone is coming to **see to** it.

## with

associate with  
charge *sne* with  
collide with  
confuse with  
deal with  
discuss sth with *sne*  
plead with  
provide with  
tamper with  
trust with

Some people only **associate** sport **with** their school years.  
They **charged Bill with** receiving stolen goods.  
The speeding car **collided with** a tree.  
I'm sorry but you're **confusing** 'profit' **with** 'turnover'.  
I've been **dealing with** this problem all morning.  
I need to **discuss** something **with** you.  
She **pleaded with** her parents to let her go on the trip.  
The school authorities **provides** all pupils **with** textbooks.  
Someone almost certainly **tampered with** the bus and caused the crash.  
Can I **trust you with** a secret?

(See also Units 37, 38, 39, phrasal verbs.)

# 32

## prepositions with adjectives and nouns

A selection of phrases is given here. Always use a dictionary to check meaning and context. Note that other prepositions may be possible, with different meanings. The most common are given here.

### adjective and preposition

- **about**  
*angry / annoyed about* something  
*anxious about* the test results  
*upset about / over / by* something  
*not sure about* the answer
- **at**  
*amazed at* the difference / *by* the difference  
 (+ similar words *shocked, surprised*)
- **for**  
*eager / desperate / impatient for* news  
*famous for* its cheeses  
*feel sorry for* a person
- **from**  
*absent from* school  
*different from / to* the others
- **in**  
*interested in* ballet
- **of**  
*afraid of* the dark  
*ashamed of* myself  
*(un)aware of* the problem  
*(in)capable of* doing better
- **on**  
*keen on* gardening
- **with**  
*satisfied with* the work
- curious about* the subject  
*pleased about / with* your performance  
*right / wrong about* something  
*sorry about / for* being late
- angry / annoyed at / with* someone  
*good / bad / awful / terrible* etc **at** tennis
- ready for* something different  
*responsible for* the damage
- free from* additives  
*safe from* harm
- fond of* children  
*free of* charge  
*jealous of* his brother
- good with* his hands

### be + participle -ed + preposition

Note that many participles are used as adjectives, see also the list above.

- **about**  
*I'm concerned / worried about* Tom.
- **in**  
*She was absorbed in* her work.      *I'm not interested in* buying the house.
- **to**  
*I'm now resigned to* the fact that I was wrong.      *Maria is addicted to* Internet chatrooms.  
*Peter wasn't used to* the hot climate.
- **with**  
*We are faced with* serious social problems.      *He was confronted with* a difficult situation.  
*Are you acquainted with* this article?      *The train was packed with* people.  
*This meeting is concerned with* the details of the scheme. (formal: *is dealing with, is about*)  
*I was bored by/with* this film

## noun + preposition

- **for**  
I have no **sympathy for** you.  
I have a lot of **respect for** your view.      Is there **room for** one more?  
You must **take responsibility for** your actions.
- **on**  
Kate is an **authority on** Picasso.      Coffee can have an **effect on** appetite.
- **over**  
You have no **control over** this dog!
- **to**  
This is an **exception to** the rule.      We need a **solution to** this problem.
- **with**  
Sue has a good **relationship with** her parents.

## preposition + noun phrases

- **at**  
More than a hundred homes are **at risk**.  
The company was **at fault** for the power cut.      **At any rate**, nobody was injured. (= anyway)
- **by**  
I went to the wrong house **by mistake**.  
The antique vase was broken **by accident**.  
The army took over the country **by force**.      We met completely **by chance**.  
Can I pay **by cheque / by credit card**?  
I know this poem **by heart**.
- **for**  
I'll be staying here **for the time being**.  
Our team won yesterday **for a change**.      Sorry, but the car is not **for sale**.
- **in**  
Please describe what happened **in detail**.  
Jim was **in danger** and had to be rescued.  
You need to come to the office **in person**.  
The doctor asked if I was **in pain**.      Vicky is **in trouble** with the police.  
**In theory** this works, but not **in practice**!  
**In business**, mistakes can be costly.  
Sam was **in tears** at the end of the film.
- **on**  
Storms occur once a month **on average**.  
Run! The house is **on fire**!      I think Helen broke the cup **on purpose**.  
The railway workers are **on strike** again.
- **out of**  
I think that attitude is rather **out of date**.  
It's **out of stock** but we can order it for you.  
The books were **out of reach** on the top shelf.  
What a terrible shot! I'm **out of practice**!      I'm afraid the lift is **out of order**.  
You're singing **out of tune**!  
I've been running and I'm **out of breath**.  
Good news. Jan is now **out of danger**.
- **under**  
**Under the circumstances**, we accept your excuse. (= considering the special difficulties)  
I was **under the impression** that you had finished the work. (that's what I thought)  
The fire was brought **under control** after an hour.
- **without**  
Please send my order **without delay**.  
This is **without (a) doubt** an important day.      You must be here at 8.00 **without fail**.  
Everyone must be here, **without exception**.

# verbs followed by *-ing* or infinitive

## followed by *-ing*

- \**admit, avoid, \*consider, delay, \*deny, dislike, enjoy, escape, face, fancy, feel like, finish, can't help, involve, keep, \*mention, mind, miss, practise, risk, spend / waste time*  
If you do that, **you risk losing** the contract.
- Verbs marked \* can also be followed by a *that*-clause.  
He **admitted that** he was wrong / **being** wrong.
- Note that the *-ing* form can be preceded by a possessive.  
I **dislike your being** on your own so much.

## followed by *-ing* or *to*-infinitive

- *mean doing, mean to do*  
If you accept the job, **it means moving** to Scotland. (= involve)  
**I meant to post** these letters, but I forgot. (= intend)
- *suggest someone does, suggest doing, suggest that someone should*  
I **suggest we take** the bus as far as the square and then walk.  
In that case, I **suggest going** to see a physiotherapist.  
I **suggest that** you should re-apply next year. (formal)
- *can't bear, love, like, hate, prefer*  
Normally followed by *-ing*, though *to*-infinitive is common in US English. In GB English, using *-ing* means that the activity is enjoyed (or not).  
I **love going** to the cinema. I **can't stand working** on a Saturday.

*To*-infinitive with these verbs describes a habit, what you choose to do, or think is a good idea.  
I **like to get up** early on Saturday. I **prefer to buy** organic vegetables

*They* can be used with a person + *to*-infinitive, to talk about another person's wishes.  
My boss **prefers me to dress** formally at the office.

- *forget, remember*  
*Forget / remember to do* are used for things we intended to do (often used when we didn't do them).  
Did you **remember to** phone Jack? I **forgot to** post my letter.  
*Forget / remember doing* are used for thinking about a past event.  
I **don't remember leaving** the party. I have no memory of it at all.

- *try*  
*Try to do* describes an attempt.  
I **tried to stop** him, but I failed.  
*Try doing* describes an experience, or an experiment.  
**Have you tried changing** the batteries? That might work.  
If you feel faint, **try putting** your head between your knees.

- *go on, continue*  
*Go on / continue doing* and *continue to do* are used to talk about a continuing action.  
The guests **went on eating and drinking** for three hours.

*Go on to do* is used to talk about the next in a series of events or actions.

Hilary Clinton **went on to become** president three years later.

The prime minister began by describing what measures had already been taken, and **went on to outline** new proposals.

- *regret*  
*Regret doing* describes being sorry for a past action.  
I **regret not learning** to play the piano when I was younger.

*Regret to do* describes a person's feelings when something happens.

We **regret to announce** the death of professor Angela Jackson.

- **stop**  
*Stop doing* describes stopping an action.  
 Please **stop shouting** at me like that.  
 Stop to do is used when we stop one action in order to do another.  
 The lecturer **stopped to have** a drink of water.
- **consider doing, and be considered to be**  
 I'm **considering getting** a new job.  
 She **is considered to be** the greatest tennis player in the world.
- **imagine doing, and imagine something to be, imagine that**  
 I can't **imagine living** in a really hot country.  
 I **imagined skiing to be** a lot easier.  
 I **imagined that** skiing was a lot easier.
- **need / require doing, need / require to be done, need / require someone to do something**  
 The windows **need cleaning**.  
 These books **need to be put** back on the shelf.  
 I **need you to help** me.

**followed by to-infinitive or that-clause**

- **agree, arrange, decide, demand, expect, hope, hurry, learn, plan, pretend, promise, swear, threaten, wish**  
 We **agreed to meet** again the next day.  
 We **agreed that** we would meet again the next day.
- **appear, happen, seem**  
 followed by a to-infinitive, or with *it + verb + that-clause*.  
 We **appear to be** lost.  
 It **appears that** we are lost.

**followed by bare infinitive or to-infinitive**

- **help**  
 We **helped them (to) find** a hotel.
- **make, force**  
*make + object + bare infinitive, but with a passive be made + to-infinitive*  
 They **made him give** them the money.  
 He **was made to give** them the money.

**followed by bare infinitive**

- **let**  
 My parents **didn't let me go** to the club.

**followed by an object and to-infinitive**

- **assist, beg, command, dare, employ, enable, encourage, invite, select, send, \*teach, \*tell, train, \*warn**  
 Sarah **dared me to write** my name on the desk.
- verbs marked \* can also be followed by a *that-clause*.  
 They **warned him that** he was in danger.  
 They **warned him not to** interfere.
- With to-infinitive: *advise, instruct, order, persuade, recommend, urge*

(See also Unit 18 report verbs.)

# relative and non-finite clauses

## defining relative clause

A defining relative clause gives information about a person or thing etc, it comes immediately after the thing it defines, and is not separated from it by a comma. It is central to the meaning of the sentence and cannot be removed without changing this meaning.

*There are only one or two Greek Islands **that I haven't visited**.*

## non-defining relative clause

A non-defining relative clause gives extra information which does not define the person or thing etc it follows. It is separated from the main clause by commas.

*Naxos, **which I've visited several times**, is my favourite island.*

## which and that

- We can use *which* or *that* in defining clauses. *Which* is more formal.  
*There are only one or two Greek Islands **which / that I haven't visited**.*
- *Which* is used in a non-defining clause.
- *That* cannot follow a preposition.  
*It is an island **on which / where** important excavations have taken place.*

## who and whom

- *Who* is often replaced by *that* in everyday use in defining clauses.  
*The people **who / that** own that house are away on holiday.*
- *Whom* is the object form of *who*, and is used formally in object clauses.  
*He was exactly the person **whom** I wanted to see.*

However, *who* or *that* are used in everyday speech instead of *whom*, or *whom* can be left out. (see below)

*He was exactly the person (**who / that**) I wanted to see.*

- *Whom* is used after a preposition, but this is often avoided in everyday use by putting the preposition at the end of the clause.  
*A hundred adults were asked to detail the individuals **with whom** they had conversed over the period of one day. (formal)*  
*They were asked to list **all the people they had spoken to**. (less formal)*

## whose

- *Whose* is the possessive form of *who*, and is used in both defining and non-defining clauses. It can apply to both people and to things.  
*Make a list of everyone **whose** last name ends in '-son'.*  
*Make a list of countries **whose** population is greater than 20 million.*

## prepositions and relative pronouns

- In everyday use we often put the preposition at the end of the clause to avoid over-formality.  
*The hotel room, **for which we had already paid**, turned out to be very noisy.*  
*The hotel room, **which we had already paid for**, turned out to be very noisy.*  
*The minister, **from whose office the e-mail originated**, denied being involved.*  
*The minister, **whose office the e-mail originated from**, denied being involved.*
- We do not split phrasal verbs in this way.  
*The story, **which she had made up**, was accepted as the truth.*  
*\*The story, ~~up-which she had made~~, was accepted as the truth. (not possible)*

### when, where, why, how

- in defining clauses  
*That's **the office where my brother works.** I can't think of a **time when I wasn't** mad about football.*
- in non-defining clauses  
*Kate loved being in London, **where there was** so much to do. I left at 5.00, **when it started to get dark.***
- We often use *why* after reason.  
*I can't think of a **reason why I should help** you.  
The way that can be used instead of *how*.  
Tom didn't understand **the way that** the photo-copier worked.*

### leaving out the relative pronoun

- In defining object clauses it is possible to leave out the relative pronoun.  
*This isn't the book (**that / which**) I ordered.*
- In a non-defining clause it is not possible to leave out the relative pronoun.  
*This book, **which** I bought secondhand, was really cheap.*

### reduced relative clauses

- In defining clauses we can leave out the relative pronoun and part of the verb phrase to leave a participle acting as an adjective defining the noun.  
*Peter was the only one of the group (who was) **not arrested** after the match.  
Tell the people (who are) **waiting** outside to come in.*
- We also use reduced relative clauses in non-defining clauses, usually in descriptive writing.  
*The two friends, (who were) **soaked to the skin**, eventually arrived home.*

### anyone who etc, those who etc

- We can use relative clauses after *anyone*, *something* etc, and after *this / that / these / those*.  
*Have you seen **anyone who** looks like this? I think there is something (**that**) **we need** to discuss.  
**Those who stayed** to the end saw an exciting finish to the match.*
- Reduced clauses are also possible with a participle acting as an adjective.  
*We went back and picked up all **those** (who had been) **left** behind.*

### sentence relative: which

- We can use *which* to relate a non-defining clause to the main clause, and act as a comment upon it.  
*Several people turned up late, **which wasn't surprising.***
- We can use other phrases in the same way: *at which time / point, by which time, in which case*.  
*You may experience swelling or discomfort, **in which case** contact your doctor.*

### what, whatever, whoever, whichever

- *What* can be used as a relative pronoun meaning *the thing* or *things which*.  
*I don't know **what to do.***
- We can use a *what*-clause as a subject for emphasis.  
***What I really want** is a new bike.*
- *Whatever* and *whoever* meaning 'anything / anyone at all' can be used in the same way.  
***Whatever** you do, do it now! You can bring **whoever you like** to the party.*
- *Whichever* can be used instead of *whatever* when there are more than two items to choose from.  
*There are three rooms, You can sleep in **whichever you prefer.***

### all of, most of, some of, none of etc

- These can combine with *which* and *whom*.  
*He owns three cars, **one of which** is over fifty years old.*

# adverbial clauses

## time

- Adverbial time clauses are introduced by time conjunctions: *when, after, as, as soon as, before, by the time, during the time, immediately, the moment, now, once, since, till / until, whenever, while*.  
*Anna started to play the piano **when she was five**.*  
*Keep the book for **as long as** you like.*
- If the clause comes first, we usually put a comma after it.  
***The moment he came into the room**, I recognized him.*  
***As I was going upstairs**, I heard a strange noise.*
- In adverbial time clauses referring to the future we do not use *will*; we use present simple, or present perfect to emphasize completion.  
***As soon as I hear any news**, I'll let you know.*  
*Let me know **as soon as you've** finished.*  
  
Note that we can use *will* future in relative clauses beginning with *when*.  
*Can you let me know **when you'll be** coming back.*
- Note that *as long as* has a similar conditional meaning to *provided*.  
*You can borrow my bike, **as long as** you bring it back tomorrow.*  
  
*As long as* can also mean 'for the length of time'.  
*You can keep that book for **as long as** you like.*

## place

- Introduced by *where, wherever, anywhere, everywhere*. Clauses beginning *where* normally come after the main clause.  
*There is an impressive monument **where the battle was fought**.*  
*You can sit **wherever you like**.*  
***Everywhere David goes**, people ask him for his autograph.*

## manner

- Introduced by *as*, and normally coming after the main clause.  
*I took the train, **as you recommended**.*
- Introduced by *the way* in colloquial English.  
*You didn't write this **the way I told you to**.*
- Often used in comparisons with *(in) the way (that), (in) the same way (as)*.  
*You're not doing it **in the same way that** you did it before.*
- *As if* and *as though* can be used after *be, act, appear, behave, feel, look, seem, smell, sound, taste*.  
*He acted **as if he had seen** a ghost.*  
*It sounds **as though they are having** a good time.*

## reason

- Introduced by *as, because, since, seeing (that)*.  
***Because I'm late**, I won't be able to meet you after all.*  
***Since you refuse to answer my letters**, I am referring this matter to my lawyers.*  
***Seeing that I am paying for the tickets**, I think I should decide what we see.*
- Introduced by *for*, but coming after the main clause. This is often formal or literary.  
*They said nothing to anyone, **for they were afraid**.*

## contrast

- Introduced by *although, though, even though, considering (that)*.  
*Even though Tim goes to fitness classes, he is a very poor runner.*  
*Helen plays extremely well, considering how young she is.*
- Introduced by *while, whereas*, in formal speech and writing, and by *much as*, usually followed by verbs of liking etc.  
*Much as / While we appreciate your work, I'm afraid we have to let you go.*  
*The research found that whereas women under stress talk about it with other women, men under stress tend to keep their problems to themselves.*
- *however* + adjective  
*We are determined to complete the project, however difficult it is.*
- *no matter* + question word  
*No matter where you live, the weather will have some affect on you.*
- *wh*-question word + *-ever*  
*Wherever you live, the weather will have some affect on you.*  
*I'm going to do it anyway, whatever you think.*

## purpose

- Introduced by *so (that)* usually followed by a modal auxiliary.  
*I asked you to come early so (that) we could discuss last night's meeting.*
- Introduced by *in order that* in formal speech and writing.  
*Legislation is needed in order that this problem may be dealt with effectively.*
- *So as (not) to* is used with infinitive constructions.  
*I closed the door quietly so as not to disturb anyone.*
- Introduced by *in case*, meaning 'to be prepared for a possible event'.  
*We turned down the music in case it disturbed the neighbours.*

## result

- Introduced by *so* + adjective / adverb + *that*, or *such (a) + (adjective) + noun + that*.  
*He's so tall that he can easily touch the ceiling.*  
*They ran away so fast that nobody could catch them.*  
*He's such a tall boy that ... They were such fast runners that ...*
- Introduced by *so much / many / few / little + that*  
*There were so many people in the room that some had to sit on the floor.*
- In reduced clauses.  
*He's so tall! He's such a tall boy!*  
*There were so many people in the room!*

# 36

## adverbial participle clauses

### participle phrases

- A participle phrase (eg *noticing the door was open*) can be added to a clause to give more information, or describe the time, the manner or the result of the event in the main clause.  
*Noticing the door was open, I walked in.*  
This means the same as 'I noticed the door was open, and I walked in.'
- If the participle phrase comes before the main clause, it must refer to the subject of the main clause. It is usually followed by a comma.  
*Walking up the street, I heard a bell ring.*  
(= I was walking up the street and I heard a bell)  
~~*Walking up the street, a bell rang.*~~  
(= The bell was walking up the street when it rang)
- If the participle phrase follows the main clause then either the subject or the object (if there is one) of the main clause can be the subject of the participle phrase. This will depend on the meaning of the sentence.  
*We saw Jim walking up the street.* (= We saw Jim while he was walking up the street)  
*The boat struck a rock, throwing the crew into the sea.*

### one action before another performed by the same subject.

- Both present and past forms are possible.  
*Leaving the parcel on the doorstep, he drove away.*  
*Having left the parcel on the doorstep, he drove away.*
- When a phrase is negative, *not* normally goes before the participle.  
*Not having an umbrella, I got really wet.*
- *Not* may occur elsewhere in the clause, if another part of it is negative.  
*Having decided not to stay longer, I went home.*
- Using a past form can show that one action is the consequence of the other.  
*Having forgotten my keys, I had to climb in the window.*
- This kind of clause often explains the reason for something happening. We can put *on* or *upon* before the participle.  
*On / upon noticing a policeman coming down the street, he ran off.*
- A passive participle can sometimes also be shortened.  
*Having been introduced to the president, he could think of nothing to say.*  
*Introduced to the president, he could think of nothing to say.*

### time phrase with *after, before, since, when, while*

- The participle follows the time word.  
*After reading the letter, she burst into tears.*  
*Clean it thoroughly with warm soapy water before using it for the first time.*  
*Since talking to Mr Ashton, I've changed my mind about my career.*  
*When taking this medication, avoid drinking alcohol.*  
*While waiting for the train, we had a meal in the station restaurant.*

### time phrase with *on, in*

- *On* + participle describes an event immediately followed by another event.  
*On hearing a noise at the window, I looked out.*
- *In* + participle describes how one action causes something else to happen.  
*In trying to adjust the heating system, I managed to break it completely.*

### manner phrase with *by, as if*

- *By* + participle describes the method you can use to do something.  
*By using the Internet, it's possible to save money.*

### reason phrase

- To explain the reason for something we can use *being* to replace *because / as + be*.  
*Because I was afraid to go on my own, I asked Sam to go with me.*  
*Being afraid to go on my own, I asked Sam to go with me.*

### past passive participle

- We can replace a passive verb with a past passive participle.  
*I was offered a higher salary, so I took the job.*  
*Having been offered a higher salary, I took the job.*

### subject and participle phrase

- A noun and participle can be used to give extra information about the subject of the main clause.  
*His ears bursting from the water pressure, he rose to the surface.*  
*All three goals were excellent, the first one being the best, I think.*
- *It* or *there* can also be used as a subject in formal speech or writing.  
*There being no further time today, the meeting will continue in the morning.*  
*It being a Sunday, there were fewer trains than usual.*

### with and without

- These are often followed by participle constructions in descriptive writing.  
*With blood pouring from his wounds, he staggered into the room.*  
*Without making a sound, she opened the door.*

### reduced adverbial clauses (see Unit 35)

- Clauses of time, place, manner and contrast and conditional clauses often have the verb reduced to the present or past participle, or omitted in the case of *be*. This is more common in formal writing.  
*While (she was) at the shops, Helen lost her wallet.*  
*Where (it is) indicated, use one of the screws labelled A.*  
*She waved her arms about, as if (she was) swatting a fly.*  
*Though (he was) feeling ill, he was determined to play in the match.*  
*Although feeling ill, I went to the meeting.*  
*If studying full-time, expect to spend 20 hours a week outside of set lectures.*  
*Unless travelling in an organized tour group, you will require a visa.*

# 37

## phrasal verbs (1)

This unit and **Units 38** and **40** list both two-part and three-part phrasal verbs. Some phrasal verbs are colloquial, and most have a more formal equivalent. Many phrasal verbs have multiple meanings, not all of which are included here.

### key points

- An **intransitive verb** is one which does not take an object.  
*His story just doesn't **add up**.*
- **object positions**  
**bear (someone / something) out (someone / something)**  
This indicates that **bear out** can have an object either after **out** or between **bear** and **out**.  
*Jackson's new research **bears out his earlier claim** that sea-levels are falling.*  
*The research **bears him out**. The research bears **this claim out**.*  
  
If the object is a pronoun, it always comes between the verb and particle.  
*This bears **it out**. It bears **this out**.*
- **Avoid putting a long phrase between verb and preposition / particle.**  
*Tom explained that bad weather always **brought his illness on**.*  
*Tom claimed that the dusty room had **brought on a severe attack of asthma**.*

**add up (not) (intransitive)**

make sense

*I'm afraid your story **just doesn't add up**.*

**allow for (something)**

consider when making a plan

*You **haven't allowed for** the cost of all the materials.*

**bear (someone / something) out (someone / something)**

confirm the truth

*The police investigations **didn't bear out** the victim's claims.*

**break down (intransitive)**

lose control of one's emotions

*A friend of the dead man **broke down** and wept when he told how he found the body.*

**break off (something)**

stop doing something

*She **broke off** their conversation to answer her mobile phone.*

**break up (intransitive)**

come to an end

*The meeting **broke up** in confusion.*

**break out (intransitive)**

when a war or disease begins

*Fighting **has broken out** on the southern border of the country.*

**bring (something) about (something)**

cause to happen

*The digital revolution **has brought about** profound changes in our society.*

**bring (something) on (something)**

cause an illness to start

*Tom claimed that the dusty room **had brought on** a severe attack of asthma.*

**bring (something) on / upon (oneself)**

cause a problem for (yourself)

*I sympathize with your problem, but really, you **brought it on yourself**.*

**bring (something) out (something)**

publish, release

*David is **bringing out** a new DVD next summer.*

**bring (someone) round (to your point of view)**

persuade someone to agree

*I argued with her all day, but couldn't **bring her round** to my point of view.*

**bring (something) up (something)**

mention

*I'd like to **bring up** another matter, if I may.*

**build up (intransitive)**

increase in size (negative)

*Tension between the rival groups **has built up** over the past few weeks.*

**call (someone) up (someone)**

order into military service

*A week after the war started, Jim **was called up**.*

**carry (something) out (something)**

complete a plan

*Please make sure you **carry out** these instructions.*

**catch on (intransitive)**

become popular (informal)

*Camera phones **have really caught on** lately.*

**come about (intransitive)**

happen

*Many positive changes **have come about** as a result of his efforts.*

**come down to (something)**

in the end be a matter of

*In the end, this problem **comes down to** overpopulation.*

**come in for (something)**  
receive blame, criticism etc

The Government's proposals **have come in for** a great deal of criticism.

**come into (something)**  
inherit

Sarah **came into** €20 million when her grandfather died.

**come off (intransitive)**  
take place successfully

Everyone is hoping that the new plan **will come off**.

**come out (intransitive)**  
appear, be published

Her new book **comes out** next month.

**come up (intransitive)**  
when a problem happens

I'm going to be home late. Something **has come up**.

**come up to (something)**  
be as good as (one's expectations)

The restaurant **didn't come up to** our expectations.

**come up with (something)**  
think of an idea, plan etc

Sue **has come up with** a really good idea.

**count on (someone)**  
rely on

You **can count on me** for support at the meeting.

**crop up (intransitive)**  
happen, appear unexpectedly (informal)

The same names kept **cropping up** during the investigation.

**do away with (something)**  
abolish

The school decided **to do away with** uniform, and let pupils wear whatever they liked.

**do without (something)**  
manage without

I **can't do without** a cup of coffee when I get up. It's essential.

**draw (something) up (something)**  
prepare a plan or document

The lawyers **are drawing up** the contract.

**draw up (intransitive)**  
come to a stop

Two police cars **drew up** outside the door.

**drop in (intransitive), drop in on someone**  
visit (informal)

Do **drop in** if you're in the area.

**drop off (intransitive)**  
fall asleep

Several people at the back of the hall **had dropped off** and were snoring.

**end up (intransitive)**  
finish in a certain way or place

We missed the bus and had to walk, and **ended up** getting home at 4.00 am.

**fall back on (something)**  
use after all else has failed

His father persuaded him to finish college so he would have something **to fall back on**.

**fall for (someone)**  
fall in love with (informal)

Kate **has fallen for** George's brother.

**fall for (something)**  
be deceived by

Harry **fell for** the oldest trick in the world.

**fall out (with) (someone)**  
quarrel (with)

Paul and Jim **have fallen out** again.

**fall through (intransitive)**  
when a plan or arrangement fails

We thought we had agreed to buy the house, but the deal **fell through**.

**fit in with (something)**  
be included in a plan

I'm afraid your suggestion **doesn't fit in with** my plans.

**get (something) across (or intransitive)**  
make others understand

Chris has some great ideas, but can't always **get them across**.

**get at (something)**  
suggest meaning

What exactly **are you getting at?** I don't understand.

**get down to (something)**  
start to deal seriously with

It's time you **got down to** some serious work.

**get (someone) off or get off (intransitive)**  
avoid punishment (informal)

Terry was charged with murder, but her lawyers managed **to get her off**.

**get on for (something)**  
approach a time, age or number

**It's getting on for** six, so it's time we were going.

**get on (intransitive)**  
make progress

How are you **getting on** in your new job?

**get (something) over with**  
finish something unpleasant

I always try to **get my homework over with** as quickly as possible.

**get round / around to (something)**  
find time to do

I'll try and **get round to** writing some letters later.

**get up to (something)**  
do something you shouldn't do

**What are the children getting up to** in the garden?

## phrasal verbs (2)

**give (something) away (something)**  
betray

*I'm not **giving away** any secrets if I tell you this!*

**give in to (something), give in (intransitive)**  
yield, surrender

*The company said **it would not give in** to blackmail by the workforce.*

**give off (something)**  
produce a smell, gas, heat etc

*The glass globe **was giving off** a pale green light.*

**give out (intransitive)**  
become exhausted

*When John's money **gave out**, he had to take another job.*

**give over to (usually passive)**  
use time for a particular purpose

*The afternoon **is given over** to sports activities.*

**give (oneself) up**  
surrender

*The two gunmen **gave themselves up** when more police arrived.*

**give (someone) up (for)**  
stop looking for because lost or dead

*The dog **had been given up for lost** before he was found 200 miles away.*

**go about (something)**  
do what is normally done

*I'm not sure **how to go about** removing the old boiler.*

**go back on (something)**  
break a promise

*MPs accused the government of **going back on** earlier promises.*

**go for (something)**  
like something (informal)

*Anna says she **doesn't really go for** that type of boy.*

**go in for (something)**  
make a habit of

*Peter doesn't **go in much for** sport.*

**go in for (something)**  
enter a competition

***Are you going in for** the Advanced English Test this year?*

**go off (intransitive)**  
when food becomes bad

*This fish smells awful. It must have **gone off**.*

**go on (intransitive)**  
happen

***There's** something strange **going on** here!*

**go round (something)**  
be enough

*Are there enough books **to go round the class**?  
If not, you'll have to share.*

**go through with (something)**  
complete a promise or plan (often negative)

*David says he's going to resign, but I don't think **he'll go through with it**.*

**go without (something)**  
manage without something

*We had **to go without** water for a week after a pipe burst.*

**grow on (someone)**  
when someone begins to like something

*I didn't like this book at first, but **it is growing on me**.*

**hang around**  
spend time doing nothing

*There were several teenagers **hanging around** at the end of the street.*

**hang onto (something)**  
keep

*I'm going **to hang onto** this painting. It might be valuable in a few years.*

**have (got) it in for (someone)**  
be deliberately unkind to someone (informal)

*My boss is always telling me off. **He's got it in for me**.*

**hit it off (with someone)**  
get on well with someone (informal)

*I don't really **hit it off** with my new neighbour.*

**hit on / upon (something)**  
discover by chance, have an idea

*We **hit upon** the answer to the problem completely by chance.*

**hold (something) up (something)**  
delay

*Sorry I'm late. **I was held up** at my office.*

**hold with (something)**  
agree with (usually negative)

***I don't hold with** the idea of people borrowing more than they can afford.*

**impose (something) on (something / one)**  
force people to do accept something

*It's wrong that some people should **impose** their viewpoint **on** everyone else.*

**keep (something) up (something)**  
continue to do something

*Don't relax the pressure. We must **keep it up** until we finish the job.*

**keep to (usually passive)**  
be limited to

*Make sure you **keep to** the deadline. It's vital to finish the job in time.*

**lay down (especially the law) (or + that-clause)**  
state a formal rule

*In the constitution **it is laid down that** all accused are innocent until proved guilty.*

**let (someone) down (someone)**  
disappoint

*Jim was supposed to help me yesterday, but **he let me down**.*

**let (someone) in on (something)**  
tell someone a secret

*Don't **let Helen in on** any secrets, because she'll tell everyone.*

**let (someone) off**  
excuse from punishment

*Luckily the police **let Maria off** with a warning, and didn't give her a fine.*

**let on (intransitive) (+ that-clause)**  
talk about a secret

*Don't **let on** that I told you about Mike's surprise party.*

**live up to (something)** (expectations)  
reach an expected standard

*My holiday in China certainly **lived up to** my expectations. It was fantastic.*

**look into (something)**  
investigate

*The airline is **looking into** my complaint about my missing baggage.*

**look on / upon (something)**  
consider

*George **looked upon** his new job **as** an opportunity to prove himself.*

**look (someone) up**  
visit

*Why don't you **look us up** the next time you're in London.*

**look up (intransitive)** (usually progressive)  
improve

*Since we won the lottery, **things have definitely been looking up** for us!*

**make for (comparative + noun)**  
result in

*The new stainless steel body **makes for easier cleaning**.*

**make off with (something)**  
take (something stolen)

*While my back was turned, someone **made off with** my suitcase.*

**make out (+ that-clause)**  
pretend

*When the security guard challenged him, the man **made out that** he was a customer.*

**make out (something)**  
manage to see, hear, understand etc

*I **could just make out** some writing across the top of the door.*

**make (someone) out**  
understand someone's behaviour

*David is a strange boy! I just **can't make him out**!*

**make (something) up (something)**  
invent

*It turned out that Joe **had made up** the whole story, and wasn't a journalist at all.*

**make up for (something)**  
compensate for

*Joe's silver medal in the 200 metres **made up for** his disappointment in the 100 metres.*

**miss (something) out (something)**  
fail to include

*You've **missed out** the full stop in this sentence.*

**miss out (on something)**  
lose a chance

*All her friends won prizes, but Karen **missed out** again.*

**own up (to something)**  
admit

*When the teacher asked the class who had started the fire, Chris **owned up**.*

**pack (something) in (something)**  
stop (informal)

*Sue decided to **pack in** her job and travel abroad for a while.*

**pay (someone) back (for)**  
take revenge (informal)

*I'll **pay him back** for all the rude things he's said about me!*

**pick up (intransitive)**  
improve (informal)

*A lot of people think that the economy **is picking up** again after a slack period.*

**pin (someone) down**  
force someone to make a decision

*He says he'll call round and do the job, but I **can't pin him down** to an exact date.*

**play up (intransitive)**  
act badly

*The washing machine **is playing up** again. It's making a horrible noise!*

**point out (+ that-clause)**  
draw attention to a fact

*Can I **point out that** I did suggest that idea in the first place!*

**pull (something) off (something)**  
succeed in doing

*United nearly won the match, but just failed to **pull it off**.*

**push on (intransitive)**  
continue doing something

*I don't think we should wait here. Let's **push on** and try to get there tonight.*

## phrasal verbs (3)

**put (something) across (to something)**

explain an idea

*I can understand you, but can you **put these ideas across** to the general public?*

**put (something) down (to something)**

explain the cause of

*The team's poor performance **was put down** to insufficient training.*

**put in for (something)**

apply for

*Mark **has put in for** the post of assistant director.*

**put (someone) off (something)**

discourage, upset

*I can't sing if people stare at me. **It puts me off.***

**put (someone) out**

cause problems (negative / question)

*Sorry we can't come to dinner. I hope this doesn't **put you out** at all.*

**put (someone) up (someone)**

let someone stay in your house

*Why don't you come and stay? We can easily **put you up** for a few days.*

**put up with (something / someone)**

tolerate, bear

*After a while the noise became so loud that Brian **couldn't put up with it** any longer.*

**rip (someone) off**

charge too much, cheat (informal)

*€250 a night in that hotel? **You were ripped off!***

**run (someone) down (someone)**

criticize

*Why do you keep **running yourself down** so much? You're fantastic!*

**run into (someone)**

meet by chance

*You'll never guess who I **ran into** the other day! Your old friend Marianne.*

**run to (something)**

reach an amount or number

*The cost of the Olympic building programme now **runs to** over £5 billion.*

**run over / through (something)**

check, explain

*Could you just **run over** the details again? I'm not sure I understand.*

**see (someone) off (someone)**

go to station with someone etc to say goodbye

*Anna is coming with me to the airport **to see me off.***

**see through (something)**

understand dishonesty, pretence

*He pretended to be busy, but I **saw through** his deception at once.*

**see to (something)**

deal with

*The fridge has broken down, but someone is coming **to see to it** tomorrow.*

**set about (something)**

begin doing something

*We know what we have to do, but we're not sure how **to set about it.***

**set (something / someone) back**

delay progress

*The cold weather **has set back** the work, and the building won't be finished on time.*

**set in (intransitive)**

when something unpleasant starts and will probably continue

*It looks as if the rain **has set in** for the day!*

**set out (something)**

give in detail

*This document **sets out** exactly how much you have to pay, and when.*

**set out (+ to-infinitive)**

intend to

*The court heard that the two men deliberately **set out to** deceive customers.*

**set something up (something)**

establish, arrange (a meeting)

*The police **have set up** an inquiry into the complaints.*

**set upon (someone)**

attack

*The security guards **were set upon** by three armed men.*

**shake (something) off**

get rid of

*I can't seem to **shake off** this flu. I've had it for ten days.*

**sink in (intransitive)**

be understood

*I had to read the letter several times before the news finally **sank in.***

**slip up (intransitive)**

make a mistake

*I think someone **has slipped up.** These are not the books I ordered.*

**sort (something) out (something)**

do something to solve a problem

*I'm sorry about the mistake. We'll **sort it out** as soon as we can.*

**stand by (something)**

keep to (especially an agreement)

*The leader of the party said **they would stand by** the agreement they made last year.*

**stand for (something)**

represent

*In this sentence, i.e. **stands for** id est, the Latin for 'that is'.*

**stand for (something)** (usually negative)

tolerate

*I **won't stand for** any more shouting and swearing!*

**stand in for (someone)**

take the place of

*As Mr Davis is in hospital, Jill Cope **will be standing in for** him for the next two weeks.*

**step down** (intransitive)

resign

*At the end of this month, Helen **will be stepping down** as union representative.*

**step (something) up (something)**

increase

*The report **has stepped up** the pressure on the director to resign.*

**stick up for (someone / something)**

defend (informal)

*Don't just say nothing! **Stick up for yourself!***

**sum up** (intransitive)

give a summary

*Let me **sum up** by repeating the main points.*

**sum (something) up (something)**

show what sth is like

*I think that what he has done **sums up** his behaviour in general.*

**take (someone) in (someone)**

deceive

*He **took me in** at first, but then I realized what he was really like.*

**take (someone) off (someone)**

imitate

*Jack can **take off** all the teachers really well.*

**take (something) on (something)**

acquire a particular characteristic

*Her words **have taken on** a different meaning since the accident.*

do extra work

*Pat **has taken on** too much work and is exhausted.*

**take (something) over (something)**

gain control of

*A small group of determined men **took over** the country.*

**take to (someone / something)**

grow to like

*My mother **took to** Sarah as soon as they met.*

**take to doing something**

develop a habit

*Sam **has taken to wearing** his grandfather's old suits.*

**talk (someone) into / out of (something)**

persuade

*I didn't want to buy the car, but the salesman **talked me into it.***

**tell (someone) off (someone)**

criticize angrily

*Ted's teacher **told him off** for being late.*

**tie (someone) down to (something)**

force to do or say something definite

*Anna says she will visit us, but I **can't tie her down to** a date.*

**track (someone / something) down**

find after a long search

(someone / something)

*The police finally **tracked the robbers down** in South America.*

**try (something) out (something)**

test to see if it works

*They **tried out** the new drug **on** animals before using it on humans.*

**turn (something) down (something)**

reject

*The council **has turned down** our application for planning permission.*

**turn out (+ to-infinitive) or (that-clause)**

happen to be in the end

*The girl in red **turned out** to be Maria's sister.*

**turn up** (intransitive)

arrive or be discovered by chance

*Guess who **turned up** at our party? Your old friend Martin!*

**wear off** (intransitive)

lose effect

*When the drugs begin **to wear off**, you may feel some pain.*

**work (something) out (something)**

calculate

*I can't **work out** the answer to this maths problem. Don't worry about the money you owe. **We'll work something out.***

deal with a problem

**work out** (intransitive)

be successful, have a happy ending

*I'm sure that everything **will work out** fine in the end.*

## organizing text (1)

This unit includes a variety of words and phrases which can be used to organize text. Not all their uses are given here, and many can be used in other ways.

By *connector* is meant any word or phrase that can stand alone at the front of a sentence, often followed by a comma.

### adding a point

- *Also* is used to add a point within a sentence. It is not normally used as a connector at the beginning of a sentence in formal speech and writing.  
*Cars use up valuable energy resources, and also pollute the environment.*
- *As well as* is followed by a noun or *-ing*, and can be used in an introductory clause.  
*Cars use up valuable energy resources, as well as polluting the environment.*  
*As well as polluting the environment, cars use up valuable energy resources.*  
  
*As well as this* can be used as a connector, referring to a previous sentence.  
*Cars use up valuable energy resources, and also pollute the environment. As well as this, they make life unpleasant in big cities.*
- *In addition* can be used as a connector.  
*Cars use up valuable energy resources, and also pollute the environment. In addition, they make life unpleasant in big cities.*
- *Moreover, furthermore, what is more* are formal connectors which emphasize that there is an additional point to be made.  
*Cars use up valuable energy resources, and also pollute the environment. Moreover / Furthermore / What is more, they make life unpleasant in big cities.*
- *Above all* is a connector which adds a point, and stresses that this point is the most important one.  
*Cars use up valuable energy resources, and also pollute the environment. Above all, they make life unpleasant in big cities.*
- *Besides* is an informal connector: it has the same meaning as *anyway* or *in any case*.  
*This car is too big for me. Besides, I can't really afford it.*

### contrast or concession

- *However* can be used as a connector at the beginning or end of the sentence. Note that there is always punctuation on both sides of it, ie a full stop or comma. It cannot be used to connect two clauses.  
*Wind turbines are another source of renewable energy. However, they are not without drawbacks.*  
*Wind turbines are another source of renewable energy. They are not without drawbacks, however.*  
  
Compare the use of *although*:  
*Wind turbines are another source of renewable energy, although they are not without drawbacks*
- *Despite (this)* introduces a point which contrasts with a previous statement. Note that *despite* is followed by a noun or *-ing* form of the verb.  
*Wind turbines are an increasingly popular source of renewable energy. Despite being easy to build, they do have some drawbacks.*
- *Nevertheless, none the less* are more formal connectors referring back to the previous point: they can also come at the end of the sentence.  
*Wind turbines are an increasingly popular source of renewable energy.*  
*Nevertheless / Nonetheless, they do have some drawbacks.*  
*They do have some drawbacks, nevertheless / nonetheless.*

## degree

- *To some extent / to a certain extent* are used as a way of saying 'partly'. It can come at the beginning, in the middle or at the end of a sentence.  
*Most people would accept this argument **to some extent**.*  
***To a certain extent**, I agree with you.*  
*This solution is, **to a certain extent**, easy to understand.*
- *In some respects / ways* are used as a connector limiting what comes before or after.  
*Some people argue that the only solution to the problem of global warming is new technology.*  
***In some respects, this is true.***  
*Some people argue that the only solution to the problem of global warming is new technology.*  
***In some respects**, the development of non-polluting fuels might solve part of the problem.*

## comparing and contrasting

- *On the one hand ... (but / while) on the other hand ...* introduce contrasting points.  
***On the one hand**, nuclear power does not add carbon to the atmosphere, **but on the other hand** it presents other more serious pollution risks.*  
  
We can also use *on the other hand* to introduce a contrasting paragraph.
- *On the contrary* introduces a contrasting positive point after a negative statement.  
*The cost of electricity produced by nuclear power does not go down. **On the contrary**, clean-up costs mean that in the long term the cost increases substantially.*
- *Compared to, in comparison to / with* are used as an introductory phrase, or at the end of the sentence.  
***In comparison to / Compared with** last year, there has been some improvement.*  
*There has been some improvement **in comparison to / compared with** last year.*
- *In the same way* introduces a point which is similar to the previous one.  
*Wave power generators use the constant movement of the waves to produce electricity.*  
***In the same way**, tidal generators use the back and forward motion of the tides.*  
  
The sentence adverb *similarly* can also be used.  
***Similarly**, tidal generators use the back and forward motion of the tides.*
- *(But) at least* is used to emphasize that there is an advantage, despite a disadvantage just mentioned.  
*Wind turbines are noisy, **but at least** they do not create air pollution.*

## results and reasons

- *consequently, as a result (of)*  
*The house was left empty for several years and no maintenance was carried out. **Consequently / As a result**, it is now in a poor condition.*  
***As a result of** this neglect, it is now in a poor condition.*
- *thus (formal)*  
*The locks on the front door had been changed. **Thus**, it was impossible for the estate agent to gain entrance to the house.*  
*It was **thus** impossible to gain entrance to the house.*
- *accordingly (formal)*  
*Smith was away in Italy at the time of the attack. **Accordingly**, he could not have been responsible.*
- *Hence* explains how the words following it are explained by what has gone before.  
*The city is the site of ancient spring and Roman bath; **hence** the name Bath.*
- *On account of, owing to* have the same meaning as *because of* and are both prepositions.  
*Maria had to retire from professional tennis **on account of / owing to** a foot injury.*
- *Due to* is a preposition with the same meaning as *owing to*, but which can follow *be*.  
*Her retirement from professional tennis **was due to** a foot injury.*

## organizing text (2)

### exceptions and alternatives

- **except (for)**  
Everyone chose a new book, **except for Helen**, who was still reading her old one.  
**Except for Helen**, who was still reading her old one, everyone chose a new book.
- **Apart from** can be used to mean the same as **except for**.  
Everyone chose a new book, **apart from Helen**, who was still reading her old one.  
It can also mean *in addition to*.  
**Apart from** the dent in the front bumper, the car had scratches all along one side.
- **Instead (of)** means that one thing replaces another.  
I decided not to take the bus, but walked **instead**.  
I decided not to take the bus. **Instead**, I walked.  
**Instead of taking** the bus, I decided to walk.
- **Alternatively** is a more formal way of starting a sentence, meaning *or*.  
You could take the bus. **Alternatively**, you could walk.

### sequences

- Writers often signal that they are going to make a list of points.  
**There are a number of ways** in which this can be done.  
**There are several ways** of looking at this matter.
- **First of all, secondly, thirdly etc; next; finally** are often used to number points in a sequence.  
**First of all**, there is the issue of cost.  
**Secondly ... Next, ... Finally, ...**
- Words such as **point, issue, problem, advantage** can also be numbered.  
**The first problem** facing the government is ...
- In an argument, there is often a conclusion, which can be introduced by *in conclusion*.  
**In conclusion**, we could say that ...

### summarizing

- **To sum up** can be used to introduce a summarizing comment at the end of an argument.  
**To sum up**, it seems clear that ...
- **And so forth, and so on** and **etc.** are expressions used to say there are further points we do not mention.  
Growth is also influenced by weather, water supply, position, **and so forth**.

Note that such phrases can imply that the writer has a lot more to say, but does not wish to go into detail.

**Etc** is an abbreviation from Latin **et cetera**.

Note also that **etc** as an abbreviation either has a full stop at the end (etc.), or this is omitted (etc). It cannot be written **e.t.c.**

### making assertions

- **Utterly** and **simply** emphasize an adjective. **Utterly** tends to be used with negative adjectives. **Simply** can be used with positive or negative adjectives.  
This is **simply** wonderful! It is **simply / utterly** wrong to argue this.
- **Utter** and **sheer** are used with nouns to emphasize the size or amount. **Utter** tends to be used with negative nouns. **Sheer** can be used with positive or negative nouns.  
Quite honestly, I think this is **utter nonsense!**  
Tania's performance was **sheer delight!**  
It was **sheer madness** to buy so many shares!

- *Merely* is stronger than *only* / *just* and is used in a similar way, to make what follows seem unimportant or small.

The Earth is **merely** a tiny unimportant speck in the Universe.

*Mere* is used before nouns, with the same meaning as above.

The Earth is **a mere** speck in the Universe.

- *Literally* is used to emphasize that what has been said is not an exaggeration but is really true.

There are **literally thousands** of people without homes.

See intensifiers, comment and viewpoint adverbs **Unit 27**.

### giving examples

- *For example*, *examples include*, *to take an example* all need punctuation before and after.

Some birds regularly migrate over long distances. **For example**, swans fly several thousand kilometres ...

Swans, **for example**, fly ... **Examples include swans**, which fly ...

**To take an example**, swans fly ...

- *eg* (e.g.) is an abbreviation from Latin *exempli gratia*.

Some islands, **eg** Naxos, Milos, Santorini etc have airports.

- *Such as* introduces an example.

Many birds, **such as swans**, migrate over long distances.

- *As far as* (subject) (be) *concerned* is a way of introducing a specific example.

Some birds regularly migrate over long distances. **As far as swans are concerned**, this can involve crossing wide expanses of water.

- *Namely* introduces a more specific reference after a general one.

Some groups of birds, **namely swans, geese and ducks**, tend to fly in a V-shaped formation.

### making clear

- *In other words* is used to introduce a point we want to make clearer by repeating it in a different way.

I think you should go out more with friends, or perhaps take a part-time job. **In other words**, make more of an effort to be sociable.

- *to put it another way*

**To put it another way**, I think you should try to be more sociable.

- *That is to say* and *ie* (or *i.e.*) are used to explain exactly what you mean: *ie* means *that is* and is an abbreviation from Latin *id est*.

A number of others are usually referred to as 'ballroom dances', **ie / that is to say** the waltz, foxtrot, quickstep, and so on.

### introducing one side of an opinion

- *In a way*, *in some ways*, *in some respects* mean 'from one point of view' and introduce one side of an opinion.

**In a way**, the film makes the bank-robbers seem really nice guys!

**In some respects**, losing the job was a blessing in disguise.

### describing types

- *A kind of*, *a sort of* can describe a type of something.

An okapi is **a kind of** small giraffe.

*Kind of* and *sort of* are also used with adjectives or verbs informally to mean *rather*.

This is **kind of** interesting. It **sort of** worries me.

## organizing text (3)

### replacing words (substitution)

- Pronouns often replace nouns or noun phrases, to avoid repeating the same words.  
*I put down my coffee, and gave Helen **hers** (her coffee). **She** (Helen) took one sip of **it** (the coffee) and said, '**This** (this coffee) is awful. What did you put in **it** (this coffee)?'*
- **one** and **ones**  
We can use **one** in the place of a noun or when we want to avoid repeating a noun.  
*'I've got three bikes, but I like **this one** best. It's **the fastest one**.'*  
*'Yes, that's a **good one**.'*  
The plural form is **ones**.  
*The **most expensive ones** are not always the best.*
- **mine, yours** etc  
We do not normally use possessive adjectives (*my, your* etc) with **one / ones**, but use only a pronoun (*mine, yours* etc) instead.  
*This is **mine**. This one is **mine**.*
- **some, any**  
We use **some** and **any** on their own to avoid repeating plurals or uncountables.  
*Where are the stamps? I need **some** (stamps). Have you got **any** (stamps)?*
- **so**  
After verbs *believe, expect, guess, hope, imagine, suppose, think* etc, and after *be afraid*, we use **so** instead of repeating a clause.  
*'Is Jill coming tomorrow?' 'I **hope so**.'* (= I hope that she is coming)  
*'Will you be long?' 'I **don't think so**.'* (= I don't think that I'll be long.)  
We can use **not** as the negative form.  
*'Is Jill coming tomorrow?' 'I **hope not**.'* (= I hope that she isn't coming)  
After *say, tell* we can use **so** instead of repeating all the words used.  
*'I didn't really want to see that film.' 'Why didn't you **say so**?'*  
(= Why didn't you say that you didn't want to see the film?)  
*I don't think Anna did the right thing, and I **told her so**.*  
(= I told Anna that I didn't think she had done the right thing.)  
We can also use **so** in an inverted form with *say, tell, understand* to mean 'that is what'.  
*Jack is a genius. Or **so** his teachers keep telling him.*  
(= Or that is what his teachers keep telling him.)  
After *if*, **so** can be used instead of repeating information as a conditional clause.  
*There may be heavy snow tomorrow. **If so**, the school will be closed.*  
(= If there is heavy snow ...)  
With *less, more, very much* **so** can be used to avoid repeating an adjective or adverb.  
*Everything is running smoothly, **more so** than usual in fact.* (= more smoothly)  
*'Are you interested in this job?' 'Very much **so**.'* (= very much interested).
- **do so**  
We can use a form of **do** with **so** to avoid repeating a verb phrase.  
*They told Terry to get out of the car, and he **did so**.* (= he got out of the car)  
*Janet left her wallet in the shop, but didn't remember **doing so**.* (= leaving it)
- **do**  
Informally we often use **do** or **do that** to refer to an action.  
*'I promised to collect the children from school, but I **can't do it**.'*  
*'Don't worry, I'll **do it**.'*

● so do / etc

When we agree with another person's statement we can replace a verb with *so* (when the statement is positive) or *neither / nor* (when the statement is negative) followed by *do* or a modal auxiliary before the subject.

- 'I like this film.' 'So do I.'
- 'I don't like seafood.' 'Neither / Nor do we.'
- 'I can't hear a thing!' 'Neither / Nor can I.'

We can use *too* and *not ... either* without inversion to mean the same thing.

- 'I like this film.' 'I do too.'
- 'I don't like seafood.' 'We don't either.'

leaving things out (ellipsis)

- In clauses joined by *and* or *but*, we do not have to repeat the subject in the second clause.

*Maria went into the room and (she) opened the cupboard.*  
*I stood on a chair but (I) still couldn't reach the top.*

- In clauses joined by *and*, *but*, *or*, we can leave out a repeated subject and auxiliary, or subject and verb.

*I've read the article, and (I have) summarized the main points.*  
*David likes rock music, (he likes) going to parties, and (he likes) tennis.*

Note that it is not possible to leave out subjects, auxiliaries or verbs after words like *because*, *before* etc.

- When a second clause repeats a verb phrase, we can use the auxiliary part only.

*I've been to Russia, but Tina hasn't (been to Russia).*  
*Jane says she's coming to the party, but Martin isn't (coming to the party).*

- When a phrase with *be* + adjective is repeated, we can leave out the second adjective.

*I'm interested in this, but Harry isn't (interested in this).*

- We can leave out a repeated verb phrase after *to*-infinitive or *not to*-infinitive.

*Anna doesn't play tennis now, but she used to (play tennis).*  
*He'll throw things out of the window, unless you tell him not to (throw things out of the window).*  
*Jack felt like playing football, but his friends didn't want to (play football).*



Jack felt like playing football, but his friends didn't want to.

- In reported questions, we can leave out repeated words after question words.

*He said he would meet us soon, but he didn't say when (he would meet us).*

# inversion and fronting

## inversion

This involves using question word order after an adverbial with a negative or restrictive meaning comes at the beginning of the sentence. These structures are normally only used in formal speech and writing. Note that all of these adverbials can be used without inversion if they come in the normal position.

- **never**  
*I have **never** seen a more obvious case of cheating!* (normal position)  
***Never have I seen** a more obvious case of cheating!*
- **rarely**  
***Rarely does such a rare painting come** on the market.*
- **seldom**  
***Seldom has a scientific discovery had** such an impact.*
- **No sooner ... than**  
***No sooner had I shut the door than** I realized I had left my keys inside.*
- **Hardly ... when**  
***Hardly had the play started when** there was a disturbance in the audience.*
- **Scarcely ... when (than)**  
***Scarcely had they entered the castle when** there was a huge explosion.*
- **Only after, only when, only later, only then, only**  
***Only Jane managed to finish the project on time.** (no inversion)*  
***Only in a city as large as this can you** find so many foreign restaurants.*  
***Only after we had left the ship did we** realize that the captain had remained.*
- **On no condition, under no circumstances, on no account, at no time, in no way**  
***Under no circumstances is this door** to be left unlocked.*
- **Not until**  
***Not until he stopped to rest did Jack realize** that he had been wounded.*  
***Not until the building had been made safe could anyone go** back inside.*
- **Not only ... but also**  
***Not only did he lose** all the money, **but he also** found himself in debt.*
- **Little**  
***Little did anyone suspect** what was about to happen.*



*No sooner had I shut the door than I realized I had left my keys inside.*

## fronting

This involves putting first a clause not normally at the beginning of the sentence. It may also involve putting the verb in an inverted position.

- Relative clauses can be placed first when they normally follow negative verbs of understanding, knowing, etc. This is normally a spoken form.  
*I have no idea who he is. **Who he is**, I have no idea.*  
*I really don't know what you mean. **What you mean**, I really don't know.*
- *Here, there, back, out, up, down, on, off* etc can begin a sentence or a clause, followed by a verb. This is usually *come* or *go*. The sentence is often an exclamation.  
*A messenger came back with the answer. **Back came** a messenger with the answer.*  
***Here** comes the rain! **Out** went the lights!*  
***Down** went the ship to the bottom of the sea.*  
*As we were walking home, **down came the rain**, and we had to run for it.*
- In the same way, an adverbial phrase can begin a sentence or a clause, followed by a verb. This kind of sentence is common in literary writing.  
*A group of armed men came along the street.*  
***Along the street came** a group of armed men.*  
*While we were waiting to see what would happen next, **along the street came** a group of armed men, waving their guns in the air and shouting.*  
***Up the hill went** the bus, creaking and groaning.*  
***Through the window jumped** a masked man.*

## conditional sentences

- *as, though* with *may, might*  
*It may sound unlikely, but it's true.*  
***Unlikely as it may** sound, it's true.*  
*The car may be cheap, but it's in terrible condition.*  
***Cheap though the car may be**, it's in terrible condition.*
- *try as (someone) might*  
This construction is used to mean that although someone tried hard, they couldn't succeed in what they were trying to do.  
*She tried hard, but couldn't move the wardrobe.*  
***Try as she might**, she couldn't move the wardrobe.*  
***Try as he might**, he couldn't pass his driving test.*
- *were, had, should* conditional sentences  
These are highly formal, and omit *if*, putting the auxiliary at the beginning of the sentence.  
*If the government were to resign, the situation might be resolved.*  
***Were the government to resign**, the situation might be resolved.*  
*If proper measures had been taken, this situation would not have occurred.*  
***Had proper measures been taken**, this situation would not have occurred.*  
*If an outbreak of flu should take place, special measures will be introduced.*  
***Should an outbreak of flu take place**, special measures will be introduced.*

# emphasis

## it-clauses

These are clauses introduced by *it is / was*, putting the clause at the front of the sentence for emphasis. Key words usually receive more stress when spoken. Stressed words are in **bold** in the examples. Sentences of this kind are also called *cleft sentences*.

- noun phrase (including *-ing*) + *that*-clause  
*It's **keeping your balance** **that** matters most.*  
 (= What matters most is keeping your balance.)  
*It was **the left back** **who** finally scored.*  
 (= The left back was the one who finally scored.)  
*It was **the last straw** **that** broke the camel's back.*
- adverbial and prepositional phrases + *that*-clause  
*It was **after Jane got to the office** **that** she realized she had forgotten her keys.*  
 (= After Jane got to the office, she realized she had forgotten her keys.)  
*It was **in the middle of the night** **that** the fire was discovered.*  
 (= The fire was discovered in the middle of the night.)
- *when, how, what, because* + *that*-clause  
 This kind of sentence is more common in everyday speech.  
*It was **when I saw the police** **that** I panicked.*  
 (= When I saw the police was when I panicked.)  
*It was **because I had no money** **that** I had to go home.*  
*It's **how he can put up with it** **that** I don't understand.*  
*It was **what she said next** **that** surprised everyone.*

## what-clauses

These clauses also put more emphasis on what follows, and form another kind of cleft sentence. This kind of sentence is more common in everyday speech.

- *what* + verb phrase + *is* (+ *the fact that, the way, why, what, who* etc)  
*What bothers me is **the way** the news was announced.*  
 (= The way the news was announced bothers me.)  
*What upsets me is **the fact** that you lied.*  
 (= The fact that you lied upsets me.)  
*What we don't really know at the moment is **why** the accident happened.*
- instruction + imperative  
 We often use a *what*-clause when we give an instruction with verbs such as *want, need, etc*  
*What I want you to do is go home and rest.*  
*What you need to do is fill in this form.*
- explanation + *that*-clause  
 We often use a *what*-clause when we explain a situation  
*What we have to remember is **that** he's only been working here for a week.*
- *what* + verb + object  
 Some *what*-clauses can be put at the beginning or the end of the sentence.  
*What interests me is his early paintings.*  
*His early paintings are **what** interests me.*

## emphasizing negatives

- These phrases are used to emphasize adjectives with not: *not at all, not in the least / the slightest, not the least / slightest bit*.  
*No, don't worry, I'm **not at all** cold.*  
*Sorry, but I'm **not the slightest bit** interested.*  
*Terry **wasn't at all** worried.*

- **No + noun** and **none** can be emphasized by: *no ... whatsoever, none at all, none whatsoever.*  
There are **none at all** in this box, as far as I can see.  
There is **no money whatsoever** available for school trips at the moment.

### own

- We use **own** to emphasize possessive adjectives.  
*She used **her own money** to buy the stamps.*  
Common phrases include *(your) own fault, in (your) own words.*  
*The accident was **his own fault**.*  
*Tell us the story **in your own words**.*
- Note also: *on (your) own* (without anyone else) *Tim lives **on his own**.*  
*of (your) own* (not belonging to anyone else) *I have a room **of my own**.*

### auxiliary do

- We can use **do** to emphasize a statement.  
*I **do like** your new car! It's really cool!*
- We also use **do** in polite forms.  
***Do come in!** I **do hope** you enjoyed our little talk.*

### all

- We can put **all** (meaning *the only thing*) at the beginning of a clause for emphasis.  
***All** he does is watch television. **All** I need is another €500.*

### very ... indeed

- We can use **very + adjective + indeed** to add emphasis in speech.  
*Thank you **very much indeed**.*  
Often this is in response to what another person says.  
*Was the chicken good? Yes, it **was very good indeed!***
- We can use **very** to mean *the exact* in speech.  
*That's **the very book** I've been looking for! (= the exact one)*  
*She's probably waiting outside **at this very moment!** (= this one exactly)*  
Very can also mean at the extreme end of something.  
*Turn right **at the very top** of the stairs.*  
*This is **the very last time** I ask, I promise.*

### whatever, who ever, wherever etc

- Question words ending **-ever** make the question more emphatic, and often suggest disbelief.  
***Whatever** was that terrible noise! (I really don't know)*  
***Wherever** did you find that fantastic dress?*

### repetition

- A verb can be repeated for emphasis. Commonly used verbs are: *wait, try.*  
*I **waited and waited**, but she never turned up.*  
*Helen **tried and tried**, but she couldn't reach the shelf.*
- Some adverbials also use repetition for emphasis.  
*They asked him the same question **again and again**.*  
*We are spending **more and more** each year.*  
*The ship was getting **further and further** away.*

(See also Unit 27, intensifiers.)

# Wordlist



Red words  
based on Macmillan  
School  
Dictionary

\*\*\* most common and  
basic words

\*\* very common words

\* fairly common words

## Unit 1

achieve (vb)\*\*\*  
antibiotics (n)  
argue (vb)\*\*\*  
cause (n)\*\*\*  
fatality (n)  
hairstyle (n)\*  
in line with  
interruption (n)\*  
measure (n)\*\*\*  
nuisance (n)\*  
over-confident (adj)  
overtake (vb)\*  
recent (adj)\*\*\*  
reckless (n)  
return (n)  
scheme (n)\*\*\*  
set about (phrasal verb)  
settle in (phrasal verb)  
target (n)  
tear up (v)\*\*  
to tell you the truth  
tough (adj)\*\*\*

## Unit 2

acid (n)\*\*\*  
adapt (vb)\*\*  
burglar (n)\*  
calm down (phrasal verb)  
complaint (n)\*\*\*  
course (n)\*\*\*  
creep (vb)\*  
depend on (vb)\*\*\*  
expense (n)\*\*\*  
fatigue (n)\*  
fee (n)\*\*\*  
full-time (adj)\*\*  
guard dog (n)  
inquiry (n)\*\*\*  
lose your temper (phrase)  
parrot (n)\*  
point out (phrasal verb)  
psychiatrist (n)\*  
publish (vb)\*\*\*  
redecorate (vb)  
rottweiler (n)  
section (n)\*\*\*  
strain (n)\*\*  
stuff (n)\*\*\*  
track (n)\*\*\*  
tuition (n)\*

undergraduate (n)  
wreckage (n)\*

## Unit 3

ceasefire (n)\*  
check-in desk (n)  
harsh (adj)\*\*  
merchant (n)  
military (adj)\*  
negotiate (vb)\*\*  
outrage (n)\*  
racing (adj)  
realm (n)\*  
recruit (vb)\*\*  
sacrifice (vb)\*  
sign (vb)\*\*\*  
supply (n)\*\*\*  
treaty (n)\*\*  
U-boat (n)

## Unit 4

abroad (adv)\*\*\*  
alien (n)\*\*  
archaeologist (n)\*  
benefit (n)\*\*\*  
come up with  
compulsory (adj)\*\*  
controversial (adj)\*\*  
define (vb)\*\*\*  
delay (vb)\*\*  
disturbing (adj)\*  
labour (n)\*\*\*  
pension (n)\*\*\*  
perform (vb)\*\*\*  
portrait (n)\*\*  
psychologist (n)\*\*  
retirement (n)\*  
social security (n)\*  
squid (n)  
trend (n)\*\*\*

## Unit 5

admission (n)\*\*  
at this rate (phrase)  
breakdown (n)\*\*  
circumstance (n)\*\*\*  
construction (n)\*\*\*  
flame (n)\*\*  
fortune (n)\*\*  
global warming (n)\*  
insist (vb)\*\*\*  
investment (n)\*\*\*  
prediction (n)\*\*  
riot (n)\*\*  
slip my mind (phrase)  
source (n)\*\*\*

## Unit 6

accelerate (vb)\*  
alpine (adj)  
altitude (n)\*  
ambitious (adj)\*\*  
baby boom (n)  
barge(man) (n)  
barrier (n)\*\*

bits and pieces (phrase)  
chase (vb)\*\*  
concentration (n)\*\*\*  
copper (n)\*\*  
critic (n)\*\*\*  
currently (adv)\*\*\*  
cycle (n)\*\*  
dealer (n)\*\*\*  
disassemble (vb)  
dock (n)\*\*  
downswing (n)  
dramatic (adj)\*\*\*  
dub (vb)\*  
emission (n)\*\*  
explosion (n)\*\*  
feat (n)  
feature (n)\*\*\*  
freight (n)\*  
get hold of (phrase)  
greenhouse gas (n)  
heavy goods vehicle (n)  
invasion (n)\*\*\*  
life expectancy (n)  
link (n)\*\*  
marine (adj)\*  
mud (n)\*\*  
neighbourhood (n)\*\*  
outspoken (adj)\*  
pointless (adj)  
referendum (n)\*\*  
seize (vb)\*\*  
shed (n)\*\*  
shilling (n)  
solar (adj)\*\*  
split (vb)\*\*  
steadily (adv)  
strip off (phrasal verb)  
trade (n)\*\*\*  
upswing (n)

## Unit 7

accommodate (vb)\*  
assess (vb)\*\*  
beat (vb)\*\*\*  
blaze (n)\*  
block (n)\*\*\*  
campaign (n)\*\*\*  
cave in (phrasal verb)  
coalition (n)\*\*  
coal miner(n)  
counterfeit (adj)  
crumbly (adj)  
deforestation (n)  
desertification (n)  
disruption (n)\*  
drain (n)\*  
explosion (n)\*\*  
fault (n)\*\*\*  
(film) set (n)\*\*\*  
foot the bill (phrase)  
gallery (n)\*\*  
gutted (adj)  
inhalation (n)  
inspiration (n)\*\*

investigate (vb)\*\*\*  
issue (n)\*\*\*  
mobilize (vb)  
moisture (n)  
MP (n)\*\*  
nutrition (n)\*  
nutty (adj)  
opposition (n)\*\*\*  
outset (n)\*  
refreshing (adj)\*  
seal (vb)\*\*  
shoot (vb)\*\*\*  
soak (vb)\*  
source (n)\*\*\*  
stage (n)\*\*\*  
staple (n)\*  
sustainable (adj)  
unclear (adj)\*  
unconscious (adj)\*

## Unit 8

actual (adj)\*\*\*  
along similar lines (phrase)  
anaesthetic (n)  
baptism (n)  
beech (n)  
colonial (adj)\*\*  
cut (n)\*\*\*  
extraction (n)  
focus (vb)\*\*\*  
fortification (n)  
guess (n)\*\*  
informed (adj)  
matter (n)\*\*\*  
merger (n)\*  
meteor (n)  
parish (n)\*\*  
performer (n)\*  
phenomenon (n)\*\*  
pit (n)\*\*  
plague (n)  
playwright (n)  
purgatory (n)  
register (n)\*\*  
sequence (n)\*\*\*  
sharply (adv)\*\*  
transfusion (n)  
undecided (adj)

## Unit 9

alter (vb)\*\*  
amputate (vb)  
bar (n)\*\*\*  
central heating (n)  
dry cleaner's (n)  
hip (n)\*\*  
install (vb)\*\*  
lock (n)\*\*  
power tool (n)  
surgeon (n)\*\*

**Unit 10**  
alien (n)\*\*  
asteroid (n)  
back-up (n)\*  
black hole (n)  
collide (vb)\*  
decay (vb)\*  
DNA (n)\*  
dominant (adj)\*\*  
dominate (vb)\*\*  
endangered species (n)  
evolve (vb)\*\*  
extinct (adj)\*  
fossil fuel (n)  
goalkeeper (n)\*  
grind (to a halt) (phrase)  
helmet (n)\*\*  
hike (n)  
iceberg (n)  
keyboard (n)\*  
lifeboat (n)  
lifejacket (n)  
mammal (n)\*  
reclaim (vb)  
sample (n)\*\*\*  
short cut (n)  
species (n)\*\*\*  
standstill (n)  
tide (n)\*\*  
virus (n)\*\*\*

**Unit 11**  
adequate (adj)\*\*\*  
assistance (n)\*\*\*  
coexist (vb)  
guarantee (vb)\*\*  
habitat (n)\*  
hunter (n)\*  
inconvenience (n)  
mess (n)\*\*  
neglect (vb)\*\*  
safeguard (n)  
skill (n)\*\*\*  
survive (vb)\*\*\*

**Unit 12**  
amount (n)\*\*\*  
debt (n)\*\*\*  
earplug (n)  
faith (n)\*\*\*  
hindsight (n)  
litter (n)\*  
treat (vb)\*\*\*  
uninhabited (adj)  
vandalism (n)  
wear out (phrasal verb)

**Unit 13**  
appliance (n)\*  
application form (n)  
calculate (vb)\*\*  
charge (n)\*\*\*  
chip (n)\*\*  
compulsory (adj)\*\*

consume (vb)\*\*  
genetically modified (adj)  
local (adj)\*\*\*  
reception (n)\*\*  
recommendation (n)\*\*  
refuse (n)  
type (vb)\*\*\*  
waste (n)\*\*\*  
wireless (adj)\*

**Unit 14**  
crew (n)\*\*\*  
firefighter (n)  
ladder (n)\*\*  
navigation (n)\*  
paw (n)\*  
profit (n)\*\*\*  
rivalry (n)  
sunblock (n)  
wire (n)\*\*

**Unit 15**  
adjust (vb)\*\*  
armed forces (n)\*  
battery (n)\*\*  
boast (vb)\*  
clown (n)  
column (n)\*\*\*  
compulsory (adj)\*\*  
conquer (vb)\*  
forbidden (adj)\*  
format (n)\*\*  
insulting (adj)  
irritating (adj)\*  
pile (n)\*\*  
scream (vb)\*\*  
stressed (adj)  
track (n)\*\*\*  
waste (n)\*\*\*

**Unit 16**  
community service (n)  
compensate (vb)\*\*  
criminal (adj)\*\*\*  
fine (n)\*\*  
justice (n)\*\*\*  
keen on (adj)\*\*\*  
offender (n)\*\*  
proposal (n)\*\*\*  
sentence (n)\*\*\*

**Unit 17**  
amount to (phrasal verb)  
bloodstained (adj)  
blush (vb)\*  
dealer (n)\*\*\*  
lawyer (n)\*\*\*  
market (n)\*\*\*  
on the way out (phrase)  
shortcoming (n)

**Unit 18**  
abandon (vb)\*\*  
attempt (n)\*\*\*  
blood pressure (n)

capture (vb)\*\*  
cheat (vb)\*  
conclude (vb)\*\*\*  
encouragement (n)\*\*  
lack (n)\*\*\*  
laptop (n)  
lifestyle (n)\*\*  
outset (n)\*  
previous (adj)\*\*\*  
set fire to (phrase)  
state (vb)\*\*\*  
task (n)\*\*\*  
warrior (n)

**Unit 19**  
coast (n)\*\*\*  
contribution (n)\*\*\*  
enthusiastic (adj)\*\*  
pay attention (phrase)  
projector (n)  
what on earth (phrase)

**Unit 20**  
broadcast (n)\*\*  
civil servant (n)  
civil war (n)\*  
commentator (n)\*\*  
daring (adj)  
daylight (adj)\*  
decoration (n)\*\*  
election (n)\*\*\*  
factor (n)\*\*\*  
grate (vb)  
genetic (adj)\*\*  
harsh (adj)\*\*  
homeless (adj)\*  
migrate (vb)\*  
mild (adj)\*\*  
poverty (n)\*\*  
resign (vb)\*\*\*  
reviewer (n)  
rhythm (n)\*\*  
scarce (adj)\*  
site (n)\*\*  
sprinkle (vb)\*  
struggle (vb)\*\*  
traffic jam (n)  
trigger (n)\*  
tuberculosis (n)

**Unit 21**  
defend (vb)\*\*\*  
dynasty (n)  
field trip (n)  
fort (n)\*  
invade (vb)\*  
ironing board (n)  
location (n)  
lush (adj)\*  
mining (n)\*  
mountain range (n)  
notorious (adj)\*  
offence (n)\*\*\*  
peak (n)\*\*

personal trainer (n)  
plain (n)\*\*  
postpone (vb)\*  
scenery (n)\*  
temperature (n)\*\*\*  
tower (n)\*\*  
treatment (n)\*\*\*

**Unit 22**  
aware (adj)\*\*\*  
biological warfare (n)  
campaign (vb)\*\*\*  
composition (n)\*\*  
consume (vb)\*\*  
consumption (n)\*\*  
crime (n)\*\*\*  
double (adj)\*\*\*  
earn (vb)\*\*\*  
epidemic (n)  
evidence (n)\*\*\*  
flexibility (n)\*\*  
genetic (adj)\*\*  
limit (vb)\*\*\*  
operation (n)\*\*\*  
outbreak (n)\*  
pandemic (n)  
ready-made (adj)  
recommend (vb)\*\*\*  
reflect (vb)\*\*\*  
risk (n)\*\*\*  
solution (n)\*\*\*  
state (vb)\*\*\*  
support (vb)\*\*\*  
tank (n)\*\*\*  
treat (vb)\*\*\*  
war zone (n)  
wiring (n)  
wrapper (n)

**Unit 23**  
avenge (vb)  
award (vb)\*\*\*  
baffle (vb)  
courtier (n)  
infectious (adj)\*  
pitch (n)\*\*  
raid (vb)\*\*  
rampart (n)  
rent (n)\*\*\*  
surroundings (n)\*\*  
threat (n)\*\*\*  
troupe (n)

**Unit 24**  
according to (prep)\*\*\*  
enemy (n)\*\*\*  
inspection (n)\*\*  
legend (n)\*\*  
legendary (adj)  
outlaw (n)  
strike (n)\*\*\*

**Unit 25**

culprit (n)  
force (vb)\*\*\*  
gamble (vb)\*  
harm (n)\*\*  
headline (n)\*\*  
household (n)\*\*\*  
masterpiece (n)\*  
solution (n)\*\*\*  
stumble (vb)\*  
worthless (adj)

**Unit 26**

acidic (adj)  
ambition (n)\*\*  
approach (n)\*\*\*  
astrophysics (n)  
coach (n)\*\*  
crust (n)\*  
data (n)\*\*\*  
feedback (n)\*\*  
ice sheet (n)  
melt (vb)\*\*  
mineral (n)\*  
motivated (adj)  
nutritional (adj)  
quake (n)  
satellite (n)\*\*  
swamp (n)

**Unit 27**

associate (vb)\*\*\*  
claim (n)\*\*\*  
cobble (adj)  
condemn (vb)\*\*  
creative (adj)\*\*  
devastating (adj)\*  
dull (adj)\*\*  
explosion (n)\*\*  
-proof (suffix)  
sum (n)\*\*\*  
thatch (vb)  
urban (adj)\*\*\*

**Unit 28**

disorganized (adj)  
drift (vb)\*\*  
fire brigade (n)\*  
kilt (n)  
perform (vb)\*\*\*  
snore (vb)  
temptation (n)\*\*  
verbal (adj)\*  
visual (adj)\*\*

**Unit 29**

archway (n)  
bark (vb)\*  
blame (vb)\*  
circumstance (n)\*\*\*  
collapse (vb)\*\*  
delivery (n)\*\*\*  
footpath (n)  
furious (adj)  
glacier (n)

link (n)\*\*\*  
monsoon (n)  
pond (n)\*\*  
promote (vb)\*\*\*  
purchase (n)\*\*  
riverbank (n)  
roundabout (n)\*  
senseless (adj)  
shriek (n)  
slip (vb)\*\*\*  
suspicion (n)\*\*  
sway (vb)\*

**Unit 30**

accurate (adj)  
ash (n)\*\*  
cubic (adj)  
eruption (n)  
firm (adj)\*\*\*  
halt (vb)\*  
hay fever (n)  
launch (vb)\*\*\*  
paramedic (n)  
pass (n)\*\*  
rear (n)\*\*  
receipt (n)\*\*  
report (vb)\*\*\*  
scout (n)\*  
slaughter (vb)\*  
super- (prefix)  
urgent (adj)  
vineyard (n)  
warehouse (n)\*\*

**Unit 31**

amorous (adj)  
bravery (n)  
deter (vb)  
dull (adj)\*\*  
episode (n)\*\*  
expansion (n)\*\*  
head (vb)\*\*\*  
heal (vb)\*\*  
manufacture (vb)\*\*  
munitions (n)  
outbreak (n)\*  
psychiatric (adj)\*  
range (n)\*\*\*  
rat race (n)  
respect (n)\*\*\*  
safe (n)\*  
severe (adj)\*\*\*  
shortage (n)\*\*  
short-sighted (adj)  
steel (n)\*\*  
suitable (adj)\*\*  
take the plunge (phrase)  
tell apart (phrasal verb)  
unwilling (adj)\*  
weld (vb)

**Unit 32**

catastrophe (n)  
chat room (n)  
complacency (n)  
distant (adj)\*\*  
dwindle (vb)  
face to face (adv)  
genetic engineering (n)  
inappropriate (adj)\*\*  
inquiry (n)\*\*\*  
parachute (n)  
(someone likes the) sound  
(of their own voice)  
(phrase)  
vitality (adv)

**Unit 33**

block (n)\*\*\*  
brake (n)\*  
casualty (n)  
civilian (adj)\*  
demolish (vb)\*  
devastate (vb)\*  
faint (adj)\*\*  
rear (n)\*\*  
justify (vb)\*\*  
land (vb)\*\*\*  
mental (adj)\*\*\*  
outcast (n)  
pester (vb)  
precarious (adj)  
pull (a muscle) (vb)\*\*\*  
run-down (adj)  
skating (n)\*  
state (n)\*\*\*  
stuck (adj)  
surrender (n)\*  
waste (vb)\*\*  
weapon (n)\*\*\*

**Unit 34**

analyse (vb)\*\*  
capacity (n)\*\*\*  
clergy (man) (n)\*\*  
confine (vb)\*  
converse (vb)  
discomfort (n)  
excavation (n)  
feature (vb)\*\*\*  
fit (vb)\*\*\*  
grey matter (n)  
inferior (adj)\*  
innate (adj)  
manners (n)\*\*\*  
naval (adj)\*\*  
navy (n)\*\*  
originate (vb)\*\*  
partner (n)\*\*\*  
perceive (vb)\*\*  
press (n)\*\*\*  
process (vb)\*\*  
shelter (vb)\*  
shepherd (n)  
sketch (n)\*

soaked (adj)  
solely (adv)\*\*  
stereotype (n)\*  
suitable (adj)\*\*\*  
support (vb)\*\*\*  
swelling (n)  
uneventful (adj)  
warning (n)\*\*\*  
well-off (adj)

**Unit 35**

autograph (n)  
challenging (adj)  
circumference (n)  
controversial (adj)\*\*  
crash (n)\*\*  
estimate (n)\*\*\*  
heresy (n)  
hooligan (n)  
immense (adj)\*\*  
inevitable (adj)\*\*  
lawyer (n)\*\*\*  
manned (adj)  
require (vb)\*\*\*  
solar system (n)\*  
sphere (n)\*\*  
theory (n)\*\*\*  
vast (adj)\*\*

**Unit 36**

anonymous (adj)\*  
association (n)\*\*\*  
blindness (n)  
burst (vb)\*\*  
clubbing (n)  
colonist (n)  
conduct (vb)\*\*\*  
conductor (n)\*  
degeneration (n)  
embryo (n)  
evidence (n)\*\*\*  
fan oven (n)  
haven (n)  
implant (n)  
isolate (vb)\*  
nuisance (n)\*  
philanthropist (n)  
predator (n)\*\*  
set (adj)\*  
stagger (vb)\*  
stem cell (n)  
stream (vb)\*  
therapy (n)\*\*  
tissue (n)\*\*  
trial (n)\*\*\*

**Unit 37**

accused (the) (n)  
album (n)\*\*  
cabinet (n)\*\*\*  
conscript (vb)  
corroborate (vb)  
council tax (n)  
digital (adj)\*\*

downfall (n)  
expansion (n)\*\*  
expertise (n)\*\*  
exposure (n)\*\*  
resume (vb)\*\*  
rival (adj)\*\*  
rocket (n)\*  
snore (vb)  
stretch limo (n)  
tense (adj)\*  
wristwatch (n)

### Unit 38

apply (vb)\*\*  
blackmail (n)  
boiler (n)  
burst (vb)\*\*  
claim (n)\*\*  
deadline (n)\*  
globe (n)  
pipe (n)\*\*  
record (n)\*\*  
revenge (n)\*  
security guard (n)  
slack (adj)  
spokesperson (n)  
survivor (n)\*

### Unit 39

armament (n)  
deceive (vb)\*  
deception (n)\*  
define (vb)\*\*  
deliberately (adv)\*\*  
disguise (n)  
fault (n)\*\*  
honour (vb)\*\*  
imitate (vb)\*  
insufficient (adj)\*\*  
mugger (n)  
performance (n)\*\*  
satellite (n)\*\*  
spare part (n)  
unannounced (adv)  
union (n)\*\*

### Unit 40

astronomical (adj)  
breeding (n)\*  
cancer (n)\*\*  
concussion (n)  
consumer (n)\*\*  
core (n)\*\*  
corporation (n)\*  
cross-cultural (adj)  
(a great) deal of (phrase)  
demand (n)\*\*  
dominate (vb)\*\*  
dwarf (n)  
erratic (adj)  
fuse (vb)\*  
fusion (n)\*  
generator (n)\*  
liver (n)\*\*

maintenance (n)\*\*  
modification (n)\*\*  
motion (n)\*\*  
neglect (n)\*  
observation (n)\*\*  
offence (n)\*\*  
organism (n)\*\*  
overwhelm (vb)\*  
pebble (n)  
pendulum (n)  
pest (n)\*  
potentially (adv)\*\*  
precisely (adv)\*\*  
resistance (n)\*\*  
selection (n)\*\*  
spring (n)\*\*  
substantially (adv)\*\*  
suit (vb)\*\*  
unified (adj)  
variety (n)\*\*  
well-being (n)  
wind turbine (n)

### Unit 41

agent (n)\*\*  
amphibian (n)  
asset (n)\*  
bandwidth (n)  
brink (n)\*  
coincidence (n)\*  
dweller (n)  
epidemic (n)  
hardware (n)\*\*  
idealize (vb)  
innovative (adj)\*  
IT (n)\*  
mass production (n)  
mobility (n)\*  
obesity (n)  
oblige (vb)\*\*  
pace (n)\*\*  
prefabricate (vb)  
public (adj)  
reassure (vb)\*\*  
rubber (n)\*\*  
ruin (n)\*  
scan (vb)\*\*  
slum (n)  
software (n)\*\*  
speck (n)  
staggering (adj)

### Unit 42

appoint (vb)\*\*  
artefact (n)\*  
disconnect (vb)  
election (n)\*\*  
genius (n)\*  
hosepipe (n)  
shortage (n)\*\*  
tournament (n)\*\*

### Unit 43

blatant (adj)  
brandish (vb)  
breach (n)\*\*  
collide (vb)\*  
consult (vb)\*\*  
creak (vb)  
crew (n)\*\*  
diverse (adj)\*\*  
float (n)  
groan (vb)\*  
hurricane (n)  
longing (n)  
lure (vb)  
mast (n)  
oar (n)  
parade (n)\*  
plug (vb)\*  
regain (vb)\*\*  
screech (vb)  
survive (vb)\*\*  
wax (n)  
will (n)\*\*

### Unit 44

bear something in mind  
(phrase)  
collapse (vb)\*\*  
consideration (n)\*\*  
deceive (vb)\*  
fault (n)\*\*  
jewel (n)\*  
justify (vb)\*\*  
point (n)\*\*

### Review

#### Unit 3

barley (n)  
flannel (n)  
fragile (adj)\*  
fresh complexion  
leave (n)\*\*  
physique (n)  
preparatory school  
pugnacity (n)  
a shadow of his former  
self (phrase)  
shiny (adj)\*

#### Unit 20

astronomer (n)  
atmosphere (n)\*\*  
blur (vb)  
launch (vb)\*\*  
manned (adj)  
observatory (n)  
service (vb)\*\*  
ultraviolet (adj)

### Unit 21

Bunsen burner (n)  
combustion (n)  
downpour (n)  
excess (adj)\*  
flame (n)\*\*  
flash flood (n)  
gradually (adv)\*\*  
heat (n)\*\*  
intense (adj)\*\*  
intensity (n)  
low-lying (adj)  
piping (n)  
plain (n)\*\*  
sleeve (n)\*\*  
tsunami (n)  
vertical (adj)\*\*

### Unit 21

assumption (n)\*\*  
clumsy (adj)\*  
equally (adv)\*\*  
prejudice (n)\*\*  
prove (vb)\*\*  
shave (vb)\*  
stigmatize (vb)  
tool (n)\*\*

### Unit 27

better off (adj)  
charge (n)\*\*  
point of use (see point of  
sale) (n)  
provision (n)\*\*  
revenue (n)\*\*  
standard (adj)\*\*  
tier (n)  
treat (vb)\*\*

### Unit 44

avoid (vb)\*\*  
brushstroke (n)  
emphasis (n)\*\*  
open air (n)  
make fun of (phrase)  
overall (adj)\*\*  
pure (adj)\*\*  
reproduce (vb)\*\*

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