GRAMMAR

—IN—

CONTEXT

Proficiency Level English

Hugh Gethin

NEW EDITION

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Contents

Introduction 5
For the learner 5
For the teacher 8

1 Verb tenses 10

1A The past tense of certain verbs 10
1B Tense use for fact: review 12
1C Use of present for future tenses 20
1D Tense use for non-fact: supposition 25
1E Tense use for non-fact: wish 31
1F Fact and non-fact: summary of tense use 34

2 Adverbials 39

2A Adverbs against adjectives 39
2B Position 43

3 Linking: result, cause 50

3A Relation between result and cause 50
3B Result expressed with too or enough 54

4 Linking: purpose 60

4A Standard constructions 60
4B Shortened constructions 63

5 Linking: concession 66

6 Linking: cause, purpose, concession (alternative) 70

7 Linking: time 73

8 Linking: relatives 78

8A Links and clause types: review 78
8B Sentence building with relatives 84
8C Shortened constructions 89

9 Linking: similarity and comparison 94

10 The infinitive and -ing 100

10A The infinitive 100
10B The -ing form as gerund 103
10C Verbs taking a full infinitive or –ing (gerund) according to meaning 109
10D Verbs taking the infinitive or –ing (participle) according to meaning 113

11 Auxiliary verbs: particular uses 117

11A Ability, permission, possibility 118
11B Past activity, habit, refusal etc. 122
11C Expectation, assumption, conclusion 126
11D Obligation, absence of obligation 129
11E Duty and arrangement, with non-fulfilment 132
11F Use of should for suggestions, opinions, feelings etc. 136

12 Reported speech 139

12A Tense and word changes: general review 139

12B Possible changes in auxiliary verbs 145
12C Suggestions, requests and commands 149

13 The passive 154

13A Subject formation from the active voice 154
13B Passive constructions with the infinitive 161

14 Inversion of subject and verb 164

14A Types of lead word 164
14B Established sentence patterns 168

15 Dependent prepositions 170

16 Phrasal verbs 178

16A Type, meaning and word order 178
16B Meaning and use of selected verbs 181

17 Study lists 187

17A The past tense of certain verbs (with past participle) 187
17B Verbs and phrases followed by the plain infinitive 188
17C Verbs followed by an object + full infinitive 189
17D Verbs and phrases followed by –ing (gerund) 190
17E Verbs used with two objects 192
17F Dependent prepositions 193
17G Phrasal verbs 196

Subject index 199

Word index 203

Key to Exercises 209

Foreword to the revised edition

This edition of the book is in its scope and method the same as the first; the material and its arrangement remain basically unchanged. But there were in the first edition some omissions in the treatment of adverbs and links (conjunctions) which have been made good. Also a large part of the section on reported speech has been rewritten with additional examples and exercises in order to make the approach to this aspect of English grammar both more extensive and more flexible. Elsewhere in the book I have occasionally altered the wording of the explanations where I have thought these could be made clearer, but on the whole have not found it necessary to amend the exercises except to accommodate the extra adverbs and links.

What is entirely new to this edition is the introduction of style marking, that is to say, of a definite indication in the text that certain words or constructions are associated with a formal style of English. Whereas in the first edition this association was mentioned only in the explanations, in the present edition it is specifically pointed out wherever it occurs in examples and exercises (see the relevant paragraph in the Introduction for the learner). The intention is that in this way users of the book will be made more aware of the relationship between grammatical usage and style.

It is of course gratifying that the book should have found enough favour amongst learners and teachers of English to warrant a revised edition, and this approval, silent though it may be, has been a very real encouragement in its preparation. I would welcome any comments, however critical, that the book's users might like to make through the publishers.

I should also like to record here my gratitude to Annette Capel, prime mover and promoter of this revised edition, and to Caroline Egerton, who returned to the book in the editorial role which she undertook for the first edition and which she has again fulfilled so well.

HG

Introduction

For the learner

If you are the kind of learner for whom this book has been written, you will have learnt English intensively for months or less intensively for years. You will now be in contact with the language as it is used by British, American and other native speakers in conversation, on radio and television, in letters, books or newspapers. You yourself may be using the language socially or in your work; you may be studying it full- or part-time; you may be preparing for an examination such as the Cambridge Proficiency.

Whatever you are doing, you will have some academic background and some acquaintance, although it may be only slight, with grammatical concepts. With the help from time to time of a good dictionary or a teacher, you will be able to read this and the rest of the book with adequate understanding. In short, you will have reached an advanced level in English but you will still be learning it with a view to improving it as a means of communication, both written and spoken.

Apart from vocabulary, idiom and pronunciation, what you will still be learning is grammar, which is the way the vocabulary organises itself or, in other words, how the language works. A lot of grammar you will already know, such as the general order of words, basic tenses and verb forms, the making of questions and statements. Some of this, however, will have been imperfectly learnt, while there will be some grammar that you do not know at all. It is for this purpose, then, that the book has been written: to review the grammar that you may know imperfectly and to teach the grammar that you need to know but do not. (You may know it in the sense that you have heard or seen it used but not in the more important sense that you can recognise it and can use it yourself.) How does the book set out to achieve this?

Examples

The way a language works is best shown by example, and so the introduction to any typical section of the book is followed first by examples of the grammar dealt with in that section. Since language is normally organised for intelligent communication, and is not a collection of unconnected utterances, the examples in each section are as far as possible connected to form a discourse or 'story' to show grammar in use and not just as 'naked' grammar lying about doing nothing. From these examples you should be able to get quite a good idea of how the language works.

Explanation

In order thoroughly to understand the examples, however, you will need some help; and to make understanding and learning easier you will probably s need for rules. To answer these needs as far as possible, an explanation follows the examples. It is linked for reference purposes to the examples by numbers and letters, so that you do not have to go through the whole explanation to clarify a certain example. This should be of particular advantage in review sections such as those on verb tenses (**1B**) and relatives (**8A**), where you may find that your existing knowledge makes some of the explanation unnecessary. In any explanation of grammar, descriptive terminology is unavoidable, and this is not introduced here for its own sake. Sometimes you will recognise the terms used through your own language, but in any case their meaning is illustrated in the examples and explained if necessary.

Exercises

Having, through the examples and the explanation, understood the grammar involved, you now have to practise and test your knowledge. The exercises, like the examples, are as far as

possible organised as discourse so that you can use the ,grammar you are learning in a meaningful context. It is important, therefore, to read out or to rewrite the whole text and not just the portion that needs changing. To help you prepare for some of the exercises, there are study lists towards the end of the book, placed there to make it easier for you not to refer to them while actually doing the exercises. If you find the exercises too difficult, you should return to examples, explanation or lists, and also if necessary to your dictionary, for better preparation.

Grammar and style

You will know already that English, like your own language, has differences of style. Such differences can usefully be classed under the terms formal and informal.-This Introduction is written in a style somewhere between the two: it has not got the colloquial contraction (You'll know ... it's ... it hasn't) and shorter sentences of informal written English, which approaches and sometimes imitates the language of everyday speech; on the other hand, it addresses you personally, avoiding a lot of impersonal or passive constructions; and prefers words like *needs, order* and *works* rather than the more formal *requirements, sequence* and *functions.* The language of the ecamples and exercises is seldom more formal than this and is often more informal; its stylistics range is wide enough for general communication in English, written or spoken. There is some grammar, however, that is associated with a certain formality of style, either as single words or phrases (3A etc.) or in the way the grammar is used (**8A,B** etc.). Where this kind of language occurs in the examples and exercises it is labelled, or style-marked, in the way described in the introductory note to 3 (p. 50).

Order of contents

The numbered sections of the book are in an order that can be followed to advantage, but are sufficiently independent of each other to be taken in the order that best answers your needs. However, the subsections A, B etc. build upon each other, and should be done in the order given.

Indexes

There are grammatical and word indexes that refer you by section number and letter to the relevant explanations, which, as mentioned above, are themselves linked with the examples.

Key to exercises

So that you can correct your answers to the exercises yourself, there is a key to them at the end of the book.

For the teacher

It is through what I have already said to the learner that I can best introduce the book to a teacher. In continuation I should like to add the following.

Rationale

This book has come into being, over many years of teaching and organising courses, in response to the need of post-intermediate students to feel bedrock beneath them. Learners at this level may be superficially fluent and able to cope socially in the language, but often flounder in a slough of words when more exact communication, written or spoken, is required of them. Those who meet the challenge and make further progress are usually those who not only need but actively demand a fuller understanding of grammar. At the stage we are talking about, this demand can best be met through the medium of English itself.

Although there are several EFL books dealing with grammar at this level, they have not all got exercises under the same cover. Also I have thought it to be very well worthwhile to try and put the grammar into more homogeneous contexts than are found in other books. The object thereby is not that learners should lose sight of the grammar as such (which happens in some books) but that they should see it used in examples in a contextual situation, and therefore in a more meaningful way, than they would in unconnected sentences. Where possible I have extended this treatment to the exercises. Thus the book, and thus its title.

Use

As already pointed out to the learner, the order followed by the main sections of this book is a recommended one only. The extensive cross-referencing that is provided should allow you to integrate the book into the rest of your teaching programme in any order required. Whichever section is selected for teaching, it is of course most important that you should thoroughly acquaint yourself beforehand with its examples, explanation and exercises.

Most of the grammatical categories that I have used will be familiar to you. I have departed from the traditional ones only where, after experiment and discussion, it has been apparent that there are better ways (at least at this level of teaching) of presenting the grammar of the language. Instances are the division of verb use into the categories of 'fact' and 'non-fact' and the incorporation into the passive of an auxiliary form. The examples and explanation of each section should soon put you in the picture regarding the categories used.

Depending on the time available and the depth of study required, the exercises may be done in class, orally or in writing, or as homework for later checking and comment.

Weighting

The book does not set out to be a comprehensive grammar of English. Some grammatical features, such as independent prepositions, have been considered familiar enough to the post-intermediate learner to be used in examples and exercises without grammatical comment. Others, such as verb tenses and relative pronouns, are not dealt with from scratch but are extensively reviewed and presented as a working unit.

The emphasis throughout is on the essential unit of discourse, which is the contextualised sentence; the relation between grammar and meaning is never forgotten. The aim is that serious learners should acquire, without the need for systematic structural analysis, a knowledge of the English sentence so that they can get its grammar and its meaning right not only in exercises but in their own connected speech and writing.

The grammar dealt with is that of British English. Some might argue that, since this is not always the same as North American (including Canadian) grammar, I should draw attention to the differences. The fact that I have not done so is because I do not consider them to be important enough to justify complicating the text on their account. Most of these differences

concern prepositions (such as the use of than instead of from after different) or verb use (for example do you have in the interrogative instead of have you with or without got). They are being continually moderated by the powerful influence upon the English language of the US media, so that Americanisms soon become known to the advanced learner and retain little, if any, of their mystery. It is as well, however, to be consistent in one's grammatical usage, and it is to this end that the book's grammar has remained on this side of the Atlantic.

1 Verb tenses

1A The past tense of certain verbs

Examples

1	What time did the sun rise? Just after five o'clock.	→	The sun rose just after five o ‘clock
2	Did it shine into the room? Yes, it did.	→	Yes, it shone into the room.

Note: Under 17A you will find a study list of the forty verbs used in the following two Exercises. Although they are all quite common verbs their past tenses often cause difficulty, and you are advised to familiarise yourself with them first, so that you can do the Exercises with little hesitation and with appreciation of their meaning.

Exercises

Combine the question and the answer to make a complete statement as shown in the Examples above.

1

1 How far did the car skid?
Nearly thirty metres.

2 Why did the driver tread on the accelerator?
Because he thought it was the brake.

3 Did the accelerator stick wide open?
Yes, it did.

4 What did the car hit?
A lamp-post.

5 What did they bind the driver's wound with?
A piece of shirt.

6 How long did the passenger's nose bleed for?
Quite a long time.

7 Where did the passenger lie down?
On the pavement.

8 Where did the driver wake up?
In hospital.

9 Who did they lay the blame on?
The other driver.

10 How much did they sue him for?
Twenty thousand pounds.

11 When did he quit his job ?
Straight after the accident.

12 Why did he flee the country?
To escape the law.

13 Did anyone shed any tears when he left?
No, no one.

14 Where did he seek refuge?
In Australia.

15 Did he dig for gold there ?
Yes, he did.

16 Did he strike any gold?
Hardly any.

17 Did he grow rich?
No, grass.
18 Where did he sow grass?
Wherever he could.
19 Why did he saw down trees?
To make a fence for sheep.
20 What did he feed the sheep on?
Bananas, of course!

2

1 Why did Sheila's lip swell up?
Because a wasp stung her.
2 How did Ken split his trousers?
Climbing over a fence.
3 Did Toby bet that Ken could not sew them up himself?
Yes, he did.
4 Did Ken sew them up himself?
Yes, he did.
5 How did Helen slit the envelope open?
With her enormously long fingernail.
6 How did Marilyn speed up her typing?
By going to evening classes.
7 How much did Zena bid for the Chinese vase?
A couple of hundred.
8 When did she fall?
Going down the stairs.
9 How did she feel about breaking the vase?
Terrible.
10 Did she hurt herself ?
Yes, her wrist.
11 Where did all the water flow ?
Downstairs.
12 Why did Helen fly out of the room in a rage?
Because of what her father said.
13 What did her father forbid her to do?
Go out with Denis.
14 How did her father deal with her?
By stopping her monthly allowance.
15 Why did Denis stroke Helen's hand?
To try and calm her down.
16 What rumour did Helen's friends spread?
That she was going to get married.
17 What did Marilyn weave her rugs on?
The looms over there.
18 How much did she raise her prices by?
Fifteen per cent.
19 When did the question of a bank loan arise?
At the directors' meeting.
20 When did they broadcast the news?
Just now, on the BBC.

1B Tense use for fact: review

Introductory note: Verb tenses in English fall into two main categories: those used for fact and those used for non-fact. By fact we mean what we treat[1] as real or quite possible. Non-fact is what is supposed[2] or wished for, which is either unreal or improbable. Here are some examples:

I became Managing Director five years ago.	FACT
I'll soon be sixty.	FACT
I wish I were Managing Director!	NON-FACT: WISH
Then I'd have an office on the top floor.	NON-FACT: SUPPOSITION

Fact is directly related to time, and so generally is the tense use. Non-fact has no direct relationship with time and neither has the tense use. Non-fact tense use is dealt with in sections ID and IE. Tense use for fact is reviewed in this section and in 1C. In section IF both kinds of use are compared and summarised.

You should already be familiar with English tenses and to a large extent with their use, and so what follows immediately below is in the nature of revision so that you can refresh and exercise your knowledge. The Examples set out tenses for fact, together with their English names, divided into the simple and the progressive form (called continuous in some books). The Explanation draws attention to the more important points regarding their use. The three Exercises deal first with the present and past tenses, then with tenses relating to future time, and finally with all tenses.

Examples

I (1) became Managing Director five years ago. I (2) had been Personnel Manager for three years and (3) joined/had joined the firm in 1970, so I (4) have been here for fifteen years. I (5) work in an office on the top floor. I (6) retire in five years. I think I (7) will/shall go and live in the country. I (8) will/shall have been with the firm for twenty years by then.

	TENSES (SIMPLE)	
1	PAST	**a**
2	PAST PERFECT	**b**
3	PAST/PAST PERFECT	**a, b**
4	PRESENT PERFECT	**c**
5	PRESENT	**d**
6	PRESENT (FUTURE USE)	**e**
7	FUTURE	**f,r**
8	FUTURE PERFECT	**g,r**

I (9) was still working at eight o'clock yesterday evening. 1(10) had been working since early morning. We (11) have been working very hard at the office lately as we (12) are negotiating an important contract. Tomorrow 1(13) am flying to Milan. (14) Will it still be raining like this when I get back, I wonder? I hope not, because 1(15) am going to take a few days off as soon as I can. I (16) 'II have been working non-stop for over three weeks.

	TENSES (PROGRESSIVE)	**s**
9	PAST	**h**
10	PAST PERFECT	**j**
11	PRESENT PERFECT	**k**

[1] 'Treat' as real, because fact in this sense includes fiction.

[2] Or HYPOTHETICAL, a term used in some grammar books together with HYPOTHESIS, which in this book is called SUPPOSITION.

12	PRESENT	**l**
13	PRESENT (FUTURE USE)	**m**
14	FUTURE	**n, r**
15	*going to*	**p**
16	FUTURE PERFECT	**q, r**

Explanation

a PAST SIMPLE refers (1,3) to a point of time in the past or 'then' (five years ago, 1970) which answers the question 'When?' The time-point may not always be mentioned with the verb but can be supplied, with varying degrees of accuracy:

> Thomas Edison invented the electric light bulb.' 'When?' 'In 1878/ Some time in the last century.'

The past simple may also refer to a period of time completed in the past, answering the question 'How long ...?'

> The Second World War lasted nearly six years. See also c below.

b PAST PERFECT SIMPLE refers to time before or until 'then' (five years ago). It may answer the question 'How long ...?' (2) or 'When?' (3).

c PRESENT PERFECT SIMPLE refers to time before or (4) until 'now', which is the moment of writing or speaking. However, it can not refer to a time-point or 'then', and so cannot answer the question 'When?' (not 'I've joined the firm in 1970'). But it may be used with several words (adverbs) in reference to time before 'now':

> He has *just* told me that he has recently been made Managing Director and has *already* been busier than he has ever been *before*.

Just now and *only recently* can answer the question 'When?' with the past tense:

> He told me just now that he only recently became Managing Director.

d PRESENT SIMPLE refers principally (5) to what exists or occurs habitually (/ work) in our present lives or nowadays. In this use it refers to repeated, not single, events:

> When do you go to London? — (I go) On Fridays/Every Friday.

e PRESENT SIMPLE (future use) refers (6) to a future that is planned, usually through regulations, programmes, timetables etc. (compare m below). In this use it may refer to single events:

> When (according to your travel schedule) do you go to London? - (I go) On Friday/Next Friday.

f FUTURE SIMPLE is used for the future when there is no definite plan or intention (but see p below), or if there is a condition attached (1C). It often occurs with think (7), expect, wonder, perhaps, probably etc. But it is used for a planned future when the verb has no progressive form (see s below):

> I'll have my new car next month (not 'I'm having ...').

g FUTURE PERFECT SIMPLE refers to time before or (8) until 'then' in the future (in five years). Like the past perfect, but unlike the present perfect, it may sometimes refer to a time-point:

> I'll be tired when I arrive, because I'll have had an exam the day before.

h PAST PROGRESSIVE refers to what was in progress in the past. When this was over a period of time, either the progressive or the simple form may be used with no essential difference in meaning:

> Yesterday I was working/worked from eight in the morning until nine at night.

But for what was in progress at a point in time (9) only the progressive form can be used. (See also 1 below.)

j PAST PERFECT PROGRESSIVE refers (10) to what was in progress until 'then' (eight o'clock).

If the activity itself did not last until then, its effect did: I didn't get home until eight o'clock, because I'd been working late at the office.

k PRESENT PERFECT PROGRESSIVE refers (11) to what has been in progress until now. It may be used with just, recently or already (see c above), but not with before (I've worked (not have been working) here before).

1 PRESENT PROGRESSIVE refers to what is in progress now (12) or at repeated time-points nowadays:

They're always/often/never watching television when I visit them.

Compare 'They always/often/never (= start to) watch television when I visit them.' Always or continually may be used with the present or past progressive without reference to time-points:

They're/They were always watching television.

This is for repeated activity that, usually because it annoys us, claims our attention to such an extent that it seems to be always in progress.

m PRESENT PROGRESSIVE (future use) refers (13) to a future that is planned, usually as a particular arrangement rather than as part of a programme etc. (see **e, n**).

n FUTURE PROGRESSIVE refers (14) to what will be in progress at a future time-point (when I get back). It is also used when we anticipate something without actually arranging it. Compare the following (with reference to **e, m**):

(According to my travel schedule) I don't return until next week.

I'm not returning until next week. (That's the particular arrangement.)

I shan't be returning until next week. (That's what I anticipate.)

The distinction between these uses is not a strict one.

p *Going to* is used for intention (15), before we have made a definite plan. For sudden intention (when we make up our mind on the spur of the moment) it is usually replaced by the future simple. Compare with Example 15 the following:

I'm taking a few days off next week. (I've already arranged it.)

So you're going to Wales. What a good idea! I'll take a few days off and come too. (I've suddenly thought of it.)

(Again the distinction between the uses is not strict.) Going to is also used when we are convinced something is going to happen, either (i) because it has already started to happen or (ii) because of what we know of the circumstances. In the second use (ii), but not in the first, going to can alternate with the future simple tense:

i She's going to (not will) have a baby.

ii She's going to find/will find it difficult to carry on working.

To express the future in the past, going to may be used with was/were:

He was going to take a few days off; I hope he managed it.

q FUTURE PERFECT progressive is similar in principle to j and k above, but with reference to what will have been in progress until 'then' [when I get back) in the future (16).

r *Will* AGAINST *shall* in FUTURE TENSES: The general rule that either will or shall (7,8) may be used with first persons (/, we) but that only will (14) is used with the other persons (he, she, it, you, they) means that there is little difficulty in deciding which to use. Apart from the fact that they are often contracted and therefore indistinguishable (16), it is seldom incorrect to use will with all persons. The important exception occurs with questions (usually in the first persons) asking for instructions or advice and not just for information. Then shall, not will, is used: 'Shall I tell her?' Compare: 'Will/Shall I be able to have a word with her?' The answer may be 'Yes/No' to both questions, but the answer to the first instructs or advises, the answer to the second informs. (See **12Bb**.)

s NON-USE OF PROGRESSIVE FORMS : When there is nothing in progress or happening, such as

when we think (= believe) or have (= possess) something, progressive forms are not used:
i I think Ken has two cars. Am I right?
Compare:
ii I'm having (= taking) a holiday next month. I'm thinking of (= contemplating) going hang-gliding. Am I being rash?
In general, verbs such as think/believe or have/possess which describe states of mind, ownership etc. (how things are) do not have progressive forms (i), while verbs (the majority) such as have/take or think/contemplate which describe some sort of activity or process do have them (ii). The verb be commonly refers to states like that of belief and so is most often used in a simple form (i), but it may occur in the progressive to relate to something in progress like contemplating (ii). Verbs of perception like see and hear generally have no progressive forms either, but they too may have other meanings:

Sheila's seeing (= consulting) a doctor about her cough.
I've been hearing a lot (= getting a lot of news) about her lately.

Exercise 1

For each verb in brackets, choose one of the following tenses: the PRESENT, PRESENT PERFECT, PAST or PAST PERFECT, in either the SIMPLE or PROGRESSIVE form. If, as well as the verb, there is another word (an adverb) inside the brackets, its position in relation to the correct tense is shown either in the Examples or in the Explanation.

Brenda Pearl (1 join) our firm ten years ago. She (2 work) for the previous five years with an advertising company and (3 acquire) much useful experience. For the first eight years with us she (4 work) in the Sales Department, and (5 work) there when I (6 become) Managing Director. Since then she (7 work) as my personal assistant, and (8 prove) herself to be outstandingly capable on many occasions. She (9 work) on the top floor, in an office next to mine, but at the moment (10 work) in London on a special assignment.

When the North and South finally (11 lay) down their arms in 1865 at the end of the American Civil War they (12 fight) for over four years and the South, which (13 win) several battles but (14 lose) the war, (15 be) economically exhausted. It (16 be) a tragedy that Abraham Lincoln, who (17 lead) the North to victory and (18 be) now ready to be generous to the South, (19 not|survive) to make the peace. Five days after General Lee (20 surrender) at Appomattox, Lincoln (21 be) assassinated.

Denis (22 always |ring) me up when I am in the shower or washing my hair. The last time the phone (23 ring) with me in the shower I (24 not | answer) it. I (23^ learn) later that someone (26 ring) me up to offer me a job which they then (27 offer) to someone else. I (28 just|tell) Denis that he (29 be) to blame for the fact that I (30 miss) a golden opportunity.

'What (31 do|you) with yourself lately? I (32 not|see) you for over a month.'
'1(33 be) in Stockholm since I last (34 see) you.'
'Really? How long (35 be|you) there and what (36 do|you)?'
'Nearly three weeks. I (37 do) some research at the Royal Library. I think I
(38 already|tell) you that I (39 work) on a book about Scandinavia.'
'Yes. How (40 go|it)?'
'Not so bad. I (41 hope) to have it in the hands of the publisher by the end of the year.'

Peter (42 live) in Nodnol, the capital of Mercia. At least, that's where he (43 live) when he last (44 write). In his letter he (45 invite) me to visit him, but as I (46 have) no answer to my last two letters I (47 wonder) whether I should go or not. I (48 also|have) no reply from the consulate about the Mercian visa I (49 apply) for two weeks ago. Although I (50 be) born in Mercia, I no longer (51 have) a Mercian passport.

(On the telephone): Yes, I'm at Georgina's house this evening. What (52 do|I) here? I (53

babysit). She and her husband (54 go) to a party. Four - fou children. They (55 be) usually rather wild. I (56 babysit) here one they all (57 start) screaming. But they (58 be) very good at the. I can' see the youngest now in the room next door: she (59 eat) a huge box of chocolates that Georgina (60 give) me before she (61 leave). The others (62 find) a tin of paint and happily (63 paint) the walls of the kitchen. They (64 assure) me that they (65 do) this before and that their mother and father (66 have) no objection then. I only (67 hope) they (68 tell) me the truth. One of them (69 get) himself in a bit of a mess. I (70 try) to clean him up with paint remover, but so far without much success.

Exercise 2

This Exercise covers the tenses and forms used for future time, namely the SIMPLE or PROGRESSIVE FUTURE, FUTURE PERFECT and PRESENT TENSES, and the *going to* form. For each verb in brackets use one of these.

I hope Brenda (1 still|work) for me when I retire in six years' time. She (2 retire) herself a few years afterwards, because she (3 then | be) sixty. She (4 work) for the firm for twenty years by then and (5 qualify) for the firm's full pension. She says that when she retires she (6 work) as a business consultant. Perhaps she (7 earn) a lot more money doing that than she does now. At the moment she is in London on a special assignment, but she (8 come) back tomorrow, so if you look in then I (9 introduce) you to her. (10 tell 11) her you may come?

I (11 see) Willie tomorrow at our weekly Japanese class, so I (12 tell) him what you have just told meTJHe (13 be) very pleased to know that you have passed your music exam. What (14 do|you) next? (15 prepare|you) for the higher grade?

According to this timetable for my business trip to Brazil for the firm, I (16 be) due in Rio on the fourteenth and (17 leave) for Sao Paulo on the seventeenth. That (18 not|give) me enough time to visit the three factories that are listed: they (19 need) at least a day each. Incidentally, when (20 meet|I) our representative in Sao Paulo? There's no mention of that here. And I see that I (21 be) due back in Britain on the twenty-second, which (22 mean)'only forty-eight hours in Brasilia, which in my opinion (23 not | be) enough. (24 be|you) free any time this afternoon? Three-thirty? Good. So (25 be|I). Could I discuss my Brazilian programme with you then?

'I hear that Marilyn (26 go) to the States shortly. What (27 do|she) there?'
'She (28 promote) her firm's products.'
'How (29 do|she) that?'
'She (30 demonstrate) them to selected retail outlets. I am sure she (31 do) extremely well.'

Sir James and Lady Blenkinsop (32 be) married for thirty years next March. They (33 celebrate) their wedding anniversary with a dinner party at Blenkinsop Hall on the seventeenth. I don't think it (34 be) a particularly stylish affair, but I am sure a lot of good-food (35 be) served. Sheila, Ken and Willie have been invited and (36 go). Marilyn was invited too, but can't go because she (37 leave) for the States by then. Helen and Denis say they (38 go) - if they're invited! I haven't been invited yet, but I can't go anyway, as I (39 work) on a job in Glasgow at the time. (40 go|you)?

'Do you think there (41 be) an election next month?'
'Yes, there (42 be) one; they've just announced it on the radio. They haven't
given a date, but I expect it (43 be) on the last Thursday.'
''Who do you think (44 win)?'
'I don't know who (45 win). But the Government (46 lose).'

'This time tomorrow I (47 take) my driving test. Wish me luck!' 'I (48 do) better than that; I (49 give) you some last-minute instruction.' 'Thank you, but I (50 not|go) out this evening. I (51 stay) in and (52 go) to bed early. That (53 be) the best way to prepare for the test.'

'I've just heard the weather forecast. It (54 snow). And that reminds me that Christmas soon

(55 be) here. Have you any plans for a holiday?'
'I (56 fly) to Mercia to stay with a friend, but as I probably (57 not|get) a visa in time I've decided to cancel the trip. So it looks as if I (58 spend) Christmas at home as usual. (59 do|you) the same?'
'No, I (60 go) to Sweden.'
'Really? What (61 do|you) there?'
'I (62 do) some research for my book on Scandinavia. Then, if I have time, I (63 visit) friends in Dalarna, about three hundred kilometers from Stockholm)'
'So when (64 be|you) back in England?'
'I (65 fly) back on the eighth of January.'

'Have you heard the latest? I expect it (66 surprise) you. Helen and Denis (67 get) married!'
'I (68 believe) that when it happens. I'm sure their engagement or whatever you like to call it (69 not | last) long; they (70 start) quarrelling again soon'

Exercise 3

This Exercise covers all the tenses dealt with in this section. Choose a suitable tense for each verb in brackets.

Ken (1 drive) along yesterday when a stone (2 go) clean through the windscreen. As he (3 pass) another car at the time it (4 be) lucky he (5 not|have) a nasty accident. He says that lorries from the quarry still (6 use) that road and that stones often (7 fa1^$>Lf them. 1(8 not|drive) that way into town in future if I can possibly avoid it.

Next month I (9 be) married for ten,years. We (10 live) in this house for ten years too. We (11 celebrate) the-two anniversaries with-a party to which we (12 invite) some friends and rreighbotttJS. Most of our neighbours (13 be) also our friends, and (14 already|say) they (15 come). The family next door, however, (16 not|be) very friendly at the moment and (17 decline) the invitation, presumably because of a dispute about the fence between their garden and ours. We (18 have) the fence repaired last week, since it (19 be) broken for several months, with the result that dogs (20 get) in on several occasions and (21 do) quite a lot of damage. It is our neighbours who (22 be) responsible for the maintenance of this particular fence, and so we naturally (23 send) them the bill, which they (24 not|pay) yet.

'It (25 not|be) so very long ago that man first (26 land) on the moon. What an astonishing achievement that (27 be)! I remember how one evening at nine o'clock Armstrong and Aldrin (28 walk) about and (29 chat) 400,000 kilometers away, and you and I (30 watch) and (31 listen) to them. Nothing like it (32 happen) before and I sometimes (33 think) that nothing like it (34 happen) again.'
'Why (35 say | you) that nothing like it (36 happen) before? Astronauts from other planets (37 visit) our solar system ever since it (38 begin). At this very moment spaceships (39 hover) overhead and (40 watch) what you and I (41 do). As I (42 walk) home the other evening I (43 see) something in the sky which definitely (44 not|come) from anywhere on this planet. And if you (45 think) I (46 drink) you are wrong. That (47 not|be) the only time I (48 see) strange objects in the sky. I (49 see) quite a few over the years and (50 report) them all to the UFO club. One day I (51 write) a book about them. Tomorrow, though, I (52 go) to Manchester to buy the latest UFO literature.'

'I (53 think) about our plans for next week. What (54 do|you) next Thursday evening? (55 be|you) on duty at the hospital?'
'I (56 be) on duty, but I (57 change) with a friend who (58 want) Friday off. What (59 have|you)inmind?'
'How about going to see Macbeth! It (60 be) on for the whole of next week. (61 see|you) the play?'
'I (62 see) a film of it once. But I (63 not|see) the play itself. Yes, that's a good idea: we (64 go)

and see *Macbeth*,'
'I (65 book) the seats. (66 ask|l) Willie to come too?'
'He (67 work), I bet. He (68 always | work). He (69 work) too much. He (70 have) a nervous breakdown if he's not careful.'

1C Use of present for future tenses

Introductory note: We have seen in section IB that, with the exception of the future uses of the present tense forms, tenses generally relate to time when they are used for fact. There is, however, another important exception: verbs that refer to future time are not used in the future or future perfect tenses
directly after conditional links or time links[3]; instead they are used in the present or present perfect tenses:

> I'll tell her more on Monday if she comes. (Compare: Perhaps she'll come on Monday; I'll tell her more then.)
> When I've read the book I'll lend it to him. (Compare: I'll lend him the book next week; I'll have read it by then.

The principal conditional and time links are as follows:

CONDITIONAL LINKS	*if*	
	providing, provided (that), as/so long as	
	even if	
	unless	
	supposing	
	whether ... or	
	however, no matter how (late etc.J	
	whoever, wherever, whenever etc.	
	no matter who/where/when etc.	
TIME LINKS	*after*	*while*
	before	*until, till*
	when	*as soon as, immediately*
	as	*by the time*

There are one or two other instances of the use of present for future tenses which, although not so important as the above, should be mentioned. They are included in the Examples and Explanation below. (See also **4Ad**.)

Examples

1 Providing you're back by eight o'clock you can go to the airport to welcome the group. a
2 You must come back then even if they haven't arrived. b, j
3 They'll drive to the concert hall in an open car unless it's raining. c
4 Whether the plane's late or not, they'll get a terrific welcome. d
5 I'm not going to miss the chance of seeing them however late they are. e
6 There'll be a lot of fans at the airport whenever the group arrives. f
7 What will the police do, supposing the crowd gets out of hand ? g
8 Some of the fans will be pretty impatient by the time the plane lands, h
9 Here they are! Don't worry — I'll give you your camera back when/afterfas soon as/immediately I've taken a photo! J
10 The police will stop people who try to get too close to them. K

[3] Called unks because they link or join two parts of a sentence together. As you will see from the Examples, either part may come first.

11 I don't care what the police do: I'm going to get their autographs. 1
12 It'll be the first time I've spoken to a pop star. m
13 (Police officer): Now if you girls and boys will all stop pushing and shoving, we'll be a lot more comfortable, won't we ? (Exception!) n

Explanation

a *Providing* (1), *provided (that), as/so long as* are approximately equivalent. They are all emphatic forms of if, emphasising a condition.

b *Even if* (2) introduces an extreme condition. Emphasis is on even, not *if*.

c *Unless* (3) can generally be replaced by *if...not (if it's not raining)* or *providing* etc. ... *not*, but sometimes more suitably by *except when*:

I won't ever use the car for work unless/except when it's raining.

d *Whether...or* (4) used conditionally must be distinguished from the interrogative link used in indirect questions, after which the future tense may be used:

I wonder whether they'll come (or not).

Unlike conditional *whether*, the interrogative link can usually be replaced by *if (I wonder if.. .)*.[4] Here again it is important to distinguish between this interrogative use of if and its conditional use.

e However (late etc.) (5) must be distinguished from the adverb *however* (**2Bm, 5e**). One difference is that it can be replaced by *no matter how* (*late* etc.). Another is that both these conditional links include the use of adverbs or adjectives such as late except when they mean *whatever way/ whichever way*:

The disco will let you in *however/no matter how* (= whatever way) you're dressed.

f Similarly, *whenever* (6) and other -ever forms can often be replaced by *no matter when* etc. But *whenever* can also mean *(at) any time (that):*

Come whenever/(at) any time (that) you want.

Here, although it is still followed by a present and not a future tense, it cannot be replaced by *no matter when*. The other -ever forms may be used in a similar way:

The police will stop whoever/anyone who tries to get too close.

The two different uses can occur in the same sentence:

Come any time (= whenever) you want, whenever (= no matter when) it is.

The police will stop anyone who (= whoever) tries to get too close, whoever (= no matter who) it is.

g *Supposing* (7) may, like other conditional links, be used at the beginning of a sentence. But then it often does not act as a link, and so one sentence is turned into two. In this position *supposing* can alternate with *suppose*:

Supposing/Suppose the crowd gets out of hand. What will the police do?

h *By the time* (8) is used when we cannot give a definite time*: by the time the plane lands* = some time not later than when it lands. Note that by *eight o'clock* (l) = not later than eight o'clock.

j *When, after* etc. (9) are followed by the present perfect to indicate completion of an action. Note also a similar use after *even if*'(2).

k A defining relative (**8Ab**) like *who* (10) is used with a present tense to refer to future time when the relative itself follows a future tense (*will stop*).

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[4] It cannot be replaced by if when it is directly followed by an infinitive: 'I don't know whether to go or not.'

Compare:

There's no one here who'll stop you.

1 *Don't care* (11) is always used with a present instead of a future tense. With hope we can use either:

I hope the police won't/don't stop you.

m After *it will/won't be the first/second* etc. *time* (12) we always use the present perfect tense. Note carefully the corresponding uses for present and past time:

It's the first time I've spoken to a pop star.

It was the first time I'd spoken to a pop star.

You will see that for future time we use the same tense (have spoken) as for present time; we do not use the tense one might expect, namely the future perfect (**lBg**).

n The more important exceptions to the non-use of will after conditional links are as follows:

i When we request or hope that people will do something (13).

ii When we use *will not* to mean refuse (**llBf**): '*If* Sheila won't do it, I'll ask Helen.'

iii When a future condition can be satisfied (at least as far as we are concerned) in the present:

Shopper: Provided this sleeping bag will keep me warmer than the others I'll buy it, although it's the most expensive.

Assistant: It definitely will.

Shopper: OK, I'll buy it.

Exercise

Choose a correct tense for each verb in brackets. Where there is no verb (_____), give the correct auxiliary such as does or has.

Zena (1 go) to Paris to work in a fashion show and (2 not|be) back until next week. When I (3 see) her off at the airport this morning she (4 look) forward to it very much. Although she (5 go) there once as a very small girl she (6 not| remember) it, and so in a sense this (7 be) the first time she (8 be) there.

Denis (9 continually | urge) me to lend him money for a business venture which he says (10 pay) his creditors back handsomely. I always (11 refuse) his request as politely as I can. He (12 not|show) any talent for business yet and until he (13) I (14 not|lend) him a penny.

Marilyn (15 go) to the States on business in a few days. I am told that while she (16 be) away, Georgina's brother (17 keep) an eye on her firm for her. He (18 help) Marilyn with her business before, and she (19 trust) him implicitly. As long as she (20 not|be) away for too long, it should be a satisfactory arrangement.

Robert (21 go) around recently saying that he (22 think) people who (23 go) to university (24 have) a great advantage over those who (25 _____not). (26 mean|this) that he (27 think) of going to university himself? If it (28 _____) and if he actually (29 succeed) in getting there, he (30 do) what his father always (31 want) him to do, partly because he never (32 have) the chance of doing it himself. But I (33 doubt) if Robert (34 get) a university place all that easily if he (35 ot|improve) his academic qualifications. He (36 leave) school over a year ago with poor grades, and unless he now (37 go) to a college and (38 work) hard to get better ones, few universities (39 accept) him. The trouble is that Robert is not the sort of person who (40 find) it easy to start studying again.

Robert (41 prefer) sport to books, and since leaving school (42 continue) to play a lot of football. In fact the manager of the local team says he (43 consider) Robert for a place in it provided he (44 train) hard. And here (45 lie) another of Robert's problems: he is a sociable, easy-going sort of chap with a strong streak of laziness in his character, whether we (46 talk) of

study or sport. Unless he (47 take) regular exercise — which he seldom (48 _____) he (49 tend) to run to fat; even at his age. Until he (50 spend) less time eating and chatting idly with friends, he (51 not|become) the professional footballer he sometimes (52 dream) of being. Whichever he (53 choose), university or football, he (54 have) to discipline himself. However, a self-disciplined Robert is someone I (55 find) hard to imagine; I (56 feel) that even if it (57 cost) him a career he (58 go) on being the same Robert, which (59 mean) that by the time he (60 be) thirty he (61 be) really fat!

My son (62 study) medicine for six years and (63 take) his final examinations in two months' time. Provided he (64 pass) them, he (65 specialise) in psychiatry, which (66 take) another two years' study at least. So he (67 not|be) ready to practise full time until he (68 be) nearly thirty. By then he (69 study) for a total of eight or nine years and (70 earn) practically nothing. Until now his wife (71 work) and (72 support) him, but she (73 expect) a baby in four months and so she (74 give up) her job soon. What on earth they (75 live) on when she (76 stop) working I do not know. But they (77 not | worry) about it. My daughter-in-law says that they (78 manage) somehow, while my son says simply that he (79 qualify) as a psychiatrist however long it (80 take).

When people retire they quite rightly think that if they (81 work) hard for most of their lives they (82 earn) the right to a bit of comfort in their old age.
Unfortunately, unless they (83 qualify) for pensions indexed to the cost of living, they will be among those who (84 suffer) most if there (85 be) bad inflation in the future.

'So long as political leaders (86 keep) their heads a third world war (87 not|be) inevitable.'
'Whether they (88 keep) their heads or not, they (89 find) it almost impossible to prevent world war unless they (90 succeed) in abolishing the international arms trade.'
'My prediction is that providing a nuclear holocaust (91 not|occur) by the end of the century, mankind (92 pass) the danger point.'
'You're too complacent. Even if your prediction (93 prove) correct, there (94 always|be) a risk of man destroying himself.'

'I (95 come) with you only if you (96 drive) more slowly than you usually (97 _____).'
'I promise I (98 _____). Jump in! You can put the handbrake on immediately you (99 think) I (100 go) too fast.'

ID Tense use for non-fact: supposition

Introductory note: For supposition we use the same conditional links as in 1C and the sentences in which we use them are, like those in 1C, called conditional sentences. But tense use for supposition is different, as the following examples show:

She always waited for me if I was late. FACT: PAST TIME

I'm sure she would always wait for me if I was late. SUPPOSITION: FUTURE REFERENCE

The obvious difference, then, between conditional sentences for fact and for supposition is the use in the latter of a CONDITIONAL tense. Conditional tenses are formed by the substitution of would/should for will/shall in the future tenses (1Bf, g, n, q), so that we get the following:

	CONDITIONAL	CONDITIONAL PERFECT
SIMPLE FORM	would wait	would have waited
PROGRESSIVE FORM	would be waiting	would have been waiting

In the rest of the sentence (that is to say, after a link such as if), we use one of the past tenses already dealt with in 1B, with the important difference that for supposition a past tense does not relate directly to time; as we see from the example above (was), it

may have a future reference. Sometimes the subjunctive were is used instead of was; and could or might may be used instead of a conditional tense. Possible combinations of these tenses and verbs are given below.

Thus we see that conditional sentences consist of two parts. These are called CLAUSES. The one beginning with the link is the CONDITIONAL CLAUSE (since it expresses the condition), while the other is the MAIN CLAUSE[5]. AS the Examples here and in 1C show, either clause may come first in a sentence, but under tense use (see below) the main-clause tense is listed first. For clarity, the tenses are set out in full, without colloquial contraction (she'd be working etc.).

To remind you of the conditional links mentioned in 1C, these are as follows:

if, providing, provided (that), as/so long as, unless, supposing, even if, whether ...or, however (late etc.), no matter how, whoever etc., no matter who etc., any ... (that)

Examples

	TIME REFERENCE	TENSE USE
1 If Brenda <u>was/were</u> here she <u>would be working</u> in the office next door. a	PRESENT	CONDITIONAL + PAST OR SUBJINCTIVE *were*
2 If she left her job tomorrow she <u>would get</u> some pension. b	FUTURE	
3 However long Brenda had <u>stayed</u> in her last job she would not have got a pension. c	PAST	CONDITIONAL PERFECT + PAST PERFECT
4 But she <u>would</u> now be making a lot of money if she <u>had</u> not left. d	MIXED: PRESENT-PAST	CONDITIONAL + PAST PERFECT
5 Brenda <u>would have told</u> me if she did not <u>like</u> her present job. d	MIXED: PAST-PRESENT	*might* WITH INFINITIVE
6 She might now be a director if she <u>had stayed</u> in her last job. e	MIXED: PRESENT-PAST	+ PAST PERFECT
7 Brenda <u>could have made</u> a success of any career (that) she <u>had chosen</u>. f,g	PAST	*could* WITH PERFECT INFINITIVE + PAST PERFECT

Explanation

a Reference (1) is to a supposed or hypothetical present, that is to say, to one which does not exist. Note the tense use:

Main clause: CONDITIONAL (would be working)
Conditional clause: PAST (was)

The use of the progressive form (would be working) corresponds to its use for FACT:

Brenda is here; she is working in the office next door.

After *if, even if* 'or *unless* the subjunctive were is a common alternative to was, and in the expression

[5] In some grammar books, what is called a dependent or subordinate clause (for example, a conditional clause) is defined as part of a main clause. In this book main and dependent clauses are separate parts of a sentence.

If I was/were you I would/should ...

it is probably the more common of the two. However, were is seldom used after the other conditional links.

b Reference (2) is to a future that is supposed or hypothetical for one of several reasons:

i We do not think it probable or do not consider it seriously (Example 2). Compare the following, where the tense use (see 1C) shows that the same future possibility is either considered probable or, if improbable, is taken seriously as something that may happen:

If she leaves her job tomorrow she will get some pension.

ii We consider future possibilities seriously, but have not yet made up our minds what to do:

Why not ask her now? She would still be at home if we phoned straight away.

iii We want to be polite, and therefore approach the future cautiously, as supposition rather than possible fact:

Would it be all right if I used your phone?[6]*

This is more polite than 'Will it be all right if I use your phone?'

Tense use for the supposed future is the same as for the supposed present, except that as alternatives we can use was to/were to or should in the conditional clause after if, even if or unless. These alternative uses are generally more formal in style than the standard use:

If she was to/were to leave her job tomorrow she would ...

If she should leave her job tomorrow she would ...

Should can also be used in a conditional sentence like that in i above:

If she should leave her job tomorrow she will...

The probable effect of should here is to make the sentence less 'factual' and more 'suppositional' like Example 2. But whether it is used with will or would in the main clause, should after if has nothing to do with ought or the conditional tense; it can not be replaced by would (not 'If she would leave her job tomorrow she will/would ...') and it can not be contracted to 'd (see **llFe**).

c Reference (3) is to a supposed or hypothetical past which never existed. Note the tense use:

Main clause:	CONDITIONAL PERFECT [would have got)
Conditional clause:	PAST PERFECT (had stayed)

For the conditional link however long, see 1Ce.

d Mixed reference (4,5) occurs in many conditional sentences. The main clause may have one reference, for example to the supposed present, and the conditional clause another reference, perhaps to the supposed past (4); or the references may be reversed (5). Tenses are used accordingly. Here are mixed future-past references:

I would come with you tomorrow if I hadn't already promised to go out with Denis.

I would have accepted your invitation if I wasn't going out with Denis tomorrow.

Sometimes the conditional or past tense is 'shifted back' to the conditional perfect or past perfect to give a sentence with uniform tense use:

I would have come with you tomorrow if I hadn't already promised ...

I would have accepted your invitation if I hadn't been going out ... tomorrow.

e *Might* (6) is often used instead of would perhaps to express possibility (= She would perhaps now be a director if...). Might with a perfect infinitive (have been) is used instead of the conditional perfect tense:

She might have been (= would perhaps have been) a director by now if…

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[6] Note a variation using the infinitive instead of a clause: 'Would it be possible (for me etc.) to use your . phone?' (See lFd.)

f Could normally replaces *would be able to*, expressing ability: *could make = would be able to make*. With the perfect infinitive (7) it replaces the conditional perfect tense (*would have been able to make*).

g We have already seen (**1Cf**) that links like *any time (that)* can be the equivalent of conditional links like *whenever*. Similarly, *any career (that)* (7) can be the equivalent of *whatever career* and act as a conditional link in a supposition (= If she had chosen any career at all she could have made a success of it). Here are some more examples:

I'd give a reward to anyone who (= to whoever) found my necklace.
They'd have done anything (= whatever) she'd asked.

These links are DEFINING RELATIVES (see **8Ab**). Sometimes they are more precise in meaning than -ever forms:

I'd punish any child of mine who (not whoever) did a thing like that.
For my holiday I'd choose a nice seaside resort that (not wherever) promised some sun.

NON-DEFINING RELATIVES (8Aa) cannot act as conditional links.

h *Would* against *should*. Like *shall* (IBr), conditional *should* may be used with the first persons (*I, we*), but as it can be confused with *should* in its.other uses (11C,E,F) it is generally better to use would for the conditional tense. In either case the distinction between conditional would and should often disappears, since contraction to '*d* is normal in informal English (see 1F, Examples).

Exercise

Use correct tenses for the verbs in brackets. These include tenses for fact (1B,C) as well as for supposition. Where there is no verb (_____), give the correct auxiliary like could or did.

'As long as you (1 be) sure it (2 be) perfectly convenient, 1 (3 call) round tomorrow to see Miss Pearl as you (4 just|suggest).' 'I(5 not|suggest) it unless it (6 be) convenient. If you (7 want) to come on Friday it (8 be) a different matter; Brenda (9 be) too busy to see you.'

Sheila teaches only the younger children at her school, but I think she (10 be) equally successful no matter who she (11 teach). I hear that however ill-behaved and uncooperative her classes (12 be) in the beginning, she always (13 win) them round in the end.

'If I (14 be) a successful doctor like you I (15 not|do) what you've done: I (16 not|go) and live in a town I (17 not|like), however much the people (18 need) me.'
'If I (19 not|be) a doctor I (20 agree) with you. I (21 live) near my family and friends, not where my fellow citizens (22 need) me most. But I am a doctor, and if I (23 do) that my skills would be wasted. And if I felt that was happening, how (24 justify|I) my choice of career?'

I don't keep a dog or a cat because if I (25) I (26 have to) find someone to look after it whenever I (27 go) away, and as I travel a lot on business that (28 be) a nuisance. However, when I (29 get) married, which I (30 expect) to do quite soon, I (31 keep) one.

Even if I (32 have) all the money in the world I (33 not|be) happier than I am now. Providing one (34 have) reasonably good health, it (35 be) possible to be happy with very few material possessions. I hope I (36 continue) to think as I do however rich I (37 get).

'Do you think pigs (38 fly) if they (39 have) wings?'
'I don't think they (40 --); their weight (41 be) all in the wrong place.[7]
But what a silly question! If pigs (42 have) wings they (43 not) be) pigs!'

[7] Note that a conditional sentence may consist only of one or more main clauses when the conditional clause is understood from the context, and is therefore not stated. Such sentences occur here and later in the Exercise.

If we (44 live) on grass we (45 need) a special stomach like a cow's and teeth that (46 chew) vegetable matter more efficiently than ours. In addition we (47 need) to spend a great deal more time eating than we (48 _____) now.

'If we (49 fit) ourselves with an extra heart, (50 not|do|we) a lot more work?' 'I don't know. We (51 be|able) to do more physical work. But whether we (52 have) an extra heart or not, we (53 not|do) more mental work without an extra brain. The trouble is that some people (54 use) an extra brain to avoid doing extra work.'

If it (55 not|be) for Napoleon Bonaparte, who (56 make) his cavalry ride on the right side of the road, the whole world (57 now | drive) on the left, as they (58 _____) in Japan, India, Australia and Britain. The left, after all, (59 be) the right side to drive for right-handed people.

The entire history of the world, says French writer Pascal, (60 be) different if Queen Cleopatra of Egypt (61 have) a shorter nose. Presumably he means that Julius Caesar and Mark Antony (62 not | fall) in love with her, and so (63 spend) their energies on different conquests.

'Unless you (64 leave) by the time I (65 count) ten,' he shouted, 'I (66 call) • the police!'
'I (67 have) no intention of leaving, whatever you (68 count) and whoever you (69 call),' I replied. 'If you (70 know) anything about the law, which you clearly don't, you (71 realise) I have as much right here as you have. Why (72 not|mind|you) your own business? If you (73 _____), the world (74 be) a better place.'

'I (75 take) some of my pupils to Oxford tomorrow on a sightseeing tour.'

'Really? (76 be|it) possible for my daughter to join the party? You (77 show) her so much more than if she (78 go) with us, as we (79 not|know) Oxford very well.'
'Certainly. The coach (80 leave) at eight-thirty from outside the school. So if she (81 be) there in good time it (82 be) a pleasure to have her with us. There (83 be) several spare seats.'
'In that case, (84 mind|you) if we (85 come) too?'
'I'm very sorry, but this is strictly an outing for the children. If I (86 allow) you to come I (87 have to) allow the other parents to come as well.'

'My colleague Brenda Pearl nearly (88 get) married a few years ago. I doubt whether she (89 now | work) with me if she (90). I almost certainly (91 lose) a wonderful assistant.'

'You (92 __), but on the other hand you (93 |not). Even if she (94 get) married, I am sure she (95 now|work) somewhere.'

'Someone (96 damage) the photocopier.'

'I (97 not|be) a bit surprised if it (98 be) Denis. It (99 not|be) the first time he (100 do) it.'

1E Tense use for non-fact: wish

Introductory note: There are four different phrases[8] that may be used to introduce a fanciful or unfulfilled wish:

If only Brenda was/were here!
I wish (that) she was/were here.
It is time she was here.
I would rather she was/were here (than in London).

The first three are in descending order of strength of feeling; *if only*, the strongest, is often used with an exclamation mark. Would rather expresses a wish in the form of a comparison or preference, although the phrase introduced by than may be left out if

[8] In this book the word PHRASE is used loosely to mean a group of related words.

the comparison is understood from the context.

You will see that they are used with a past tense (was) or (with the exception of it is time) the subjunctive were to express a wish that is unfulfilled in the present. They may also be used to express wishes for the future that may or may not be fulfilled:

If only Brenda would come back!

I *wish* (that) she would come back.

It is time she came back.

I *would rather* she came back (than stayed in London).

Here the tense used with the first two and the last two phrases is different. The first two phrases, *if only* and *wish*, but not the last two (*it is time* and *would rather*), often introduce wishes unfulfilled in the past:

If only Brenda hadn't gone to London!

I *wish* (that) she hadn't gone to London.

These various tense uses are fully set out and explained below.

Examples

		TIME REFERENCE	TENSE USE
1	I *wish* Brenda was/were here. If only she was/were' working in the office next door! **a**	PRESENT	PAST or SUBJUNCTIVE *were*
2	If only I could (= was/were able to) telephone her! **b**	PRESENT	*could* WITH INFINITIVE
3	I wish Brenda would get in touch! If only she would phone me! **c**	FUTURE	CONDITIONAL
4	I wish Brenda hadn't gone to London. If only she had stayed here! **d**	PAST	PAST PERFECT
5	I wish we could have postponed (= had been able to postpone) her trip to London **e**	PAST	*could* WITH PERFECT INFINITIVE
6	(On phone): Brenda, it is time you were back. I would rather you were helping me here than working in London. **f, g**	PRESENT	PAST
7	Yes, it is high time you came back. There is an important matter I would much rather you dealt with than anyone else. **f,g**	FUTURE	PAST

Explanation

a Where we would use a present tense for fact ('Brenda is here; she is working in the office next door'), we use (1) wish or if only with the PAST tense or subjunctive were for an unfulfilled wish.

b Could (2) usually replaces was/were able to (see e below).

c Where we might use the future tense for possible fact ('I expect Brenda will get in touch; she'll probably phone me'), we use (3) wish or if only with the CONDITIONAL tense for a wish that we hope will be fulfilled. Compare the use of wish or want with the infinitive (wish being the more formal and the less common of the two):

I want/wish Brenda to phone me.

Here we have what is almost a command, which we expect to be fulfilled.

d Where we would use the present perfect or past tense for fact ('Brenda hasn't gone to London; she stayed here'), we use (4) wish or if only with the PAST PERFECT tense.

e After wish or if only, could have (5) usually replaces had been able to.

Compare 1Df, where we have seen that could and could have replace would be able to and would have been able to respectively.

f It is time is followed only by the PAST tense to express a wish. This may be a wish unfulfilled in the present (6) or that may or may not be fulfilled in the future (7). Compare the use of it is time with the infinitive to express a fact that is in the nature of a command: It is time (for you) to come back.

g Would rather (6,7) is essentially similar regarding tense use to it is time. However, although uncommon, its use with the past perfect tense to express a wish unfulfilled in the past can occur:

I would rather Brenda had gone to London last week (than this week).

For the use of would rather with the plain infinitive, see 9g.

Exercise

Choose a correct tense for the verbs in brackets. As well as tenses used to express wish, some of the tenses required are those used for fact (1B,C) or for supposition (ID). Where there is no verb (_____), give the correct auxiliary, such as can or would.

Sheila, whose mother is ill, wishes she (I get) better so that they could go on holiday together next month. She says she (2 _____) rather go with her than with anyone else.

'If only,' some people say, 'the world (3 be) a kinder place than it is!' It's time such people (4 realise) that charity begins at home and (5 act) accordingly.

'If only,' thinks Georgina's husband, 'I (6 get) Georgina to sew or read a book! I wish she (7 learn) to enjoy domestic life a bit more and (8 not|want) to go out every evening.'

I would always rather people (9 think) me a rogue than a fool. Rogues are quite popular at parties and other social gatherings, whereas if people (10 think) you are stupid they never (11 ask) you anywhere.

I wish I (12 call) round to see you tomorrow, but I don't think I (13 _____). I (14 let) you know, though, if there is any change of plan.

'Don't you wish your late aunt (15 leave) you some money when she died?'
'Not really. If she (16 _____) I expect I (17 give) it away. I (18 _____) rather any money of mine (19 be) earned than inherited.'

'I wish I (20 be) as artistic as you. Then[9] I (21 spend) all my time painting beautiful scenery.'
'If you think art is just painting beautiful scenery, it's time you (22 learn) something about it!'

'It's high time someone (23 tell) Denis how objectionable he is.'
'I wish you (24 not| criticise) Denis behind his back all the time.
He's not so bad. I'd rather he (25 become) my son-in-law than Ken, for example.'
'What's wrong with Ken? If you (26 know) him as well as I do, you (27 realise) he's worth ten Denises.'
'Oh, I wish you (28 stop) weighing people up like lumps of meat!'

Sir James thinks it's time his son Toby (29 get) a proper job and (30 begin) to think seriously about a career. Of course Sir James would rather Toby (31 work) in his own firm than anywhere else, but in any case he wishes he (32 adopt) a more positive attitude towards life.

People often wish they (33 choose) a different career when they were young. 'If only,' they say, 'I (34 do) what I really wanted to do!' Or: 'I wish I (35 listen) to so-and-so's advice.' Well, the truth of the matter often is that if they (36 have) their lives over again they (37 choose) the same.

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[9] 'See footnote on p. 34.

'I must say I wish I (38 be) born a bird and not a human. Then[10] I (39 not|have to) come in to work this morning. And I (40 have) more freedom to go where I pleased when I pleased. I (41 migrate) last autumn if I (42 want) to!' 'You do talk a lot of nonsense. It's time you (43 come) to terms with life as it is. If you (44 be) born a bird, you (45 be) dead at your age.'

IF Fact and non-fact: summary of tense use

Introductory note: The following Examples summarise in dialogue form tense use for supposition (ID) and wish (IE) as non-fact and compare it with tense use for fact (1B,C). The Examples show how use can vary between non-fact and fact, even within the same sentence (B3, A5, B5, A6). As this is a dialogue, colloquial abbreviations are used, had being distinguished as '(ha)d from would/should (= 'd). The small letters (a, b etc.) refer to the Explanation below.

Examples

<table>
<tr><td>A1

B1

A2
B2</td><td>I'd like to learn to play the piano. I wish I knew a good teacher who lived near here and who'd give/could give me lessons.
Suppose I gave you lessons. What would you say?
Oh, if only you would/could! I'd rather you taught me than any other teacher.
I'd teach you only if you practised.</td><td>NON-FACT</td><td>a,d</td></tr>
<tr><td></td><td>I'll never teach anyone who is not prepared to practise, no matter who she is.</td><td>FACT</td><td>b</td></tr>
<tr><td>A3</td><td>I'd have asked you before if I'(ha)d thought you'd have the time.</td><td>NON-FACT</td><td>a</td></tr>
<tr><td>B3</td><td>It sounds as if you're keen and as if you'd practise.</td><td>FACT</td><td>b, c</td></tr>
<tr><td>A4

B4
A5</td><td>I'd practise as if it was/were a matter of life and death.
Good. What would you pay me ?
I'd pay you what you wanted, even if it was/were more than</td><td>NON-FACT</td><td>a, c</td></tr>
<tr><td></td><td>you are getting at the music school, however much that is.</td><td>FACT</td><td>b</td></tr>
<tr><td>B5</td><td>It's time we started the first lesson, then. I'd be grateful if you'd put</td><td>NON-FACT</td><td>a, f</td></tr>
<tr><td></td><td>what you've just said in writing!</td><td>FACT</td><td>b</td></tr>
<tr><td>A6</td><td>I'd have liked to start/to have started today, but I can't. Also we'(ha)d better settle the price before we start, hadn't</td><td>NON-FACT</td><td>a,d</td></tr>
<tr><td></td><td></td><td>FACT</td><td>b, e</td></tr>
<tr><td></td><td>we? If I started before we settled it, it wouldn't be businesslike.</td><td>NON-FACT</td><td>a</td></tr>
</table>

Explanation

a The dialogue consists largely of wishes and suppositions (NON-FACT), since the speakers are feeling their way towards an agreement. Therefore most verbs are in conditional and past tenses or the subjunctive (were).

[10] The adverb then here replaces a missing conditional clause If... (see footnote on p. 30).

b Sometimes, however, the speakers deal in FACT, and then tenses relate to time except: i after conditional links like anyone who, no matter who in B2 or time links like before in A6 (see1C); ii in the case of the idiom had better in A6 (see e below).

c Note in particular how the tense varies in B3 and A4 after as if, which is not a true conditional link (it may be followed by a future tense), but a link for condition (if) + similarity (as):

It sounds as if you're keen (= I believe you are). FACT

It sounds as if you'd practise (if I taught you, but I may not). NON-FACT

I'd practise as if it was/were a matter of life and death (but it wouldn't actually be as serious as all that). NON-FACT

Compare:

It sounds as if you were keen (but I doubt if you are). NON-FACT

It sounds as if you'II practise (when I teach you, which I've decided to do). FACT

The past perfect tense may also be used after as if:

The town looks as if it had been struck by a tornado (but I know it hasn't/wasn't). NON-FACT

Compare:

The town looks as if it has been/was struck by a tornado (= I believe it has/was).

As though is an alternative to *as if.*

d Would/should like + infinitive may express a wish that is entirely fanciful (see 1E):

I should like to be the most beautiful woman in the world (= I wish I were ...)!

Usually, however, it expresses a reasonable wish that we hope to realise (A 1). If we decide we cannot or may not realise it (A6), we can use either would/should like + perfect infinitive (to have started) or would/should have liked + infinitive/perfect infinitive (the choice of infinitive is in this case not important). We then have what is in effect a conditional sentence with past reference (1Dc):

I should have liked (it if we had been able) to start today.

This use of a conditional tense + infinitive as a replacement for a full conditional sentence is common with adjectives {nice, better):

It would have been nice to start/to have started today (= if we had started today).

It would be better to settle the price before we start (= if we settled the price before we start).

e The idiom had better (A6) + plain infinitive (settle) expresses fact rather than non-fact, although the past tense is used with a future reference. In strength and meaning it comes between would be better to (see d above) and should/ought to (11C, E).

f Just as will is not normally used after conditional ox time links (1C), so would is not generally used after if etc. An important exception is the common formula (B5) for polite requests:

I (etc.) would/should be grateful if you (etc.) would/could ...

Compare the use of will in lCn(i).

Exercise

Put the verbs in brackets into a correct tense and fill any blanks (_____) with a suitable auxiliary verb

'If only we (1 have) a car! Life (2 be) much more pleasant. Today, for instance, I (3 like) to have driven into the country to see and hear the spring. Don't you think it's time you (4 buy) a car and I (5 learn) to drive it?' 'It (6 be) nice to have a car if it (7 not|be) so expensive. The trouble is that I (8 have to) give up a lot of things I now (9 enjoy).'

Denis is only a junior employee in this firm, but he behaves as if he (10 run) it. It's time someone (11 put) him in his proper place. I (12 do) it myself, but the trouble is that he (13

not|pay) any attention to what I (14 say).

If we stayed here until we (15 finish) all this work, we (16 be) here until midnight. Suppose we then (17 discover) that we (18 be) all alone in this huge building. (19 _____n't) you be frightened? I (20 leave) before it (21 get) dark.

If only you (22 stop) worrying about what is going to happen! It's almost as if you (23 think) you (24 can) change things by worrying. But you (25 not|can). Suppose I (26 worry) like that when my husband (27 be) so ill last year. It (28 not|do) any good, (29 _____) it?

Would you please pay a little more attention when I (30 speak)? You behave as if everything I say (31 be) rubbish, which I can assure you it (32 not|be). I would rather you (33 leave) the lecture room altogether than (34 have) you sitting there yawning your head off.

It's about time Denis (35 learn) some table manners. I would never get up from the table before others (36 finish), would you? And would you stick your finger in the soup to see if it (37 be) warm enough? And supposing we all (38 help) ourselves to everything we (39 want) without offering it to others first. What (40 happen)? The table (41 become) a feeding trough.

It looks as if we (42 have) a long, difficult committee meeting tomorrow. I am sorry your boss (43 come). It (44 be) easier if he (45 _____n't). Then we (46 finish) by six o'clock, but as it is we (47 be) there until nine. I (48 give) a prize to anyone who managed to stop your boss talking so much!

I wish you (49 not|laugh) about the accident. Suppose you (50 hit) the other car. You (51 notsit) here now. Even if you (52 not|be) killed, you (53 be) badly injured.

'(54 _____) you rather I (55 take) my holiday in June next year instead of later? If I (56 _____) you (57 have) your holiday in July or August, when your children always (58 have) their school holidays.'
'I (59 be) most grateful if you (60 _____). It (61 be) very nice if the whole family (62 spend) its holidays together for once. It (63 be) a long time since we (64 _____)so.'

Listen, children! I (65 punish) whoever (66 be) late for class tomorrow, whatever excuse they (67 have). It's not as if I (68 not|warn) you many times before about unpunctuality, and so if anyone (69 be) late again they (70 know) what to expect.

'Good heavens! Is anything wrong? You look as though you (71 see) a ghost!'
'If I (72 _____) to tell you that I have, (73 believe|you) me?'
'No, I (74 _____n't). I (75 not|believe) in ghosts. If anyone told me he (76 see) a ghost, I (77 tell) him he only (78 think) he (79 see) one and that he (80) better pull himself together.'

'I wish you (81 warn) me about Helen before I (82 meet) her.'
'Even if I (83____), I doubt whether you (84 take) any notice of what I (85 say). She always looks as if butter (86 not|melt) in her mouth.' 'Exactly! If only she (87 not|look) so innocent!'

"My friend Zena is a very hard-working model, but to hear her talk one (88 think) she (89 do) nothing but enjoy herself. I often think she (90 do) better to give herself a less pleasure-loving image.

2 Adverbials

2A Adverbs against adjectives

Examples

	NOUN WITH ADJECTIVE		VERB WITH ADJECTIVE
1	That cheese has a *terrible smell.*	→	That cheese *smells terrible.*
			VERB WITH ADVERB
2	Take a *cautious smell* at it and see if you agree.	→	*Smell* it *cautiously* and see if you agree.
3	Those men are pretty *hard workers* on the whole.	→	Those men *work* pretty *hard* on the whole.
			VERB WITH ADVERB PHRASE
4	One of them gave us a *friendly wave.*	→	One of them *waved* at us *in a friendly way/manner*.

Explanation

a **General rule**: An ADJECTIVE is used with a VERB to describe the STATE (nature, condition, appearance etc.) of someone or something (1).[11]
Otherwise verbs are used with ADVERBS (2). Words that are difficult to deal with under this general rule are reserved for the explanations preceding Exercise 2 on p.41-42 (**f-h**).

b Adjectives normally form their corresponding adverbs by the addition of *-ly* (2). Exceptions are:
i ---*good* **well*
ii -- adjectives ending in *-ic*, which add *-ally: basic → basically*
iii - adjectives ending in *-able/-ible*, in which final *-e* becomes *-y: comfortable → comfortably; possible → possibly*
iv - adjectives with adverbs of the same form: *fast → fast; hard → hard* (3).

c Adjectives that themselves end in *-ly* do not form adverbs by the addition of a further *-ly*. Some of them, such as *early, monthly,* have adverbs of the same form. Others, like *friendly* (4), have no corresponding adverbs and can be used with verbs only in an adverb phrase.

d Sometimes, although a corresponding adverb exists, an adverb phrase may be more common: I pay a monthly rent → I pay rent every month/by the month (instead of 'I pay rent monthly').

e The adjective *sly* [slai] does not end in *-ly* **[li],** and so forms an adverb in the normal way (see b above).

Exercise 1

Transform the following sentences as shown in the Examples, namely by changing the nouns with adjectives into their corresponding verbs with adjectives, adverbs or adverb phrases, as required. In each sentence the adjective, adverb or adverb phrase will come last.

1 He gave a bitter smile.

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[11] Activity is sometimes needed to maintain a state; or a state may be in the process of change. Therefore adjectives sometimes occur with verbs that themselves refer to activity in progress **(IBs)**: 'The children are being naughty/The sky is getting lighter.'
Adjectives ending in *-y* [i] have *-i-* in the adverb: *clumsy*: *clumsily.*

2 There has been a drastic fall in the dollar.
3 The Stock Exchange's reaction was quite calm.
4 To a European, Chinese has a strange sound.
5 These almonds have a bitter taste.
6 Why did she give me a stern look?
7 Try and give an intelligent answer.
8 Your action was a cowardly one.
9 The boy had a slight limp.
10 The little girl had rather a sad look.
11 Her mother had given her a hard slap.
12 Her movements were clumsy.
13 She has an ugly walk.
14 But she's a good tennis player.
15 The sports committee has monthly meetings.
16 What they said had a deep effect upon me.
17 The room had a nice, cosy look.
18 The flowers had a fragrant smell.
19 I gave her a fatherly talk.
20 I said that her behaviour had been extremely silly.
21 She gave me a sly glance.
22 An early start would be advisable. (Begin *It*)
23 I'm sure her parents will give me a warm welcome.
24 Your argument isn't logical.

Examples and Explanation

Sometimes verbs which we might expect to be used with adverbs according to the general rule (2Aa) are apparently used with adjectives. Such phrases fall into three categories (see under f, g and h):

f Phrases like *run deep* (referring to a river), *travel light, shut it tight, come closer* are, if we think about them, not describing an action itself but the state (see 2Aa) in which things are, either when they are happening (first two) or have finished happening (last two). It is therefore not surprising that here in fact the verbs are being used with adjectives. (Compare *affect deeply, tread lightly, squeeze tightly, examine more closely.)* However, the adjectives come after the verb; before a verb or participle an adverb is used: 'The windows have all been *tightly* shut/shut *tight.'*

g Adverbs which have the same form as their corresponding adjectives (see 2Abiv) often have related forms in *-ly* with different meanings:

direct	by the shortest way or without stopping: *fly direct to Moscow I to Moscow direct;* without intermediary: *I contacted the manager direct*
directly	closely: *the matter concerns us directly;* exactly: *directly opposite*
hard	adverb of *hard (worker, blow* etc.): *work hard, hit hard*
hardly	scarcely, barely: *she hardly knew him*
high	to/at a high level/altitude: *prices have risen very high, the kite flew higher and higher*
highly	very (much): *a highly infectious disease, highly appreciated advice;* very favourably: *think highly of someone*
(a)loud	not to oneself, openly: *read aloud, laugh out loud*
loudly	opposite of quietly, faintly: *read loudly, laugh loudly*
right	correctly: *do a sum right;* completely: *read a book right through, turn right round;* well (with *go, come, turn out): things went right at*

last

rightly sensibly, wisely: *she very rightly refused;* justly, rightfully: *act rightly towards one's neighbours*

sharp at right angles: *turn sharp left/right sharply* quickly, abruptly: *turn sharply, speak sharply to someone*

short without finishing: *stop short, fall short of the target shortly* soon: *she'll be arriving shortly*

wrong incorrectly: *do a sum wrong;* badly (with *go): things went wrong wrongly* mistakenly, unwisely: *I think she decided wrongly;* unjustly, wrongfully: *act wrongly towards one's neighbours*

As in f above, it is normally only the *-ly* forms that can come before a verb: 'It directly concerns us.' A common exception is *clean* meaning *completely:* 'I clean forgot about it.' (The adverb *cleanly* meaning *in a clean way* exists but is seldom used.) *Wrongly* as well as *wrong* is sometimes used for *incorrectly:* 'You've added the figures up wrong/wrongly.' In 'He did wrong/right' we are using a verb not with an adjective or adverb but with a noun, as in the phrase *do harm/good.*

h MISCELLANEOUS: There are one or two idioms such as *go slow* (= avoid strain or excess) and *going strong (=t*hriving, flourishing) which do not fall into the above categories. In the pair *bad/badly, bad* is an adjective which may be used with a verb to describe a state (2Aa): 'The food went (= became) bad.' (Compare 'The food tasted good.') The adverb *badly,* as we have seen from the uses of *right* and *wrong* (g), is the opposite of the adverb[12] *well:* 'Things went (= progressed) badly.' (Compare 'Things went well.') *Flat* is used with the verb *fall* as an adjective (see f) in both literal and figurative senses: 'He fell flat on his face./His jokes fell flat (= were unsuccessful).' The adverb *flatly* means *absolutely:* 'They flatly refused to pay-'

Exercise 2

With the above notes and examples in mind, read or write out the following, choosing from each pair of words the one you think should be used. Remember that before a verb or participle it is the *-ly* form that is used.

I remarked that it was better to approach Ken (1) *direct/directly* and not through his secretary. His secretary laughed out (2) *loud/loudly* at my remark. I think really she was (3) *deep/deeply* offended by what I'd said.

Old Mr Elkins is still going (4) *strong/strongly* although he's over ninety. He says he'd like to reach a hundred, but admits he may be aiming a bit (5) *high/ highly.* However, there's a (6) *wide/widely* held belief in the village that he'll get there.

Georgina was about to say something but stopped (7) *short/shortly,* and her eyes opened (8) *wide/widely* with amazement. Somewhere in the house a horse had neighed (9) *loud/loudly.*

'He told me to turn (10) *sharp/sharply* left just past the station.'
'If he told you that he told you (11) *wrong/wrongly.* But you got here in the end
even though you were (12) *wrong/wrongly* directed.'

(13) *Faint/faintly* in the distance we heard the noise of thunder. Then the radio went (14) *faint /faintly* and we could (15) *hard/hardly* hear the news. We shut all the windows (16) *tight/tightly* and waited for the storm.

Marilyn's leaving (17) *short/shortly* for the United States on a business trip. As she (18) *right/rightly* says, there's nothing like personal contact for promoting one's products. Her suitcase is so (19) *tight/tightly* packed with samples there's not even room for a toothbrush. She

[12] The adjective *well* is the opposite of *ill.*

refuses to take two suitcases because she wants to travel (20) *light/lightly.*

Ken was driving along at about eighty miles an hour when a stone went (21) *clean/cleanly* through the windscreen and hit him in the face. Afterwards he talked (22) *light/lightly* of the affair, but he was lucky to escape with his life.

There's a lot more to Willie than one would think: still waters run (23) *deep/ deeply,* as they say. I've been following his career (24) *close/closely,* and think
(25)*high/highly* of his ability as an architect. But he's inclined to work too
(26)*hard/hardly,* and the doctor has recently advised him to go (27) *slow/slowly.*

When I took my driving test, the examiner said I had done everything (28) *right/rightly* except reversing, when I had turned too *(29) sharp/sharply* and mounted the pavement. He (30) *strong/strongly* recommended me to practise in a smaller car than the one I'd been using.

Denis thinks up the most ludicrous schemes, which all fall (31) *flat /flatly.* Helen's parents are (32) *flat /flatly* opposed to any idea of her marrying him. They say he was (33) *direct/directly* involved in the recent financial scandal at the Town Hall.

The struggles my parents had in the early years of their marriage brought them (34) *closer/more closely* together. Things often went (35) *bad/badly* for them in those days, but look at them now! Things turned out (36) *right/rightly* in the end.

2B Position

Introductory note: In the Examples below, the adverbials are in *italics.* You will see that they consist of both single-word adverbs like *nearly, eagerly, yesterday, unfortunately* and adverb phrases like *with his new rod, in the Thames, the other day.* Adverb phrases nearly always come after the verb and (if it has one) its object *[two dozen fish)* in end position (1); or at the beginning of a sentence in front position (9). Except possibly for their position in relation to each other (see Explanation a,b), they should give you little or no difficulty. Single-word adverbs, on the other hand, may occur in the above two positions or elsewhere in the sentence, and in particular before a verb (2) or after the verb *to be* (6) in mid position. Such adverbs include two-word combinations like *very quickly* (3), involving an adverb of degree (see below). The following are the common positions of adverbs according to their meaning or function:

MANNER *(eagerly, rapidly, wisely)*	END or MID
PLACE *(there, indoors, outside)*	END
POINT OF TIME *(yesterday, today, now)*[13]	END or FRONT
RELATIVE TIME *(already, still, yet)*	MID or END
FREQUENCY *(always, never, seldom)*	MID
COMMENT *(dearly, unfortunately, wisely)*	FRONT or MID
CONNECTOR *(therefore, though, however)*	FRONT or MID
DEGREE *(nearly, very, entirely)*	directly before the words they qualify (but see *enough*, **3Bh**)
ADDITION *(too, also, as well)*	various
RESTRICTION *(only)*	various

Since there is some choice of position for most adverbs, and since they may have other positions besides their common ones, it is important to know where not to put adverbs, and this, as well as their right positions, is what the Examples show.

Examples

ADVERBIALS	Wrong (×) and right (√) positions

[13] Answering the question 'When?' (See **1Ba.**)
Many adverbs of comment are alternatives to introductory statements like 'It's obvious that…' (=*clearly*) or 'I'm afraid that…' (=*unfortunately*)

1 *with his new rod*	a	→	Charles's cousin David caught (×) nearly two dozen fish() *in the Thames last week.*
2 eagerly	b	→	He *therefore* (√) went (×) back (×) *there yesterday*.
3 *very quickly*	c	→	*Unfortunately* he fell in the river and (√) got (×) very wet (√).
4 *rapidly*	d	→	His uncle Harry, *though*, says that's the best way of (√) becoming (×) a true fisherman (√).
5 *already*	f	→	Harry, an expert angler, (×) has *(√)* taken David under his wing *(√).*
6 *clearly*	e	→	*(√)* He (×) is *(√)* delighted at David's enthusiasm.
7 *wisely*	h	→	Fishermen, says Harry, are people who (×) spend their spare time (√).
8 *wisely*	h	→	His wife Mary doesn't *always* agree, but (√) says nothing (×).
9 *too*	k	→	*The other day* Charles *(√)* went fishing (√).
10 *only*	1	→	*However*, he (√) fished *(√)* for an hour *(√); his* real interest is his model railway and pop music.

Explanation

a Do not (1) put an adverbial between a verb *(caught)* and its object *(nearly two dozen fish)* except to avoid ambiguity or double meaning:

> David caught with his new rod nearly two dozen fish, which he returned to the river **(not** David caught nearly two dozen fish with his new rod, which he returned to the river *or* ... two dozen fish, which he returned to the river, with his new rod).

The normal order for adverbials after a verb/object is mpt or manner *(with his new rod),* place *(in the Thames),* time *(last week).*

b **But** do **not** (2) put an adverbial between a verb of motion *(went)* and common adverbials of place like *here, there, home, to work.* Also, if it is a phrasal verb (16 **Aa)** like go *back,* do **not** put an adverbial between the verb itself and its particle *(back).* The order may therefore be *v(there),* m *(eagerly),* T *(yesterday).*

c Do **not** (3), in the case of verbs used with adjectives **(2Aa),** put an adverbial between the verb and the adjective *(very wet).*

d Do not (4) put an adverbial between *become* and a following noun *(a true fisherman).*

e These rules (c, d) do **not** (6) apply to *am, is, are, was, were.* Mid-position adverbs come **after** these forms of the verb *to be* except when the verb is stressed, as in argument ('I disagree: Harry clearly is delighted'), or when commas are used (see **n** below).

f Do not put a mid-position adverb in front of the **whole** verb. It should go **after** the auxiliary part of it: *is, was* etc. in progressive forms, *will, have* etc. in future and perfect tenses (5). In tenses with two auxiliaries such as the conditional perfect (ID), position varies, although adverbs of manner usually come after the second auxiliary:

If I'd fallen in	I'd *soon* have/have *soon* I'd have *rapidly*	lost my enthusiasm for fishing

In the passive, manner adverbs generally come after *been,* other mid-position adverbs

before it:

If Harry had fallen in he'd *probably* have/have *probably* been *severely* scolded by Mary.

The position of adverbs is the same in relation to modal auxiliaries (11) like *can/could.* Instead of the conditional perfect we might have (see **11Af):**

David could *easily* have/have *easily* been drowned.

(Note that here *easily* is not an adverb of manner but of comment, like *probably.)*

g The above rule (f) does **not** apply when auxiliaries are stressed ('Yes, I probably **would** have lost my enthusiasm') or when they are on their own:
'Do you think you would have lost your enthusiasm?' - 'Yes, I probably would have.'

h Do **not** (7) put an adverb of manner in front of a verb if it can also be an adverb of comment. Conversely, do **not** (8) mistake an adverb of comment for an adverb of manner and put it after the verb. In 7, *wisely* tells us **how** fishermen spend their time; in 8, *wisely* is the writer's **comment** on Mary's behaviour. Here is another example: 'She treated me kindly' refers to someone's kind behaviour towards me; 'she kindly treated me' is my favourable comment on a doctor or dentist who accepted me as her patient.

j All the above rules do **not** apply to adverbs of degree like *nearly* (1) and *very* (3), which come directly before the words they qualify.

k The adverb of addition *too* (9) comes after the words it qualifies. Unless these words are at the end of the sentence, a position directly after them will avoid any ambiguity. However, in the context of the Examples there can be only one meaning in whichever position we put *too:*

i Charles went fishing as well as David (= Charles too went fishing).

But in another context 'Charles went fishing too' might mean:

ii Charles went fishing as well as wind-surfing.

In the spoken language, stress removes any possible ambiguity:

i **Charles** went fishing **too.**

ii Charles went fishing **too.**

(For *too* as an adverb of degree, see 3B.)

1 As regards the adverbs of addition *also* and *as well,* the first usually occupies mid position, where it may refer to words before or after it, depending on the context or spoken stress. Thus:

Charles also went fishing/Charles also went fishing

corresponds respectively to **ki** and **kii** above. *As well* takes end position, where it can refer back to various parts of the sentence, so that:

Charles went fishing as well/Charles went fishing as **well**

is the equivalent of **ki** or **kii** according, once again, to context or spoken stress. The adverb *even* is also essentially an adverb of addition," but carries with it the notion of surprise we feel at such an addition being made:

Even Charles went fishing (= Surprisingly, Charles too went fishing).

It always directly precedes the words it qualifies, and so:

Charles even went fishing

corresponds to **kii** above.

m The adverb of restriction *only* comes before or, less commonly, after the words it qualifies, and if these words are at the end of the sentence a position directly before them or after them will avoid ambiguity. In 10 the context makes the meaning clear in whichever of the three positions we put *only.* But look at the following:

Charles only listens to pop music.

Out of context this may mean that Charles, unlike David, does not himself play music; or that he does not listen to any other sort of music (= 'Charles listens only to pop

music/to pop music only'). Once again, it is the context or spoken stress that can remove the ambiguity: 'Charles only listens to pop music/Charles only listens to **pop** music'

n Connector and comment adverbs like *therefore* (2), *unfortunately* (3), *clearly* (6) or *wisely* (8) that are not in their common positions should be used with commas:

He went back there yesterday, therefore.
He fell in the river, unfortunately.
Harry, quite clearly, is delighted at David's enthusiasm.
Mary says nothing, wisely enough.

However (10) and *though* (4) are always used with commas. (For the links *however* and *though,* which are not used with commas, see **ICe** and **5b.)**

Exercise 1

Read or write out the sentences with the adverbials in suitable positions, of which there may be more than one. (Some of the sentences do not make sense without the adverbials.)

1	*by car*	Ken goes to work on most days.
2	*though*	Sometimes he leaves his car behind and goes by bus.
3	*never*	He says he would drive to work if there was a better bus service.
4	*also*	Sheila usually drives to work.
5	*only*	She has to drive a few miles.
6	*quicker*[14]	In the rush hours she can get there and back by bicycle.
7	*seriously*	Are Sir James and Lady Blenkinsop still considering selling the Hall?
8	*recently*	No, they have changed their minds.
9	*probably*	Lady Blenkinsop will join her daughter in the USA in the spring.
10	*then*	Blenkinsop Hall may be closed.
11	*only*	But it will be closed temporarily.
12	*unfortunately*	Lady B's son Toby hasn't found a job yet.
13	*no longer*	Luckily she considers he's a genius.
14	*slowly*	Actually Toby seems to be getting more sensible.
15	*easily*	No doubt Sir James will win the by-electon at Doncaster in October.
16	*always*	I do not entirely agree with what he says in his speeches.
17	*however*	I quite agree with what he said in his Manchester speech on Friday.
18	*entirely*	Did Marilyn set up her business by herself last year?
19	*eventually*	No, she didn't because her father rather unwillingly lent her some money.
20	*too*	Apparently Sheila invested a little money in Marilyn's business.
21	*already*	Marilyn is on good terms with her father again.
22	*in the beginning/in the end*	She nearly went bankrupt, but she succeeded.
23	*very sensibly*	Marilyn behaves in business matters.
24	*very sensibly*	She leaves her work behind in the office at weekends.
25	*quietly*	She spends some weekends with her parents in the country.
26	even	Marilyn would have succeeded without her father's help.
27	*clearly*	She has great strength of character.
28	*at present*	She is in the USA.
29	very *hospitably*	Marilyn is being treated over there.
30	*strangely enough*	She ran into Lady B's daughter in Dallas the other day.

[14] Although grammatically irregular, this normally replaces *more quickly* in everyday English.

Exercise 2

In this Exercise, which is an extension of Exercise 1, you have more adverbials to deal with.

1 The car skidded, missed a lamp-post, and came to a halt, *(badly/finally/in the butcher's/just/only)*

2 My car was damaged, *(also/badly/in an accident/the other day/ unfortunately)*

3 It was not my fault, *(definitely/in any way)*

4 The other driver jammed on his brakes, *(in front of me/right/stupidly/very)*

5 He thought the traffic lights had changed, *(fromgreen to red/just/possibly)*

6 Willie was with me and confirmed everything I said, *(at the time/enough/fully/luckily)*

7 He had returned, *(apparently/from an architects' conference/in the States/only/the day before)*

8 Did you know that Willie can estimate the height of a building? *(accurately/alone/by eye/sometimes)*

9 I had got home when it started to snow, *(hardly/in my car/last night/suddenly)*

10 It is snowing, *(hard/quite/still/today)*

11 It is lying, *(already/at least/twenty centimetres deep)*

12 If it is snowing I shall stay, *(at home/at six o'clock/by the television/comfortably/probably/still/the whole evening)*

13 Transport has been affected, *(already/seriously/throughout the country)*

14 The trains have been brought to a standstill, *(almost/even/in fact)*

15 The local authorities are not equipped to deal with heavy falls.*(adequately/dearly/efficiently/such)*

16 It will snow, *(as well/likely/tomorrow/very)*

17 I have liked snow, *(frankly/much/never)*

18 Children adore it because they rush out. *(evidently/however/immediately/into it)*

19 You would rather stay, *(at your age/indoors/presumably/snugly)*

20 I would prefer to run about, *(energetically/enough/much/outside/surprisingly)*

21 I want to do the things I couldn't do. *(luckily/obviously/only/rarely)*

22 My age prevents me from doing what I want to do. *(exactly/in fact/seldom)*

23 I go for long walks, *(alone/occasionally/still/through the woods)*

24 I like to row. *(about the lake in the park/also/gently/in the early autumn/sometimes)*

25 The leaves are turning and the grapes are ripe, *(fully/just/then)*

26 We used to take a trip, *(at that time of year/in the old days/often/up intothe mountains/very)*

27 Things have changed, *(of course/since then/a lot)*

28 They have not changed, *(for the worse/in this part of the world/on thewhole/though)*

29 Tourists come but one can find peace and quiet, *(here/in the mountains/in their thousands/now/still)*

30 The old way of life has not disappeared because many of us have preserved the local traditions, *(carefully/completely/moreover/yet)*

3 Linking: result, cause

Introductory note: linking has already been touched upon in relation to tense use with conditional and time links (1C, D). Conditional sentences were shown (see ID, Introductory note) to consist of two parts or clauses, joined by such words as *if* to express their conditional relationship. Other sentences too are structured in this way, but with different methods of joining to express different relationships, for example result or cause.

The linking or joining used in these various relationships between clauses involves special link words like *and, because, so ... thai, although, in spite of, as* or *who;* verb participles like *being* or *warned;* or the infinitive that expresses purpose. The following seven sections (3-9) deal with these links and also with adverbs like *therefore, then* or *however* which, although they cannot link clauses within sentences, can indicate corresponding relationships between one sentence and another.

It is important that as an advanced student of English you should become familiar with these various links and their related adverbs and how to use them. A good way of doing this is to learn how to express the same general meaning with different links and adverbs, and the first five sections (3—7) have this end in view. The remaining sections (8,9) deal with two distinct forms of linking which for the most part have no adverbial equivalents.

In this and later sections some of the grammar dealt with is associated with a formal style of English (see p. 6-7), and where this occurs it is style-marked Fml (= Formal), as in the following list and in Examples 6 and 7 below, where there is a change to formal English from result to cause. Also, where there is a choice of wording, the alternatives that are comparatively more formal are put in special brackets < >. Thus the first entry on the list tells you that *and* is an informal link with or without *so,* but that with *therefore* or *consequently* (marked as formal in the same list) it is more formal; and in the next entry we see that *so* is a more informal link alone than when it is combined with *that.* The Exercise instructions on p. 53 indicate those sentences which are in relatively formal English.

3A Relation between result and cause

LINKS FOR RESULT	*and (so <therefore/consequently>)*	
	so <so that>	
	so ... that	
	such ... that	
LINKS FOR CAUSE	*as*	
	since	
	because	
	for	
	-ing (present)	verb participles
	Fml *–ed etc.* (past)	
	Fml *aware etc.* (adjectives)	
ADVERBS OF RESULT	*so*	
	therefore	
	consequently	

Examples

RESULT	**CAUSE**

1	Train drivers have gone on strike, so *(so that}* a lot of commuters had trouble getting to work this morning, **a**	→ ←	A lot of commuters had trouble getting to work this morm'ng(,) *as* train drivers have gone on strike. **b,f**
2	I'm a confirmed optimist(,) *and (so)* (I) thought I could go to work by bus. **a**	→ ←	*Being* a/*As* I'm a confirmed optimist (,) I thought I could go to work by bus. **b**
3	But the queues were *so* long *(so* long *that)* I couldn't get on one. **a,c**	→ ←	But I couldn't get on one(,) *because* the queues were so/too long. **b,f**
4	There were *so* many extra cars going into town *that* the streets were jammed. **a,c**	→ ←	*Since* there were so many extra cars going into town(,) the streets were jammed. **b,f**
5	Cyclists had *such* an advantage in this sort of traffic *that* they were moving faster than anyone else. **a,d**	→ ←	Cyclists were moving faster than anyone else(,) *for* they had a tremendous advantage in this sort of traffic. **b,f**
6	I suddenly noticed I was standing near a bicycle shop, *so* (I) did the obvious thing. **A**	Fml →	Suddenly *aware* that I was standing near a bicycle shop, I took the obvious course. **b**
7	A lot of commuters have found that the bicycle is a good way of getting around town. *So* <*Therefore/ Consequently*> they leave their cars at home and cycle to work. **a,e**	Fml →	*Having discovered* the advantages of the bicycle as a means of urban transport, many commuters now leave their cars at home and cycle to work, **b**

Explanation

a There are two kinds of' RESULT, namely material or physical (1,3;4,5) and mental or psychological (2,6,7). The link *so* can be used for either kind (1,6), but the full link *so that* can be used only for the first, **not** (6) 'I suddenly noticed I was standing near a bicycle shop, so that ' Both links are used with a comma and, in spoken English, with a tone change. (Compare *so that* for purpose, **4Ac**.)

b The two kinds of result correspond to the two kinds of cause: material or physical cause (1,3,4,5) and psychological causes or reasons (2,6,7). Normally it is only for reasons that we use verb participles or adjectives *(being, aware, having discovered)* as links.

c The link *so ... that* is used either with adverbs ('I had to wait so long that ...') or with adjectives (3) when these are not directly followed by nouns **(not** 'There were so long queues that ...'). The exceptions are the four quantitative adjectives *much, little, many* and *few,* which may be used with *so ... that* whether they are followed by nouns (4) or not. Where *so* and *that* are separated by only one or two words, *that* is often left out (3). (See also d below.)

d The link *such ... that* is used with adjectives directly followed by nouns ('There were such long queues that...') or with nouns alone when adjectives like *great* or *tremendous* with an abstract (non-material) meaning can be left out as in 5 and in similar phrases, for example *such a struggle/nuisance/comfort/help.* In more formal English *so .. .that* sometimes replaces *such ... that,* but only with an adjective directly followed by *a(n):*

Cyclists had so great an advantage that they ...

Like *so ... that* (3), *such ... that* may be shortened:

Cyclists had such an advantage they…

e Note that *so* (7) may be a connector adverb (2B) like *therefore* and *consequently* as well as a link (6).

f Of the four causal links, *as, since* and *because* can act as links either at the beginning (2,4) or in the middle (1,3) of sentences. *For,* on the other hand, can begin a sentence only if this can be linked to what goes before, as in 5:

Cyclists were moving faster than anyone else. For they had a tremendous advantage in this sort of traffic.

Otherwise there is little difference between these four links except when we are responding to the question *Why* ...? Then only *because can* be used:

He didn't marry her because she had money; he married her because he loved her.

Here the question in our minds or actually asked is 'Why did he marry her?' Note there are no commas, and no corresponding tone change, before *because.* Compare the following, where there is an optional comma and always a tone change:

No, he didn't marry her(-) because/as/for/since she had no money.

Here we are answering the question 'Did he marry her?', not the question **why** he did not marry her (although we have given the answer to an unasked question!).

g For the causal link *because of,* see **6a**.

Exercise

Transform the following by using the words in *italics.* Most of the transformations required are as shown in the Examples, that is to say from result to cause and vice versa, but some are within either category (*such ...that → so, as → having* etc.). Sentences 25—30 are more formal than the rest.

1	*so…that*	As the lecturer spoke very fast I found it difficult to make any notes.
2	*as*	He also spoke with a strong accent, so that I didn't understand all he said.
3	*so*	Since he's a very keen fisherman, Mr McArthur spends a lot of time by the river.
4	*knowing*	Mrs McArthur knows that fishing is in his blood, and so doesn't try to stop him.
5	*because*	There was a lot of rain last night and many of the roads are flooded.
6	*so* (adverb)	As the weather forecast is for more rain, I think we should postpone our trip.
7	*so that*	Two years ago there was such a bad drought that the wells in our village began to dry up.
8	*such ... that*	Soon there was a great shortage of water and we had to ration it.
9	*since*	The next plane didn't leave until the evening, and so they decided to spend the afternoon sightseeing.
10	*so ... that*	However, they soon returned to the airport, as there was very little to see.
11	*for*	I'd never talked to a film star before, so felt rather nervous.
12	*knowing*	She knew how I felt and soon put me at my ease.
13	*and so*	As my car wouldn't start I had to take a taxi.
14	*realising*	I realised I'd be late for an appointment and phoned my secretary.
15	*having*	I was getting rather worried, as I had heard nothing from my husband for over a week.
16	*being*	Ken is a friend of his and was getting worried too.
17	*because*	Willie had sprained his ankle, so found walking painful.

18	*such ... that*	However, being a very reticent sort of fellow he said nothing about it.
19	*so*	My father retired early because his health was poor.
20	*finding*	He found himself short of money, and so gave up smoking.
21	*such ... that*	I kept my son home from school this morning as he had a very bad cough.
22	*so ... that*	Very few of the children are well enough to perform in the school concert and so they've cancelled it.
23	*as*	I'll be out quite late tonight, so I'm going to take a frontdoor key with me.
24	*so*	My father made such a fuss about my coming in late last night that I told him I'd go and look for somewhere else to live.
25	*and therefore*	Many of the older children have very little leisure during the week because they are given a considerable amount of homework.
26	*being*	Since this is the case, many families have to confine all their recreational activities to the weekend.
27	*for*	The city was a vital communications centre. Therefore the Reds were determined to capture it.
28	*aware of*	The Whites were equally determined not to surrender it. For they fully realised its importance.
29	*deprived of*	David received no parental love, and so naturally sought affection elsewhere.
30	*consequently*	Mrs McArthur was able to provide that affection, with the result that David became more attached to her than to his own mother.

3B Result expressed with *too* or *enough*

Introductory note: When result involves degree *(thin/thick* etc.) or quantity *(little/much)* we can often express it by the use of neat constructions with *too* or *enough.* These are dealt with below in separate Examples and Exercises. Exercise 3 deals with how they are related.

Use of *too*

Examples

	RESULT WITH *and, such* ETC.		RESULT WITH *too*
1	Sheila's a sensible driver *and* doesn't take risks.	→	Sheila's *too* sensible a driver *to* take risks, a
2	Helen's *such* a spendthrift *(that)* she never saves a penny.	→	Helen's *too* much of a spendthrift ever *to* save a penny, b
3	The ice is rather thin *and* one couldn't skate on it.	→	The ice is *too* thin *to* skate *on/for* skating, c, d, e
4	Those logs are very heavy; one man couldn't possibly lift them.	→	Those logs are much *too* heavy for one man *to* lift, c, f, g
5	There's an awful lot of violence in this film; I don't like it.	→	There's far *too* much violence in this film *for* my liking/my taste, d, g

Explanation

a *Too,* like *so* (3Ad), can be used with an adjective followed by *a(n)* + noun (1). Again, note the word order: **not** 'a too sensible driver'. This construction with *too* is more common than the corresponding one with *so.*

b The equivalent of *such* with *a(n)* + noun (3Ad) is *too much of* with *a(ri)* + noun (2).

c Otherwise *too,* like *so* (3Ac), is used with adjectives (3,4) when these are not followed directly by nouns **(not** 'It's too thin ice/Those are too heavy logs').

The exceptions, as in the case of *so,* are the quantitative adjectives *much, little, many, few-.* 'There are too many logs for one man to carry.'

d *Too* expressing result is used either (1-4) with a full infinitive (to *take, to save* etc.) or (3,5) with *for* + noun. Its use with *for* + verb-noun or gerund **(10B)** should be avoided: **not** in 4 'too heavy for lifting'. The grammatical difference between a gerund such as *lifting,* which refers to an action, and a noun such as *skating* that in 3 refers to a particular activity, in this case a sport, is explained in **lOBj**.

e The infinitive is followed if necessary by a preposition *(on)* which relates it correctly to the noun at the beginning of the sentence (3): **not** 'The *ice* is too thin to skate' (compare 'He's too fat to skate').

f When, as in 4 (but not in 3), there is a significant change of grammatical subject *(Those logs → one man),* the second subject is introduced into the *too* construction by *for.*

g For emphasis (4, 5), either *much* or *far* can precede *too.*

Use of *enough*

Examples

	RESULT WITH *and, such* ETC.		RESULT WITH *enough*
1	Sheila's a sensible driver *and* doesn't take risks.	→	Sheila's a sensible *enough* driver not *to* take risks. **h, j**
2	Do you think Denis would be *such* a fool/so foolish *as* to marry Helen? p	→	Do you think Denis would be fool/foolish *enough to* marry Helen? **h, k**
3	The fruit isn't very ripe yet *and* one couldn't make jam from it	→	The fruit isn't ripe *enough* yet *to* make jam *(rom/for* jam-making. **h, 1, m,n**
4	Now there's quite a lot pf ripe fruit, *so* my mother can start her jam-making,	→	Now there's *enough* ripe fruit for my mother *to* start her jam-making. **h, n**

Explanation

h *Enough* can be either an adverb of degree (1, 2, 3) or an adjective of quantity (4). As an adverb it comes after the words it qualifies; as an adjective it comes before the words it qualifies.

j As an adverb, *enough* (1) can, like *too,* be used with an adjective and a singular countable noun *(driver).* But note the difference in word order: *a sensible enough driver* against *too sensible a driver.*

k The equivalent of *such* or *too much of* with *a(n)* + noun **(3Bb)** is sometimes *enough of* with *a(n)* + noun:

He's enough of a realist (= realistic enough) not to marry her.

However, the equivalent is more commonly (2) noun + *enough* without *a(ri),* because the noun *(fool)* takes over the function of its corresponding adjective *(foolish).* If there is no corresponding adjective, neither construction with a noun is normally used: **not** 'spendthrift enough' or 'enough of a spendthrift' as the equivalent of *such/too much of a spendthrift.*

1 An adjective + *enough* (3) comes, like *too/so* + adjective, after uncountable or plural nouns: not 'There isn't ripe enough fruit'. *Little]few+enough* is an occasional exception ('There's little enough sense in the man, so he may marry her') but cannot properly be used to express result with an infinitive or *for* (see m below).

m *Enough* expressing result is followed like *too* either by a full infinitive (1-4) or by

for+noun (3). Once again (see d), gerunds must be distinguished from nouns ending in *-ing.* Thus we could say 'I don't think he's mature enough to marry/for marriage' but not'... mature enough for marrying.' *Marrying* is here a gerund referring to an action, unlike;'am-*making* (3,4), which is a noun referring to a particular activity.

n What is said above under *too* (e,f) applies equally to *enough* regarding a preposition such *as from* (3) and the use of *for* to introduce a second subject (4).

p Note (2) that in asking questions about people's intentions it is normal to use *such/'so ... as* + infinitive instead of so ... *that* (3Ac) as a link for result. Its most common use is in making a polite request: 'Would you be so kind as to (help me with my luggage etc.)?' This often converts to: 'Would you be kind enough to ...?'

Exercise 1

Express the following using *too* as shown in the Examples.

1 The lecturer spoke so fast I couldn't take any notes.
2 My dictionaries are very heavy, so I don't bring them to class.
3 It's a difficult subject, and we can't go into it now.
4 He said that no one was so old that they couldn't work.
5 Sir James is an intelligent politician and wouldn't have made a remark like that.
6 The coffee Zena served at her party was rather strong. I can't say I liked it.
7 The swimming-pool was so shallow you couldn't dive into it.
8 Those are very valuable antique chairs and no one should sit on them.
9 Do you mean they're so valuable they can't be used?
10 If razors are blunt and you can't shave with them, they have to be thrown away.
11 As an architect, Willie's such a perfectionist he couldn't possibly be - responsible for the error on the plan.
12 It's a very important matter, so don't leave it to anyone but him.
13 The lighting in the room was so dim you couldn't read by it.
14 The woman was sitting rather a long way away and we couldn't see who it was. (Use *far away.)*
15 She looked quite plump, so could hardly have been Zena.
16 There's a lot of difference in our ages, so I'm wondering whether our marriage will be a success. (Begin *I'm wondering*....)
17 It's a good opportunity; Marilyn shouldn't miss it.
18 She's a smart businesswoman, and wouldn't miss a chance like that.
19 Ken's a terrible Philistine and doesn't like classical music.
20 Helen's very outspoken, and most people don't like that.

Exercise 2

Express the following using *enough* as shown in the Examples.

1 He was quite old and could have been her father.
2 She was very stupid and went and married him.
3 He wasn't much of a man; he didn't speak up in his own defence.
4 He didn't have much sense and didn't even realise what his rights were.
5 She was honest, and did not try to deny all responsibility for the accident.
6 She was also lucky, and had the services of a very good lawyer.
7 Don't you think she sang very well? Couldn't she have become a professional?
8 Her husband was undoubtedly a good guitarist and could have become a professional.
9 I was such an idiot that I threw away an opportunity of going to university.
10 I had no patience and would not even consider staying at school for the extra study required. I l l haven't much time so won't be able to make a hotel reservation before I

leave.

12 Would you be so kind as to book a room for me?

13 There are not many experienced political figures left, so the President will not be able to form an effective government.

14 Ken has a lot of athletic talent and could be very good indeed if he was well trained.

15 Marilyn didn't have much money of her own, so couldn't start a business by herself.

16 Sheila did quite well in the oral, and so made up for rather a poor paper in the written examination.

17 The country has considerable natural resources, so could be practically self-sufficient in the event of war.

18 There's not much of the green, paint left; we won't be able to finish the wall with it.

19 My place of work isn't very far from my home, and so I don't qualify for a travel allowance.

20 These people are so fanatical in their cause that they would stop at nothing to gain their ends.

Exercise 3

The first Examples under *too* and *enough* above will have shown you that it is sometimes possible to express the same result with either of them:

Sheila's *too* sensible a driver to ----→ Sheila's a sensible *enough* driver

take risks. ----------←— not to take risks.

This is because *enough,* unlike *too,* can be used with *not.* However, a negative infinitive *(not to)* as used in the example above often cannot be used. Usually the *not* goes with the main verb, and we can then often express the same result with *too* or *enough* by using contrasting adverbs or adjectives:

The ice was just a bit too *thin to* → The ice wasn't quite *thick*

skate on. ---------- ← enough to skate on.

Occasionally contrasting adjectives make it possible to use either form of negative with *enough* to obtain the same meaning, although with slightly different emphasis:

Surely she's sensible enough *not* → Surely she's *not* fool(ish) enough

to marry the man? ---------- ← to marry the man?

With the above in mind, express the following using *enough.* You will have to find a contrasting adverb or adjective for most of them.

1 The lecturer spoke so fast I couldn't take any notes.

2 The swimming-pool was so shallow you couldn't dive into it.

3 If razors are blunt and you can't shave with them, they have to be thrown away.

4 The lighting in the room was so dim you couldn't read by it.

5 The woman was sitting rather a long way away and we couldn't see who it was.

6 She looked quite plump, so could hardly have been Zena.

7 Although it's an hour after sunset, it's still too hot for comfort, isn't it?

8 The coffee was just a little too strong for my liking.

9 Some people are foolish and don't realise it is to their own advantage that others should not starve. (Two possibilities!)

10 However, there are very few who are so mean that they won't give at least a little of their money to charity. (Two possibilities!)

4 Linking: purpose

4A Standard constructions

LINKS *to <so as to/in order to>*
so as not to <in order not to>
so that <in order that>
in case

ADVERBS *then*
otherwise

Introductory note: The Examples will show that, just as there is a relation between result and cause (3A), so there is a relation between purpose on the one hand and result and cause on the other when links for the latter are used with verbs like *want* and with *may/might.* (For an introductory note on linkingand style marking, see 3.)

Examples

	RESULT, CAUSE; *then, otherwise*		PURPOSE
1	We want to catch the seven o'clock bus, *and so* we're getting up early tomorrow.	→	We're getting up early tomorrow to *<in order to/so as, to>* catch the seven o'clock bus. **a**
2	We're leaving early *because* we don't want to be late for work.	→	We're leaving early *so as not to <in order not to>* be late for work. **b**
3	I'll lend you Sheila's alarm clock. *Then* you can be sure of waking up in time.	→	I'll lend you Sheila's alarm clock *so that <in order that>* you can be sure of waking up in time. **c**
4	Sheila may think someone has pinched her clock, *so* I'll leave a note for her.	→	I'll leave a note for Sheila *in case* she thinks *so that* she won't think someone has pinched her clock. **d**
5	I left her a note last time. *Otherwise* she might have thought someone had pinched her clock.	→	I left her a note last time *in case* she thought *so that* she wouldn't think someone had pinched her clock. **d**
6	Personally I always use two alarm clocks, *because* one of them mightn't go off.	→	Personally I always use two alarm clocks *in case* one of them doesn't go off. **e**
7	I shan't take Sheila's clock without asking, *because* I might annoy her.		I shan't take Sheila's clock without asking *in case* I annoy her. **f**

Explanation

a The full link for purpose in a sentence (1) where there is no change of grammatical subject (We) is *so as to* or *in order to.* However, this is usually shortened in informal English, so that purpose is then expressed only with the full infinitive *(to catch* etc.).

b The negative link in a sentence (2) where there is no change of subject is *so as not to* or *in order not to.* Neither link can be shortened.

c The link in a sentence (3) where there is a change of subject *(I → you)* is *so that* or *in order that. So that* is normally distinguished from the similar link for result (3Aa) by its use without comma or tone change and by its use with

can/could (3) or *will/would* (4, 5). (In more formal English you will sometimes see it used with *shall/should* or *may/might.)* Although *that* is often dropped in spoken English ('I'll lend you Sheila's alarm clock so you can be sure ...'), the full link *so that* is normal in written English. Either *so that* or, more formally, *in order that* can begin a sentence: 'So that you can be sure of waking up in time, I'll...' This is another difference between *so that* used for purpose and so *that* used for result.

d When our purpose (4, 5) is to prevent what **may** or **might** happen (see left-hand Examples), we very often use *in case* instead of so *as not/so that... not. In case,* like «/(lC), is used with present or past (including perfect) tenses, **not** with future'tenses; and it is sometimes used with *should* **(llFe):** 'I'll leave/I left a note for Sheila in case she should think....'

e When our purpose (6) is to prepare for what **may** or **might** happen (because we cannot prevent it), we use only *in case,* not *so as not/so that... not.*

f When our expression of purpose (7) begins negatively ('I shan't...'), we must use *in case* for prevention as well as for preparation.

g Formal alternatives to *in case* are *lest* and *for fear that.* You will probably come across them in your reading, but will have no real need for them in your active vocabulary. They are normally used with *should* or the present subjunctive **(llFe):** 'A spare tyre is always provided lest a puncture (should) occur.'

h Although you may see in some dictionaries tjiat *if is* given as one of the meanings of *in case,* you are recommended to keep the uses and meanings of these two links **quite distinct,** as indeed they generally are; i/instead of in *case* in Examples 4-7 above would make no sense at all. Neither should you confuse *in case* with *in case of,* a more formal prepositional phrase which **does** have the meaning of *if:* 'In case of difficulty (= if you have any difficulty), ring for the attendant.'

Exercise

Transform the following into sentences expressing purpose, giving alternative links where possible as shown in Examples 4 and 5.

1 We're going to the coast because we want to get some photos of sea birds.
2 Don't go climbing up the cliff as you may fall.
3 We want to get good photos, so we'll have to climb the cliff.
4 We're leaving early. Then we won't have to hurry.
5 We don't want to skid on the wet roads, so we're going to drive slowly.
6 We're taking food with us, because we may be home late.
7 It may rain and so we'd better take our waterproofs with us.
8 And leave the heating on. Then the house won't get cold while we're out.
9 And put the food away. Otherwise the cat may get it.
10 I won't shut the front door as the cat may want to come in.
11 We're going to cut a hole in the back door, because we want the cat to be able to get in and out as it likes.
12 Hadn't you better cut a hole in the front door? It may want to get in and out that way as well.
13 I'm not taking my holiday next week after all, as I may have to fly to Milan on business.
14 I'd better come into the office on Sunday, as I'll need to prepare the necessary papers.
15 My assistant Brenda will keep in touch with you; then you'll know where lam.
16 I thought it might freeze tonight, so I've drained the water out of my car.

17 Why don't you put antifreeze in it? Then you wouldn't have to bother about such things.
18 Please talk quietly. Otherwise you may wake the baby.
19 Personally I always keep my baby up late. Then he's really tired by the time I put him to bed.
20 I'm sure Denis is marrying Helen only because he wants to have an influential father-in-law.
21 Yes, and Helen's trying to get a job as a teacher just because she wants to impress Denis.
22 When I'm away I shall telephone my husband every evening. Otherwise he may think I'm having too good a time.
23 Let me know when you're going. Then I can keep your husband company if he's lonely.
24 Sir James tried to persuade his son Toby to enter the family business because he wanted him eventually to take it over.
25 He would also have liked him to learn Arabic and Chinese, for then he would have been a real asset to the firm.
26 Zena wanted me to feed her alligator while she was away, so she gave me the key to her flat.
27 I shouldn't have gone near it if I'd been you, as I would have been afraid of its snapping my hand off.
28 Where can I find Harry McArthur? I must give him an important message.
29 You'd better go down to the river. He may be fishing.
30 He sometimes goes straight there from work. He saves time that way.

4B Shortened constructions

Introductory note: It is common in some contexts to express purpose by means of constructions that are shorter than the standard ones (shown below in the left-hand Examples) and which are exceptions to the rule (4Ac); that is to say, they use only the full infinitive in spite of the fact that there is a change of grammatical subject *(fromyou* to /etc.). The Examples cover the several forms these constructions take. They usually describe some sort of transaction or arrangement, and contain verbs like *lend, give, leave* or *send.*

Examples

	STANDARD CONSTRUCTION		SHORTENED CONSTRUCTION
1	Could you lend me that book *so that* I could show it to my dad ?	→	Could you lend me that book *to show* (to) my dad ? **b**
2	Yes, and I'll give you this paper *so that* you can wrap the book up (in it).	→	Yes, and I'll give you this paper *to wrap* the book up *in. **c***
3	I'll leave the book here *so that* you can pick it up on your way home.	→	I'll leave the book here *{for* you) *to pick up* on your way home. **d**
4	Mary McArthur sent her son shopping *so that* he would be out of the way.	→	Mary Me Arthur sent her son shopping *to be* out of the way. **e**
5	Yes, she sent him out *so that* she could get some peace.	→	Yes, she sent him out so *as to get* some peace. **e**

Explanation

a You will see (1—5) that the main clauses *[Couldyou lend me that book ?* etc.) in both standard and shortened constructions are the same.

b If in the standard construction (1) the subject *(I)* and object *(it)* in the so *that* clause occur as objects *(me, that book)* in the main clause, they are left out of the shortened construction.

c If in the standard construction (2) the object *(the book)* in the *so that* clause does not occur as an object in the main clause, it occurs in the shortened construction. Sometimes a preposition *(in)* is necessary to relate it to an object *(the paper)* in the main clause (= 'so that *you* can wrap the book up *in* it' **not** 'so that it can wrap the book up'). Compare 'I'll lend you my secretary to type your letters' and 'I'll lend you my typewriter to type your letters *with.'*

d If in the standard construction (3) the subject *(you)* in the *so that* clause does not occur as an object in the main clause, it is usually necessary to introduce it into the shortened construction by the use of *for.* It is not **always** necessary, since the context ('on *your* way home') may make the meaning clear.

e Examples 4 and 5 show us that, since we may use only the full infinitive in the shortened construction when the subjects in the standard construction are different *(Mary Me Arthur, he),* we may have to add *so as* (or *in order)* to the full infinitive when the subjects are the **same** *(she)* in order to avoid being misunderstood. Without so *as* the shortened construction in 5 might mean 'She sent him out so that he could get some peace.'

Exercise

Transform the following standard constructions with *so that* into shortened constructions with the full infinitive, using *so as* (or *in order)* only where necessary, as shown in the Examples.

1 Please send me some samples of your firm's products so that I can show them to my customers.
2 When we go out we always leave our dog at home so that he can guard it for us.
3 Sheila lent her sister a skirt so that she could wear it at Helen's party.
4 Marilyn is bringing some magazines with her this afternoon so that I can take them to my aunt in hospital.
5 If you're going out, buy some postcards so that we can send them off before we leave Rome tomorrow.
6 I'll get you a basket so that you can carry all those things.
7 Give me a nail so that I can hang this picture up.
8 Put the salmon in the freezer so that we can eat it next weekend.
9 I'm going to put this notice here so that everyone'll see it as they walk in.
10 We're gathering our old toys together so that Sheila can give them to orphan children next Christmas.
11 As I'm arriving at the airport in the early hours of the morning, my wife's leaving our car there so that I can drive home.
12 1 didn't put that book there so you could pinch it but so that Willie could have a look at it during lunch.
13 When we go to town we always leave our children in the municipal playground so that they can amuse themselves on the swings and roundabouts.
14 We also leave them there so that we can do the shopping undisturbed.
15 I've asked my secretary to stay at the office so that she can cope with visitors while I see to the arrangements for the banquet over here.
16 I'll get her over here later so that she can help me with the arrangements.
17 In the meanwhile I'm leaving her there so that I can be free to concentrate on things over here.
18 Our parents sent us all to Britain when we were quite young so that we could learn English.
19 They sent us so that they could learn English from us afterwards.
20 Personally I think they sent us there so that we'd learn to stand on our own feet.

5 Linking: concession

links	*but*	*though <although>*
	(and) yet	*even though*
		much as
		(Fml) *as/though* (after adjectives etc.)
adverbs		*but*
		yet
		though
		all the same
		even so
		however
		(Fml) *nevertheless*

Introductory note: Links for concession such as *although* occur in sentences which express contradiction, often with an element of surprise. The same is true of their corresponding connector adverbs (2B) like *however*. The important difference between them is that, whereas the adverbs introduce the contradiction itself, the links introduce the background information against which the contradiction is made (see Examples). The exceptions are *but* and *yet*, which introduce the contradiction whether they are acting as links or adverbs.

Thus you will see that, as with result and cause (3A), the transformation of one form of grammatical usage into the other generally involves changes in the relative position of links and adverbs. This needs to be particularly noticed in the case of *though*, which can be link or adverb according to its position in a sentence.

Regarding the above lists, the links *as/though* (after adjectives) and the adverb *nevertheless* may be associated with a formal style (see Introductory note to 3), but often occur in fairly informal English. The brackets around pmi are to indicate this.

(For the concessional links *in spite of* and *despite*, see 6.)

Examples

	ADVERBS, *but, yet*		LINKS
1	A strike of all transport workers was called for today(,) *but* the bus drivers didn't join it. **a**	→ ←	*Although* a strike of all transport workers was called for today, the bus drivers didn't join it. **a**
2	There weren't any trains this morning(,) *(and) yet* most people managed to get to work somehow. **a**	→ ←	*Even though* there weren't any trains this morning, most people managed to get to work somehow. **a,f,g**
3	Quite a lot of commuters went in by bus or taxi. Most of them, *though,/But* most of them used their cars or walked. **b,e**	→ ←	*Though* quite a lot of commuters went in by bus or taxi, most of them used their cars or walked. **b**
4	We'd very much like to see an end to the strike. *All the same(,) <Even so(,)lHowever>* we don't think the Government should give way to the strikers. **e**	→ ←	*Much as* we'd like to see an end to the strike, we don't think the Government should give way to the strikers. **c**
5	The train drivers' claims may be justified. *However, (Nevertheless(,)y* they should not have taken industrial action. **e**	Fml → Fml ←	Justified *as/though* the train drivers' claims may be, they should not have taken industrial action. **d**

Explanation

a *Although* (1) and *even though* (2) are approximate equivalents, but *even though* is more emphatic; that is to say, it is associated with a stronger element of contradiction or surprise (see Introductory note). Similarly, *yet* (2) is more emphatic than *but* (1). Like *but* (3), it may be used as a connector adverb at the beginning of a sentence: 'Yet most people managed to get to work somehow.' These uses of jet are of course quite separate from its use as an adverb of relative time (2B).

b *Though* (3) as a Iink is a more informal equivalent of *although* (but see d below). It must be carefully distinguished from *though* (3) as adverb, which (i) cannot link clauses (see 3A Introductory note), (ii) cannot begin a clause or sentence, and (iii) is always used with commas **(2Bn).**

c *Much as* (4) can be used only with verbs expressing one's inclinations, such as *like, dislike, admire, approve, disapprove, sympathise, enjoy.*

d *As* or *though* (but **not** *although)* may be used (5) after an introductory adjective or past participle *{justified)* in a special form of inversion (=Although the train drivers' claims may be justified ...). *As,* but not *though,* also occurs in the formal phrase 'Try as one (etc.) might (= although one tries/tried very hard)':

Try as she might, she could not convince him of the truth.

e Of the adverbs (3,4,5), *all the same, even so* and *nevertheless* are the more emphatic (see a above) and would be unsuitable in 3. These three adverbs can be used on their own (4,5) or to reinforce *but:*

We'd very much like to see an end to the strike, but all the same we don't think the Government should give way to the strikers.

However, like *though,* is always used with commas **(2Bn),** which help to distinguish it from the conditional link (ICe).

f *Even though* and *even* if are sometimes given as equivalents in dictionaries and elsewhere. However, it is better to keep them separate, the first for concession, the second as a conditional link (lCb). Thus 'He wouldn't[15] give up motor-racing even though his wife begged him to'.should refer to past fact, whereas 'He wouldn't give up motor-racing even if his wife begged him to' is future supposition **(lDb).**

g In the Examples the linked clauses have all been placed first but, like causal clauses (3A), often come second in a sentence: 'Most people managed to get to work somehow(,) even though there were no trains.'

h For *but* in its use for contrast, see 91.

Exercise

Transform the following by the use of the words in *italics.* The (transformations required are not only as shown in the Examples, that is to say from left to right and vice versa, but also within either category, for example from *though* to *much as* or *even so* to *yet.* (Sentences 23 and 24 are formal.)

although	I've been without a car for most of my life, but I've always managed to get about as much as I've wanted.
and yet	Even though cars are highly dangerous to life and limb, advertisers are allowed to boast about their speed and acceleration. .
even though	There's a lot of difference in my parents' ages, and yet it has

[15] *Wouldn't* here means *refused to* (see 11BJ).

	been a very good marriage.
though (adverb)	What you say may be true in your parents' case, but I think it's more the exception than the rule.
though (link)	Sheila's pupils have been learning Spanish for only a year. Some of them are already up to examination standard, though.
even so	I don't think Sheila has spent more than three or four months in Spain, yet she has acquired a pretty sound knowledge of the language.
all the same	Although I like Willie very much, I can't honestly say I'd back him in a business venture.
but	Unbusinesslike though he may be, you must admit he's a damned good architect.
however	We've never met Helen. We've heard a lot about her, though!
though (adverb)	Much as we'd have liked to go to her party, I'm afraid we can't, because we'll be in London that day.
yet	Ken has a rather light-hearted approach to life. Even so, he's no fool.
as	Although he's fond of Sheila, he's not going to rush into marriage.
though (adverb)	I suppose that Sir James is hardly a brilliant politician, but he makes a splendid country gentleman.
nevertheless	Though he has had financial difficulties for a long time now, he has managed to avoid selling Blenkinsop Hall.
even though	Denis is only a junior employee, yet he has direct access to the boss.
although	Don't you realise that, junior as he is to you, he's engaged to the boss's daughter Helen?
however	Helen's father refused at one time to have anything to do with Denis, but now they're as thick as thieves.
though (link)	Mr Elkins is ninety-three. But he is still going strong.
as	He still manages to enjoy life, although he's old.
even so	He's very quick on the uptake even though he is a little hard of hearing.
much as	I admire him very much, but I'd never want to be his age.
nevertheless	Much as you may dislike the idea of growing old, the chances are that you will find yourself old one day.
much as	Anxious though Dr Topal was to include Cambridge in the itinerary of his visit to Britain, his tight schedule unfortunately made that impossible. (Use the verb *like.)*
but nevertheless	More effort should have been made to enable Dr Topal to visit the university where so much is being done in his own field of research, tight as his schedule may have been.

6 Linking: cause, purpose, concession (alternative)

Examples

	CAUSE		ALTERNATIVE
1	Because she *believes* in complete freedom of expressions(,) my cousin Georgina lets her children do exactly as they like.	→	*Because of* her *belief* in complete freedom of expression(,) my cousin Georgina lets her children do exactly as they like.
	PURPOSE		
2	Personally I think that some sort of discipline is absolutely necessary *so that* children won't grow into hooligans.	→	Personally I think that some sort of discipline is absolutely necessary *to stop <to prevent>* [16] children (from) growing into hooligans.
	CONCESSION		
3	I must admit they're quite nice youngsters *although* they're so undisciplined.	→	I must admit they're quite nice youngsters *in spite of <despite>* their indiscipline/(their) *lack of* discipline/(their) *being* so undisciplined.

Explanation

a For cause (1) we can often, when a suitable noun *(belief)* exists, use the preposition *because of as* a link instead *of because* etc. (3A). *Owing to* and *on account of are* more formal alternatives. *Due to is* also used as an alternative to *because of,* but incorrectly according to some authorities, who say that it is equivalent to *caused by* and that therefore it should be used only in relation to a preceding noun,f such as *lack* in the following:

The children's lack of discipline is due to/caused by their mother's strange beliefs.

On the basis of this argument the use in the following example *of due to* would be as incorrect as the use *of caused by* (which would definitely be wrong):

The children are completely undisciplined, -because of their mother's strange beliefs.

You have been warned!

b For purpose (2) we can sometimes avoid a change of grammatical subject and use of *so that* (4Ac) by substituting verbs such as *stop (prevent}* **(17De),** *allow (enable}* **(17C),** *let* **(17Be),** *make* **(17Be),** *or give* ***(13Af).***

c For concession (3), instead of *although* etc. (5) we can often use *in spite of* or the less informal *despite* with:

i a suitable noun *(indiscipline)* or pronoun
ii *lack of*+ noun *(discipline)* or pronoun
iii the -*ing* form or gerund *(being).*

With pronouns like *what* **(8Am)** or *everything* we can use *in spite of <despite>* when the use of *although* etc. would be difficult or impossible:

Georgina refuses to change her habits in spite of what people say.

Notwithstanding is a more formal alternative to *despite:*

I have to admit that, notwithstanding their lack of discipline, Georgina's children

[16] For a note on style **marking,** see **3.** +Or pronoun like *this* or *which.*

do have a certain charm.

It is worth noting that *notwithstanding* is not followed by the *-ing* form, presumably for reasons of euphony (that is, because it would sound

Exercise

Transform the following into alternative constructions like those shown above. Where possible use *in spite of/despite* in more than one way (see Example 3).

1 Although Harry McArthur was very well qualified for the job, he didn't get it.
2 Perhaps he didn't get it because he looks a bit scruffy.
3 No, I think it was because he fails to do justice Jo himself at interviews.
4 Some people are refused driving licences because they're short-sighted.
5 What can I do so that the examiner will give me my licence?
6 I can no longer read a number plate at the required distance for the test, although I've tried very hard to take care of my eyes.
7 Helen always locks up her favourite chocolates so that no one else will eat them.
8 Although I'm partial to good chocolates, I wouldn't dream of touching hers.
9 Because she suspects people like this, she always counts what are left in the box.
10 They are fitting the plane with extra fuel tanks so that it will have a greater range.
11 They are doing this so that it will be a better commercial proposition.
12 However, as it will weigh more, it will now need a longer take-off.
13 My cousin Georgina doesn't like where she lives because there's not enough social life.
14 Her husband often comes home early so that she can get out and about more.
15 Although he's trying to help her, she continues to grumble about the life she leads.
16 The flight was postponed because someone telephoned, warning about a bomb on board.
17 They took the plane out of service so that the security personnel could search it.
18 Because I was delayed like this, I did not get to my destination on time.
19 We won't get promoted because we haven't any technical qualifications.
20 Ah, but the management is going to rearrange your work programme so that you can attend training courses.
21 They're establishing these courses so that the staff can have the chance of becoming better qualified.
22 Exports should do better now, because the currency has just been devalued.
23 However, business generally is bad, because the economic situation is basically unstable.
24 We had a most pleasant day in the country, although there was no sun.
25 Willie, although he doesn't look it, is quite a handyman, and took charge of the barbecue.

7 Linking: time

LINKS	*after*	*-ing* (present participle or gerund)
	as	
	as soon as	
	before	
	immediately	
	(up)on	
	once	*and* (used in a general, rather than a special temporal, sense)
	when	
	while	
ADVERBS	*then*	
	finally	
	immediately	

Introductory note: relationships in time between two events are very often, particularly in spoken English, expressed loosely with *and* with or without adverbs like *then* (see left-hand Examples below). However, particularly in written and more formal English, they are also expressed with appropriate time links that give greater variety and precision (see right-hand Examples). The purpose of this section is to show how these are used for past[17] events and how they relate to *and* and adverbs. (For a note on style-marking, see 3.)

Examples

	and, adverbs		time links
	Marilyn had been told by a business client that she would be met in Los Angeles.		
1	She waited at the airport for over an hour, *and (then) finally* received a message telling her to go direct to her hotel.	→	She (had) waited at the airport for over an hour *before* (finally) receiving/she (finally) received a message telling her to go direct to her hotel. **a, b**
2	She made sure no one was wait ing for her in the hotel lobby *and then* collected her key at the reception desk.	→	*After* making/she (had) made j *Having (After having}* made sure no one was waiting for her in the hotel lobby, she collected her key at the reception desk. **a, b, c**
3	She took the key *and* went up to her room.	→	*Taking* the key, she went up to her room. **d**
4	She opened the door ... *and* saw a man lying on the floor!	→	*On (Upon)* opening/*When* she opened the door, she saw a man lying on the floor! **c, e**
5	She saw there was blood on his shirt *and immediately* knew she had to do something.	→	*As soon as/Immediately* she saw there was blood on his shirt, she knew she had to do something. **f**
6	She phoned reception *and* told *J* them	→	She phoned reception, *telling* them what

[17] For the use of time links for the future, see 1C. The links listed in that section and in this are not exactly the same because of their different relevance to the respective sections.

	what had happened.		had happened. **g**
7	She was waiting for someone to come up *when* suddenly the man gave a groan.	→	*While* she was waiting for someone to come up, the man suddenly gave a groan. **h**
8	She stood staring at him. He slowly opened his eyes and stared back.	→	*While/As* she stood staring at him, he slowly opened his eyes and stared back. **j**

Explanation

a Examples 1 **and** 2: The first event is **completed** before the second begins, this clear distinction between the two events often being indicated by the use after *and* of *then.* When using time links we can, depending on the relative importance of the events, either

i emphasise the first event by using *before* (1), or

ii emphasise the second event by using *after* or *having (2).*

If the subject of both verbs in the sentence is the same *(she),* we normally link with *-ing* as shown *(before receiving, after making, having made* We should not do this, however, when the subject changes, because if we did we would have an unrelated participle *(Having waited* etc.):

> After *she* (had) waited **(not** Having waited/After waiting) at the airport for over an hour, *a message* came through telling her to go direct to her hotel.

Grammar would conflict with meaning if we used *-ing* here, because grammatically this would relate to *a message* but in meaning it would relate to *her.*

b *When* may be used instead of *before* (1) or *after (2):*

> She *had waited* at the airport for over an hour when she received a message.
>
> When she *had made* sure no one was waiting for her, she collected her key.

But note carefully that with *when* the past perfect tense must be used where, with *before* or *after,* there is a choice of tenses.[18] This is to make clear that the first event is completed before the second begins; use of the past tense *(she waited)* would indicate that she waited after receiving a message.

c *Once* can replace *after* or *when* in Example 2 (see b above), because here someone *(she)* regards the completion of the first event as a necessary condition for passing on to the second:

> Once she had made sure no one was waiting for her, she collected her key.

But **not,** in Example 4: 'Once she opened the door, she saw a man lying on the floor.' Compare 'Once she opened the door, she was able to escape.'

d **Example 3**: The first event is an introduction to the second, into which it changes without a break. In this kind of relationship between events, the subjects of the verbs are normally the same *(she),* and the appropriate time link is introductory *-ing (Taking).*

e **Example 4**: The first event is **not** completed before the second begins, but overlaps it, so that the two events occur partly at the same time. Note that *when* is used here with the past, not past perfect, tense (compare b above). Similar use *of when* may occur with past states or repeated events: 'When Marilyn was at university she shared a room with a Lebanese girl/When Marilyn stayed at hotels strange things sometimes happened to her.'

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[18] You may come across the following tense use with *before: 'Viegot* to the airport before the plane *had arrived.'* The possible reason for this apparently illogical usage is that it echoes the logical tense use of the corresponding interrogative or negative: *'Had* the plane *arrived* before *yougot* to the airport? - No, we got there before it *had arrived* (=• It *hadn't arrived* before *vtegot* there).'

f **Example 5**: The first event is followed urgently by the second. As with *when* (see b, e above), we use the past tense when there is overlapping (5), but the past perfect tense when the first event is completed before the second begins:

As soon as *she'd phoned* reception she returned to the injured man's side.

g **Example 6**: The second event takes place only as part of the first event; that is to say, telling reception what she had seen was part of the act of telephoning. In this relationship as well (see **d** above), the subjects are normally the same, and we can use *-ing;* but now it is in second, not introductory, position.

h **Example 7**: The first event is longer than the second, being **in progress (lBh)** when the second occurs. The tense forms are accordingly **different** (progressive against simple). *Just as* or *when* commonly replaces *while* if the first event, although longer.than the second, is of short duration:

Just as/When she was picking up the phone, she saw the man move.

Both *while* and *when,* like *after, before* and *(up)on,* but unlike *as,* can be used directly with *-ing* when subjects are **the** same:

She fell when/while going downstairs.

(Note that *when* in the left-hand column is the equivalent of *and* (suddenly) *during this time;* it does not have the same function as the time link *when* that we have been discussing.)

j **Example 8**: The two events are of approximately equal duration and in progress at the same **time.** (The use of and to link the two events is impossible.) The tense forms are accordingly **the** same, whether simple (8) or progressive:

While she was staring at him, he was staring at her.

There is often little difference between *as* and *while,* although *as* rather than *while* can give the idea of gradual, simultaneous change:

As she quietly approached him, he slowly opened his eyes.

But we must be careful in our use of *as* for time because of its possible causal meaning (3A): 'As she stared at him, he stared back at her' (with spoken stress on *she, him, he, her)* would probably mean that he stared at her because she stared at him.

Exercise

Transform the following by using the time links shown above. Where possible give alternatives, as in Examples 2 and 4.

4 I paid at the cash desk in the normal way and then left the supermarket.
5 I checked my change outside and found I was a pound short.
6 I checked it again very carefully and went back into the supermarket.
7 Harry was getting into bed the other night when his wife said she heard a strange noise.
8 He put on his dressing gown and went downstairs.
9 He went into every room and had a good look round, but could see nothing unusual.
10 Sheila went through her handbag three times and finally found the key to her flat.
11 She put the key in the lock and found it did not fit very well.
12 She tried again and again to unlock the door. She thought she could hear voices inside the flat.
13 She chanced to look up at the door number and realised at once what she was trying to do.
14 I touched the handle of the fridge and got an electric shock.
15 I called out to my husband in the garage and told him what had happened.
16 He heard me and came into the house straight away.
17 He made sure all the current was switched off and then carefully checked the wiring.
18 He examined one of the connections and discovered that the insulation was faulty.
19 He uttered a startled exclamation and rushed off to telephone the suppliers.

20 Georgina's brother was driving to the airport when he suddenly remembered his passport.
21 He drew up at the side of the road and emptied his briefcase on to his lap.
22 He seized his jacket off the back seat and searched all the pockets.
23 He got to the airport and immediately dashed off to the nearest phone.
24 He spoke to his secretary at the office and told her to look in the right-hand drawer of his desk.
25 He was waiting for her reply when he happened to feel his hip pocket.
26 'Eureka!' he shouted into the phone, and waved his passport in the air.
27 They heard him at the other end and thought he was mad.
28 He told them what had happened and they thought he was madder still.

8 Linking: relatives

8A Links and clause types: review

LINKS	RELATIVE PRONOUNS:	*who, whom, which, whose, that, what*
	RELATIVE ADVERBS:	*where, when*
CLAUSE TYPES	NON-DEFINING AND DEFINING	

Examples

1-4 are formal.

LINKS AND CLAUSE TYPES:

1 Sir James Blenkinsop, *who* is a Radical Member of Parliament, is sometimes advised by those of his fellow MPs *who/that* are socialists to give up Blenkinsop Hall, *which* was left him by his father, and choose a dwelling *which/that* would create a less aristocratic image.

NON-DEFINING **a**

DEFINING **b**
NON-DEFINING **a**

DEFINING **b**

2 Sir James, *whom* I have discussed politics with several times, is a man *(whom/that)* I respect despite the apparent discrepancy between his life style and the social philosophy of the political party *(which/that)* he belongs to. People criticise him without knowing his views, *which* is foolish.

RELATIVE WITH PREPOSITION **d**

CLAUSE TYPE AFTER a(n) **e**
OMISSION OF *whom* ETC. **c**

CLAUSE TYPE AFTER the **f**
OMISSION OF *whom* ETC. **c**
RELATIVE WITH PREPOSITION **d**

CLAUSE TYPE AFTER STATEMENTS **g**

3 Blenkinsop Hall, the garden *of which* is open to the public in summer, is a considerable attraction to tourists, *whose* money naturally finds its way into the pockets of the local shopkeepers. This is a fact *which/that* escapes many people's notice and *which* Sir James pointed out.

POSSESSIVE RELATIVE **j**

POSSESSIVE RELATIVE **h**

SECOND RELATIVE **k**

4 He also referred to the manor house in the neighbouring village, *which* is now a college of education(,) with *which* the local people feel they have absolutely no' social or historical connection. The worst thing *that* could befall the Hall is a similar fate.

CLAUSE TYPE AFTER *the* **f**
CLAUSE TYPE AFTER *a(n)* **e**
RELATIVE WITH PREPOSITION **d**

that AFTER SUPERLATIVES **l**

5 The advantage of a supermarket is that you can buy *what* you want at a place *where* you can park your car. Besides, it's often open after six o'clock, *when* other shops are shut. It's then *that* I like to do my shopping. It's also at a supermarket

RELATIVE *what* **m**
RELATIVE *where* **n**
RELATIVE *when* **n**
that AFTER INTRODUCTORY IT **p**
that AFTER INTRODUCTORY IT **p**

that you get the best value for money.

Explanation

a NON-DEFINING CLAUSES (1) differ from defining clauses in that they

- **i** follow words *(Sir James Blenkinsop, Blenkinsop Hall)* of precise meaning which need no further definition;
- **ii** are additions to a sentence, which makes complete sense without them: 'Sir James Blenkinsop ... is sometimes advised by those of his fellow MPs who are socialists to give up Blenkinsop Hall... and choose a dwelling that would create a less aristocratic image';
- **iii** cannot be used with *that;*
- **iv** are between commas or a comma and a full stop;
- **v** are spoken after a pause and with a tone change;
- **vi** are less common in informal than in formal English, which is the style of Examples 1-4.

b DEFINING CLAUSES (1) differ from non-defining clauses in that they

- **i** follow words *(those of his fellow MPs, something)* of imprecise or general meaning which need further definition;
- **ii** are essential parts of a sentence, which makes incomplete sense without them: 'Sir James Blenkinsop, who is a Radical Member of Parliament, is sometimes advised by those of his fellow MPs ... to give up Blenkinsop Hall, which was left him by his father, and choose a dwelling ...';
- **iii** can be used with *that;*
- **iv** are not used with commas;
- **v** are spoken without a pause or a tone change; vi are as common in informal (Example 5) as in formal English.

c OMISSION OF *whom* ETC. : Relative pronouns, like the pronouns *he/him, they/them* etc., may be grammatical subjects or grammatical objects. The form of either is the same *{which, that)* except in the case *of who* (subject)/ttf/!om (object). Relative pronouns (2) that are grammatical objects *(whom, which, that)* can be left out in defining clauses, but not in non-defining *(Sir James, whom ...).* Relative pronouns (1) that are grammatical subjects *(who, which, that)* cannot be left out in either type of clause.

d RELATIVE WITH PREPOSITION: Relatives may precede their prepositions even in formal English (2), so that the preposition is left in the position it would occupy if followed by a noun: 'We have spoken to Sir James at length on the matter → Sir James, whom we have spoken *to* at length on the matter....' Prepositions must remain in this position if *that* is used or omitted (2): 'the political party (that) he belongs *to.'* However, a preposition at the end of a long clause becomes isolated from the relative, and to avoid this it is better to put it at the beginning with *whom* or *which* (4) than to write 'a college of education (that) the local people … with.' In the case of prepositional phrasal verbs (16Ab) such as *look into* (17Gii), meaning *investigate,* verb and preposition must stay together as one unit: 'This is an important matter, which we must look into (not into which we must look).' Where, however, the two elements of a prepositional verb each have their literal meaning it is quite possible to separate them in a relative clause: 'A day's climb took the geologists to the lip of the crater, into which they were now able to look.' With adverbial phrasal verbs (16Aa) such as *point out* (3), there is of course never any question of placing the adverbial particle *(out)* in front of a relative. (See also 8Bc and compare 13Ad.)

e CLAUSE TYPE AFTER INDEFINITE ARTICLE *a(n)*: When, by our use of *a,* we say something general or obvious, such as 'Sir James … is a man' (2) or 'This is *a* fact' (3), the clause that follows limits our general use of a to something particular, and is defining. When

our use of a is not so general but is limited to something of which there are not so very many, like (4) 'a college of education', we are free to make the clause that follows defining or non-defining as we wish, without altering the meaning.

f CLAUSE TYPE AFTER DEFINITE ARTICLE *the:* When *the* (2) refers to something of which there is more than one (we know that there is more than one political party in the world) the clause that follows tells us which one it is, namely 'the (one) ... he belongs to', and is defining. However, *the* (4) may refer to the only one ('the manor house in the neighbouring village'), and then the clause that follows is non-defining and with a comma. If we removed the comma we would imply that there is more than one 'manor house in the neighbouring village', and that we are referring to the one that has become a college of education.

g CLAUSE TYPE AFTER STATEMENTS (2): Relative clauses ('which is foolish') may refer back not to nouns or pronouns but to statements ('People criticise him without knowing his views'). In this case they are always non-defining clauses introduced by *which.*

h THE POSSESSIVE RELATIVE *whose* (3) is used for people, and corresponds to *her, his* or *their* ('... a considerable attraction to tourists. *Their* money finds its way ...'). But it is also used for things, especially when these are a collection of people like a country, a firm or an office: 'The United Nations Organisation, whose headquarters are in New York, is ' Here, of course, *whose* corresponds to *its:* 'Its headquarters are in New York.'

j THE POSSESSIVE RELATIVE *ofwhich* (3), corresponding to *its/their,* is used for inanimate things, for which *whose* is not normally suitable: not 'Blenkinsop Hall, whose garden… 'Unlike *whose, ofwhich* comes after the noun: not 'of which the garden' (compare *ofwhich* corresponding to *of it/of them,* 8Bb).

k A SECOND RELATIVE introduced by *and* or *but* (3) is generally a *wh-* relative and not *that,* in defining as well as in non-defining clauses.

1 DEFINING CLAUSES After superlatives such as *worst* (4) are introduced by *that* and not by a *wh-* relative. The same is true after *all, everything, nothing:* 'All that glitters is not gold.' When *that* is the grammatical object (see c above) it is, of course, often left out: 'All I could see was a blank screen.'

m THE RELATIVE *what* (5) stands for 'the thing(s) that' and therefore, as it carries its own noun ('thing'), cannot follow a noun and always introduces a defining clause. This, unlike the other relative clauses so far considered, may come at the beginning of a sentence: *"What you say* is quite true.'

n THE RELATIVES *when* and *where* (5) can be used in either non-defining or defining clauses. In the latter, the preceding noun may be left out, so that *when* and *where,* like *what,* can directly follow a verb: It's (the time) *when* I like to do my shopping/It's (the place) *where* you get the best value for money.' Note that *who, which* and *that,* unlike *What, when* and *where,* cannot carry their own nouns or pronouns in modern English, as shown by the proverb 'He who laughs last laughs longest (not Who laughs last...).'

p *That* AFTER INTRODUCTORY *it* (5): In the examples just given (n), *it* is not introductory but is a pronoun standing for something previously mentioned: 'It (= after six o'clock) is when .. ./It (= a supermarket) is where…'
Introductory *it,* on the other hand, does not stand for anything but introduces or reintroduces words that may or may not have been mentioned before, and in this way gives them emphasis: 'It's **then** (= after six o'clock)... It's **at a supermarket** (= there) ...' When these emphasised words are adverbials of time or place (2B) like those shown here, they are followed not by *when* or *where* but by *that.* Although this is not a true relative, it is always used without commas like relative *that.*

q Note that when introductory *it* introduces nouns these, in contrast to adverbials (see **p** above), **are** followed by a true relative, which is defining: 'It was *Sir James* who first had the idea of opening the gardens of Blenkinsop Hall to the public' Compare the use of it as a pronoun with a non-defining relative in 'Who's that on the phone?' 'It's Sir James, who wants to speak to you.'

Exercise

Put in the relatives and the commas that are missing from the following. Where you can, give alternatives, including possible omissions (see Examples 1-4).

1 Our neighbours include Sir James and Lady Blenkinsop _____ live at Blenkinsop Hall _____ stands in grounds _____ are open to the public in summer.

2 Last Saturday we went to the Blenkinsops' party _____ I met Denis Chambers _____ I decided I didn't like very much.

3 Willie _____ works for that firm of architects _____ I was telling you about the other day was there too.

4 It was also at the Blenkinsops' party _____ I was introduced to Sheila _____ I'd heard a lot about but had never met before.

5 I told her that _____ I'd heard was nearly all good _____ was true.

6 Sheila is one of the very few teachers _____ I know _____ can control their classes without ever raising their voicesis an ability _____ children appreciate highly.

7 The blond fellow _____ you saw her talking to was Ken _____ I must have mentioned before in connection with our athletic club.

8 Incidentally, our athletic club _____ present premises are being taken over by the local council are looking for someone like the Blenkinsops _____ might have some ground to spare for a running track.

9 At the stroke of midnight Toby Blenkinsop _____ can always be relied on at parties to do something bizarre rode a bicycle down the main staircase, a feat _____ drew loud applause.

10 It was one of those rare occasions _____ Toby's exuberance didn't result in any damage _____ must have pleased his parents.

11 The time _____ I shall never forget was _____ Toby hung from a chandelier the chain _____ parted company with the ceiling, precipitating Toby onto a table _____ broke beneath him.[19]

12 All _____ happened this time was that he tore his trousers _____ was hardly _____ you would call a calamity.

13 _____ surprises me most about Helen _____ was also at the party is that she doesn't seem to worry at all about others may think of her.

14 Marilyn _____ several people at the party asked about is now in the States doing business for the little firm _____ she's head of.

15 I myself am not going abroad until October _____ the weather is cooler and _____ it will be[20] easier for me to chase business contracts _____ is the whole purpose of my trip.

16 The first country on my itinerary is India _____ High Commission in London has given me a list of those people _____ would be most interested in my line of business _____ is refrigeration equipment.

17 How lucky you are! India is _____ I've always wanted to go on that dream holiday _____ I've always been promising myself but _____ I've never been able to afford.

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[19] An attempt at humour sometimes combines with a mock formality of style.

[20] For the use of *should* here, see **11Fd.**

18 I'm told I could renew my passport _____ is out of date at the nearest consulate _____ address I could get from the embassy.

19 My grandmother _____ was Hungarian by birth was the youngest of three sisters _____ might lead you to suppose that she was the last to marry.

20 Actually she was the one _____ got married first _____ is hardly surprising when you consider her looks _____ dazzled any man _____ came near her.

21 It is three years ago today _____ I first met my wife and so yesterday _____ I had little to do at the office I left early to buy something _____ I thought would please her.

22 I bought _____ I wanted and hurried home _____ who should I findf but the decorators _____ I hadn't expected until the following week. These men had not only convinced my wife it was I _____ had mistaken the date but had reduced the apartment to chaos.

23 It was on 6th August 1945 _____ man committed _____ is still his most destructive single act: he dropped an atomic bomb on Hiroshima _____ is estimated to have killed 200,000 people. That _____ fell on Nagasaki three days later is estimated to have killed some 140,000 people.[21]

24 The difference in the casualty figures between the two cities is partly explained by the nature of the terrain _____ in Nagasaki is hilly and by the position of the bomb _____ in Nagasaki was three kilometres from the city centre.

25 The atomic bombs _____ were dropped on Hiroshima and Nagasaki had a power of twenty kilotons _____ is equal to that of 20,000 tons of TNT, whereas some of the bombs _____ have been developed since then are said to have a power as great as forty-five megatons _____ equals that of 45,000,000 tons of TNT.

26 These more powerful bombs _____ are now included in the arsenals of all countries _____ call themselves nuclear powers are known as hydrogen or thermonuclear bombs.

27 A hydrogen bomb depends for its operation not only on the process of nuclear fission or splitting _____ is the basis of the atomic bomb, but on nuclear fusion _____ two nuclei _____ in this case are nuclei of 'heavy' hydrogen come together to form a larger nucleus.

28 Nuclear fission _____ is the source of energy of atomic power stations results in the accumulation of harmful residues _____ are difficult to dispose of, whereas nuclear fusion _____ is the source of energy of the sun has no such residues.

29 The problem _____ scientists are faced with in trying to harness nuclear fusion as a peaceful source of energy is that it requires for its operation the very high temperatures _____ are found in the sun but _____ so far have been produced artificially only by the nuclear fission _____ provides the 'trigger'mechanism of the hydrogen bomb.

30 Our greatest benefit would come not from our ability to control nuclear fusion and other processes of nature _____ we seem increasingly able to do but to control ourselves _____ we seem unable to do as witnessed by _____ occurred at Hiroshima and Nagasaki in August 1945.

8B Sentence building with relatives

Introductory note: In written, and particularly in more formal, English the use of relative

[21] These figures are from a Japanese report published in 1981, and include long-term causes of death such as radiation sickness. The fairly formal style of 23-30 is clearly appropriate.

links to make sentences is common, and this section gives some practice in it. Of course it is not suggested that you should try and build up all your sentences in this way, since your style would then become rather too formal and heavy. There should be a balance between this kind of linking and that dealt with in other sections and also between linking in general and the use of shorter sentences. (For a note on style marking, see 3.)

Examples

	SEPARATE SENTENCES		SINGLE SENTENCE	
1	Shakespeare was born in 1564 and died in April 1616. *His* name is universally known but most of *his* life is lost in obscurity. Cervantes, Spain's greatest literary figure, also died *in April 1616. This* coincidence has often been remarked on.	Fml →	Shakespeare, *whose* name is universally known but most of *whose* life is lost in obscurity, was born in 1564 and died in April 1616, *when* Cervantes, Spain's greatest literary figure, also died, a coincidence *that* has often been remarked on.	**b, d, e**
2	So far as we know, Shakespeare lived a fairly uneventful life. During *it* he apparently wrote thirty-three plays. Two of *them* consist of more than one part, making thirty-six full-length stage plays in all. 'Hamlet' and 'King Lear' are generally considered the greatest among *these.*	Fml →	So far as we know, Shakespeare lived a fairly uneventful life (,) during *which* he apparently wrote thirty-three plays, two of *which/of which* two consist of more than one part, making thirty-six full-length stage plays in all, among *which* 'Hamlet' and 'King Lear' are generally considered the greatest.	**c, b**
3	The obscurity surrounding Shakespeare's life led at one time to the advancement of the Baconian theory. According to *this* the plays were not written by Shakespeare but by a nobleman and philosopher, Francis Bacon. It was said that *he* would have had the necessary erudition. Shakespeare, a merchant's son, must have lacked *it.* And *Bacon* would have wished to disguise the fact that he was a playwright.	Fml →	The obscurity surrounding Shakespeare's life led at one time to the advancement of the Baconian theory, according to *which* the plays were not written by Shakespeare but by a nobleman and philosopher, Francis Bacon, *who,* it was said, would have had the necessary erudition *that* Shakespeare, a merchant's son, must have lacked, and *who* would have wished to disguise the fact that he was a playwright.	**c, e**

Explanation

a Note the correspondence between the italicised words (pronouns etc.) in the left-hand Examples with those on the right (relatives).

b You will see (2) that one can write either *two of which* or *of which two* to correspond with *two of them.* Similarly, one could write either *most (many, part* etc.) *of which/whom* or *of which/whom most.* However, with *whose* (1), the first, not the second, word order is normal.

c There are a few prepositions which never follow relatives in the position referred to in **8Ad** but which always precede them. They include *during (2)* and some compound prepositions such as *according to* (3) and *as a result of (see* 15 in the following Exercise). Words like *among* (2) and *after* (see Exercise), which are essentially prepositions of place and time, usually have a position in front of, rather than after, relatives.

d It is possible but not very common in modern English to use relative *which* as an

adjective, in other words to turn *This coincidence* (1) into *which coincidence.* Instead we generally put the noun *(a coincidence)* into what is called apposition with what goes before *(when Cervantes ... also died)* and follow it with a defining relative as shown.

e When building sentences with relatives it is a good idea, for the sake of variety, to use *that* instead of a *wh-* relative wherever possible. This may be not only where the relative clause **must** be defining (1) but also where (3) it **can** be defining (see **8Af).**

Exercise

By replacing the words in *italics* with relatives, combine each group of sentences into one sentence, as shown in the Examples. For the reasons given in **8Ad** and in **c** above, put all prepositions in front of their relatives. The language of this exercise is fairly formal.

1 New Zealand consists principally of two islands. The southern is the larger of *these* but the northern is the more highly populated. *New Zealand* is situated between latitudes 34°S and 47°S.

2 The Maoris were the dominant inhabitants of New Zealand until the end of the eighteenth century. The country began to be colonised by the British *then.* The Maoris resisted *them* fiercely at times. *The Maoris'* valour and physique have been much admired.

3 The Maoris are now a peaceable people. At one time *they* were divided into many tribes. *These* were often at war with each other. The tribal system scarcely exists among *them.*

4 The Maoris have a tradition. *Their* name means 'indigenous'. According to *this tradition* they originally came from an island called Hawaiki. Some people have identified *it* with Hawaii.

5 I fly to India on the twelfth and leave on the twenty-second. *This* will give me nine full days there. I fly to Singapore after *that.* I plan to spend four days *there* before going on to Japan. I should reach *Japan* on the twenty-seventh.

6 In India I shall be spending most of my time in New Delhi. The shade temperature *there* can reach 45°C in June. It drops appreciably after *that* because of the monsoon.

7 India has many wonderful buildings. The most famous of *them* is undoubtedly the Taj Mahal. The Emperor Shah Jehan built *it* for his favourite wife Mumtaz Mahal. *Her* body lies there beside her husband's.

8 The Taj Mahal is one of the greatest buildings in the world. *It* took twenty-two years to complete. And *it* is built of white marble, exquisitely carved and inlaid in places with semi-precious stones. (Many of *these,* incidentally, have been stolen.)

9 India's population may soon be approaching a billion. *It* is second only to China's. *This* possibility weighs heavily on the country's regional and national governments. *Their* family planning projects meet with varying success.

10 Singapore has grown from practically nothing in the early nineteenth century into an independent Republic. *Singapore* is an island off the coast of Malaysia. It is linked by a road and rail bridge to *Malaysia* but seceded from *Malaysia* politically in 1965. *In the early nineteenth century* it was leased from the then owners by a British trading company. The present prosperity *of the Republic* is proverbial.

11 Japan deliberately cut herself off from the outside world from the early 1600s until 1853. So many of our consumer goods are now made *in Japan. In 1853* Commander Perry of the United States re-established communication. As a result of *this* Japan has not only caught up industrially with the West but has overtaken it in some respects.

12 George Bernard Shaw was an Irish playwright. A photo *of him* smiles impishly at me from the wall of my study. He audaciously set himself above Shakespeare. In one outrageous statement he said he despised *Shakespeare* as much as he despised Homer.

13 Shaw was, in fact, something of an intellectual clown. *This* did not prevent him from having a brilliant mind, a flashing wit and a power over the English language. *This*

power is fully seen in the prefaces. He wrote *prefaces* to most of his plays.

14 GBS, as he has come to be known, did not go to university but emigrated in his youth to London. He spent a lot of time *there* educating himself in literature, music and politics. *This* led to his becoming a critic and socialist orator before becoming a playwright. He did not fully establish himself in *this* role until his forties.

15 In 1860 Abraham Lincoln and his supporters renounced slavery in the United States. A war soon broke out between the North and South as a result of *this. It* cost half a million lives. And *it* ruined the South. *Its* slaves had been the basis of much of the economy. *They* were set free.

16 The two best known generals on the Northern side were Grant and Sherman, while on the Southern side the most famous military leaders were Lee and Jackson. *Grant and Sherman* have both had American army tanks named after them. To the best of my belief, no military equipment has been named after *Lee and Jackson.* Since Lee is usually held to be the greatest of the four, *this* is rather ironic.

17 The turning point of the American Civil War came in 1863 at Gettysburg. *It* went quite well for the South at first. General Lee's troops were defeated in *this* battle. And after *it* Abraham Lincoln made a speech. *It* is perhaps the most famous speech in American history.

18 The best known book to come out of the American Civil War is, of course, 'Gone with the Wind'. *Its* authoress, Margaret Mitchell, was herself brought up in the South. *There* she heard first-hand accounts of the struggle. Many of *these* she incorporated into her book.

19 Powered flight began with the two Wright brothers. *It* is perhaps the most important development of the twentieth century. *They* first achieved it on 17th December 1903. *Then* each of them made two short flights in North Carolina, USA, in the aeroplane 'Kitty Hawk'. *This* is now in the National Air Museum, Washington.

20 Their achievement would not have been possible without the work of Otto Lilienthal. *He,* a German, designed and flew a series of gliders. He unfortunately met his death in one *of them* in 1896 while experimenting with a new form of elevator control.

21 The next stage in the development of the aeroplane took place largely in France. *It* was greatly stimulated by the Wrights' achievements. *In France* Bleriot made his epoch-making cross-Channel flight in 1909. Governments were forced after *that* to take the flying machine seriously.

22 Unlike most of the aeroplanes of the time Bleriot's machine was a monoplane. *Most of the aeroplanes* were biplanes. He was the pioneer of *the monoplane* type. And *this type* has since proved itself by driving the biplane from the skies.

23 The problem of how to support a single wing was not fully solved until the 1930s. Bleriot had overcome *it* with wires from a central post. *In the 1930s* the use of thin metal or plywood allowed the construction of stronger wings. *These* needed no external support. *This* soon led to the building of such famous aeroplanes as the Spitfire and the Messerschmidt.

24 Another epoch-making flight took place in 1919. *Then* two Britons, Alcock and Whitten-Brown, flew non-stop across the Atlantic from Newfoundland to Ireland. They landed in a bog *there* after flying for over sixteen hours in an open plane of military type. *It* had been only slightly modified for the occasion.

8C Shortened constructions

Introductory note: You will already know (8Ac) that in defining clauses the object relatives *whom, which* or *that* can be left out, making the clause a little shorter. In this section we see how in most defining clauses not only the subject relatives *who, which* or *that* but also the verb can be left out or replaced, giving a shorter construction. This can also be done in some non-defining clauses, but, as shown below, only when there is a special relationship between the

clause and the rest of the sentence. These shortened constructions follow the same rules regarding commas and tone change as their parent clauses **(8Aa, b).**

Examples

	DEFINING CLAUSES **a** **Shortened constructions possible**	NON-DEFINING CLAUSES **b** **Shortened constructions impossible**
1	The McArthurs live in a house (which *has)/with* green shutters.	They live in number twenty-two, *which has* green shutters.
2	They have a large garden (that *runs)/running* right down to a river.	They spend a lot of time in their garden, *which runs* right down to a river.
3	This is an advantage for any member of the family (who is) fond of fishing.	This is an advantage for Harry McArthur, *who is* fond of fishing.
4	The boy (who is) in the garden is Harry's son Charles.	Charles, *who is* in the garden, is Harry's son.
5	The boy (who is) going fishing with Harry is his nephew David.	David, *who is* going fishing with Harry, is his nephew.
	Shortened constructions impossible	**Shortened constructions possible**
6		David, (who *had)/with* a look of expectancy on his face, stood fishing on the river bank.
7	People *who fish* have little time for other hobbies.	David, (who was) *fishing* a little way upstream from Harry, caught nothing at first.
8	Those *who know* Harry soon find out how keen he is on fishing.	Then Harry, (who knew)/ *knowing* how disappointed David was, gave him some special bait.
9	Anyone *who is* a keen fisherman (= Any keen fisherman) likes to encourage others in the sport.	Harry, (who is) a keen fisherman, likes to encourage others in the sport.
10	The boy *who went* fishing with Harry caught a sizeable fish.	

Explanation

a defining clauses beginning with the subject relatives *who, which* or *that* can be shortened by the use of (1) *with* or (2) *-ing* (present participle), or (3-5) by omitting the relative + verb *to be,* except when:

i they refer to a repeated action, a habit, or a hobby (7);

ii they contain verbs that describe mental states, and which are therefore without progressive forms (IBs), such as *know* (8), *believe* or *like* (compare 'Anyone thinking of calling on Harry had better not choose a weekend');[22]

[22] Verbs expressing desire such as *want* or *wish,* although not often occurring in the progressive form, may be used in a shortened construction after words of indefinite reference: 'People/Those/Anyone wishing to call on Harry ....'

iii they contain (9) the verb *to be* + noun *(a keen fisherman),* although such clauses can often be shortened by rewording as shown;

iv they refer (10) to an event completed before what is described in the rest of the sentence (compare 'The boy who fished alongside Harry caught a sizeable fish → The boy fishing alongside Harry ...').

b non-defining clauses can not be shortened (1-5) except when:

i they refer to something happening at the same time as what happens in the rest of the sentence (6, 7);

ii they refer to the cause (3Ab) of what happens in the rest of the sentence (8);

iii they provide information that relates closely to the rest of the sentence (9). The shortened construction is commonly in the form of a noun phrase *(a keen fisherman)* placed in apposition (8Bd) to the subject *(Harry),* but may begin with an adjective or verb participle: 'Harry, married and with three children, is a keen family man despite his passion for fishing.'

The test for (i) and (ii) is to see whether the shortened construction can be put elsewhere in the sentence, usually at the beginning but sometimes at the end: 'David stood fishing on the river bank, (with) a look of expectancy on his face/Fishing a little way upstream from Harry, David caught nothing at first/Then, knowing how disappointed David was, Harry gave him some special bait.' (Compare the clauses in 1-5, none of which could be moved if they were shortened.) The same test can be applied to (iii) when the phrase refers to the subject *(Harry)*: 'A keen fisherman, Harry likes . . ./Married and with three children, Harry is . . . .' Such phrases can, however, refer to theobject *(three children)* in a sentence, and then they cannot be moved: Harry has three children, Christine being (= of whom Christine is) the eldest, Charles the youngest.

Exercise 1

In some of the following sentences shortened constructions of the type shown in the Examples can be used, while in others they cannot. Read out or rewrite the sentences accordingly.

1 Marilyn has lost a purse that contained fifty pounds and a return air ticket.
2 Anyone who finds it should ring this number.
3 The loss was rather a shock to Marilyn, who was planning to fly to Chicago next week.
4 Marilyn, who is smiling all over her face, has just walked into the room waving her purse.
5 Is there anyone here who understands Japanese?
6 Willie, who is a young architect, has just got his first client.
7 His client, who is a Japanese, cannot speak much English.
8 Willie, who is anxious not to lose his client, is looking for an interpreter.
9 Lady Blenkinsop, who is a woman of considerable enterprise, is taking up farming.
10 She's taking over from one of the tenants on the estate, who farms about forty hectares.
11 Now Lady Blenkinsop, who is full of enthusiasm for her new life, gets up at five every morning to milk the cows.
12 1 tell those friends of mine who have sedentary jobs that they should take regular exercise.
13 After all, bank employees, who have sedentary jobs, are often first-rate athletes.
14 Anyone who buys a second-hand car should be on his or her guard.
15 A friend of mine who knows a lot about the used car trade has opened my eyes to some of its tricks.
16 Several young mothers, who all had babies in their arms, waited patiently at the clinic.
17 There are many people who are just not patient enough to wait like that to see a doctor.
18 Anyone who is thinking of taking the exam should give his name to me.
19 But I hope there's no one who thinks it'll be an easy exam.

20 Isn't that the girl who's always saying she wants to be an actress?
21 No, that's Zena, who is a fashion model and has a pet alligator.
22 I live in the old rectory, which has a beautiful walled garden.
23 It's one of the few houses which isn't up for sale.
24 You're talking about the Red Lion Hotel, which is on the right of the road, not the left.
25 On the left there's an oak tree that has branches which stretch right across the road.
26 Sir James, who has realised that his son Toby is a layabout, has told him he should get a proper job.
27 Toby, who had a note of sarcasm in his voice, asked his father if he thought his own job was a proper one.
28 I envy people who have no family ties and responsibilities.
29 You mean you envy spinsters and bachelors, who very often have no such ties and responsibilities.
30 My cousin Georgina, who has four young children, goes out to work.
31 A working mother who has four young children has her hands full.
32 Has the person who came to see us yesterday about the vacant post left her name and address ?
33 I notice that some of those who've applied for the post have no qualifications at all.
34 Any motorist who wishes to take advantage of our special offer should fill in the form below.
35 A handy map-case is an ideal present for someone who drives a lot.

Exercise 2

Here we repeat some of the sentences in 8A, B, since in each of them one or more of the relative clauses can be shortened. Rewrite the sentences accordingly.

1 Our neighbours include Sir James and Lady Blenkinsop _____ live at Blenkinsop Hall _____ stands in grounds _____ are open to the public in summer.
2 Sir James _____ is a Radical Member of Parliament is sometimes advised by those of his fellow MPs _____ are socialists to give up Blenkinsop Hall _____ was left him by his father and live in something _____ would have a less aristocratic image.
3 Sheila is one of the few teachers _____ is able to control their classes without ever raising their voices _____ is an ability _____ children appreciate highly.
4 New Zealand _____ is situated between latitudes 34°S and 47°S consists principally of two islands of _____ the southern is the larger but the northern the more highly populated.
5 The Maoris _____ at one time were divided into many tribes _____ were often at war with each other are now a peaceable people among _____ the tribal system scarcely exists.
6 The atomic bombs _____ were dropped on Hiroshima and Nagasaki had a power of twenty kilotons _____ is equal to that of 20,000 tons of TNT, whereas some of the bombs _____ have been developed since then are said to have a power as great as forty-five megatons _____ is equal to that of 45,000,000 tons of TNT.
7 These more powerful bombs _____ are now included in the arsenals of all countries _____ call themselves nuclear powers are known as hydrogen or thermonuclear bombs.
8 A hydrogen bomb depends for its operation not only on the process of nuclear fission or splitting _____ is the basis of the atomic bomb but on nuclear fusion _____ two nuclei _____ in this case are nuclei of 'heavy' hydrogen

come together to form a larger nucleus.

9 Nuclear fission _____ is the source of energy of atomic power stations results in the accumulation of harmful residues _____ are difficult to dispose of, whereas nuclear fusion _____ is the source of energy of the sun has no such residues.

10 The problem _____ scientists are faced with in trying to harness nuclear fusion as a peaceful source of energy is that it requires for its operation the high temperatures _____ are found in the sun but _____ so far have been produced artificially only by the nuclear fissionprovides the 'trigger' mechanism of the hydrogen bomb.

9 Linking: similarity and comparison: review of as, like, than etc.

Introductory note: This is a section of English grammar where there is more argument among English speakers about correct usage than anywhere else, and in the Explanation below you will accordingly find a good deal of advice about what to use and what not to use. The object of this is not that you should be a conservative speaker or writer of old-fashioned English, but that your English should avoid criticism which, particularly in examinations, might be to your disadvantage. (For a note on style marking, see 3.)

Examples

'When I worked (1) *as* a waiter, I worked (2) *like* a slave. It was (3) *like* working in a shop, (4) *as/(like)* you said it would be. In a restaurant, (5) *as/(like)* in a shop, you're atthe mercy of both boss and customers. Although I worked (6) *as hard as* the other waiters (did), I did (7) *not get as/so* many tips (as they did/them).' 'If you did (8) *the same* job as they did/them but got (9) *less* money (*than* they did/them), why didn't you leave (10) *sooner* (*than* you did)? After all, (11) *the harder* you work, *the more* you should earn.' '1(12) *prefer* working to doing nothing, and (13) I*'d rather* be a waiter than (be) a shop worker. It may be (14) *as* tiring a job but it's (15) *not such* a (great) strain on one's patience (as working in a shop).' 'There are (16) *other* things you could do *besides/apart from* working in a restaurant or shop.'	*as* AGAINST *like* *as* AGAINST *like* *as...as* *not as/so ... as* UNCOMPLETED COMPARISONS *the same...as* *than* AFTER COMPARATIVES UNCOMPLETED COMPARISONS *than* AFTER COMPARATIVES UNCOMPLETED COMPARISONS *the* WITH PAIRED COMPARATIVES *prefer* AGAINST *would rather* *as.. .as* *not such (a)... as* UNCOMPLETED COMPARISONS USES OF *than*	**a** **b** **c,d** **c,d** **j** **c,d** **e** **j** **e** **j** **f** **g** **c** **h** **j** **k**
'What could I do (17) *except/but* (*other than*) cook? And (18) I*'d*(just) *as soon* be a waiter *as* (be) a cook. There's little difference between them (19) *except* in their wages.'	USES OF *than* *would as soon...as* USES OF *than*	**k** **c** **k**
'Nonsense! A cook is quite (20) *different* in status *from*/(to) a waiter. He can keep the customers at a distance, (21) but <whereas/while> a waiter is at their beck and call.'	USES OF *than* COMPARISON BY CONTRAST	**k** **l**

Explanation

a *As* AGAINST *like* WITH NOUNS OR PRONOUNS : as indicates someone's or something's role or function (1); like is for similarity only (2). Compare also 'He waved the stick about like a sword' with 'He used the stick as a lever to open the door.' With -ing (verb-noun or gerund), only like is used (3).

b *As AGAINST like* WITH CLAUSES AND PHRASES : except with nouns, pronouns and -ing (see a above), the standard link for similarity is as (4, 5), and you are advised to use it, at least in written English. Write 'You should do as I do' not 'You should do like I do.'

Although the use of like, shown in the Examples in brackets, is quite common for clauses and phrases, it is considered wrong by many people.

c *As...as, the same... as* are links for equality, used with adjectives or adverbs (6) and nouns (8) respectively; for inequality we use not as/so ...as (7). Note the use of as... as with adjective + singular countable noun in Example 14 (compare 3 Ad) and of would as soon ... as with a verb in Example 18. Here is an example involving two different verbs: 'I'd as soon stay in this evening as go to the cinema.'

d *'As.. .as'* + CLAUSE OR (PRO)NOUN: after final as (6,1, 8) we can use a clause (the other waiters did/they did) or a noun or object pronoun (the other waiters/them). But we must avoid ambiguity or double meaning: instead of writing 'He's as fond of the dog as Georgina' we should make our meaning clear by writing either (i) 'He's as fond of the dog as Georgina is' or (ii) 'He's as fond of the dog as (he is) of Georgina.' In spoken English, a difference in stress can make the distinction clear: (i) 'He's as fond of the dog as Georgina' or (ii) 'He's as fond of the dog as Georgina' (compare 2Bk, m).

e *Than* AFTER COMPARATIVES like *less* (9) or sooner (10) can also (see d above) be followed either by a clause (they did/you did) or a noun or object pronoun " (them). Again, we must avoid ambiguity by writing either 'He likes the dog more than Georgina does' or 'He likes the dog more than he likes/does Georgina.'

f *The* WITH PAIRED COMPARATIVES (11): this is not the common, everday definite article, but a link word. Note a similar use of the in contexts like the following: 'What big teeth you have, grandmother!' said Little Red Riding Hood. 'All the better to eat you with!' said the Wolf.

g *Prefer* AGAINST *would rather*: when comparing what we like doing we generally use (12)prefer+-ing + to (preposition); when comparing what we would like to do we generally use (13) would rather (sometimes would sooner) + plain infinitive + than (17Bg). This is because would prefer, like would like, is followed by the full infinitive with to (lOCb), which means that, although we can say I'd prefer to be a waiter', we cannot complete a comparison with would prefer in good English: not 'I'd prefer to be a waiter to/(rather) than a shop worker.' (See k below.)

h *Not such ... as* is used instead of not as/so ... as with uncountable or plural nouns ('It's not such hard work/They're not such hard exercises as I thought'). It is also used with a singular countable noun (15), but not as/so great a strain or not as/so much of a strain is a possible alternative here. Not such a ... (as) can be transformed as follows: 'It's not such a strain (as working in a shop) → It's less of a strain (than working in a shop) → Working in a shop is more of a strain (than being a waiter).' (Compare 3Ad, 3Bb.)

j UNCOMPLETED COMPARISONS after *as* (7,14), comparatives (9, 10) or such (15) are common where the context is established, that is to say, when we know what we are talking about.

k THE USES OF *than* are as follows:

- **i** after comparative adjectives or adverbs (see e);
- **ii** after rather (see g);
- **iii** after other (17), although, when words come in between, than is much less common than besides or apart from (16). The phrase other than is itself less frequent than except (17, 19). But (17) in its meaning of except is also used in front of nouns or plain infinitives (cook), and is common in the phrase nothing but: 'He does nothing but complain about his job.'

You are advised not to use than after any other words besides those in i, ii and iii above, whatever you may see or hear. Its use, for example, after prefer (see g above) or after different (20) in place of from or the less accepted to is quite common, but there

are people on both sides of the Atlantic who regard such use as an 'abominable pestilence' (to quote from H. L. Mencken's classic book The American Language). So beware!

1 COMPARISON BY CONTRAST (21) may be linked with whereas or while or, more informally, with but. Only whereas can introduce the contrast: 'Whereas a waiter is at the customers' beck and call, a cook ' The adverbial (2B) that corresponds to these links for contrast is on the other hand: 'A cook can keep the customers at a distance. A waiter, on the other hand, is at their beck and call.' The adverbial on the contrary also expresses contrast but in a different manner, namely in the form of opposites: 'Helen wasn't angry at your remarks; on the contrary, she was delighted that you took some notice of her.' Neither whereas nor while can replace this adverbial. But can replace it only if the subject (Helen/she) is not repeated. Often the second verb is left out as well: 'Helen wasn't angry at your remarks, but (was) delighted that you took some notice of her (not but she was delighted ...).'

m See also as if (1Fc) as a link for similarity.

Exercise 1

Replace each number by the appropriate link.

This year hasn't been a bit (1) last year. The summer hasn't been nearly (2) warm, and our harvest is likely to be smaller (3) it's ever been. (4) this time last year we were cutting the corn, this year it's still green. However, other (5) give up farming altogether there's nothing we can do about it.

One of the difficulties of English is that it is not spelt (6) it is pronounced. Some letters, (7) in though or know, might just (8) well not be there. Another slight difficulty is that American spelling is different (9) some respects (10) British. Since it is a little nearer to English pronunciation, one could prefer it (11) British spelling.

Marilyn seems to regard me not (12) an adult (13) (14) a child. She doesn't talk to me in the same way (15) she does to the rest of us who work with her, although I have a university degree (16) them and am (17) good with figures. Perhaps she treats me (18) this because I'm younger and not (19) experienced in business. But there's no real difference between us (20) our ages.

'Why is Ken dressed (21) a woman?'
'Because he's going to the Blenkinsops' fancy-dress party. What are you going (22)?'
'I'm going (23) I am. I've got nothing else to wear (24) a dinner-jacket, and I don't want to go looking (25) a waiter.'
'Why not? If I went (26) a waitress we'd make a fine pair.'
'The Blenkinsops would probably put us both to work for the evening
(27) unpaid servants. (28) less attention you draw to yourself at a fancy-dress party (29) better.'

'But you'll draw all (30) more attention to yourself by not going in fancy dress!'

Sheila and Helen are very different (31) appearance. Helen's tall and willowy (32) Sheila's on the plump side and hasn't (33) a good figure. Helen's dark and green-eyed (34) Sheila's fair and blue-eyed. Sheila looks pleasant rather (35) pretty, (36) Helen looks (37) a film star. In short, Sheila's no beauty, but I'd prefer her (38) a friend (39) Helen. (40) my mother says, there's more to life (41) appearances, and in character Sheila stands head and shoulders above Helen.

Crossing the rope bridge over the ravine was more (42) climbing (43) walking. There were other people on it (44) myself, and they made it bob about (45) a clothesline. The leader went

over (46) a man crossing the street, (47) all I could do (48) last in the queue was to hold on (49) grim death and inch my way across (50) a spider.

'Why don't you and your husband emigrate to the States (51) us? Wouldn't you rather live there (52) in Britain?'
'No, I don't think so. I prefer smaller countries (53) larger ones. For one thing, I wouldn't want to be any further from the sea (54) I am.'
'I'd (55) soon live near mountains (56) the sea. But California's got both, (57) the rest of the West Coast. That's where we hope to be in three months' time. (58) sooner (59) better (60) far (61) I'm concerned.'
'Really? Well, I can see there's no more point in my trying to persuade you to stay (62) in your trying to persuade me to go. We might (63) well save our breaths. I'd only add that I don't think it's (64) important where you live (65) how you live.'

Exercise 2

Re-form the following using a comparative and than, in the way shown in the examples below. If you can, do the Exercise orally, without the book and with someone saying the sentences to you.

He's not so tall as *she* is. → --- *She's* taller than he is.

Her car's not nearly so economical as *mine*. → --- *My car's* much more economical than hers.

The play isn't such a flop as I *thought it would be*. → --- *I thought the play would be* more of a flop than it is.

1 The dining room hasn't as many chairs in it as the sitting room.
2 Upstairs the ceilings aren't as high as they are downstairs.
3 The house next door isn't so well built as this one.
4 We didn't arrive as early as we expected to.
5 It isn't nearly as noisy here as it was at the airport.
6 We don't live as near the town as we'd like to.
7 We haven't done as much homework as we should have.
8 London isn't such a big city as Tokyo.
9 The Atlantic isn't as salty as the Mediterranean.
10 Russia's not so densely populated as India.
11 Arabic isn't such a hard language as Chinese.
12 We're not so good at judo as the Japanese are.
13 Jupiter's not so far from the sun as Saturn.
14 Southerners are not so fair as northerners on the whole.
15 People aren't so friendly here as they are in the north of England.
16 There isn't as little petrol in the tank as you thought there was.
17 Flies are not such a nuisance as mosquitoes.
18 Salmon weren't nearly so scarce twenty years ago as they are now.
19 Inflation's not so had this year as last.
20 Being rich isn't such an advantage as people think.

Exercise 3

Re-form the following using a negative followed by as / so ... as or such .. .as, in the way shown in the examples below. If you can, do the Exercise orally, without the book and with someone saying the sentences to you.

My car's much more economical than hers. → Her car's not nearly as/so economical as mine.

I thought the play would be more of a flop than it is. → The play isn't such a flop as I

thought it would be.

1 Our grandparents worked harder than we do.
2 We have a higher standard of living than they have.
3 They live further from the town than we do.
4 They have less money than we have.
5 We have more confidence in the future than they have.
6 Young people are a lot more active than old people.
7 We have fewer responsibilities than they have.
8 Children are more of a responsibility than pets.
9 Dogs are more of a nuisance than cats.
10 They used to greet us in a more friendly way than they do.
I1 We see them more often than we used to.[23]
12 They speak the language better than we do.
13 German has a more complicated grammar than English.
14 She has less self-confidence than I expected.
15 He smokes more than he used to.[24]
16 We eat more than we should.
17 We behaved worse in our youth than the present generation does.
18 The house is better furnished than I thought it would be.
19 This is a better table than ours.
20 Inflation was a lot worse last year than this.

[23] See 11Ba for negative forms of used [juːst].

[24] See 11Ba for negative forms of used [juːst].

10 The infinitive and *-ing*

Introductory note: This section is supported by study lists 17B, C, D and their accompanying notes, which are placed towards the end of the book so that you can more easily avoid looking at them while doing the section Exercises. The lists are as follows:

17B Verbs and phrases followed by the plain infinitive (= without to)
17C Verbs followed by an object + full infinitive (= with to)
17D Verbs and phrases followed by -ing (gerund)

Common verbs not on these lists may:
i be directly followed by a full infinitive (as mentioned in 10B, Exercise 2) or
ii be followed by an infinitive or -ing (gerund or present participle) according to use or meaning, in which case they are dealt with in IOC and 10D.

10A The infinitive

Examples

	INFINITIVE (IN ITALICS)	FORM OF INFINITIVE	
1	You may *take* a horse to the	PLAIN	**a**
	water but you can't *make* him	PLAIN	
	drink. (Proverb)	PLAIN	
2	In other words, it's impossible *to force* people	FULL	**b, c**
	to do what their basic nature tells them	FULL	
	not *to (do).*	FULL (SHORTENED)	
3	"What do you think you'll *be doing* this time	PROGRESSIVE (PLAIN)	**d**
	next week?' 'I hope *to be eating* pineapples on	PROGRESSIVE (FULL)	**e**
	a beach in Acapulco and (*to be*) thoroughly	PROGRESSIVE (SHORTENED)	
	enjoying myself.'		
4	'Must the flight *be booked* now?/Does the flight	PASSIVE (PLAIN)	**f**
	have *to be booked now*?'	PASSIVE (FULL)	
	'Yes, she wants it (*to be*) *booked* straight away.'	PASSIVE (SHORTENED)	
5	'She clearly expected you *to have booked* it/it	PERFECT (FULL)	**g**
	to have been booked already.'	PASSIVE PERFECT (FULL)	

Explanation

a plain infinitives (1) like take, make and drink are used after the verbs and phrases listed in 17B. The list and accompanying notes will show you that some of these verbs, including make, are used with an object [him).

b The full infinitive (2) may follow any part of speech except prepositions. Thus it may follow adjectives (impossible).or the object of verbs such as force or tell (listed in 17C) to give an object + infinitive construction. When it is unnecessary to use the full infinitive because it is understood from the context, it is often shortened to to as shown.

c The full infinitive can also stand as grammatical subject at the beginning of a clause or sentence, as it does in the well known quotation* 'To err is human, to forgive, divine'; but in modern English the infinitive as subject is nearly always introduced by it (8Ap), so that instead of 'To force ... is impossible' we have the construction as shown (2). For special emphasis (on *impossible*) the full infinitive may be introduced by what (8Am):

> What's impossible is to force people to do something their basic nature tells them not to.

See also an example of introductory it used with for and the infinitive in lOBe.

d The progressive infinitive (3) is used to form the future progressive tense (will be doing) and other verb combinations (hope to be eating) that refer to something in progress, and therefore uncompleted, at a time-point such as this time next week (lBn).

e A second (or third etc.) infinitive in series may be shortened down to the last element (enjoying) as shown (3). Other forms of infinitive (2, 4, 5) may be similarly shortened:

I want to eat pineapples, lie in the sun and get brown.
The flight must be booked today and paid for tomorrow.
She expected it to have been booked and paid for already.

f The passive infinitive (4) may be shortened without being in series when it occurs after wish, want etc. (see lOCb) in an object (if) + infinitive (to be booked) construction. The use of the infinitive (active or passive) in passive constructions is dealt with in 13B.

g The perfect infinitive (5) relates to time before that of the introductory verb (expected). The relationship can be shown as follows (and see also 13Bb):

She clearly expected you to book it (= she clearly thought that you would book it) → infinitive
She clearly expected you to have booked it (= she clearly thought that you had booked it). → perfect infinitive

The perfect infinitive may also be in plain or in progressive form:

You should have booked it already.
You seem to have been making a lot of mistakes lately.

h A passive progressive infinitive exists but has not been included in the Examples or Exercise because it is phonetically awkward and rarely used: 'The Government's counter-inflation strategy may be being blown off course.' (The Guardian, 29th September 1981) A possible rewording would be 'is perhaps being blown off course.'

Exercise

Use the correct form of infinitive for the verbs in brackets. In preparation you should look not only at the Examples and Explanation above but also at study lists 17B, C (see Introductory note to this section).

Before she went to Paris, Zena said she needed (1 brush up) her French, so I gve her a few lessons. "Why not (2 stay) for a few days after your work is over and (3 practise) the language?' I suggested.

On her return Zena was made (4 open) all her bags at the customs. They must have been very suspicious of her, for they finally made her (5 turn) out all her pockets. It hardly helped matters when she said in a loud voice: 'How dare you (6 suspect) me of smuggling?'

She then turned to me, who happened (7 travel) with her, and said: 'How can you stand there and let me (8 accuse) of something you know I haven't done?'

Although I knew Zena was innocent of smuggling, I dared not (9 interfere), as I didn't want my bags (10 search) like hers.

Things appear (11 go) from bad to worse on the stock market at the moment, but I think I'd still rather (12 be) a stockbroker than anything else. As the firm's senior partner, though, I do expect (13 tell) about things as soon as they happen. It would have been easy for my colleague (14 pick) up the phone and (15 give) me the necessary information, but he just couldn't be bothered.

'I don't want there (16 be) any secrets between us when we're married,' said Denis to Helen. 'We'd better not (17 have) any before we're married either,' replied Helen ominously. Later Helen let (18 fall) a remark that suggested her engagement to Denis might soon be off. 'Why

(19 get) married at all?' I heard her say, before her voice was drowned in the general conversation.

Ken's a versatile athlete; I've known him (20 compete) in four events at a sports meeting and (21 win) two of them. It's a pity Willie can't find more time for sport; he seems always (22 work).

When I called on the McArthurs, Harry chanced (23 garden) for once, not (24 fish), and so I was able to have a chat with him. He and Mary seem (25 have) a very happy marriage so far, don't they? But their son Charles played rather a nasty trick on them the other day, when he pretended (26 injure) in a cycle accident that had never taken place. When he told them the truth he made matters worse by saying they'd been stupid (27 believe) his story. His mother was so upset by his behaviour that she wants his pocket-money (28 stop) for six months.

Can you help me (29 find) better accommodation and a more understanding boss? When he came back from a business meeting this afternoon he expected me (30 type) all the letters he had given me and (31 have) them ready for him to sign. I was quick (32 let) him (33 know) I'd had other things (34 do) besides typing his letters. I hope soon (35 work) in a new job and (36 live) in a flat of my own.

1OB The -ing form as gerund

Examples

1	' Winning is important,' says Ken, 'but breaking the local club records is what really matters to me.'	AS SUBJECT	a
2	When the athletic season approaches, Ken works hard at keeping fit. His training programme includes running up and down stairs twenty times before breakfast.	AS OBJECT	b
3	I dislike him/his doing it, but it's no use (me/my) trying to stop him.	AFTER PRONOUN/ POSSESSIVE	c, d
4	It was the duty of the police to prevent the President (from) being shot.	AFTER NOUN PASSIVE	e, f g
5	A woman reported seeing <having seen>* an armed man in the crowd before the shooting, but no one reported being searched <having been searched> for weapons by the police.	<PERFECT>	h

Explanation

a The gerund or verb-noun can be a grammatical subject in a sentence (1), either by standing alone {Winning) or heading a phrase (breaking the local club records). For emphasis, the gerund may be introduced by it or by what:

It's breaking the local club records that really matters to me.
What really matters to me is breaking the local club records.

(Compare the infinitive as subject, lOAc.)

b The gerund may be a grammatical object (2) like keeping or running, after:

- **i** any preposition (at), including those of prepositional phrasal verbs like set about, get out of(17Gii)
- **ii** verbs such as include (2), which are listed in 17D.

c The gerund also occurs after a few phrases like it's no use (3), also listed in 17D.

d The gerund, instead of directly following a preposition, a verb or a phrase, may (3) have before it an object pronoun (him) or possessive (his) to indicate a change of

reference from the subject (I) to someone else (him). This construction is the equivalent of an object + infinitive (lOAb), as the following may help to show:

I dislike doing it and so	GERUND
I don't want to do it.	INFINITIVE
I dislike him/his doing it and so	PRONOUN/POSSESSIVE + GERUND
I don't want him to do it.	OBJECT + INFINITIVE

Where (3) the reference to the subject of the sentence (I) is clear, there is no point in using the pronoun/possessive (me/my) before the gerund except for emphasis: 'I dislike him doing it but it's no use my trying to stop him. Perhaps you could have a go.'

e The gerund may (4) be preceded by a noun instead of a pronoun. The possessive of nouns, corresponding with his, my (3), is rarely used: not in 4 'the President's being shot.' It is only at the beginning of sentences that it may be preferred to the corresponding noun, but both are usually avoided:

The President's/(President) mixing with the crowd was obviously dangerous → It was obviously dangerous for the President to mix with the crowd as he did.

(Without the last three words it would not be absolutely clear that the President did mix with the crowd: 'It was obviously dangerous for the President to mix with the crowd, and so he didn't.')

f With one or two verbs such as prevent (4), the use of a preposition (from) before the gerund is optional (see 17D).

g Note (4) the passive gerund (being shot).

h The use of the perfect gerund (5), either active [having seen) or passive (having been searched), is seldom necessary, since the time relationship of gerunds such as seeing and being searched is normally clear:

reported seeing = reported that they had seen
reported being searched = reported that they had been searched

Only in contexts such as the following is a perfect gerund necessary:

He admitted having had the intention of shooting the President (= admitted he had (once) had the intention).

He admitted having the intention of shooting the President (= admitted he (still) had the intention).

j It is worth pointing out here that words ending in -ing are not all gerunds. Some (see ending in the previous sentence) are verb-adjectives or present participles (10D). Others (the shooting in Example 5) are true nouns. Unlike gerunds or verb-nouns, true nouns cannot of course take an object and require a preposition to relate them to another noun. Compare:

It is the duty of the police to stop the shooting of Presidents. NOUN
It is the duty of the police to stop shooting Presidents. GERUND

Note the difference in meaning! (See also 3Bd, m.)

Exercise 1

For the verbs in brackets, use the -ing form (gerund), either active or passive, as shown in the Examples. An object pronoun/possessive may be required (see Example 3).

1 Are you against children (watch) television?
2 Of course not. I've got used to (do) all sorts of things we never did as children.
3 But I'm against television (watch) too often, either by children or adults.

4 Please forgive (be) so late; I was unavoidably detained.
5 Most people detest (keep) waiting, and I'm sure you're no exception.

6 Although Sheila looks quite like her younger sister, she's very different from her in character and dislikes (mistake) for her by strangers.
7 Sheila's kind but firm with the children in her classes, and doesn't tolerate anyone (fool about).
8 'I haven't finished (talk) to your father yet,' said Mary McArthur to her son Charles, 'so don't interrupt.'
9 'Then I'd appreciate (tell) me when you've finished so that I can get a word in,' replied Charles cheekily.
10 Pardon (mention) it, but could I have the ten pounds back that I lent you last month?
11 I grudge (lend) money to people who are less than meticulous about (pay) it back.

12 (Be) my boss doesn't excuse (treat) me the way you do.
13 In fact I'm not going to stand (treat) like a slave any longer.

14 Pressure of work prevented (take) my usual summer holiday this year.
15 Now I'm very much looking forward to (go) to Italy in the autumn.
16 I can't foresee anything (happen) to stop (go) there.

17 Willie's contemplating (learn) Russian with a view to (read) Tolstoy in the original.
18 (Learn) Russian does, of course, entail (learn) a new alphabet, but that's the least of 6ne's difficulties.

19 1 escaped (have) to go into the army when I was young because the Government abolished conscription.
20 As I'm nearly forty I don't anticipate ever (call up) now.

21 Robert admits (have) too much to eat when he broke the chair he sat on.
22 I don't recollect (apologise), which he certainly should have done.

23 Charles's sister's in the garden practising (stand) on one leg, as she's got the part of a stork in her college pageant.
24 I can't bear (stand) there all by herself looking so sad and lonely.

Exercise 2

Before doing this Exercise you are advised again to study lists 17C and 17D, as well as the following examples. Any italicised verb in the Exercise that is not on those lists will be directly followed by the full infinitive, like seem below; and any adjective or phrase that is not listed will be followed by the full infinitive, like it's wrong below. This and the previous Exercise cover between them nearly all the verbs and phrases listed in 17D.

it's wrong	I don't think we should eat songbirds like thrushes or blackbirds.	I think it's wrong (for us) to eat songbirds like thrushes or blackbirds.
justifies	Surely hunger gives one the right to eat anything.	Surely hunger justifies eating anything.
seem	It looks as if most people around here have given up the habit.	Most people around here seem to have given up the habit.
continue	I'm sure they won't stop doing it unless there's a law against it.	I'm sure they'll continue doing/to do it unless there's a law against it.
order	You're not going to demand that I shouldn't do it, are you?	You're not going to order me not to do it, are you?

Without altering the meaning, reword the following sentences by using the words on the left

either with the -ing form (gerund) or with the full infinitive/object + full infinitive, as shown in the examples above. Do not change the italicised words in any way.

1.	suggests	Helen proposes that we go to the Upper Crust disco.
2.	necessary	Do you have to be a member to get in?
3.	managed	The last time I went I succeeded in getting in all right.
4.	we're unlikely	Ken's a member, and so I don't expect we'll have any difficulty.
5.	infancy	Do you want to go to the disco, Sheila?
6.	put her off	Don't say anything that will make her not want to go.
7.	mind	Will your mother object to your taking her car?
8.	she allows	She has said I can use it whenever I like.
9.	worth	There's no point in going all the way home to fetch mine.
10.	risk	You may be stopped by the police if you drive without seat belts.
11.	caused	Ken lost control of his car because there was a blowout in one of the front tyres.
12.	avoid	I never drive that way into town.
13.	given up	I no longer count the times Denis has damaged the company car.
14.	forbid	Why don't you say he mustn't use it under any circumstances?
15.	no use	He can't possibly plead ignorance of the company rules, because he was given a copy of them.
16.	deserve	It's not right that he should get away with things the way he does.
17.	denies	Denis says he didn't break your calculator.
18.	can you imagine	You don't think he'd ever admit it, do you?
19.	impossible	My secretaries can't possibly cope with the work in this office without calculators.
20.	enables	With them they can do the work in a fraction of the time.
21.	miss	I find it a great disadvantage not to be able to use one whenever I want.
22.	the last... the first	Denis usually arrives last in the office in the morning, but seldom leaves first in the evening.
23.	surprised	I hear the boss thinks quite highly of him, which surprises me.
24.	I dare	I bet you'd never tell Denis to his face what you really think of him!
25.	he's certain	I'm sure he'll ask you your opinion of Helen.
26.	rely on	Yes, you can always be sure Denis will ask awkward questions!
27.	can't afford	It would be a bad thing if I made an enemy of Helen.
28.	put off	I've decided not to go to Tokyo till Monday.
29.	involve	Leaving tomorrow would mean that I missed the finals of the Wimbledon tennis tournament.
30.	arranged	Ken and I are going to meet in London when I return from Tokyo.
31.	considering	We think we might hire a boat for a week's cruise on the Thames.
32.	I enjoy	Messing about in boats is fun.
33.	intend	My aim is to get a boat of my own one day.
34.	resent	I strongly object to paying excessive rents to profiteering boat-hirers.
35.	persuade	I'm trying to convince Willie he should come with us.
36.	keep	I tell him repeatedly that he needs a holiday.
37.	advised	His own doctor has told him he should have one.
38.	warned	He has told him he should not overwork.
39.	recommends	My doctor says one should take shorter, more frequent holidays.
40.	be made	Someone must make Willie see sense.

41.	expect	How much longer do you think Marilyn will stay in the States?
42.	plans	Her idea is to return next month.
43.	encouraging	Her American friends are probably trying to make her stay longer.
44.	resist	They're so hospitable that she may find it hard not to stay a little longer.
45.	foresee	But I don't think she'll stay there over Christmas.
46.	difficulty	Some Americans find her Midlands English accent difficult to understand.
47.	mentioned	By the way, she said she'd met Toby the other day.
48.	she happened	It so happened she was staying at the same hotel as he was.
49.	necessitate	To get to know Toby well, one would have to share his leisure pursuits.[25]
50.	propose	That's not something I'm thinking of doing.

1OC Verbs taking a full infinitive or -ing (gerund) according to meaning

begin	**d**	*go on*	**e**	*mean*	**e**	*remember*	**a**
cease	**d**	*hate*	**b**	*need*	**e**	*start*	**d**
dread	**c**	*like*	**b**	*prefer*	**b**	*try*	**e**
forget	**a**	*love*	**b**	*regret*	**c**	*understand*	**e**
						want	**e**

These verbs fall into five groups, which are dealt with in turn below (a-e).

Examples and Explanation

a Remember, forget. If remember means not to forget beforehand to do something, it takes the infinitive, but if it means to recall or recollect something afterwards it is followed by -ing:

I must remember to ask Zena if she remembers going to Paris as a child.

Similarly, forget takes the infinitive if it means not to remember beforehand and -ing if it means not to remember afterwards:

I forgot to ask her whether she has completely forgotten ever going there.

b Like, love, prefer, hate take the infinitive when we have feelings beforehand about what may happen, f so that the meaning of these verbs is then (not) wish, (not) want or hope:

I didn't like to disturb her (= I didn't want to ...).
I don't like to disturb her (= I don't want to ...).
I wouldn't like to disturb her (= I hope I won't...).
I'd love to come skiing with you (= I very much want to ...).
I'd prefer not to go out this evening (= I hope I won't have to ...).
I'd hate him to suffer a lot of pain (= I very much hope he won't...).

When our feelings accompany or follow what happens (or what we know will happen) so that the meaning is (not) enjoy or (not) take pleasure in, these verbs take -ing or (when affirmative) the infinitive:

I didn't like disturbing her (which I did).
I don't like disturbing her (which I've done/I do).
I shan't like disturbing her (which I shall do).

---

[25] Note that the infinitive To get is not acting here as subject (lOAc) but is an infinitive of purpose (= 'In order to get to know ...'). Avoid using it as the subject of necessitate (see lOBa).
What does happen depends on circumstances: 'I don't like to disturb her, and so I'll call again later/but I'm afraid I must.'

I love skiing/to ski in the early spring (which I've done/I do).
I prefer staying/to stay in on cold winter evenings (which I do when I can).
I hate him suffering/to suffer so much pain (which he has done/does).

Note that for comparisons (9g) prefer should be used with -ing, not the infinitive:

I prefer staying in to going out on cold winter evenings.

Note also that, like hate above, all these verbs may be used with an object + infinitive. In this construction the infinitive to be is often omitted before a past participle, an adjective or an adverbial, as it is with wish or want (10 Af):

I'd like my steak (to be) well done, please.
I know you prefer yours (to be) nearly raw.
She'd like us (to be) there by nine o'clock.
I'd hate my hair (to be) as long as that.

c Dread, regret are used respectively with the infinitives to think and to say (also to tell, to inform etc.), but with the -ing of verbs that describe what almost certainly will happen (dread) or what has happened (regret):

I dread to think what may happen (and so I'll try not to think about it).
I dread going to the hospital (but I'm going).
I regret to say your husband is seriously ill (= I don't like to say what I'm going to say, but...).
Do you regret telling her what you did?

d Begin, start, cease. Usage with begin and start can be shown in the following example:

It begins to get/getting cold in early October, when the leaves are starting to turn. It's then that we begin to realise that the year is dying and that we start getting/to get ready for winter.

As the example shows, begin and start may be used with either the infinitive or -ing, but there is a tendency to use the infinitive for events that are impersonal (It begins to get cold) or involuntary (I began to get cold) and -ing for voluntary actions (we start getting ready). However, both begin and start are used with the infinitive when:

i they are in the progressive form (are starting) and
ii the verb that follows (to realise) has no progressive form (1Bs).

Cease, which is generally a formal alternative to stop (17Df), is like begin and start in points i and ii but otherwise usually takes -ing:

i Our firm will shortly be ceasing to produce this particular model.
ii Many people have ceased to believe in the efficacy of the nuclear deterrent.
iii When shall we cease squabbling and fighting among ourselves ?

e Go on, mean, need, try, understand, want are used either with the infinitive or the gerund according to their meaning, as follows:

goon	= proceed	+ INFINITIVE
	= continue	+ -ing
mean	= intend	+ INFINITIVE
	= entail	+ -ing
need	= have a need (people)	+ INFINITIVE
	= be in need of (things)	+ -ing or passive INFINITIVE
try	= attempt, endeavour	+ INFINITIVE
	= experiment with	+ -ing
understand	= have the impression	+ INFINITIVE
	= understand why	+ -ing
want	= wish	+ INFINITIVE
	= be in need of	+ -ing

The following examples should help to make these distinctions clear:

After eating two dozen oysters, Robert went on to consume a huge steak with chips.
He went on eating long after the others had finished.
He meant to get up early but overslept.
Tell him that getting up earlier will mean going to bed earlier.
We need to be sure we can afford the alterations.
Most of the house will need rebuilding/will need to be rebuilt.
Christine has tried to stop hiccuping for over an hour.
Has she tried drinking salted water?
I understood her to say she didn't like strawberries.
I can't understand anyone not liking them.
Except for the money, who'd want to be a lawyer?
The whole matter of the inheritance wants looking into.

Exercise

Choose the correct form, full infinitive or -ing, for each number. As well as the verbs dealt with above there are the words good, help and stop, for which adequate preparation is given in study lists 17C, D.

Helen should stop (1 criticise) people behind their backs. Has she, I wonder, ever stopped (2 think) what people must be saying about her in return?

'If you say I sent Sheila and Ken an invitation to our party I suppose I must have, but I completely forget (3 do) so.'
'You certainly did, because here it is; you gave it to me to hand on to them, but I forgot (4 do) so.'

I regret (5 say) that Sheila didn't get the headmistress's post she applied for. She now regrets (6 apply) for it, because the application took up a lot of her time.
Although I don't like (7 look after) Zena's alligator while she's away I do so because I wouldn't like Zena (8 think) I was afraid of it.

The McArthurs' elder daughter simply loves (9 ski), and would clearly love nothing so much as (10 turn) professional and (11 become) an instructor.

The world's political and social problems have, quite honestly, ceased
(12 interest) me. I ceased (13 try) to put the world in order soon after leaving
university.

'Do you mean (14 tell) me that Willie's firm of architects didn't accept that wonderful contract with the Town Hall?'
'Yes, I do, because if they had it would have meant (15 give up) an even better contract in New York.'

It was getting dark and storm clouds were beginning (16 form) when we eventually arrived at the mountain hut. We'd begun (17 think) we might have lost our way.

Robert is putting on weight. He says he can't help (18 eat) large meals however hard he tries. He hopes that the new football season may help him (19 take) off a few pounds.

You say you've tried (20 stop) (21 snore) but have failed. Have you tried (22 sleep) on your stomach?

Although I generally prefer (23 be) frank to (24 be) secretive, on this particular occasion I prefer (25 keep) my opinion of Denis to myself, if you don't mind.

My uncle started (26 smoke) heavily a couple of years ago and now his health is starting (27 deteriorate).

Lady Blenkinsop says she got my cheque. Well, I remember (28 write) it, but I don't remember (29 post) it to her.

However good one may think it is (30 get) out into the fresh air at weekends, it's no good (31 try) (32 convince) Toby of that; he prefers indoor pursuits like billiards.

'I see that Ken has arrived to play tennis with us. I understood him (33 say) yesterday that he wouldn't have time for a game today, didn't you?' 'Yes, I did, but I can understand him (34 change) his mind when he heard Sheila was here.'

I dread (35 think) what my father's reaction will be when I tell him the news. That's why I'm dreading (36 go) home tomorrow for the weekend.

I hate him (37 criticise) me the way he does. But I'd hate him (38 think) his criticism had any effect upon me, and so I keep quiet.

My mother wants me (39 cut) the lawn. I know it wants (40 cut), but I really haven't time this weekend.

You can't say Harry McArthur hasn't tried (41 interest) his son Charles in fishing. He has even tried (42 give) him a prize for every fish he catches, but all in vain.

You need (43 be) a little more careful in what you say to Sheila's mother. I know her ideas need (44 modernise), but there it is; she strongly objects to risque stories.

If I've forgotten (45 lock) the car it's the last time I'll forget (46 do) so because it's sure to have been stolen!

After he'd talked about politics for a bit, Sir James went on (47 tell) us about his experiences in Brazil. I must say this was a relief, because if he'd gone on (48 talk) about politics most of us would have got a bit bored.

I'd have very much liked (49 have) your advice yesterday on a financial matter, but I didn't like (50 ring) you in case you were busy.

10D Verbs taking the infinitive or -ing (participle) according to meaning

be	**d**	*get*	**c**	*leave*	**c**	*see*	**a**
come	**b**	*go*	**b**	*notice*	**a**	*send*	**b**
feel	**a**	*have*	**c**	*observe*	**a**	*take*	**b**
find	**c**	*hear*	**a**	*overhear*	**a**	*watch*	**a**

These verbs fall into four groups which are dealt with below (a-d), after the Introductory note.

Introductory note: The present participle or verb-adjective in -ing has already occurred in this book as a causal link (3A), a time link (7) and in shortened relative constructions (8C). It is important that you should be familiar with its use in these contexts and in those given below rather than worry about the grammatical difference between it and the gerund or verb-noun (10B), a difference that sometimes disappears. However, there is an important practical difference, which is that the present participle, unlike the gerund (lOBd, e), can not be preceded by a possessive:

We saw him (not his) leaving by the back stairs.

The object of saw is him, which can become the subject in a corresponding passive:

He was seen leaving by the back stairs.

Compare with these sentences the following, in which the respective object and subject is his leaving (gerund) secretly like this:

We saw (= regarded) his leaving secretly like this as something very suspicious.

His leaving secretly like this was seen as something very suspicious.

Besides see, there are a number of verbs that can be followed by an object + -ing (participle), such as catch (a candidate cheating), keep (an applicant waiting), set (a clock going), smell

(something burning). But most verbs, including see, that take -ing like this can also take an object + infinitive (plain or full), depending on meaning, and it is these verbs, together with a few others that are used without an object, that are dealt with here.

Examples and Explanation

a Feel, hear, notice, observe, overhear, see, watch (verbs of three senses) are followed by an object + infinitive to refer to a complete event and by an object + -ing to refer to part only of an event: 'Yesterday I saw Robert eat a whole cake in twenty minutes. You often see him eating huge platefuls of food after a football game.' We see the complete action of eating the cake, because it is a short event in one place, but we do not see the whole of the 'eating huge platefuls....' When these verbs are in the passive the principle is the same, but the full, not plain, infinitive is then used (see 17Be): 'I was overheard criticising my boss yesterday. But luckily I wasn't heard to say I didn't like him.'

b Come and go are verbs of movement which may be used with an infinitive of purpose (4Aa) or in a phrase with -ing to describe an activity (go swimming/fruit-picking etc.): 'In the old days, when people were poorer, tramps used to come knocking on our door to beg a crust of bread.' Take can be used as a verb of movement in the same sort of way, but is followed first by a personal object: 'I'm taking Christine skiing/to watch the ski-jumping.' With the infinitive to mean, however, take signifies interpret: 'I take you to mean (= I interpret you as saying) you're also going skiing yourself.'

Send with a personal object is, in the case of a few verbs, followed by -ing, but more commonly by an infinitive of purpose: 'Mary McArthur sometimes sends Charles (out) shopping, but she never sends him to buy strawberries in case he eats them all.' (See also 4B, Examples 4 and 5.)

c Find, get, have, leave are used with an object + infinitive (full except after have) or -ing according to meaning as follows:

find (by investigation = find that...)	+ infinitive[26]
(by chance)	+ -ing
get/have (causal)	+ infinitive
(expressing result)	+ -ing
leave (with a commitment)	+ infinitive
(in a condition, position etc.)	+ -ing

The following examples should help to make these distinctions clear:

The police, searching for the murderer, found a man hiding in a ditch (not The police found that a man was hiding ...).

They later found him to be unconnected with the crime (= They later found that he was unconnected ...).

I'll get him to repaint/have him repaint the whole room.

I'll soon get/have the house looking nice and smart.

Georgina often leaves her older children to look after the younger ones.

One day they left the tap running and flooded the house.

Get is much more common than have when used causally with the infinitive (to repaint), but when these verbs are used causally with the past participle have is probably more common than get:

I'll have/get the whole room repainted.

Get expressing result cannot be used for present time except as a supplement (got) to have:

I've got/I have the house looking nice and smart now.

For have expressing obligation, see 11D; for its use in the auxiliary passive, see 13A1.

[26] Usually to be or to have.

d The verb be is of course used with -ing to form the progressive infinitive (1OAd) and progressive tenses (IB). It is also used with the full infinitive to mean can and must, and to express an arrangement (HE), including the 'arrangements' of fate. Some of these uses, like the first two below, are in questions that are rhetorical, that is to say, that do not really expect an answer.

What's to become of us? (= What will be our fate?)
What am I to do? (= What can I possibly do?)
You're to calm down and not get so excited. (= You must)
I'm to phone Sir James at six, as he said he might be able to help us. (= The arrangement is that I should phone….)[27]

Exercise

Choose the correct form, infinitive or -ing, for each number.

I'm glad Zena's learning to relax. I saw her yesterday evening quietly (1 read) a book. All I'd ever seen her (2 do) before was (3 open) one to flip through the pages.

Marilyn called on her mother the other day and found her (4 lie) on the sofa scarcely able to move. When they got her to hospital she was found (5 suffer) from pernicious anaemia.

When there is a bit of home decorating to be done the rest of the family are enthusiastic to begin with, but usually leave me (6 finish) the job. Once, when their favourite television programme came on, I was left (7 stand) on the stepladder (8 hold) the end of a piece of wallpaper.

'How are you (9 get) to Amsterdam on Thursday, by rail or by air?'
'I haven't decided. Whichever way I go, the problem is to know how I'm (10 get) there in time for the committee meeting at two.'

Marilyn got her father (11 lend) her some money to start her business with. I hear she's got her office (12 run) very smoothly now.

'You want to see Harry McArthur? I'm afraid he's gone (13 fish) and won't be back for some time.'
'Really? I thought he'd gone (14 meet) Christine at the station and would be back quite soon.'

'The Managing Director says Denis isn't (15 use) the company cars without his personal permission. Apparently he damaged one the other day.' 'He damaged mine once. I can assure you he's hot (16 borrow) it again under any circumstances.'

The sound of gunfire sent us all (17 run) for cover. When silence reigned once more we sent two of the platoon (18 find) out what had happened.

'Sir James is very persuasive; I can see he'll soon have you (19 vote) for him if you listen to him any longer.'
'What would you have me (20 do), then - not (21 go) to any more of his political meetings?'

Do you know what I've just heard Sheila (22 say)? She said she'd never speak to Helen again. Apparently Helen's been overheard (23 say) uncomplimentary things about Sheila's mother. Among other things, she was heard (24 say) she was practically illiterate.

Mary McArthur's taking Charles and Christine up to London tomorrow (25 see) the sights. While his wife takes his son and daughter (26 sightsee), Harry's taking his nephew David (27 fish). I take this (28 mean) that he wants David to catch the fishing bug too.

I was watching Willie in his architect's office the other day (29 work) on the plan of a new building when I saw him absent-mindedly (30 write) 'Sheila' in one of the rooms. He noticed

[27] For the use here of should, see 11Fa.

me (31 watch) him and blushed.

First I heard the door (32 click). Then, as I lay there in the dark, I heard footsteps slowly (33 approach). Then I heard them (34 stop). I could feel my heart (35 beat). The police had observed a man (36 loiter) outside the block of flats several days before, and had come (37 tell) me about it. He had been seen (38 be) particularly interested in the first-floor flats. Could this be the person that had come (39 creep) into my flat in the middle of the night? I was never (40 know), because at that moment my corgi gave a sleepy growl - enough, apparently, to scare the intruder away.

11 Auxiliary verbs: particular uses

Introductory note: Auxiliary verbs like will, have, may, should are so called because they cannot be used alone[28] but only as an aid or auxiliary to another verb. A few of them, such as will and have, are auxiliaries for tense (IB), but all except do are modal auxiliaries in that they are used with other verbs to convey a particular sense or 'mood' like the following:

She'll be there by now.	assumption
She has to be in the office by eight.	obligation
She may have missed the bus.	possibility
She should have got up earlier.	advisability

Auxiliary verbs can form the interrogative or negative without do; and the negative not, except after may, can be contracted to n't:

Will she be there yet?
Has she (got)/Does she have to be in the office by eight?
She may not have caught the bus.
She shouldn't have overslept.

Most auxiliary verbs combine with the plain infinitive (see 17B), but be, have, ought and used [juɗst] take a full infinitive. The following is a list of modal auxiliaries together with the 'moods' they express and the sections in which they appear:

is to, was to etc.	ARRANGEMENTS ETC.	1ODd, 11E
can, could	ABILITY, PERMISSION, POSSIBILITY	11A
could...!	DUTY (WITH REPROACH!)	11E
cannot, could not	INABILITY, PROHIBITION, IMPOSSIBILITY	11A
cannot (have), could not have	CONCLUSION	11C
dare		17Ba
have to	OBLIGATION (NECESSITY ETC.)	11D
may, might	PERMISSION, POSSIBILITY	11A
may (... but)	CONCESSION	11B
might...!	DUTY (WITH REPROACH!)	11E
must (not)	OBLIGATION (COMMAND ETC.)	11D
must (have)	CONCLUSION	11C
need... ?[29]	OBLIGATION (WEAK)	11D
need not	ABSENCE OF OBLIGATION	11D
ought to, should	EXPECTATION	11C
	ADVISABILITY, DUTY	11E
should	SUGGESTIONS, OPINIONS, FEELINGS ETC.	11F
used [juɗst] to	PAST ACTIVITY OR STATE	11B
will, would	HABIT	11B
will (have)	ASSUMPTION	11C
will not, would not	REFUSAL	11B
would	TYPICAL BEHAVIOUR	11B

11A Ability, permission, possibility

ability/inability	can/cannot, could/could not
permission	can, could, may, might
prohibition	cannot, could not, may not
possibility	may (not), might (not), could

[28] 'Except where the context is understood: 'Do you think she'll be there by now?' 'Yes, I think she will.'
[29] Need used affirmatively ('I need to.../l need a ...') is a non-auxiliary or main verb (see lOCe, 17Bf).

possibility/impossibility can/cannot, could/could not

Examples

USES			
I hear you're organising another walking tour in the Highlands. *Can/May* I join it?	PERMISSION		a
Certainly you *can/may*. Only nonagenarians and toddlers *can't* join my walking tours.	PERMISSION PROHIBITION		b c
I *can* (= I'm able to) carry a loaded rucksack thirty kilometres without getting terribly tired. And I'm sure I *can* (= I'll be able to) get the necessary time off from work.	ABILITY ABILITY		d d
Good. Bring warm clothing. It *may/might/could* snow while we're up there. It *can* snow there even in summer. You *can't* rely on Scottish weather.	POSSIBILITY POSSIBILITY IMPOSSIBILITY		e f g
I*'ve been able to/was able to borrow* Ken's large rucksack for this trip. Last year I *wasn't (able to)/was unable to/couldn't.*	ABILITY INABILITY	(REALISED)	h j

Explanation

a In asking for permission (1), may is more polite than can. They are replaced by might or could when the speaker is being cautious, tactful, timid or extra polite:

Might I perhaps/Could I possibly join it?

(Might can also be used ironically: 'Might I be so bold as to ask why you never offer to do the washing-up?') Note that in asking about permission can, not may, is used:

Can you (= Are you allowed to) take your pet mice to school?

b In granting permission (2), we use can or may, not might (but see k below). Could is used for permission granted in the past:

At my school we could (= were allowed to) keep pet rabbits.

c For prohibition, the use of may not instead of cannot (2) is chiefly limited to quick responses to may: 'May I... ?' 'No, you may not!' Could not expresses past prohibition:

We couldn't (= weren't allowed to) keep pets at my school.

d Can expressing ability (3) is replaced by could as follows:

i for past ability or potential, when no reference is made to an actual achievement or success:

'In my younger days I could (= was able to) walk for miles and miles without getting tired.'

Note there is no reference to an actual achievement (compare h below).

ii in a context of non-fact (see lDf, Eb):

'I could (= would be able to) get time off if I wanted.'

'I wish I could (= was/were able to) get time off.'

e May is replaced by might or could to express less possibility (4). All three cover present possibility with reference to the future, present or past as follows:

i It may/might/could snow (= It is possible that it will snow).

ii It may/might/could be snowing (= It is possible that it is snowing).

iii It may/might/could have snowed (= It is possible that it (has) snowed).

May not and might not express possibility negatively: 'Bring warm clothing; it may not be as cold as it was last year, but you never know.' Could not, however, expresses impossibility (see g below).

f Can covers general possibility without reference to past, present or future (4), and could covers past possibility and possibility in a context of non-fact (see d above), as follows:

i It can snow there even in summer (= It is possible for it to snow ...[30]).

ii I remember how it could snow there even in summer (= I remember how it was possible for it to snow ...*).

iii One could perhaps ski there even in summer (= It would perhaps be possible to ski..).

As an extension of iii, could is often used in polite requests:

Could you (= Would it be possible for you to) give me her address?

g Cannot expresses general impossibility (4) and could not expresses past impossibility and impossibility in a context of non-fact (see d above) as follows:

i You can't rely on Scottish weather (= It is impossible to rely...).

ii I remember how you couldn't rely on Scottish weather (= I remember how it was impossible to rely...).

iii You couldn't grow maize up there however much you tried (= It would be impossible to grow ...).

As an extension of iii, couldn't can be used in not-so-polite requests (compare f above):

Couldn't you (= Wouldn't it be possible for you to) give me her address?

h For past ability which is realised in some actual achievement or success (compare d above), could is replaced by the past or present perfect tense of be able (5). Note, therefore, that 'I could borrow Ken's large rucksack for this trip' can only be supposition about the future as in dii above; it can not be past fact.

j Past inability, whether or not reference is made to an actual occasion, can be expressed by couldn't as well as by the past tense of not be able or be unable (5). However, like could, couldn't cannot replace the present perfect tense: 'I haven't been able to (not couldn't) do much walking since I broke my leg.'

k See 12Aj for the use of could and might in reported speech.

Exercise

Replace the words in italics with a construction using one of the auxiliary verbs dealt with above, except where the use of be able is required (see Explanation h, j). For impersonal constructions, use one or you.

It's possible that Robert will be kicked out of his football team.	→	Robert may be kicked out of his football team.
Is it possible to be kicked out for putting on a bit of weight?	→	Can you be kicked out for putting on a bit of weight?
I was able to speak Mercian quite well as a child.	→	I could speak Mercian quite well as a child.
Now I've forgotten a lot, but I was able to ask my way to Peter's house this morning.		(No change)

1 I remember that it was possible for* our parents to be very strict with us at times, but that on the whole they were able to control us through kindness and laughter.

2 We certainly weren't allowed to do exactly what we wanted like Georgina's children. Are your children allowed to do exactly what they want?

3 It's possible that mankind will have no future if it's unable to mend its ways.

4 It's possible that what they said wasn't true, but it wasn't possible for us to ignore it.

[30] These constructions in Examples and Exercises are for explanation only; although they are grammatically correct, they are non-idiomatic.

5 Would you allow me to use your phone for a moment? It's possible that I left my keys at home, and I'd like to ring and ask my wife about them.
6 It would be quite impossible for me to pay back what I owe you by Saturday. Wouldn't it be possible for you to let me have a little more time?
7 Did you hear that noise? I think it's possible that the clock has fallen off the wall in the room next door. Would it be possible for you to go and see?
8 I'm unable to go myself because I'm unable to leave the baby.
9 Mary and Harry McArthur have at last been able to do what they have always wanted to do: visit Australia. Unfortunately it wasn't possible for Christine to go with them.
10 I'm usually unable to get a seat on the bus in the morning and have to stand, but I was able to get one this morning.
11 When my grandfather was a young man it was possible to park your car almost anywhere you liked without difficulty. But it's impossible to do that now.
12 It's possible to spend hours looking for a parking place. The other day, when I was able to find one after only twenty minutes, I was amazed.
13 'Under no circumstances,' shouted Helen's father, 'will I allow my daughter to marry Denis Chambers! I'll not let him go around calling himself her fiance any longer!'
14 'It's impossible to adopt that sort of attitude,' said Helen's mother. 'You should know you're unable to stop Denis calling himself whatever he wants.'
15 'Would you allow me to make one small suggestion?' she went on. 'Wouldn't it at least be possible for us to show some regard for Helen's feelings by asking him to supper?'
16 'It's possible after all that he isn't so bad as you think. When you've been able to form a considered opinion of him, we'll be able to think again.'
17 Later, with her mother's help, Helen was able to convince her father that it would be possible for them to ask Denis to supper without precipitating a marriage.
18 'All right,' he said, 'I'll allow you to ask him to supper just so that 1'll be able to confirm my low opinion of him.'
19 It would be impossible to criticise Denis's behaviour on that first evening with Helen's father. Denis turned on the charm - and he's certainly able to turn it on when he wants to - and by the end of the evening he was able to say to himself: 'I've made a hit!'
20 It's possible to fool all the people some of the time and some of the people all the time, but it's impossible to fool all the people all of the time. (Abraham Lincoln in this, his famous saying, used you, not one.)

11B Past activity, habit, refusal, etc.

PAST ACTIVITY OR STATE
HABIT
TYPICAL BEHAVIOUR
REFUSAL
CONCESSION
used [ju:st]
will, would
would
will not, would not
may (... but)
Examples
USES

Harry McArthur used to be a cigarette smoker.	PAST STATE	a
He didn't use [juːs]/usedn't[juːsnt] to worry about his health or his pocket.	PAST ACTIVITY	a, c

He'd sometimes get through a couple of packets a day.	HABIT (PAST)	b,c
Now he smokes a pipe, and 'II sit smoking it even when it's out — which is a cheap way of smoking.	HABIT (PRESENT)	b
The trouble is that he will empty the ashes into the nearest flower vase.	PERSISTENT HABIT	d
'Harry would do a thing like that,' says his wife Mary, 'he's so lazy.'	TYPICAL BEHAVIOUR	e
'He just won't be clean and tidy.'	REFUSAL	f
'I haven't thrown him out of the house yet, though. He may have dirty habits, but I still love him.'	CONCESSION	e

Explanation

a The auxiliary verb used occurs in the affirmative (1), in the negative as used not or usedn't (2) and in questions ('Used Harry to smoke cigarettes?'). However, it is the non-auxiliary form with did that is probably the more common both in the negative (2) and in questions:

Did Harry use to smoke cigarettes?

But there is no such verb as use [ju:s] referring to present time (not 'He uses to smoke a pipe now/Does he use to smoke a pipe now?/He doesn't use to smoke cigarettes now'). Do not confuse the auxiliary with:

i the past tense used [ju:zd] of the verb use [juiz];

ii the adjective used Qu:st], meaning accustomed, that occurs in phrases with be or get and the preposition to: 'Harry is used/has got used to(smoking) a pipe now.'

And do not confuse the non-auxiliary use [ju:s] (2) with the noun use [ju:s] that occurs, for example, in the phrase it's no use (17D).

b Would (past) and will (present) refer to activities or events that are repeated and which we notice, such as people's habits (3, 4) or characteristics of things such as weather:

In the Western Isles it'll rain (= it's liable to rain) for days on end.

They are also used for characteristics such as standard capacity or performance:

Don't worry, the lift'II hold ten people.

Ken's new car isn't as fast as his old one, which would do 175 kph.

Compare the use of can and could (HAf), which in the above two sentences would convey the idea of possible rather than standard capacity or performance.

c Would and used may occur in similar sentences (see Examples 2 and:3):

He wouldn't worry about his health or his pocket.

He used sometimes to get through a couple of packets a day.

There is usually a difference of emphasis, however. With would(n't) we tend to be more interested in what actually happened (3) than in the fact that it happened in the past; while with used(n't) it is the past itself that can interest us (2), because it is different from the present (Harry, it seems, now does worry about his health or his pocket). Note that would, since it can be used only for activity, cannot occur in sentences similar to Example 1.

d For persistent activity or habit, that is to say for something repeated in spite of our dislike or opposition, will and would, instead of being unstressed and often contracted (3, 4), are stressed and uncontracted (5).

e If behaviour, repeated or unrepeated, past or present, strikes us as typical of the person in question, we may refer to it (6) with stressed, uncontracted would (= 'It's typical of Harry/How like Harry/I might have expected Harry to do a thing like that'). Unlike will and would above (b, c, d), it may stand on its own:

Denis denies breaking my calculator.

Well, he would, wouldn't he?

'Behaviour' can be extended to inanimate things like the weather:

It would rain on our wedding day!

Note that the typicality of behaviour strikes us when it annoys rather than when it pleases!

f Will, when used as an auxiliary for the future tense (lBf), carries little idea or 'mood' (see Introductory note, p. 117) of will or willingness except when stressed:

'I will be clean and tidy,' said Harry to himself.

But will not or won't (not 'II not) fully carries the idea of unwillingness or refusal in

certain contexts (7) whether it is stressed or not. Compare the following, in which the stress can be the same:

He won't be there tomorrow.	Won't AS TENSE AUXILIARY
He won't come with me.	Won't = refuses to: MODAL AUXILIARY

Would not may express refusal in the past. Compare:

I knew he wouldn't be there.	TENSE AUXILIARY EXPRESSING FUTURE IN THE PAST
I knew he wouldn't come with me.	MODAL AUXILIARY EXPRESSING REFUSAL IN THE PAST

Will/would not may also express 'refusal' in inanimate objects.:

This window won't open (= is meant to be opened but can't be).

Compare 'This window doesn't open (= is not meant to be opened).'

g May used with but (8) can be a substitute for although etc. (5a, b). Note that may is not being used here to express possibility (11 Ac), but certainty (= 'Although he has dirty habits, I still love him'). It can be used with the perfect infinitive to refer to the past:

Denis may have denied breaking your calculator, but I know he did (= Although Denis (has) denied ...).

Exercise

Replace the words in italics with a construction using one of the auxiliary irerbs dealt with above. Where it appears that either used or would could be ised, base your choice on note c in the Explanation and the following two examples:

Napoleon in exile on St Helena had he habit of standing for hours rtaring out to sea in the direction of France.	→	Napoleon in exile on St Helena would stand for hours staring out to sea in the direction of France.
At one time Harry Me Arthur fished more than he does now.	→	Harry McArthur used to fish more than he does now.

1 As a child, Willie was in the habit of spending a lot of time reading his father's books, and didn't usually play much with other boys.
2 He-learnt to avoid their company because they persistently teased him about his bookish habits.
3 When people asked him what he was going to be he always smiled and said nothing.
4 There was a time when he was very shy and never went to parties, but now he normally accepts most of the invitations that come his way.
5 In fact he often tells people that he kept himself to himself in the past so as to be able to get on with his studies.
6 Although he kept quiet on the subject, he always knew what he wanted to be.
7 At one time Denis and Helen's father weren't on speaking terms, but now they're as thick as thieves.
8 Yes, it's just like Denis to know how to get round the boss!
9 Although he is the boss's future son-in-law, I'm damned if I'm going to run about for him!
10. Both of you are always criticising Denis in this rather nasty way. Why?
11 Charles, why do you insist on interrupting while I'm speaking to your father? Why do you refuse to wait till I've finished?
12 Charles refused to admit he was in the wrong. Although he's a nice boy, he can be very stubborn.
13 1 can see that your cat usually lies about doing nothing for most of the day like ours. Was it more active at one time!

14 Oh yes, at one time she was far more active. You should have seen her as a kitten, when she never kept still for an instant. But like everything else, cats insist on growing up, don't they?

15 People never stop leaving their litter about instead of putting it in litter baskets. There was a time when this picnic site looked quite tidy, but now it's a disgrace.

16 In the old days there wasn't anything here at all except a clearing in the forest where a few people were in the habit of coming for this wonderful view of the mountains.

17 When I told Christine that Robert had put on a lot of weight just before the start of the football season, she replied: 'That's just like Robert! Although he pretends to be the healthy sporting type he's actually much more fond of his food than the rest of us.'

18 I agreed. Robert's one of those pleasant, genial people who habitually sits in cafes for hours and hours laughing and joking, and getting fatter and, fatter.

19 One might have expected him to go and spoil his chance of getting into the team.

20 I remember when we were children Robert had a habit of saying with a little smile that one day he would be famous. Although he said that, has he now the will to make it come true?'

11C Expectation, assumption, conclusion

EXPECTATION	should (have), ought to (have)
ASSUMPTION	will (have)
CONCLUSION	must (have), cannot (have), could not have

Examples

USES		
Ken's taking his Advanced Motorists' test tomorrow. He's a pretty good driver, so he should/ought to pass.	EXPECTATION	**a**
Christine has just taken her exams. She worked extremely hard for them, so she should have/ought to have done well.	EXPECTATION (PAST REFERENCE)	**a**
It's no use ringing Harry at home now. It's past eight o'clock and he won't be there. He'll have left for the office.	ASSUMPTION (NEGATIVE) ASSUMPTION (PAST REFERENCE)	**b, c** **b, c**
His wife 'II probably be at home, though.	ASSUMPTION (QUALIFIED)	**c**
What a terrible draught! The front door must be open.	CONCLUSION	**d**
It can't be. I shut it when I came in.	CONCLUSION (NEGATIVE)	**d**
You obviously can't have/couldn't have. Look, it's wide open.	CONCLUSION (NEGATIVE, PAST REFERENCE)	**d, e**
I can assure you I did. The wind must have blown it open.	CONCLUSION (PAST REFERENCE)	**d**

Explanation

a expectation, as the word is used here (1, 2), means believing that things are or will be as we wish them to be. We would not use should or ought if, for example, we expected someone to fail a test — unless we wanted him or her to fail. We would normally say 'I'm afraid he'll fail' or 'I'm afraid she may not have done very well.' Note that should as a modal auxiliary (see Introductory note, p. 117) is never contracted to 'd, unlike conditional shouh (lDh).

b An assumption (3) is based not upon our wishes but upon our knowledge of people and things — their daily routine, character, qualities — and is therefore more realistic than expectation. It can consequently be unfavourable: 'Christine didn't do much work

for her exams and won't have done very well, I'm afraid.'

c The assumption in Example 3, based perhaps on our knowledge of Harry's routine, could be nfade on any working day, ignoring the fact that Harry might be ill or taking a day off. Similarly, in b above, we may know Christine and that she is no exception to the general rule that people have to prepare for examinations to do well in them; but we may not know that special circumstance did not require her to work hard for these examinations. Sometimes we make allowance for this kind of ignorance by qualifying our assumptions with adverbs like probably (4) or with an if etc. (1C) clause:

His wife'II be at home, though, as long as she hasn't already gone out shopping.

There is little difference in realism or degree of certainty between a qualified assumption (4) and the use of should/ought: 'His wife should be at home, though.'

d conclusions (5-8) are based on particular experiences and occasions, and therefore, being more adapted to circumstances than assumptions, are generally more accurate. We would not normally say (see Example 3) 'It's past eight o'clock and Harry can't be there'; we would investigate further: 'I've rung, but there's no answer, so Harry can't be there; he must have left for the office.' Although our conclusions are sometimes wrong (6) we do not make allowance for this when using must or can't. On the contrary, if we qualify them at all we do so confidently with such adverbs as obviously (7).

e Note that can't with the infinitive may express inability, prohibition, impossibility (11A) or a negative conclusion, but that couldn't with the infinitive expresses only the first three. To express a conclusion with past reference, either can't or couldn't is used with a perfect infinitive. Compare the following:

She couldn't ring Harry, as the phone was out of order. INABILITY/IMPOSSIBILITY

She can't have/couldn't have rung Harry, as the phone was out of order. CONCLUSION

f In some contexts a choice of should/ought, will or must/cannot is possible, depending on the degree of confidence we feel, since the three categories of expectancy, assumption and conclusion are in ascending order of certainty.

Take, for example, a situation in which we want to contact Harry and already know that he has left home for work:

It's nine o'clock, so ring Harry's office; he should/'ll/must be there by now.

Exercise

Use the verbs in brackets with the appropriate auxiliary to express expectation, assumption or a conclusion. Alternatives are sometimes possible. If no verb is given (_____), then only the auxiliary is needed (see Example 7).

'My daughter works in Washington. They're five hours behind us over there. Just now, while we're having our lunch, she (1 go) to work.'
'You've forgotten one thing. It's the fourth of July, Independence Day in the States. So they (2 not|go) to work over there. They (3 enjoy) a public holiday.'
'Oh, really? I suppose they taught me that at school, but I (4 forget) it. Look, there's the postman. I wonder if he has brought anything for me. He certainly (5 _____). There (6 be) at least one letter from my daughter.'

'You (7 be) very excited at the prospect of seeing your daughter again after so long.'
'Yes I am. And she (8 look forward) to seeing me again too. It's one o'clock, so her plane (9 take off) already if it's on schedule. Will we be at the airport in time to meet her?'
'We (10 be) in plenty of time. It's normally only a two-hour run from here by car.'

'I can't see my daughter among the passengers. She (11 miss) the flight.'
'Let's ask the airline. If she has missed the flight they (12 know).'

'Poor dear! She (13 be) frightfully worried if she has missed it.'
'Your daughter, madam, (14 cancel) her booking, because her name does not appear on the passenger list.'

'The light's not on in the office. Willie (15 go) home.'
'No, no. I'm sure he (16 not|go) home yet. He (17 sit) there in the dark, dreaming of his next architectural creation.'
'Really? He (18 be) crazy.'

'Look in the fridge and see if there's enough milk in there for the weekend, will you? There (19 be).'
(Holding up the bottle): 'You (20 drink) much milk if you think this is enough. Shall I get you some? It's not eight yet, and so the supermarket down the road (21 still|be)open.'

'Is that the Red Lion Hotel?'
'I don't know. It (22 be) according to the map, but I don't see any sign.'
'I think we (23 pass) it back there in the dark.'
'We (24 _____). We would have seen some lights. Let's ask-that man over there.'
'He (25 not|know). He looks as lost as we are.'

'Do you think Christine (26 get) the results of her exams by now?'
'She (27 _____). They don't usually take more than a month to come through.'
'She (28 be) very disappointed if she hasn't passed.'

'Did you say that girl over there was your cousin Georgina? It (29 be)! She looks far too young. If it is, then she (30 have) some beauty treatment.'

11D Obligation, absence of obligation

OBLIGATION (NECESSITY ETC.)	have (got) to
OBLIGATION (COMMAND ETC.)	must (not)
OBLIGATION (WEAK)	need (to)
ABSENCE OF OBLIGATION	does not need to/have to, have not got to, need not (have)

Examples

Harry McArthur has (got) to go to Hong Kong at short notice for his firm. He has (got) to get up very early tomorrow to catch his plane.	OBLIGATION OBLIGATION (NECESSITY)	**b, j** **b, j**
(Mary, his wife): You must phone me as soon as you get there. You mustn't forget.	OBLIGATION (COMMAND) OBLIGATION (COMMAND)	**a, e** **a, e**
Now I must/have (got) to/need to get your clothes ready for packing.	OBLIGATION (PRESENT)	**a, c, d, f, j**
I see you've got only three decent shirts; you must I'll have to/'ll need to buy some more when you get there.	OBLIGATION (FUTURE)	**c d, f**
I remember you had to do that the last time you went abroad.	OBLIGATION (PAST)	**d**
(Harry): Relax! You needn 't get my clothes ready now; I'll do it later. I don't need to/don't have to/haven't got to leave for another eight hours.	ABSENCE OF OBLIGATION (PRESENT) ABSENCE OF OBLIGATION (PRESENT)	**g** **g, j**
I hope the plane leaves on time and that I won't need to /won't have to wait at the airport.	ABSENCE OF OBLIGATION (FUTURE)	**g**
(Mary): Did you go to the bank?	ABSENCE OF OBLIGATION	**h**

(Harry): No, I didn't need to/didn't have to; I got enough money from the office to take with me.	(PAST)	
(Mary): The last time you went you took Hong Kong dollars with you. (Harry): Yes, but I needn't have; it's easy to change money when you get there.	ABSENCE OF OBLIGATION (PAST)	**h**

Explanation

a Must or mustn't [mSsnt] expresses the 'internal' obligation that has its origin in the speaker or writer. This may be a command, that is to say, obligation imposed by the speaker on someone else (2); or it may be obligation imposed by the speaker on herself (3).

b Have to (1) expresses the 'external' obligation that has its origin in circumstance (necessity) or in a person other than the speaker or writer. The person in this case may have been Harry's boss: 'Harry must go to Hong Kong.' This, in the writer's words, becomes 'Harry has to ....'

c Sometimes (3,4) the context allows the use of either must or have to, depending on whether the speaker feels that the obligation comes from herself or from elsewhere.

d Must covers both present (3) and future (4) time. Have to has tenses for the present (3), the future (4) and also for the past (5), for which must cannot be used.

e Must and mustn't expressing a command (2) are similar in meaning to (i) the corresponding imperative[31] or (ii) the use of is/am etc. (not) to (lODd):

i Phone me when you get there; don't forget,

ii You're to phone me when you get there; you're not to forget. These uses (and particularly the second) are generally more abrupt and less polite than the use of must and mustn't.

f Need to expresses a weaker sense of 'external' obligation than have to, to which it corresponds in the present (3) and future (4) tenses. A past tense {needed to) is rarely used except in the interrogative: 'Did you need to ...?' It is only in the interrogative present tense that need can be used as an auxiliary without do: 'Need you go/Do you need to go?' It may be used in this way with the perfect infinitive for past reference, but now there is a difference in meaning between the auxiliary and non-auxiliary forms:

Need you have gone (= Was your journey necessary)?

Did you need to go (or were you able to stay)?

Compare need not have and did not need to in h below.

g To express the absence of obligation in the present (6) or future (7), we can use the auxiliary needn't or the non-auxiliary don't need to/have to or won't need to/have to. However, there is a strong tendency to use needn't for the absence of'internal' obligation (that is to say, as a counterpart of must) and don't need to etg. for the absence of 'external' obligation (as a counterpart of have to).

h To express absence of obligation in the past, we use didn't need to/have to when we did not do anything because it was not necessary (8) and needn't have when we did do something although it was not necessary (9).

j Got is often used with has to/have to and may convey a sense of urgency. Usually

[31] The imperative of a verb is basically similar in form to the plain infinitive (lOAa): 'Stop! Go! Don't slow down.'

there is contraction (I, 3): 'He's got to get up very early/Now I've got to get your clothes ready.' Similarly, haven't got to may replace don't need to/have to (6).

Exercise

Use the verb in brackets with a correct form of auxiliary (alternatives are often possible) to express obligation or absence of obligation. If no verb is given (_____), use only a correct auxiliary, as in Examples 8 and 9.

'I (1 lock) my front door when I go out; this is a very honest neighbourhood.' 'You're lucky! We (2 lock) ours! Our neighbourhood is far from honest.'

'Luckily enough I (3 wait) more than a couple of minutes for a bus yesterday.' I 'Oh, I (4 worry), then. I imagined you standing there in the freezing cold for j half an hour.'

'You (5 pay) me now if you are short of money.'
'I (6 _____). It's a principle of mine never to owe money.'

'You're very fortunate, because in your kind of job you (7 get up) early in the morning if you don't feel like it. In mine I (8 get up) at six every morning whether I like it or not.'
'You (9 get up) so early if you lived nearer your job.'
'I realise that. But I (10 pay) more rent.'
'You (11 turn off) the radio, you know. It wasn't disturbing me.'
'Perhaps not, but it was disturbing me. I (12 finish) this work by five o'clock or I shall be in trouble.'

'Presumably when you marry Denis you (13 go on) working if you don't want to.'
'Indeed 1(14 _____)! We're going to be as poor as church mice.'

'(15 you|call) the doctor for Dad last night?'
'No, we (16 _____), I'm glad to say. He's much better.'

'Georgina has just gone to the dentist. I hope she (17 have) any teeth out.' 'So do I. If she has any more out she (18 have) false ones.'

We (19 buy) any fish while we were on holiday because we caught them ourselves. But we (20 buy) a fishing licence which was more than the price the fish would have been!

'You see! What did I tell you? You (21 worry) like that, because everything has turned out all right.'
'Yes, I know, but I feel one (22 worry) sometimes so that everything will turn out all right!'

I (23 take) my car to the garage after all; I put it right myself. But I (24 take) it soon, because there's something else wrong with it which I can't put right.

If there is any damage to the firm's cars, we (25 report) it to the insurance company, so you (26 let) me know at once if anything happens while you are driving them.

Tell Ken he (27 drive) me to the station; I'll take a bus. I (28 be) there until six, so I've got plenty of time.

You (29 be) frightened! I'm not going to eat you! You really (30 try) to be a little less timid!

11E Duty and arrangement, with non-fulfilment

DUTY, ADVISABILITY	should (not), ought (tlot) to
DUTY (WITH REPROACH!)	could...! might...!
ARRANGEMENT	is to, was to etc.
NON-FULFILMENT	(expressed with the perfect infinitive) should have, might have, was to have etc.

Examples

	USES	
(There is some doubt whether Denis and Helen will keep their appointment with us) :		
People should/ought to let one know before failing to keep an appointment.	DUTY	**a**
I agree; people shouldn't I oughtn't to just fail to turn up without saying anything.	DUTY (NEGATIVE)	**a**
I think you should/ought to check to see if Denis and Helen are coming.	ADVISABILITY	**a**
They could/might at least tell us if they're not coming!	DUTY (WITH REPROACH!)	**b**
We were to meet at the cinema at half-past seven. (After half-past seven, when Denis and Helen fail to turn up):	ARRANGEMENT	**c**
Denis and Helen should have/ought to have let us know that they weren't coming.	NON-FULFILMENT (OF DUTY)	**d**
Yes, I do think they could have/might have told us they weren't coming.	NON-FULFILMENT (OF DUTY, WITH REPROACH!)	**d**
We were to have met at the cinema at half-past seven.	NON-FULFILMENT (OF ARRANGEMENT)	**d, e**

Explanation

a Should/ought to, as well as being used for expectation (1 ICa), is used for duty (1, 2) and advisability (3). Should in these uses is not contracted to 'd, unlike conditional should (lDh).

b Could and might, as well as expressing possibility etc. (11 A), may also be used to convey reproach if we consider that people are failing in their duty. They usually occur with phrases like at least (4), I do think (7) or with an exclamation mark (4). In spoken English this use of could and might can be distinguished from their use to express possibility etc. by the stress and intonation. Compare the following:

They could/might tell us if they're not coming!	LEVEL TONE, DUTY WITH REPROACH!
They could/might tell us if they're not coming.	FALLING TONE, POSSIBILITY ETC.

c We have already seen (lODd) that is/am etc. to, as well as being used instead of can or must, is used to express an arrangement. The past tense is used in Example 5 because there was an arrangement which we now realise may not stand. 'We're to meet at the cinema at half-past seven' implies that the arrangement does stand. In such contexts, however, the present progressive tense (lBm) is more common: 'We're meeting '

d To express the non-fulfilment of a duty or arrangement we use the appropriate verb with the perfect infinitive, as shown (6-8).

e If we drop the have with was/were (8) we do not know whether the arrangement was fulfilled or not (compare Example 5) unless we add the necessary information: 'We were to meet at the cinema at half-past seven but they never turned up.' However, even with this information, it is common to use the perfect infinitive (were to have met) to express non-fulfilment.

f Note that should have/ought to have, in addition to expressing the non-fulfilment of duty or advisability, may also express, according to context, (i) expectation with past

reference (llCa) or (ii) the non-fulfilment of expectation:

i They should have arrived by now (= I expect they have).

ii They should have arrived by now (but they haven't).

g Similarly, could have, as well as expressing the non-fulfilment of duty (with reproach!) may also express (i) possibility with past reference (11 Ae) or (ii) the non-fulfilment of ability or possibility: i They could have arrived by now (= perhaps they have). ii They could have arrived by now (but they haven't).

Exercise

Use the verbs in the brackets with the auxiliaries given in the Examples so as to express duty, arrangement etc. or their non-fulfilment. Alternatives are sometimes possible.

'I do think Denis and Helen (1 apologise) for not turning up yesterday! We haven't heard a word from them so far.'
'I quite agree. People (2 not|behave) like that.'

'Sheila (3 go) to Cambridge last Saturday to see her brother. Ken (4 take) her in his car, but I'm told it was out of order, so they may not have gone.' 'I find that rather funny, as Ken is always telling people they (5 keep) their cars in good running order.'

'Ouch! At least you (6 tell) me this handle was red-hot! I nearly dropped the soup all over the floor.'
'You (7 tell) me first you were going to pick it up, and then I would have warned you.'

'I hear Sir James (8 retire) from his directorship at Amical Assurance next year.'
'No, he (9 retire), but a majority on the board has persuaded him to stay on.
Personally I think he (10 make) way for a younger man.

'Did you know that Sir James (11 speak) at our political meeting, but couldn't because of a sore throat?'
'Really? You (12 get) his son Toby to speak instead!'
'You (13 not|make) jokes like that about poor Toby. I know he's not very bright, but then not everyone is born to be a politician.'

I'm surprised Ken lost to Willie at tennis last week. He (14 win). They (15 play) a return match yesterday, but it rained.

It rained solidly the whole day. I do think it (16 stop) for Georgina's cousin's wedding! There (17 be) a reception in the garden, but of course they had to move it indoors.

Marilyn (18 return) from the United States at the end of this month, but she may have decided to prolong her stay. She (19 not|delay) her return much longer, though, because her business over here in England needs looking after.

'What arrangement has Helen made with you?'
'I (20 wait) for her at the end of the road, where she (21 pick) me up in her tear.'
'I think she (22 offer) to call at your house instead of asking you to stand about in the cold.'

'Look at the filthy mess on this picnic site! I really do think people (23 be) more careful where they throw their litter.'
'I agree. But in such a popular place as this the local council (24 provide) litter baskets.'

'Zena (25 not|leave) her alligator locked up in the bathroom for three weeks. No wonder it ate the soap.'
'Actually I (26 feed) it for her while she was away, but she forgot to give me the keys.'

Helen (27 at least|invite) us to her party considering we invited her to ours.' Of course. We (28 never|send) her an invitation.'

'There (29 be) a company board meeting yesterday. Was there?' 'Yes, there was. And I hear there (30 be) another one quite soon.'

11F Use of should for suggestions, opinions, feelings etc.

Examples

WITHOUT should	WITH should
There was to be a party at Lady Blenkinsop's and Helen insisted on my being her partner for the evening.	There was to be a party at Lady Blenkinsop's and Helen insisted that I should be her partner for the evening.
I agreed to our going together.	I agreed that we should go together.
It was better (for me) to go with someone than with no one at all.	It was better that I should go with someone than with no one at all.
Then, quite suddenly, she suggested asking Willie to join us to make a group of three.	Then, quite suddenly, she suggested that I should ask Willie to join us to make a group of three.
5 I was put out. "Why/ I asked ^ myself, 'has she changed her mind?'	I was put out. 'Why,' I asked myself, 'should she have changed her mind?'
'I'm sorry (that) she thinks I'm an inadequate escort.'	'I'm sorry (that) she should think I'm an inadequate escort.'
But I soon recovered my equilibrium. After all, why worry about a girl like Helen?	But I soon recovered my equilibrium. After all, why should I worry about a girl like Helen?

Explanation

a In rather the same way as we use would or could for wishes (lEb, c) we can use should for demands (1), consent (2), opinions expressed with it is/was. + adjective (3), suggestions or recommendations (4) and feelings such as surprise (5), regret (6) and indignation (7).

b The effect of using should is to keep what may happen (1-4) or what has happened (5-7) as non-fact (ID, E), rather than let it join the world of possible or past fact. When, for example, we ask ourselves (5) 'Why should she have changed her mind?' we are not yet quite ready to accept the fact that she has changed it. Without the should, we have accepted it.

c The Examples show that a common use of should in this way is in that clauses which take the place of an -ing construction (1, 2, 4) or the infinitive with or without for (3). When used for feelings (5, 6, 7), should is an addition.

d There are some forms of rhetorical question* expressing surprise or indignation in which should is always used:

She asked me where Denis was. How should I know?

Who should walk in at that moment but Denis himself!

Further examples of these occur in the Exercise.

e Should used in the way shown in these Examples and also after in case (4Ad) and if (lDb) is called putative should. It can not be replaced by would or ought to, and can not be contracted to 'd. It may be regarded as a substitute for the present subjunctive, which although not as common in British as in American English, does occur in fairly formal language, particularly in demands and suggestions (compare Examples 1 and 4):

Helen insisted that I be her partner.

She suggested that Willie be asked to join us.

In verbs other than to be the present subjunctive is recognisable only in the third person singular:

She suggested that Willie join us.

Exercise

Rewrite the following groups of sentences using should where it is appropriate. As mentioned above (d), should is already in use in one or two places in the Exercise.

1 Do you know what Denis's idea is? It is that we go into business with him in the hardware trade. I've told him it's essential for us to know exactly the extent of our commitment before we make up our minds. It's obviously better for us to be extremely cautious at this stage than to regret it later.

2 'Our stockbroker recommends that we buy as many Worthright shares as we can afford.'

'Really? It's odd that he has suddenly changed his mind about them.' 'Why is it odd? It's only right for a stockbroker to change his mind if the market itself changes. It seems that you mistrust his motives. I'm sure he intends us to make money, not lose it.'

3 'I'm sorry there was no one at the airport to meet you. I told Denis it was essential for him to be there by nine o'clock in case the plane was early.'

'Don't worry. I naturally thought it strange there was no one there to meet me. But why should you take the blame?'

4 'I really don't see why some people get all the luck and others none at all. Why, after all, did Helen get the job when it ought to have been Sheila?' 'The simple reason is that Helen's mother insisted on her daughter getting it. And Helen's mother is a woman of considerable influence.'

'It makes my blood boil to think that she's able to influence things like that. I've already suggested to the committee that we change the appointments procedure at once.'

'I don't see why you are so upset about it. Helen's a very competent girl in her way. Why shouldn't she be up to the job?'

5 'I'm surprised that the railwaymen have gone on strike over the relatively small issue of overtime rates.'

'A small issue? Why is it a small issue? They're only suggesting that they be paid the same rate as people with comparable responsibilities. That you consider this a small issue astonishes me. I admit it's a pity they have to bring the matter to a head at a busy time of year like this — but then, after all, why not? If I'd been in their shoes I'd have done the same.'

6 Sir James was most anxious for the committee to give the matter its urgent attention and publish its findings. He said in Parliament it was better for the public to know the truth, however distasteful it might be. That he said this suggests to me that a political scandal is about to break.

12 Reported speech

12A Tense and word changes: general review

Examples and Explanation

a What a person says, (or thinks) may, with the use of quotation marks, be written in the form in which it occurs, that is to say, as if it is being said now, in the present:

'I'm glad I went to the States,' said Marilyn/Marilyn said.

This is known as direct speech. (Note the position of quotation marks relative to commas in this and other examples of direct speech given below.)

b Alternatively, what a person says may be written without quotation marks as something said in the past:

Marilyn said (that) she was glad she'd gone to the States.

This is known as reported, or indirect, speech. The most important difference here between this and the direct speech in a is in the tenses of the reported verbs {was, had gone), which have undergone a 'backshift' in order to accord with the past tense (said) of the reporting verb. (Marilyn is not glad now that she went; she was glad then, namely at the time of speaking, that she had gone.)

c After a reporting verb in the past tense (said etc.), any backshift that occurs does so in the way set out below, where the listed tenses comprise both single and progressive forms (IB):

TENSE in DIRECT SPEECH		TENSE in REPORTED SPEECH
present (lBd,e,l,m)	→	past
present perfect (lBc,k)	→	past perfect (lBb,j)
past (lBa,h)	→	past perfect
future (lBf,n)	→	conditional (ID)
future perfect (lBg,q)	→	conditional perfect (ID)

d You will see from the above that the past perfect, the conditional or the conditional perfect tense will always remain unchanged in a conversion from direct to reported speech, as in the following example:

'If I'd gone to the States I'd have stayed there longer than Marilyn,' said Christine.

Christine said that if she had gone to the States she would have stayed there longer than Marilyn.

All the remaining tenses undergo backshift except in the contexts discussed below (e-h).

e When direct speech is reported very soon afterwards, there is often no backshift in any of the left-hand tenses (c). As one might expect, this lack of backshift is characteristic more of the spoken than of the written language, in which it may take some time to 'report'.

'I'm so glad I went to the States,' said Marilyn on her return. 'I'll tell you all about it this evening when I've got over my jet lag.'

Marilyn said she's very glad she went to the States and that she'll tell us all about it this evening when she has got over her jet lag.

(Reported verbally and perhaps immediately, or in any case before 'this evening'.)

f Sometimes the present tense is used as an alternative to the past tense in reported speech if the verb in question refers to what is (or was) believed to be a regular occurrence or existing fact:

It was the astronomer Copernicus (1473-1543) who first stated that the planets

revolve/revolved round the sun.

Before his time people thought that the earth stays/stayed still while the sun moves/moved.

Marilyn said that the Americans are/were generally very hospitable people.

He explained how television works/worked.

g The past tense does not undergo backshift when used to express non-fact (1D,E) and therefore not directly related to time:

Christine said, 'I'd visit Disneyland if I went to the States.'

Christine said (that) she'd visit Disneyland if she went to the States.'

'I wish I knew someone over there,' she sighed.

She added with a sigh that she wished she knew someone over there.

The subjunctive were, used sometimes instead of was for non-fact (IDa), does not undergo backshift either:

'Ah, if only I were Marilyn!' cried Christine.

Christine said with some feeling that she wished she were Marilyn.

h If the past tense is used with a time-point (IBa) which is the same for both the speaker and the reporter it is normal for there to be no backshift:

'There was an earthquake here yesterday/last Monday/on the 17th/a month ago/in 1906.'

Marilyn said (that) there was an earthquake here/there yesterday/last Monday/on the 17th/a month ago/in 1906.

Compare:

Marilyn said on the phone last week (that) there'd been an earthquake there the day before.

There has been backshift because yesterday is now not the same time-point for the reporter as it is for Marilyn.

j The auxiliary verbs can(not) and may (11 A) change to could and might when the context relates to a situation that is already over and in the past:

'I can't wait for Helen any longer,' said Denis, and drove off.

Denis said he couldn't wait for Helen any longer and drove off.

'I may phone you tomorrow at your office.'

(Reported in the evening at home): She said she might phone me today at my office, but she didn't.

But when the situation is still unresolved or 'open', that is to say, when there is still some doubt about its outcome, the change in can{not) and may is optional:

Denis said he can't/couldn't wait for Helen any longer and that he's going.

(Reported at the office): She said she may/might phone me here today.

(For other auxiliaries in reported speech, see 12B.)

k As already mentioned (b,c), backshift is something that occurs after a reporting verb in the past tense. There is no need for it after a verb in the present tense (see a):

Marilyn says she's glad she went to the States.

Although you may occasionally come across it in your reading, there is no need for it either after the present perfect tense:

Ken has often said he's going to give up track sports, but he never does.

I've just asked the garage when my car will be ready, but they don't know.

Compare:

Ken said he was going to give up track sports last year but he didn't. (See lBp.)

I asked the garage just now when my car would be ready, but they didn't know. (See lBb, 11Bf.)

1 In reported questions (see the last example above) ask is used with the same wh-

words (interrogative pronouns and adverbs) as those used in direct questions:

'When will my car be ready?'

But except in very formal English, interrogative whom, unlike relative whom (8Ac), rarely occurs:

'Who (not Whom/With whom) are you going with and how long are you staying?'

I asked her who she was going with and how long she was staying.

If a direct question does not begin with a wh- word or how, the corresponding reported question is introduced by if/whether (lCd):

'Are you going on business (or for a holiday)?'

I asked her if/whether she was going on business (or for a holiday).

Remember that word order in a direct question (will my car be/are you going etc.) becomes that of a statement (my car would be/she was going) in a reported question, for which, of course, no question mark is used. For the reporting of questions that are in effect requests or suggestions, see p below and 12Ca,c.

m The basic way of reporting requests and commands (UDe) is to use (i) told with object + infinitive or (ii) told (with object) or said used with was/ were (not) to:

i 'Be sure to send me a postcard from Los Angeles.'
I told her to be sure to send me a postcard from Los Angeles.

ii 'Your business will be in good hands while you're away. Don't worry.'
We told her /said (that) her business would be in good hands while she was away, so she wasn't to worry.

The first is the more common, but after a clause (her business ... away) only the second can be used (not so not to worry). There are, however, other reporting verbs for requests and commands with a greater range of meaning, and these are dealt with in 12C.

n Personal pronouns in direct speech such as 7, you (e) and possessives such as your (m) may naturally have to be changed in reported speech according to context. The same applies to words relating to time and place (h).

p It is usually better not to try and report informal spoken English, with its colloquialisms (question tags etc.), word for word. Try instead to use an appropriate reporting verb followed, if required, by a change in the wording to a more formal style:

'You won't forget to write, will you, Marilyn?'
I reminded Marilyn not to forget to write.
'How do you know she won't stay there?'
I suggested she might (even) stay there.
'She'll be away for at least three weeks, you know.'
I pointed out that she'd be away for at least three weeks.
'Yes, she's certainly got her head screwed on.'
I fully agreed that she had her head screwed on/that she was a very sensible person.
'Of course I'll be at the airport to meet you!'
I assured her I'd be at the airport to meet her.

There are more examples of the use of reporting verbs in the Exercises.

q Note that suitable links, such as so in m(ii), are often inserted in reported speech, where sentences tend to be longer than in direct speech.

Exercise 1

For each numbered verb in brackets choose a suitable tense, whether for reported speech (dependent upon the verbs in italics) or for direct speech (within quotation marks).

A spokesman for the environmental group Greenpeace said that fishing with drift-nets (1 kill) not only fish but also seals, dolphins and sea birds, which (2 not | can) see the plastic-fibre

filaments and so (3 swim) into them, (4 become) entangled, and (5 drown). He pointed out that this type of net (6 can) be up to 55 km. long and 15 m. deep, and added that a global ban on its use (7 be) proposed and discussed at the United Nations the following week. A fishermen's representative replied that his organisation (8 oppose) any attempt to prohibit drift-net fishing until scientific research (9 produce) evidence to show that it (10 be) definitely harmful. 'I suppose,' commented the Greenpeace spokesman, 'that when the research (11 be) finished all the marine mammals and sea birds (12 vanish).'

The Mercian insurgents have announced that they (13 capture) Revod, the country's main port, from the government forces. Their leader General Mot told journalists that they (14 launch) a new offensive last Friday and (15 take) the town early on Sunday morning. The government, he said, (16 boast) that they (17 never|give up) Revod. 'But,' he continued in his excellent English, 'they (18 have). So you (19 can) see now, if you (20 fail) to do so in the past, that they (21 make) only idle boasts and that their final defeat (22 be) certain.' General Mot declared a month ago that the capture of Revod (23 be) a great propaganda coup for the insurgents, and he was right.

At a recent symposium on renewable energy sources. Professor Warner was asked if wind power (24 can) compete commercially with conventional sources such as coal and oil. His reply was that if it (25 receive) comparative financial investment it (26 now | be) just as competitive. But, he said, the Government (27 so far/ invest) in wind power sums which (28 be) quite ludicrous in comparison with its investments in coal and oil and, above all, in nuclear power, which (29 be) shown to be the most expensive energy source of all. He said, too, that research into wave power (30 not only | be) grossly underfunded in the past but actually suppressed. 'Did[32] you know,' he asked, 'that this country (31 be) at one time at the forefront of research in this field, but that the fruits of this work (32 since | be) reaped by other countries? And that this (33 happen) because nuclear power (34 be) the altar upon which the Department of Energy (35 sacrifice) our future welfare?'

Lord Justice Cleaver, in pronouncing judgement at the Court of Appeal, said that Mrs Rudge, who (36 be) wrongfully accused of shop-lifting five years before, (37 since |live) with the terrible burden of having to clear her name. But, he now reminded the Court, Superstore's legal counsel (38 say) that the company (39 no longer | insist) that there (40 be) some truth in its allegations against Mrs Rudge. 'Counsel makes it quite clear,' he went on, 'that Superstore (41 admit) that a very serious error (42 be) made.' The Judge stressed that the increase in the libel award to L15,000 (43 be) not to be taken as setting a standard for such awards, which (44 normally | be) left to the decision of juries. 'But in this case Mrs Rudge (45 be) entitled to greater damages than those the jury (46 award) her last year in the High Court.' After the Appeal Court hearing, Mrs Rudge *said* she (47 believe) in British justice again. 'It (48 not|be) the money that (49 really|matter), but the fact that I (50 have) a public apology from Superstore.' She *recalled* how she (51 be) arrested by a store detective, searched, and locked in a cell for several hours. When the case (52 come) to trial in 1987 no evidence (53 be) offered and she (54 be) acquitted. 'But I (55 live) under a cloud of suspicion until this very day.'

Exercise 2

Report the following direct speech. If you can, make only one sentence for each number by using links, including *adding that* Suitable substitutes or additions to the verbs already given *(said, asked* etc.) in some of the sentences would be *suggested, admitted, pointed out, explained, was sure* (all used, like *said,* with *that),* and *wondered* (used like *ask).*

1 'Are you doing anything this evening?' I asked Willie one day. 'Would you like to go to a disco?'

[32] The use of the past tense here is idiomatic; in meaning and in its influence as a reporting verb upon the following tenses it is the equivalent of 'Do you know . . .?'

2 'You may not believe this,' he replied, 'but I've never been to a disco in my life, as I'm afraid I just wouldn't be able to stand the noise.'

3 'It's clearly high time you went to one,' I told him. 'I'd take you where you'd be surprised at the gentle, civilised atmosphere.'

4 'Sounds idylhc,' said Willie, 'but if I go out this evening who's to do all this work? It's got to be done by tomorrow morning.'

5 'Who are you doing it for?' I asked. 'Can't it wait? I had a lot of work myself the other day, but I didn't let it spoil my evening, I can tell you.'

6 'If my work spoilt my evenings,' retorted Willie, 'I wouldn't be an architect. I often have to work in the evenings. Some of my clients don't like to be kept waiting, you know.'

7 'But I bet your clients take time off,' I said. 'If you did the same how do you know you wouldn't find a new one? Some very moneyed people go where I propose taking you.'

8 'Sounds to me more like a night club than a disco. The only one of those places I ever went to was called the Upper Crust.* [33] I was asked to advise on some architectural improvements.'

9 'That's the very place I'm talking about!' I cried. 'So now you can come and see how your ideas have worked out in practice, can't you? Combine business with pleasure. A perfect evening for you.' (Begin: *I was delighted to tell him ...)*

10 'I'm afraid not,' said Willie. 'They didn't like my idea of making it look like a loaf of bread. Someone else got the contract. So you see it really would be wiser for me to stay in and work this evening.'

Exercise 3

Convert the following dialogue into a paragraph of reported speech, containing 10-15 sentences. Suitable reporting verbs, all used with *that,* include *indicated, warned, emphasised, assured, considered, ventured to suggest.*

She (having just finished playing a piece on the piano): That was a Chopin Prelude. Difficult but rewarding.

He: Marvellous! I can never hope to play like that. But it inspires me to go on learning. Do you know a good teacher around here who'd give me lessons?

She: Well, suppose I offered to teach you. What would you say?

He: Oh, if only you would! I'd rather you taught me than anyone else.

She: I'll teach you only if you attend my lessons regularly and practise hard.

He: Yes, of course. You have such a good reputation as a teacher. But I didn't ask you because I didn't think you'd have time.

She: Remember, I never teach anyone who's not prepared to practise hard, no matter who or what they are.

He: Don't worry. I'll practise as if it were a matter of life and death. And I won't cut your lessons.

She: Good. It's time we started the first lesson, then. Come over to the piano. (Begin: *Expressing her satisfaction, she ...)*

He: Er - well - er - I'd have liked to start now but I'm afraid I can't. I've got some important business to attend to. Also, hadn't we better settle the price first? It would be unbusinesslike if we didn't.

She: Hmm! If you don't mind my saying so I think you're in danger of starting off on the wrong note. Business may come before pleasure, but with me it doesn't come before

[33] The literal meaning of *crust* is the outside of a loaf of bread; the *upper crust* is used figuratively to mean the privileged or 'superior' section of society.

music. You'll have to share that opinion with me if I'm to invite you to the piano again.

12B Possible changes in auxiliary verbs

will, shall, should
could, might
must, need not

Introductory note: In the Examples that follow, the auxiliary verbs that **change** are in *italics;* those that do **not** change are underlined; those that **may** and often do change if the speaker or writer so wishes are in *underlined italics*.

Examples

	DIRECT SPEECH		REPORTED SPEECH
1	'What'*ll* you do,' I asked Helen, 'if Ken's too late to drive you to the airport?'	→	I asked Helen what she'd do if Ken was too late to drive her to the airport.
2	'Sheila,' said Helen, 'what *shall* I do if your friend Ken is late?'		Helen asked Sheila what she *should/was to* do if her friend Ken was late.
3	'After all,' I said to Sheila, 'he might/could have trouble with his car.'		I reminded Sheila that he might/could have trouble with his car.
4	'Ken should/ought to be here in good time,' replied Sheila. 'He's seldom late.'		Sheila replied that Ken should/ought to be there in good time, as he was seldom late.
5	'You must have strange ideas about Ken to think that,' said Helen.		Helen told Sheila (that) she must have strange ideas about Ken to think that.
6	'You mustn't think Ken's always late,' I whispered to Helen.		I whispered to Helen that she mustn't think Ken was always late.
7	'I *must* catch that plane,' said • Helen, 'whatever happens.'		Helen said (that) she *had to* catch the plane whatever happened.
8	'So if Ken's late,' she went on, 'I *must* order a taxi.'		She went on to say that if Ken was late she *would have to* order a taxi.
9	'You *must* tell me first,' said Sheila.		Sheila told Helen (that) she *had to/was to* tell her first.
10	'Helen *mustn't* order a taxi without telling me first,' she repeated to me.		She repeated to me that Helen *wasn't to* order a taxi without telling her first.
11	'Helen *needn't* worry,' she added. 'Ken won't be late.'		She added that Helen *didn't need to/have to* worry, as Ken wouldn't be late.
12	'You *needn't* worry if Ken's late,' I whispered to Helen, 'because I can take you to the airport.'		I whispered to Helen that she *wouldn't need to /have to* worry if Ken was late because I could take her to the airport.

13	'I *didn't need to* go back to my office after lunch, so I and my car are now at your disposal,' I said.		I told her (that) I *hadn't needed to* go back to my office after lunch, so that I and my car were now at her disposal.
14	'Well,'thought Helen,'I needn't have worried after all.'		Helen then realised (that) she needn't have worried after all.
15	1 *couldn't* tell you before,' I said.		I told her (that) I *hadn't been able to* tell her before.
16	'You see, I didn't know whether I could take you or not.'		I pointed out that I hadn't known whether I could take her or not.

Explanation

a As already noted in 12Ac, the future *will/shall,* which is commonly contracted to *'II* (1), changes to the conditional *would/should,* which is commonly contracted to *'d.*

b **But** in questions asking for instructions or advice (2) and not just for information (1), uncontracted *shall* is used **(IBr),** which changes to uncontracted *should* or, less commonly, *was/were to.* This difference in usage allows us to distinguish between the meanings of sentences that are otherwise identical. Compare Example 2 with the following:

Helen asked Sheila what she'd do if her friend Ken was late (= 'Sheila,' said Helen, 'what'll you do if your friend Ken is late?').

c Might (11 Aa, e) does not change (3). Could or could not does not change when it is used for possibility (3) or impossibility (llAe—g).

d Should and ought to do not change (4) whether they are used for expectation (HCa) or duty and advisability (llEa).

e Must used for conclusions **(HCd)** does not change (5).

f Must (not) used weakly with the meaning of *should (not)* to express advisability (6) rather than obligation does not change.

g *Must (not) aad need not,* used respectively for obligation **(llDa)** and absence of obligation **(HDg),** do not always change but very often do so, especially when what is reported is all in the past, or 'history'. These possible changes are given in Examples 7—12, where we may suppose that the conversation was reported when Helen had caught her plane, whereas 'Helen said she must catch her plane' is likely to carry the idea that she has not yet caught it.

h Since *must* has no tenses (UDdj, it is its approximate equivalents *have to* and *will have to* that, throughbackshift (12Ab), can provide the changes in reported speech (7,8). *Must* expressing a command (9) has the additional equivalent of *is* (etc) *to* (UDe), which in the negative is a substitute for *mustn't* (10). Negatives include, of course, such words as *no one* or *never:*

No one must order a taxi.

She said no one was to **(not** had to) order a taxi.

j Similarly, *need not* (1 lDg) may be the equivalent of *does not need to/have to* or *will not need to/have to,* which provide the basis for the changes in reported speech (11, 12).

k Whereas *did riot need to* changes to *had not needed to* (13), need not have does not change (14). (If you have forgotten the difference in use and meaning between these two past forms of *need not,* see llDh.)

1 *Could (not)* often changes when it is the equivalent of the PAST tense meaning *was (not)*

able to (15), but could (not) does not change when it expresses NON-FACT and is the equivalent of the conditional *would (not) be able to* (16) or of *was/were (not) able to* (see llAd):

'If I couldn't (= wasn't/weren't able to) take you to the airport I wouldn't tell you I could (= was)' → He told her that if he couldn't take her to the airport he wouldn't tell her he could.

m Similarly, could (not) used for permission or prohibition does not change when it means *would (not) be allowed to* (HAa) but may change when it means *was (not) allowed to* (HAb, c):

'At my school we couldn't keep pets' → He said that at his school they hadn't been allowed to keep pets.

Exercise

Report the following, using if you can only one sentence for each number. Verbs such as *insist, inform* and *explain* can be used both as reporting verbs and for direct speech as shown. Others, such as *continue, answer* and *lie* cannot, and you will need to find alternative verbs or phrases.

1 It's sad but we'll have to get rid of Molly if she doesn't mend her ways,' said Harry McArthur. 'After all, we can't afford to be too soft-hearted about our typists and secretaries if we're to have an efficient firm.'

2 1 must,' he continued, 'have told her at least three times about using the office phones. She should listen when I tell her things. She must never call America without my permission.'

3 'I think she may have done it again,' said Georgina. 'What shall I tell her if she has?'

4 'You needn't tell her anything,' answered Harry, 'because I'll deal with the matter myself.'

5 'I couldn't ask Mr McArthur about the phone,' said Molly, 'because he'd gone out to lunch. So I thought I could use my own discretion in the matter.'

6 'She must be very stupid to say things like that,' said Georgina. 'Shall I tell her she's got the sack?'

7 'No one must tell her anything,' insisted Harry. 'Only that she must come and see me. It looks very much as if she'll have to be told her services are no longer required.'

8 'According to regulations,' he went on, 'she must have a minimum of two weeks' notice or salary in lieu. She's quite a nice kid, so I'll be as generous as I can.'

9 'Although I'm afraid you must go,' he informed her, 'you needn't worry too much because I'll give you a good reference and three weeks' pay.'

10 'Could I have the reference now?' asked Molly. 'Then I could start looking for another job at once.'

11 'Perhaps your father could help you find a job,' I said when I heard of her predicament. 'You should pay him a visit.' 'I might do just that,' she replied, 'although it would cost a lot.'

12 'I didn't need to pay the whole fare when I booked the flight,' she told me later, 'so I needn't have worried so much about money. But I couldn't get through to my father last night to tell him of my plans. Could you possibly phone him from your office for me?'

13 'She couldn't have arranged to come at a worse time,' complained her father on the phone. 'I can't possibly meet her at the airport on Friday. I'll have just come back from Canada and there'll be several business matters I must see to before the weekend.'

14 'It's the only cheap flight Molly could get on,' I explained. 'She tried to contact you but couldn't. So what shall I tell her to do?'

15 'You shouldn't spoil the girl,' he retorted. 'She ought to be capable of coming to see me without all this help from strangers. What's she coming for, anyway?'

16 'I haven't the least idea,' I lied. 'But isn't it just possible that your daughter might wish to see you again after a gap of several years?'

12C Suggestions, requests and commands

Introductory note: So far in this section, requests have been limited to the use of the imperative or *must (not),* and to their reporting with *told* or *said* followed by the infinitive, *was/were (not) to* or *had to* (12Ab, Bg). However, there are other ways of getting people to do or not to do things and of reporting them, varying from the gentle *ask* or *suggest* to the stern *order* or *warn,* and the more useful of these are given in the Examples and Explanation below. The words in italics in the Examples are those whose general sense and meaning correspond in direct and reported speech.

Examples

DIRECT SPEECH		REPORTED SPEECH

1 *'Could* you,' *said* Sheila to a passing driver, 'give me a lift into town? My car has broken down.'
> Sheila *asked* a passing driver a lift into town, as her car had broken down,

2 *'Hop in,' said* the driver.
--- -» The driver *told her to hop in.*

3 ' *What about* stopping for a coffee?' *said* the man after a few moments.
---- > After a few moments, the man *suggested* stopping/that they should stop for a coffee.

4 *'I very much hope,'said* Sheila, 'that you'll drive straight on so I can keep an important appointment.'
-----> Sheila *urged* the man to drive straight on so she could keep an important appointment,

5 But the man stopped the car.-- *'If I were you,' he said, 'I'd* hand over that bag of yours without a struggle.'
> Having nevertheless stopped the car, the man *advised* Sheila to hand over her bag without a struggle.

6 However, it was the man who was soon struggling.*'For God's sake* let me go!' he *cried.* 'You're breaking my arm!'
> However, it was the man who was soon struggling and *begging/imploring/entreating* Sheila to let him go, as she was breaking his arm.

7 'Now,' *snapped* Sheila, *'you'll* - drive me first to a garage and afterwards to my weekly appointment at the judo school.'
> Sheila then *ordered* him to drive her first to a garage and afterwards to her weekly appointment at the judo school.

8	*"Whateveryou do,'* she *said,----* *'don't* try any more monkey business.'	> She *warned him not to* try */against* trying any more monkey business.

Explanation

a A more forcible alternative to *ask* (1) is *request,* but it is too formal to be included among the above Examples:
'Please be sure to be punctual at all my lectures,' she *told* her students.
---------- * She *requested* her students to be punctual.…

b A more forcible alternative to *tell* (2) is *order* (7), or sometimes *command.* Although *order* is more common in military and similar contexts, it may be suitable in other contexts, such as this one. Instead of *order. .. not* we generally use *forbid* **(17A):**
'No talking!' *ordered* the headmaster ----- » The headmaster *forbade* them to talk.

c We have already met *suggest* (3) and its use with or without *should* in 1 **lFa** and, when we are less positive and talking only about possibilities, its use with *might* in **12Ap.** When our suggestions are based upon a possibility of choice we may use *recommend* **(17Db):**

"Why not try the Greek restaurant further up the street?'
She *recommended* (us to try/trying/that we should try) the Greek restaurant....
Note that *recommend,* unlike *suggest* but like all the other verbs in this section, may be used with an object + infinitive (17C).

d For more serious matters, which may involve telling people not to do things, we normally use *advise* (5) instead of *suggest* or *recommend* (but see 17Db).

e When we ask urgently, in order to try and persuade someone to do or not to do something, we use *urge* (4). If this is not strong enough, and we wish to convey anguish, pain or tears, we use *beg, implore* or *entreat* (6). *Plead with* (followed by object + infinitive) is also possible, but more in the context of a highly emotional situation of some duration.

f When someone *tells at advises* us not to do something wrong, imprudent or dangerous^ the appropriate introductory verb is *warn* (8). This verb is also used with *that* to give us notice of possible danger or inconvenience:
'Take care,' he *said,* 'the roads will be icy.' ----> He *warned* (us) that the roads would be icy.
*'The trouble is,"*she *said,* "the supermarket closes in half an hour.'
---------- ► She *warned* (us) that the supermarket closed in half an hour.

Exercise 1

Report the following direct speech using the introductory verbs shown in the Examples or mentioned in the Explanation.

1 'Let's send away for this electric kettle advertised in the paper as a special offer,' said my wife.
2 It was about three weeks later that I said: 'Will you plug it in while I get the cups?'
3 'You mustn't,' I said, 'fill it with the switch on, whatever you do.'
4 'Stand back,' I cried, 'while I disconnect it!'
5 'Don't ever touch that kettle again,' I said. 'It's live.'
6 'Don't you think,' said my wife, 'we should get a lawn-mower the next time there's a special offer?'
7 'If I were you,' said the girl from next door, who'd just come in, 'I'd get the whole house rewired.'
8 'I do hope you'll follow such an excellent piece of advice,' said my wife.
9 'Mind your own business!' I snapped, still tense after the affair of the kettle.
10 'Don't ever speak to me like that again,' she said, 'if you want any more meals cooked.'
11 'I'm sorry, dearest,' I said. 'Please, please forgive me.'
12 'How about eating out this evening?' I then said, by way of a peace offering.
13 'Oh, yes!' said our neighbour. "Why not go to the new Chinese restaurant? 'I've heard it's excellent.'
14 'Mind you,' she went on, 'you'll have to reserve a table.'
15 'And you'd better put on a tie,' she said, eyeing me disapprovingly.
16 'Yes,' said my wife, 'go upstairs and change into something decent.'
17 'You're not to come out with me looking like that,' she said.
18 'If I were you,' said our neighbour, 'I'd telephone the restaurant first.'
19 'Hurry up,' said my wife, 'whichever you do first.'
20 I suddenly felt a great need for peace and quiet. 'Look,' I said, 'why don't you two go out instead of me?'

Exercise 2

Oral practice (general revision): Without using the book yourself, get someone to

say the following to you and then report, as if to a third person, what you have heard, beginning *She/He* as shown below. Since the reporting is immediate, do not change the reference to time such as *this morning* or to place, such as *here* (see 12Ae).

Excuse me for being late this morning; I was held up by the traffic. -- > *She asked me* to excuse *her* for being late this morning; *she said she was* held up by the traffic.

I'd have got here quicker if I'd come on a bicycle. > *She said she'A* have got here quicker if *she'A* come on a bicycle.

I should leave early this evening if I were you. > *She advised me to* leave early this evening.

1 Where do you come from? Are you staying here long?
2 Is this the first time you've been here?
3 I've been living here for over a year and quite like the place.
4 But I'd rather live in London. Wouldn't you?
5 You must find this place rather dull compared with your home town.
6 What can we do this evening if we decide to go out?
7 We could go to the cinema if there are any good films on.
8 How about going to a concert? Do you like music?
9 You needn't decide now; you can let me know later*
10 Shall I come round to your house or wait for you here?
I1 Will you be ready if I call for you at six o'clock?
12 Don't forget to bring an umbrella, as it may rain.
13 1 wish my car was in order, so I could have given you a lift.
14 It's being repaired, and won't be ready until the end of the week.
15 1 wish I knew more about cars than I do.
16 I could save a lot of money if I was able to do the maintenance myself.
17 I had to come here by bus this morning, as I'm without my car.
18 Did you walk or drive to work this morning?
19 You mustn't drive on the right here whatever you do.
20 If you've been to Japan, you'll know that they drive on the left there too.
21 Do you think I'd like your country if I visited it?
22 Tell me the things I should make a point of seeing.
23 I must try and save some money so that I can visit you.
24 I must go now, as I have to correct some homework.
25 You mustn't forget that you have some homework to do for tomorrow.

13 The passive

13A Subject formation from the active voice

Introductory note: You should already be fairly well acquainted with the English passive verb and should know how to form it from the corresponding active tenses, and this formation is not discussed here, although passive tenses are well illustrated in the Examples below (for the passive infinitive and gerund, see **10A,** B). What is discussed is the formation of the passive sentence as a whole and in particular the relationship between its grammatical subject and the grammatical object or objects in the active voice. An understanding of this relationship is the best way of knowing when and how to use the passive, since there is a connection between grammatical subjects and the subjects we like to talk or write about. The grouping of Examples and Explanations is as follows:

Formation from a single object Formation from two objects Formation of the auxiliary passive Non-formation of the passive from two objects

Formation from a single object

Examples

ACTIVE **PASSIVE**

1 They arrested *Peter* two —> *Peter* was arrested two **a**

ago.	ago.	
2 The Mercian press has declared *him* (to be) a spy.	—> *He* has been declared a spy by the Mercian press.	**a.** c.
3 The authorities had clearly decided *to make an example of him.*	—> *It* had clearly* been by the authorities to make an example of him.	**a. b.**
4 They've announced (that) *he'll be tried*	—> *It* has been announced he'll be tried	**a. b**
5 They're not complying *the law.*	—> *The law* is not being complied with.	**a, d**

*** For the position of adverbs in the passive, see 2Bf.**

Explanation

a The subject of a passive sentence can be formed from the single object of almost any verb (1-5). The important exceptions are *have* and *get* in most of their meanings:

They have (= are holding) a lot of people in jail. NO PASSIVE

The prisoners never get (= receive) our letters. NO PASSIVE

But:

We all had (= experienced) a good time. --> A good time was had by (us) all.

Can they get (= make) the room ready in time ? --► Can the room be got ready in time ?

(See also t below.)

b The single object may be not only a noun or a pronoun (1, 2); it may be an infinitive phrase or a *that* clause (3,4), which can become the subject of a passive sentence by the use of introductory *it* (8Ap). As already pointed out in lOAc, it is rare for an infinitive itself to stand first in a sentence as subject, and the same is true of a *that* clause.

c The single object may have a complement (2).* Although this may be a noun *(a spy),* you can see that it is not another object because (i) it can be linked to *him* by *to be* and (ii) it can be replaced by an adjective: 'The Mercian press has declared him insane.' It cannot therefore become the subject of a corresponding passive. The same is true of all complements, which you should be able to recognise even if (i) and (ii) do not apply:

They crowned him king. ----► He was crowned king (not The king was crowned).

d The object (compare p below) of a verb used with a preposition (a prepositional verb) can usually become the subject in the passive (5). Exceptions occur with prepositional verbs of movement:

People very rarely *enter/go into* these rooms. --------> These rooms are very rarely *entered* **(not** *gone into).*

Amundsen *reached/arrived at* the South Pole on 14th December 1911. ---► The South Pole was *reached* (not *arrived at)* by Amundsen on 14th December 1911.

When movement is not expressed, that is to say when these are phrasal verbs **(16Ab)** and do not have their literal meaning, they can be used in the passive:

The matter has been *gone into* very thoroughly. No conclusion has yet been *arrived at.*

* Complements can be defined as nouns or adjectives that **complete** the way a verb is used (that is to say, the verb pattern) without being that verb's object. In 'He is a spy', *spy* is a complement, **not** an object, and of course this sentence has no corresponding passive.

With regard to adverbial phrasal verbs **(16Aa),** those which take an object can as a general rule be used in the passive:

The police beat Peter up.--------► Peter was beaten up (by the police).

(Compare 8Ad.)

Note that the subject of an active sentence is not represented in the passive unless it is of some significance (2, 3), when it appears as the agent *(by the Mercian press, by the authorities).* Whether there is an agent or not, we think in the passive more about the person or thing acted upon and about the action itself than about its source, which becomes remote or impersonal.

Formation from two objects

Examples

ACTIVE	PASSIVE
6A A friend gave me *the information/the information* to me	*The information* was given (to) me by a friend.
B A friend gave *me* the information/the information *to me*	/ was given the information by a friend.
7A They've refused Peter *access to a lawyer.*	*Access to a lawyer* has been refused Peter.
B They've refused *Peter* access to a lawyer.	*Peter* has been refused access to a lawyer.

Explanation

f Some verbs can have two objects, one usually a concrete or abstract thing (A), the other usually a person (B), although this too can be a thing: 'I gave *what she said*a lot of thought.' (See also j below.) For a list of the more common of these verbs, look at study list 17E, where you will see that they fall into three groups.

g The first group (i) consists of verbs like^iue (6) and *refuse* (7), where **either** object can become the subject in a corresponding passive without it being necessary to introduce a preposition in the passive for object B.

h Most verbs in the first group are like^zve (6), which can be used alternatively with the preposition *to* in front of object B in both active and passive,* although there are a few verbs like *refuse* (7) with which there is no optional use of a preposition.

* In British English the use of *to* in the passive is common, particularly in front of a noun as opposed to a pronoun: 'The information was given *to* the secretary of our committee by a friend.'

j The second group (ii) consists of verbs *like feed* or *build,* **either** object of which can become the subject in a corresponding passive but which, unlike those of the first group, do require a preposition for object B in the passive. This preposition (see 17E) is usually *for* but may be *to* or *into:*

They fed the computer all the available data/all the available data *into* the computer. -► All the available data were fed *into* the computer.

They've built it a special shed/a special shed *for* it. - > A special shed has been built *for* it.

k For verbs of the third group (iii), see q, r, s below.

Formation of the auxiliary passive

Examples

ACTIVE	PASSIVE	
8 A friend gave *me* the information/the information *to me.*	--- * *I* had the information given (to) *me* by a friend.	1
9 They've refused *Peter* access to a lawyer.	> *Peter* has had access to a lawyer refused *him.*	1
10 They never explain a citizen's rights *to prisoners.*	--- > *Prisoners* never have a citizen's rights explained *to them.*	m, n
11 They'll confiscate *Peter's* cameras, of course.	► *Peter* will have *his* cameras confiscated, of course.	p

12 And they'lfcarefully examine the photos *he* took, including that one of you. ----> And *he'W* have the photos *he* took, including that one of you, carefully examined. p

Explanation

1 With two-object verbs of the first or second group (see g, h, j above) there is a third way of forming a passive, namely by the use of *have* (8, 9). You will see that, although this is externally similar to causal *have* **(lODc),** it is being used in a passive, not an active (causal), sense. Compare these two sentences:

Sheila has had her car repaired. CAUSATION

Sheila has had her car stolen. AUXILIARY PASSIVE

In the first, the subject Sheila is in an active (causal) role; in the second; she is in a passive role. Equivalent sentences could therefore be:

Someone has repaired Sheila's car for her.

Someone has stolen Sheila's car (not for her!).

Sentences using *have* can be passive or active in sense according to context. Thus 'He had his head shaved' can refer to a man in a passive role subjected to the indignities of prison life or to a free man actively following the latest fashion.

m Although the auxiliary passive is quite often used with verbs like *give* (8) and *refuse* (9), with them it is no more than an alternative to the passive formed on object B (see f—j above), which has the advantage of being shorter than the auxiliary passive. With many verbs, however, such as *explain* (10), there is no object B without a preposition, and therefore no corresponding B passive with persons as subject (not 'They never explain prisoners a citizen's rights-- * Prisoners are never explained a citizen's rights'). Consequently with these verbs the auxiliary passive is very useful, since in everyday communication we tend to make persons and not things our subject, both in a social and a grammatical sense.

n Note the difference between (10) the PREPOSITIONAL OBJECT *(to prisoners)* of a verb such as *explain* and (5) the OBJECT *(law)* of a prepositional verb such as *comply with.* The first is dependent upon a verb with an object that can •become the subject of a (non-auxiliary) passive:

A citizen's legal rights are never explained to prisoners. The second, as we have seen, is an object that can itself become the subject of a passive ('The law is not being complied with').

p In addition to a prepositional object (10), the word in the active that provides the subject of an auxiliary passive may be (11) a possessive *(Peter's)* or (12) a noun or a pronoun *(he)* in a relative clause (8). Notice that the word, whichever it is, occurs twice in the passive in one form or another:

to prisoners ---------> *Prisoners ... to them* (10)

Peter's ---->■ *Peter... his* (11)

he ---- ► *he… he* (12)

Non-formation of the passive from two objects

Examples

ACTIVE	**PASSIVE**
13A Many people wish Peter *luck.*	(none)
B Many people wish *Peter* luck.	(none)
•14A His fearless stand has won (for) him *a lot of sympathy.*	> *A lot of sympathy* has been won *for* him by his fearless stand.
B His fearless stand has won (for) *him* a lot of sympathy.	(none)
15A Freeing Peter now would save the authorities *a lot of trouble.*	(none) s, t
B Freeing Peter now would save *the authorities* a lot of trouble.	-> *The authorities* would be saved a lot of trouble by freeing Peter now.

Explanation

q Passives cannot be formed from either object of all double-object verbs. A list of the more important of these exceptions appears under 17Eiii. It includes verbs like *wish* (13), labelled q on the list, neither object of which can normally become the subject of a passive, although B objects can on occasion: 'They wished us a pleasant journey ► We were wished a pleasant journey.'

r There are also verbs like *win* (14), labelled r in 17Eiii, where object A but not object B can become the subject of a passive. This requires the use of the preposition *for*, optional in the active.

s Thirdly, there are a few verbs like *save* (15), labelled s in 17Eiii, where the passive can be formed from object B but not from object A.

t Note that it is possible (see a above) to form passives from the single objects of these verbs:

Freeing Peter now would save a lot of trouble. --------> A lot of trouble would be saved by freeing Peter now.

An exception on list 17Eiii is *cost* (unless it means *estimate the price).* Thus 'It cost a fortune' has no passive.

Exercise tX'*^ <**«

Transform the following into iffassives in which the grammatical subjects are formed from the words ~~*in4UuiLs.*~~ Where clauses are to become the subject-(see =^-afeeveJ, only *that,* and not the whole clause, is italicised. "^)

1 I hadn't been with my firm for more than four months when they taught *me* the elements of marketing and made *me* a sales representative.

2 They recently increased *my* salary by thirty per cent. The trouble is that at the same time they reduced *my* expense allowance by nearly half.

3 Denis says his firm has offered *him* a job in Singapore, but that he won't take it because someone else has promised *him* a much better job in Japan.

4 Someone has lent *me* a book on computers and I now understand roughly how they work. No one had ever explained them *to me* before.

5 Last year they overtaxed *me* and now owe *me* quite a lot of money. I think that until they refund it *to me* they should pay *me* interest on it, don't you?

6 They should do away with *income tax* altogether. If necessary, they could put up *value added tax* by way of compensation. But unfortunately you can always rely on *this Government* not to do the right thing.

^ y f 7 From the way people are speaking about *this Government,* one might think *that* they will not vote *it* back into power at the next election. However, the proverb 'Better the devil you know than the devil you don't' will probably decide *the result* in the Government's favour.

8 Over the years people have set up *various small, friendly shops* in this town, but they seldom survive long because the supermarkets force *their* prices down and drive *them* out of business. People have suggested *that* shop owners should combine in an advertising campaign, but this would probably lead to the supermarkets beating *them* yet again, this time in a propaganda war.

9 Have people ever stolen *your* washing when you've hung it out to dry? They have *mine.* In fact they've been stealing *mine* a bit at a time for the past month. '

10 A couple of weeks ago they confiscated *Peter's* passport. They won't return it *to him* now he's been arrested.

11 The latest news is that they've charged *him* with conspiracy, refused *him* bail, and jailed *him.* They may forbid *you* any contact with him before

the trial.

12 During the war they used to open *our* letters and censor them. They told *us,* of course, that the censors would never disclose or discuss *our* personal affairs.

-' 13 Publishers were always rejecting the pieces / wrote, but now I am glad to say they are beginning to accept them. (Use two auxiliary passives, beginning /….)

14 1 thought they refused *children* admission to horror films, but the other day they allowed *my twelve-year-old niece* in to see that shocker at the Plaza.

----15 Brenda Pearl's father left *her* a considerable sum of money but crafty lawyers took quite a lot of it *off her.*

16 They've endorsed *Ken's* driving licence again, I'm afraid. The next time they catch *him* for speeding they'll probably disqualify *him* from driving for a year.

17 My car broke down yesterday and they had to tow *it* to a local garage for repair. They'll charge *me* for the repair, of course, but not for the tow, as my membership of the Automobile Club covers me for that.

'f 18 Someone once# showed *me* the way to the railway station, but I have now forgotten it, which is a pity, because people frequently ask *me* it. 19 People used to drum *into me* as a child *that* those were the best days of my life. (Begin /... and follow with introductory it.) They told *me* wrong.

20 They awarded the Nobel Peace Prize to *Martin Luther King* in 1964. In 1968 someone assassinated *him. \2h* Someone once taught *me* a Finnish song without telling *me* what it really meant. In fact they played a nasty trick *on me,* because when I sang it in Finland everyone blushed. 22 They've known for sometime *that* if you feed penicillin *to the young of domestic animals* you significantly increase *their growth rate.*

13B Passive constructions with the infinitive

Examples

ACTIVE		**PASSIVE**	
1 They say (that) the country's on the verge of civil war.	~~M~~ ->	The country *is said to be* on the verge of civil war.	a, **b**
2 People thought at first (that) the President had been murdered.	—^->	The President *was* at first *thought to have been murdered.*	a, **b**
3 One can't see a soul in the streets.	->	There's not a soul *to be seen* in the streets.	*c*

Explanation

a Instead of an active construction with *say, thought* etc. where *they* (1) or *people* (2) refer to no one in particular, we sometimes use a more formal passive construction with the full infinitive (see **17Be).** In these constructions the infinitive itself may (2) or may not be (1) in the passive.

b Note (2) that the perfect infinitive *{to have been murdered)* is used only when we wish to refer to time **before** that of the introductory verb *{thought).* This time difference shows in the active as a tense difference (see **lOAg).**

c There is also a particular type of construction (3), using *is/was* etc. to correspond with *can/could* in the active (see **lODd),** where the passive infinitive is always used.

Exercise 1 .

Complete the sentence introduced i» *italics* so that it has the same meaning as ^ the first sentence, as-~~shown in~~ the Examples.

(T/People have known Willie stay up working in his office all night./*Willie ... (%)* They say Willie's father was a chronic work addict too./*Willie's father ...*

(^^Unfortunately we can't find his secretary anywhere./*Unfortunately his*

_ *secretary is...* ^
(4) They say they saw her last in the Red Lion Hotel./S/ze ...
,3'They know for certain she was at the meeting./S/ie ... *' fr* They found she was a very conscientious worker./S/ze ... / 7 Last night they stopped Ken on the motorway and made him show his licence./*Last night Ken ...*
(8) It appears they didn't detain *him./He ...*
(? They say that both Helen and Sheila were with him at the time./*Both* ... ^KTSome people think he's a dangerous driver *./He ...*
11) They believe he has had his licence endorsed twice./He ... ^ Many people consider that Willie's father was one of the best artists of his
generation./*Willie's father*... jJ3"It seems that most of the art critics ignored him./He ...
J-ifPeople said that he'd insulted the critics in some way or other./*He ...*
15 Can one trust such people *7/Are .. .7* c 16/rhey presumed the man was waiting for them outside./T/ie *man* .,.
Iv They couldn't see him anywhere./He *was ...*
(fit) They should have made him pay the extra cost himself. */He ...*
(tfXme isn't meant to use that kind of paint on walls./*That ...*
20 One can seldom find real craftsmen nowadays./*Real craftsmen are ...*
Exercise 2
Oral practice (13A, 13B): Without looking at the book yourself, get someone to say the following to you and then repeat in the passive what you have heard, taking care to keep the same tense. Make *she* the subject of each sentence.
Someone should advise her to apply for the job. ----*She should be advised to apply for the job.
Have they rejected her application? ----> Has she had her application rejected?
1 They're considering her for the job.
2 They may interview her tomorrow.
3 They won't tell her the result until next week.
4 They're not likely to give her the job.
5 Did they pay her last month?
6 Do they usually pay her by cheque?
7 No one's paid her anything yet.
8 They'll tell her what to do.
9 Someone should have explained it to her already.
10 They made her look pretty foolish.
11 People were talking about her behind her back.
12 They say she did her work carelessly.
13 They saw her running out of the room.
14 Someone had insulted her.
15 Someone had even pulled her hair.
16 They're treating her disgracefully.
17 They've cancelled her sabbatical leave. '
18 They're going to cut her salary.
19 They're going to make her apologise to the Principal.
20 They should have allowed her the chance to explain herself.
14 Inversion of subject and verb
Introductory note: Subject-verb inversion occurs as standard in questions. Otherwise its use in English is largely optional, its purpose being to alter emphasis within the sentence, which may in turn result in heightened dramatic effect. As an advanced learner you should try to acquire the additional variety and power of expression that comes from this optional inversion. (You will at the same time be safeguarding yourself against its popularity in some English

examination questions.) It is introduced by certain lead words, which are classified and dealt with in **14A.** Section **14B** dais' with some of the lead words that introduce established sentence patterns *(No sooner ... than* etc.).

The Examples in **14A** below are a well-meaning attempt at parodying the style of Arthur Conan Doyle's tales of a hundred years ago. Inversion at the concentration shown is neither normal nor recommended! But this is not to say that subject-verb inversion does not occur quite frequently in modern English, such as that used in the Exercise.

14A Types of lead word

Examples

STANDARD FORM

1 My friend Sherlock Holmes (the famous detective) has *never* been so intrepid as he was in the case of the Green Face.

2 His powers of deduction have never been better used *either.*

3 I *well* remember the night we lay in wait for the Green Face.

INVERTED FORM

Never has my friend Sherlock Holmes (the* famous detective) been so intrepid as he was in the case of the Green Face.

Nor/Neither have his powers of deduction ever been better used.

Well do I remember the night we lay in wait for the Green Face.

4 I have had reason to be grateful for my umbrella *many* times, and so it was then.

5 For we had *hardly* hidden ourselves among the bushes when it began to rain.

6 I have *seldom* known the hours pass so slowly.

7 It was *only* when a cold grey dawn had begun to break in the east that the fearful spectre appeared.

8 I was *so* terrified/My terror was *such* that I tried to hide under my umbrella.

9 Silently and mysteriously, and only a few yards away, a face of the most horrible appearance and ghastly colour imaginable came into

view.
10 (none)
11 With these words Holmes sprang *up* and lunged — and the Green Face went *pop*!
12 The miserable rubber remnant of the terror that had haunted Abbey Grange for years lay *at our feet*!
13 'If you *{should)* ever see the Green Face again,' said Holmes grimly, sheathing his sword, 'you'll know what to do.'
14 If you saw/were to see the Green Face, would you know what to do?
15 If I *had* known it was only a balloon I would of course have used my umbrella.

Many is the time I have had d reason to be grateful for my umbrella, and so it was then.
For *hardly* had we hidden b
ourselves among the bushes
when it began to rain.
Seldom have I known the b
hours pass so slowly.
Only when a cold grey dawn b
had begun to break'in the
east did the fearful spectre
appear.
So terrified was *I/Such* was c
my terror that I tried to hide
under my umbrella.
Silently and mysteriously, h
and only a few yards away,
there came into view a face of
the most horrible appearance
and ghastly colour
imaginable.
'Here comes our foe, f
Watson,' whispered my
companion, drawing his
sword-stick, 'and there he
goes!'
With these words *up* sprang f, j
Holmes and lunged — and *pop*
went the Green Face!
At our feet lay the miserable g
rubber remnant of the terror
that had haunted Abbey
Grange for years!
• *'Should* you ever see the 1
Green Face again/ said Holmes grimly, sheathing his sword, 'you'll know what to do.'

■ *Were* you to see the Green m Face, would you know what to do?

- *Had* I known it was only a n balloon I would of course have used my umbrella.

Explanation

LEAD WORDS, TYPE i (Examples 1-8):

a negative adverbials like *never* (1)*, *nor* or *neither* (2), *not since (last March* etc.), *not for (ten years* etc.j, *on no account* and *not only* or *no sooner* (see **14Ba);**

b near-negative (= restrictive) adverbs such as *scarcely* or *hardly* (5), *rarely* or *seldom* (6), or *only* when used with other words to complete a phrase like *only by working hard* or to introduce a clause *(when ... break)* as in Example 7;

c *so* or *such* (8) used with fAat to express result (3Ac,d), and *so* meaning *too* as in *'So do I(*= I do too)';

d a small number of adjectives and adverbs like *well* (3), *many* (4) and *little* **fl4Ba),** restricted to certain expressions.

e After this type of lead word, inversion i always occurs; ii is of the same form as it is in questions, involving only the verb *to be* and the auxiliaries *do, have* etc.; iii occurs in all tenses; iv involves both nouns (1, 2, 4, 7) and pronouns (3, 5, 6, 8).

LEAD WORDS, TYPE II (Examples 9-12):

f adverbs indicating position or movement like *here* (10), *up (11);*

g phrases indicating position or movement like *at our feet* (12);

h the word *there,* which, as well as being used in the familiar *then is/are,* can combine with a few verbs of position and movement in expressions like *there stands a monument on a hill, there came into view* (9), but which unlike the adverb *there* is not stressed (compare 'there came into view' with 'and there he goes' in Example 10);

j one or two words, expressing noise like *bang* or *pop* (11), used generally with the verb *go.*

k After this type of lead word, inversion i does not always occur *(up sprang Holmes* or *up Holmes sprang);* ii involves the main verb, which usually corresponds in meaning to the lead word, that is to say is a verb of position (12) or movement (9-11); iii normally occurs only in the simple present, past and future tenses; iv involves (see Example 10) nouns like/be but not pronouns like *he* (not 'and there goes he').

*** Note that *never is* a lead word is used in an emphatic, total sense. As a non-emphatic substitute for *not* in a sentence like 'We expected to see Willie at the party but he never came' it could not be used as a lead word.**

There is an exception to the last rule when *there* or *here* is used with the verb *to be:*

Here am I, slaving away, while there are you doing nothing!

LEAD WORDS, TYPE in (Examples 13—15):

1 *should* (13), which, as we have seen (lDb), may be used in certain conditional sentences, can act as a lead word, eliminating *if;*

m the subjunctive *were* (14), which may occur in certain conditional sentences (lDb), can act as a lead word, eliminating *if;*

n the auxiliary *had* (15), which occurs in certain conditional sentences (IDe), can act as a lead word, eliminating *if.*

Exercise

Rewrite as many as possible of the following sentences using subject-verb inversion based upon the lead words they may contain or (see Examples 2, 9, 13, 14) that may be added. Leave any sentences that you do not think can be rewritten in this way as they are.

1 The starter's gun went bang and the runners went off at a good pace.

2 They'd scarcely covered the first lap when the leading runner, Roger Baines by name, slipped and fell.

3 A runner called Plunger was behind him at the time.

4 Although he tried hard, Roger Baines never made up the distance he had lost.

5 At the start of the last lap he was last; our friend.Ken was second from last.
6 The time had come for Ken to make one of his famous sprints, so there we were, cheering our heads off!
7 The rest of the spectators sat around the track, silent but expectant.
8 We had hardly started cheering when Ken responded: he shot forward, like a bolt from the blue!
9 I well remember Plunger's look when Ken passed him ten metres from the _^ tape!
(lO il've rarely seen anyone judge his final sprint so well.
,11 The thieves had hardly got round the corner when the engine of their car ^stalled.
12/They jumped out and ran off up the street.
13 Just at that moment a couple of police cars drove up.
14 Windows flew open all along the street and a lot of heads popped out to watch the chase.
15 A church stands at the top of the street; one of the fugitives darted into it.
\ 1 j> '^Nothinfl like this haH ever happened in our street before.
(l7^tfl hadn't seen it with my own eyes I wouldn't have believed it.
18 The Blenkinsops' thirtieth wedding anniversary was being celebrated at
® Blenkinsop Hall, tady Blenkinsop sat at the head of the taj}le, Sir James at the foot. 20 'I haven't eaten a dinner as good as this since my wedding day,' said Sir
©James to himself. In replying to the guests' toast, hesaid: 'A man begins truly to appreciate .--.the qualities of a wife like mine only after thirty years of marriage.' f22 *Jjf*I had another chance,' he said, eyeing his wife, 'I'd choose the same
(23) The said woman wa^scMjvjaxojne_with emotion that two large tears rolled ᵛ—'down her cheeks. ~~^^
24 A loud guffaw came from the middle of the table. 'There goes my son,' thought Sir James. 'Disorderly and disrespectful as usual. He mustn't be allowed to make a speech on any account!'
25 A vision of his son Toby in twenty years' time, idle and useless, presiding over the death of the Blenkinsop family, suddenly appeared before Sir James's eyes.
f26 j'The social pressures to make one smoke are so strong that few can resist
27 'I've been made tragically aware of this fact many times.' \28)l was so amazed by what I'd heard that I stood there speechless.
29 I hadn't heard such nonsense for a long time.
30 If you ever hear anyone say the same sort of thing, don't believe them for a moment.
'I shall never, never trust a man again!' cried Helen.)'One can have peace in this life only by_ a voiding them altogether,' she
d
33^ 'A truer word has seldom_been spoken,' I said. 'But who wants peace?'

14B Established sentence patterns

Not only... but
No sooner... than
Little ... think/know/realise etc.

Examples

1 *As soon as* I was in the shower -- someone must have entered my hotel bedroom.	► *No sooner* was I in the shower *than* someone must have entered my hotel bedroom.
2 I had *no idea,* as I dried myself,-- what a shock was in store for me.	* *Little* did I *know,* as I dried myself, what a shock was in store for me.
3 All my money had disappeared,	► Not *only* had all my money

and my clothes had gone *as well.* disappeared, *but* my clothes had gone (as well).

Explanation

a These lead words *(Not only* etc.) combine with other words *(but* etc.) in effective and relatively common subject-verb inversions that are worth practising. Note, however, that No *sooner... than* (1) is not used for future events ('Immediately my passport is ready I'm leaving') and that *Little...* (2) is seldom used for pleasant events ('She had no idea she had won all that money').

b *Hardly/Scarcely* **(14Ab)**... *when* is an alternative, but perhaps less forceful, sentence pattern to *No sooner... than.*

Exercise

Where possible rewrite the following using the appropriate form of inversion shown in the Examples. Leave as they are any sentences like those mentioned in the Explanation as unsuitable for inversion.

1 As soon as I come home in the evening I switch on the television.
2 I watch it all evening and I have it on for breakfast as well. *t*
3 As soon as I have time I'm going to get rid of the damned thing.
4 As soon as they made the announcement share prices began to rise.
5 Share prices rose and the dollar recovered as well.
6 Of course we'd had no idea we were going to make a fortune.
7 Robert's father owns half the land in the village and has bought three small hotels as well.
8 Immediately a hotel in the area comes up for sale he buys it.
9 And as soon as he buys it he starts making money out of it.
10 Zena gave him the use of her flat and lent him her car as well.
11 She'd no idea he was a man on the run from the police.
12 Immediately you have any news of him get in touch with her.
13 He may pinch her car and he may ransack her flat into the bargain.
14 We never thought he was that sort of fellow.
15 It was a long way, and it was a rough, winding road as well.
16 Immediately we got to the hotel we collapsed, dead tired, into our beds.
17 We had no idea that there was worse in store for us the next day.
18 Just after we left it started to come down in buckets.
19 There was now extensive flooding as well as a bad surface to contend with.
20 We little suspected when we started our holiday that it would be like this!

15 Dependent prepositions

Introductory note: The prepositions that are dependent on certain words are, together with phrasal verbs (16), particularly the problem of the advanced learner. They form one of the last barriers to mastery of the language, which is why they receive a lot of attention here. There are altogether 300 words with their dependent prepositions in this section. How many you know already you can establish the first time you do the Exercises. Those you do not know you can learn with the help of study lists 17F, before repeating the Exercises until you are satisfied with your knowledge.

Exercises

For each number provide a preposition, but before doing so run your eye over each group of sentences in order to grasp the general meaning and context.

Sheila's very strict (1) the children in her class. She's particularly strict (2) punctuality. However, her relationship (3) the children is a happy one.

We think that Brenda's system of office filing is a great advance (4) the old system. We should benefit a lot (5) it. Yes, it definitely has a lot of advantages (6) the old system.

I can't possibly agree (7) your demands. Unless you're prepared to compromise we'll never be able to agree (8) a sensible way to deal with the problem of your monthly allowance. Why can't

you learn to agree (9) me sometimes - especially (9) my ideas for your future? They are in your interest, you know.
Nowadays there's no advantage (10) being a woman. In the old days a clever woman could take advantage (11) being female. But now the rules of social conduct apply (12) men and women alike.
Denis is always boasting (13) his success as a salesman. His behaviour is typical (14) the social upstart. He's quite incapable (15) showing a bit of modesty.
Things have changed considerably (16) the worse, I am afraid. There has been a serious deterioration (17) the economic situation. The key (18) recovery lies in our export trade.
Ken has been charged by the police (19) dangerous driving. He is prepared
to plead guilty (20) driving without due care and attention but says he is not guilty (21) dangerous driving.
The man confessed (22) stealing food, pleading that his children had been suffering (23) malnutrition and might well have died (24) starvation.
Many people say nuclear power stations are a potential danger (25) the local population and have little confidence (26) the so-called safety measures. They are very concerned (27) what might happen in an emergency.
These revelations have done a lot of damage (28) Sir James's political reputation. It is difficult to be critical, though, (29) what he did. Everyone is very curious (30) what he will do next.
Marilyn's father is a dealer (1) antiques. He has a great reputation (2) honesty. He's an expert (3) eighteenth-century porcelain.
Helen was very jealous (4) her sister's popularity. Her sister was very popular (5) the teachers at school. She impressed them (6) her work and her personality.
What are this year's figures (7) road accidents? There has been a slight increase (8) the total number of casualties. But there have been fewer actual deaths (9) road accidents this year.
The members of the local garrison are confined (10) barracks during the week. But at the weekends the town swarms (11) soldiers. I am glad to say that on the whole they make a good impression (12) the inhabitants.
Toby and his father differ a lot (13) their views on life. They have very different attitudes (14) work. Toby disapproves strongly (15) working any harder than he feels like working.
We shouldn't discourage Helen (16) being an actress. We'd only prejudice her (17) us. And it certainly wouldn't cure her (18) stage fever.
I'm very surprised (19) your doing a thing like that. Personally, I never interfere (20) other people's affairs. And so I'm rather disappointed (21) your behaviour.
'Denis objects strongly (22) being called a nutcase. He absolutely insists (23) an apology. An apology might be preferable (24) a fight.' 'I never called him a nutcase; I never even hinted (25) it. Denis is famous (26) his wildly inaccurate statements. He has apparently fooled you (27) believing one of them.'
Sheila need have no doubts (28) passing the exam. She can be absolutely confident (29) success. I have complete faith (30) her ability to pass.
Sheila's very good (1) handling children. Yes, she is indeed very good (2) children. What's the secret of her appeal (3) children?
It's a wonderful opportunity (4) Marilyn. One doesn't often get such a good opportunity (5) seeing the world. She shouldn't miss the chance (6) a trip like -that.
That TV serial they showed last year was an insult (7) one's intelligence. I had every intention (8) writing and protesting (9) the producer about it, but never had the time.
Helen's always fishing (10) compliments. I'm fed up (11) paying her compliments. Personally I'm not in the habit (12) complimenting people.
There's going to be an improvement (13) the weather. The weather has a great influence (14) my mood. There's a definite relationship (15) my mood and the weather.
My new secretary's very pretty but is sadly lacking (16) powers of concentration. She seems to be unable to concentrate (17) anything for more than two minutes at a time. I'll clearly have to deal (18) the important matters myself and leave her to deal (18) the visitors.

Marilyn has been ill in bed for three days (19) influenza. There's little hope (20) her getting up tomorrow. It all depends (21) what the doctor says.
I am full of admiration (22) Sheila's mother. Her life has been one continual struggle (23) illness or poverty. But she has never surrendered (24) despair.
Zena feeds her alligator once a week (25) raw eggs and scraps. There's little likelihood (26) its getting fat on that. Perhaps one day it will avenge itself (27) its owner.
The War of Independence ended in victory for the USA (28) the British. In 1812 the USA itself declared war (29) Britain. What are your views (30) British policy at the time?
I hear they suspect Denis (1) taking the money. Are you yourself suspicious (2) Denis? I can't say that I would have trusted him (3) all that cash.
Ken has always said he would make another attempt (4) beating the 400-metre record, and is in fact making an attempt (5) it today. He has gained enormously (6) self-confidence, you know.
The country is very poor (7) natural resources. It is trying to become self-sufficient (8) food. The Government has had finally to decide (9) a definite agricultural policy.
SU seem to be terribly envious (10) your sister's wealth. There's little point 11) being envious. Money isn't essential (12) happiness.
i'like to congratulate you (13) your cooking. You've certainly ucceeded (14) turning out a wonderful meal. You'd have no difficulty ?(15) finding a first-class job as a chef.
Robert says he's not going to sacrifice his ambitions as a footballer (16) a safe, conventional career. Future security, he says, is no substitute (17) present success. He adds that the great thing about football is that it's independent (18) wealth or social status; anyone can join in.
Ken's gaining (19) us rapidly in his Bangmobile. He has the reputation (20) being a reckless driver. I'm going to try and prevent him (21) passing.
Denis has virtually accused me (22) cheating him. He says I cheated him
(23)two hundred pounds in a business deal. I take the strongest exception
(24)his accusation.
Sir James succeeded (25) the hereditary title in 1969. His father died
(26)injuries received in a road accident. Although Sir James takes pride
(27)his ancestry, he's no snob.
Once a year in the British navy the officers wait (28) the seamen at table. This custom seems to be good (29) discipline, not bad. Is the custom peculiar (30) the British navy?
My wife now usually compliments me (1) my taste (2) clothes. She's very particular (3) my appearance, which she says is a great improvement (4) what it was.
Sir James is always very honest (5) his dealings (6) us. He's always very honest (7) all of us. There's never any question (8) a limit being set (9) what he tells us.
Am I eligible (10) this insurance scheme? Would it insure me fully (11) illness? I've been told this scheme is superior (12) anything else on the market. Do you know (13) any better?
What was Sheila so angry (14) yesterday? She was angry (15) Ken (16) keeping her waiting. She was also angry (17) being told to be more patient in future.
Sheila's sister has grown (18) a lovely girl. For a moment I mistook her (19) Sheila herself. Then I noticed how she differs (20) Sheila. For one thing, I don't think that Sheila's sister has grown much (21) wisdom.
Sir James ended his speech (22) rather an extravagant attack (23) the Government. He said nothing was safe (24) the Government's pernicious
influence. He blamed it (25) all our economic ills. He even seemed to blame the bad weather (26) it too.
Marilyn has made herself familiar (27) the latest developments (28) computer technology and has equipped her office (29) all sorts of electronic gadgets. In fact she has made her office (30) a kind of laboratory.
Zena's devoted (1) her pet alligator and says she'd never part (2) it. Personally I don't know what she sees (3) the creature. It seems to be concerned only (4) eating and sleeping.
Denis is never very free (5) his own money but he makes free (5) other people's. The other

day he helped himself (6) most of my cigars. I've a good mind to charge him (7) them.
Willie seldom takes people (8) his confidence, but last week he confided (9) me. He told me he was keen (10) Sheila.
The snow storm resulted (11) most people being late at work. Sheila excused her children (12) being late for class that morning. And she excused them (13) attending afternoon school.
I'm disappointed (14) Sir James. He says he's entering (15) some sort of political agreement with the Democrats. I'm opposed (16) any deal of that kind.
Helen said she was now mercifully free (17) Denis. What did she mean (18) that strange remark? It sounds as if their flirtation has ended (19) a row.
Sir James won the last Parliamentary election (20) only a hundred and seven votes. He says his party will soon be forced by circumstances (21) an alliance with; the Democrats. He says both parties could profit (22) it.
At one time Helen was thinking (23) becoming a model like Zena. Now she's interested (24) the stage. In any case she has a taste (25) the bright lights.
Contrary (26) many people's expectations, Lady Blenkinsop's farm is proving a success. This year she's planting one field (27) maize, and is turning two more (28) a vineyard. The area for grazing is being reduced (29) half, (30) a little over twelve hectares.
Sir James said we should guard (1) any restrictions (2) our freedom. Yet he failed to mention that many of us are threatened (3) the loss of our jobs. The threat (4) unemployment is a threat (5) our freedom.
Sir James's son Toby is certainly living (6) his reputation as a ne'er-do-well. He lives entirely (7) his wits and (8) credit. They say he's living (9) the day his father dies.
What she said about Toby was news (10) us. She obviously had a very low opinion (11) him. I think she should have kept her opinions (12) the subject
(13)herself. There were one or two people there who were highly indignant
(14)her remarks.
We had heard that Lady Blenkinsop had been robbed (15) her jewels. So we listened (16) news of the robbery on the radio. And we watched (17) it on television too. But no one mentioned it on either.
You say we're a country rich (18) tradition. Surely that's true (19) most countries. What's important (20) us is that we should remain true (21) our best traditions.
I am not convinced (22) the general value of a university education. It is clearly an advantage (23) some, but its benefits (24) others can be very limited. What is important is that it should not be restricted (25) those who can afford it.
Helen is always greedy (26) praise. Mind you, I don't hold this (27) her, because I'm fully aware (28) the difficulties she has had to face in her life. I really feel quite friendly and well disposed (29) her. Feelings of animosity are foreign (30) my nature.

8 ; •

Sheila's applying (1) a headmistress's post. She may well get it, since her aunt has influence (2) the educational authorities. Also Sheila's well qualified (3) the post in her own right.
The international relief organisations have appealed (4) the public (5) aid (6) the victims of the earthquake. They hope to provide everyone (7) adequate shelter by winter. To allow the homeless to remain in tents is to condemn them (8) death. One naturally has a lot of sympathy (9) the people in their terrible plight. I shall certainly contribute (10) the fund.
ijfartyrs are people who suffer (11) their beliefs and sometimes die (12) them. They are not prepared to bargain (13) their persecutors (14) their lives. Nor do they expect people to have pity (15) them. There is therefore little danger (16) the world becoming crowded (17) martyrs.
Some people think that universal, formal education is an obstacle (18) an individual's full mental development. Others think that without it there is no hope (19) society's future. No one can afford to be indifferent (20) the problem.
According to Darwin's Theory of natural selection there is a struggle (21) survival (22) individuals and (22) species. It seems to me that *Homo sapiens* has to struggle mainly (23) his own nature. There are times when his prospects of survival do not look too good (24) me.

Sheila's noted (25) her success (26) young children. She cares (27) them as individuals, not as playthings. They don't have to conform (28) some preconceived notion of what a child should be. Sheila devotes a lot of her own time (29) the children at her school, especially (29) those deprived (30) parental affection.

I'm usually in complete sympathy (1) Sir James's views, but you can't expect me to feel sympathetic (2) him when he speaks (3) wishing to lead his party (4) an alliance with the Democrats.

I don't approve (5) his son's recent activities either. Do you know that Toby Blenkinsop's debts now amount (6) over twenty thousand pounds? I'm sorry I consented (7) his using my name in a job application.

When I come home from the office I change (8) casual clothes. I then feel free (9) the restraints of my working life. My mood, in fact, changes (10) the clothes I wear.

Ken's competing (11) sortie of our best local runners (12) the Athletic Club Trophy. I've warned him (13) the dangers involved (14) competing (15) this event, as some of the runners will resort (16) all sorts of dirty tricks in order to win. In particular I've warned him (17) a fellow called Plunger who specialises (18) jabbing his opponents with his spiked shoes. I carry a scar that resulted (19) that fellow's attentions.

Zena says that if one is patient (20) alligators and doesn't interfere (21) them or their habits they behave very well. She says they're very sensitive (22) changes (23) the environment. I should have thought that Zena's alligator would find her flat a great change (24) the swamps of Florida.

Willie is an architect. At present he's working (25) a town development scheme. He works very hard (26) his job and seems to find great pleasure (27) puzzling (28) the problems of his profession. Sometimes he's so occupied" (29) his work that he's scarcely conscious (30) the passage of time.

10

Willie beat Ken (1) tennis the other day. Ken is now determined to have his revenge (2) Willie (3) his defeat, and says he will show no mercy (4) Willie in their next match. Willie, for his part, says he will have no mercy (5) Ken either. He says a good racket is essential (6) victory, and has fitted his (7) a special grip.

As a public figure, a Member of Parliament is responsible not only (8) his constituents but (8) the public at large (9) his conduct. I am glad to say that Sir

James is an MP who has never been concerned (10) any scandal at all.

Robert has now decided (11) university and football in favour of the latter. He says he can't share his time or his enthusiasm for football (12) anything else. It's impossible to reason (13) him (14) the subject, as he has clearly made up his mind (15) it. Robert's father, who until recently was ignorant (16) his son's decision, seethed (17) anger when informed (18) it.

A few people may criticise modern domestic gadgetry, but most of us are highly satisfied (19) it. Things like a washing machine give relief (20) drudgery, so that we can attend more (21) our own interests, while television and hi-fi can provide the intellectual stimulation that is often missing (22) the daily round.

Since it is important (23) many parents that their children should be provided (24) after their own deaths, a large part of their time is spent (25) finding ways round the inheritance laws. They do not see why they should not invest (26) their children's future if they want to.

The firm that supplies us (27) nuts and bolts say that they are having production difficulties and that we must allow (28) considerable delays (29) delivery when we order. Is there any possibility (30) our getting them anywhere else?

16 Phrasal verbs

Introductory note: Phrasal verbs are a vital, expressive part of the language, particularly of the informal, everyday sort. A good knowledge of them goes a long way towards being a good knowledge of English itself. Their grammar is dealt with in 16A. The Exercises in 16B give further practice in this grammar while aiming principally to extend your vocabulary of phrasal verbs and of their more formal synonyms (which are mainly Latin-derived). The study lists in

17G will help you to this end.

16A Type, meaning and word order

Examples

PHRASAL VERBS: TYPE WORD ORDER

The boy who (1) *brings* **ADVERBIAL a, C** *round* our newspapers/L>ri/zgs our newspapers *round* was run over by a car when he was (2) *bringing* one *round* for me and knocked unconscious. Luckily I was able to give first aid and (3) *bring* the lad *round* before the ambulance arrived.

The Government has started (4)*bringing in* new tax regulations. I'm glad it isn't (5)*bringing* them all *in* at once, because it gives me time to think of ways of *{6}* *getting round* them. Most people feel like me; if there's any further tax increase, they just won't (7) *put up with* it.

MEANING k

delivers

ADVERBIAL a, d, f

ADVERBIAL (SPLIT) a, h revive

ADVERBIAL a, introduci **C**

ADVERBIAL a, d, e ng

PREPOSITIONAL b introduci g, j

PREPOSITIONAL b, g, ng j tolerate

Explanation evading

a In its narrow definition, a PHRASAL VERB (1—5) is a verb consisting of a VERB *(bring)* and an ADVERBIAL PARTICLE *(round, in).*

b In its broader definition, as used here, a phrasal verb (6, 7) is also a VERB *(get, put)* which combines with a PREPOSITION *(round),* or with an ADVERB *(up)* and a PREPOSITION *(with),* to form a phrase which, like most adverbial phrasal verbs, has a meaning of its own, distinct from that of the separate words.

c In the adverbial type of phrasal verb, the particle may come either before or after a noun object *(1),* although it usually precedes a noun object when this consists of several words (4).

d However, the adverbial particle always comes after the object when this is a personal pronoun such as *me, it, them* (5) or the indefinite pronoun *one,* standing for a noun used with *a/an* (2).

e Although it precedes nouns, *all* (5) directly follows personal pronouns and so must also precede an adverbial particle, unlike *all of,* which can follow it: 'I'm glad it isn't bringing in all of them at once.'

f Similarly, *one (2)* as a NUMBER can follow the adverbial particle: 'How many bottles does the milkman deliver? - He usually brings round one.'

g In a prepositional phrasal verb the preposition comes before the object, whether or not this is a pronoun (6) and whether or not it is combined with an adverbial particle *(up)* in a three-word phrasal verb (7).

h Conversely, there are some adverbial phrasal verbs in which the particle always follows the object, even if it is a noun (3).'This can help to distinguish it from a similar phrasal verb of a different meaning (1, 2) in which the particle may, as usual, precede the object. These split phrasal verbs are identified in lists 17G by the use of *sb./sth. (= somebody/ something): bring round = deliver; bringsb. round = revive sb.*

j Distinguishing between adverbial and prepositional phrasal verbs so as to know where to put a personal pronoun is not difficult. For one thing, all three-word phrasal verbs *(put up with* etc.) are prepositional; for another, the prepositions that occur most in two-word prepositional verbs *(at, into, through)* rarely or never occur as particles in adverbial verbs (see 17G). When used

with relative pronouns (8), both types of phrasal verb behave in the same way, that is, they follow the relative as a composite unit (see 8Ad): 'Any further tax increase is something (that/which) they won't put up with (not with which they won't put up).'

k Many phrasal verbs have Latin-derived synonyms like the verbs *deliver, revive, introduce, evade, tolerate* shown in the Examples, and a good way of increasing your knowledge of English is to learn the correspondence

between the informal phrasal verb and its more formal or literary counterpart (see 16B). Note, however, that this correspondence can depend on the context. Thus in the Examples (4, 5) *introduce* is *bring in,* but to *introduce* person X to person Y is not to *bring in* X to Y.

Exercises

Read or write out each of the following sentences twice, first with the NOUN OBJECT, then with the PRONOUN OBJECT, thus:

Has your secretary fixed up (the interview/it) yet? —■—+ \ Has your secretary fixed up the interview/fixed the interview up yet?

2 Has your secretary fixed it up yet?

I take back (all the rude things I said/them all). — * 1 I take back all the rude things I said.

2 I take them all back.

I wish I could get out of (going to his wedding/it). * 1 I wish I could get out of going to his wedding.

2 I wish I could get out of it.

1 As an actor Zena's father *looked down on* (ordinary mortals/them).
2 He *put on* (a superior air/one) to impress people.
3 But it didn't *take in* (people/them).
4 You must admit he was a marvellous mimic; he could *take off* (some of our public figures/them) brilliantly.
5 His wife gave *up* (her own career/it) for his sake.
6 He *got through* (all her money/it all) in no time.
7 She had *put by* (quite a tidy sum/it) for a rainy day.
8 Why on earth did she *put up with* (the man/him)?
9 She was afraid of *letting down* (her husband/him) at the peak of his career.
10 She *turned down* (all offers of help/them all).
11 She *laughed off* (one outrageous episode after another/them all).
12 I can't *make out* (why she did so/it).
13 He never *owned up to* (treating her badly/it).
14 Well, he certainly didn't get *away with* (the way he behaved/it) in the end.
15 Why are you always *running down* (the man/him) ?
16 You don't expect me to *stick up for* (the man/him), do you?
17 1 think you *make up* (most of these stories/them);
18 Zena will *bear out* (what I've said/it).
19 She *takes after* (her father/him) in many ways.
20 I gently *pointed out* (the fact/it) to her.
21They want to *do away with* (the British monarchy/it).
22They *look on* (the monarchy/it) as outdated.
23They aim also to *bring down* (the Government/it).
24They'd like to *hold up* (this Government's legislative programme/it).
25They hope to *win over* (all the workers/them all).
26They say that if they won power they'd *let off* (the workers/them) their taxes.
27They'd *wipe out* (all opposition/it all).
28They'd *take over* (all the mass media/them all).

29They'd *try out* (their new social system/it) on us.

10 They don't realise how long it takes to *build up* (a social system/one).
11 You can't just *think out* (a social system/one) overnight and expect it to work in the morning.
12 People should think more than twice before *setting about* (the task of reforming society/it).
13 But they mean to *carry out* (their so-called reforms/them).
14 They've *drawn up* (a political manifesto/one).
15 Their stated aim is to *set up* (a republic/one).
16 They say they've *worked out* (how to do it/it).
17 Now, they say, they're *getting down to* (the practical details/them).
18 They threaten in the next election to put *up* (a candidate/one) in each constituency.
19 If they do that, we can't *rule out* (the possibility of their winning a seat or two in Parliament/it).
20 Well, well! I don't believe a word you say! But as Home Secretary I'd better *look into* (the matter/it).

16B Meaning and use of selected verbs

Exercises

For each number in brackets replace the words in *italics* by one of the phrasal verbs given at the top in each Exercise. The same verb can sometimes be used more than once in an Exercise, and sometimes there is a choice of verbs. Follow 16 Ac-j in the matter of word order, remembering that the phrasal verbs you are asked to use are both adverbial (16Aa) and prepositional (16Ab). In making these substitutions you will be changing what is on the whole a formal vocabulary into a more informal one that is better suited to the general style of the passages (see Introductory note). If you have much difficulty with the Exercises it is advisable to spend time on study lists 17G, aided by a dictionary, and to return to the Exercises later.

1 VERBS WITH *about, after, at, away*

bring about	*set about*	*fly at*	*die away*
come about	*take after*	*get at*	*do away with*
hang about	*drive at*	*go at*	*get away with*

'Robert has been saying that exams are unfair and should be (1) *abolished.* He won't (2) *avoid severe criticism for* a remark like that in his family. I don't know what's (3) *caused* this sudden change of attitude.'
'His attitude hasn't changed; he's never liked hard work. He (4) *resembles* his mother in that respect.'
'How do we (5) *take steps towards* reforming him, then?'
'Charles was on his way home from school yesterday when a dog (6) *attacked* him and took a piece out of his trousers.'
'He was no doubt (7) *loitering* in some backstreet.'
''What are you (8) *implying!* That it was Charles's fault?'
'Not necessarily. But I know from experience that man-against-dog situations usually (9) *arise* because the man interferes with the dog and not vice versa.'
The conductor raised his baton and conversation (10) *became fainter and then ceased;* there was silence in the concert hall.

2 VERBS WITH *down*

bring down	*get down to*	*let sb. down*	*run down*
cut down	*go down*	*look down on*	*tone down*
die down	*hand down*	*put down*	*turndown*
get sb. down	*lay down*	*put sth. down to*	

Toby Blenkinsop often (1) *strongly criticises* the aristocracy and appears to (2) *despise* the titled people he knows. Sir James Blenkinsop, who cherishes the title which has been (3) *transmitted* from father to son for many generations, feels that Toby has (4) *failed* the family.
'There's a general air of gloom in this firm that is beginning to (5) *depress* me.'
'It shouldn't. The management's directive (6) *stipulates* quite clearly what we should do.'
'I don't see how we can possibly (7) *reduce* our overhead expenses.'
''We can if we (8) *work really hard at* the task. I (9) *attribute* our past failure *to* lack of real determination.'
The railwaymen's strike could have (10) *caused* the Government *to fall.* The Transport Minister's remark that their revolt should have been (11) *suppressed* at once (12) *was* not well *received* [change passive to active], with the result that they (13) *rejected* the last wage offer. However, now that the Minister has (14) *moderated* his criticism of the railwaymen, the excitement has (15) *abated* and agreement may soon be reached.

3 VERBS WITH *by, in, into*

get by	*check in*	*go in for*	*take in*
put by	*drop in at*	*join in*	*take sb.*
stand by	*drop in on*	*keep in with*	*come into*
bring in	*fall in with*	*let sb. in for*	*go into*
call (in) at	*get in with*	*put in*	*look into*
call (in)	*give in*	*run sb. in*	*run into*

I don't think you (1) *really understood* all she said. Amongst other things she said that you should (2) *report your presence* at the flight desk by six-thirty.
Why don't you (3) *submit* your insurance claim at once? Otherwise you may (4) *involve* yourself *in* extra expense.
I shouldn't *(5)yield* to the child's entreaties if I were you. If the other children are playing games, she should be made to (6) *participate.* If you take a firm line with her, I'll (7) *support* you.
I try as a matter of principle to (8) *remain on good terms with* my relatives, and so sometimes I find myself (9) *agreeing to* the maddest of plans. The other day, for instance, I (10) *happened to meet* my cousin Georgina, and have now accepted an invitation to go pot-holing with her.
Our solicitor is (11) *investigating* the matter of our late grandfather's will. His affluent life style had led us to think that we would (12) *inherit* a fortune, but it's now clear that we were (13) *deceived,* because by the time he died he'd (14) *incurred* debts [use singular *debt].* He should have been able to (15) *manage* easily on his income, and even to (16) *save* some of it, because his investments alone *(n)yielded* more than L15,000 a year. However, in his middle age he unfortunately (18) *became friendly with* a pretty wild set who (19) *had as their hobbies* fast cars and fast women. My parents told me that one Sunday they were expecting him to (20) *visit* them but that on the way he got *{2l)arrested* for speeding and had to (22) *visit* the police station instead.

4 VERBS

break off	*g<* off*	*let sb. off*	*show off*
bring off	*give off*	*make off*	*strike off*
call off	*g° °ff*	*put off*	*take off*
come off	*laugh off*	*put sb. off*	*tell off*
cut sb. off	*layoff*	*see sb. off*	*wear off*
fall off			

Trade between the two countries has (1) *decreased* drastically, and several of our firms have had to (2) *dismiss* workers *temporarily.* Now diplomatic relations have been (3) *suspended* and the proposed meeting between the two Foreign Ministers has been (4) *postponed* indefinitely, in other words (5) *cancelled.* Our Government had the chance of (6) *achieving* a diplomatic victory there, but now nothing it plans ever seems to (7)

succeed.
A stink bomb (8) *exploded* in the lecture theatre and (9) *emitted* a most foul odour. When discovered, the culprit tried to (10) *make light of the* episode, clearly expecting to (11) *escape* with just a warning, but I see his name has been (12) *deleted from* the faculty list, which serves him right, because he has (13) *deterred* a lot of people *from* going to lectures.
'Why does young Charles always *(I4)go away quickly* at the sight of his headmaster?'
'Because Charles used to (15) *mimic* him. One day the headmaster heard him and (16) *reprimanded* him. He told Charles that if he wanted to (17) *demonstrate how clever he was* in front of the other boys he needed more practice.'
Our tutor has (18) *excused* us our weekly seminar so that we can (19) *bid farewell to* Christine at the airport. I'm afraid she'll feel terribly (20) *isolated* from her friends once the novelty of being in a strange country (21) *passes away.*

5 VERBS WITH on

carry on	*get on for*	*keep on*	*press on*
come on	*goon*	*look on/upon*	*put (it) on*
get on	*have sb. on*	*pass on*	*take on*

'Your father told me he was (1) *approaching* eighty.'
'He was (2) *deceiving* you! He's only sixty-eight. He sometimes likes to *(3) feign* an air of venerable old age.'
'He's lucky! I don't need to (4) *pretend.* I'm younger than he is, but I feel old age (5) *beginning,* I can tell you! And unlike your father, I (6) *regard* old age as a tragedy!'
The Board chairman said that the firm would not (7) *engage* any more staff but would (8) *proceed rapidly* with automation. He asked me to (9) *convey* the information to my department so that everyone would know what was (10) *happening.* He then (11) *proceeded* to deal with the question of redundancy. He (12) *continued* talking about it until the end of the meeting.
Willie is (13) *progressing* well with his Japanese. He's now able to (14) *conduct* an everyday conversation in it, and says that he'll (15) *persevere* with it until he reaches examination standard.

VERBS

back out	*get out of*	*pass out*	*think out*
be sth. out	*give out*	*point out*	*try out*
bear out	*grow out of*	*put sb. out*	*wear sb. out*
carry out	*have it out*	*rule out*	*wipe out*
cut out	*iron out*	*stand out*	*work out*
fall out	*make out*	*stick out*	

When we (1) *calculated* the weekly figures at the office yesterday we found we (2) *were in error by* over three hundred pounds in our accounts. We just couldn't (3) *understand* what was wrong. You can imagine how (4) *disconcerted* we were when Denis (5) *drew attention to* a simple mistake in our calculations.
Helen claims that it was Denis and not Brenda who (6) *planned in detail* the new filing system which has (7) *eliminated* so much unnecessary work at the office, and that several people are prepared to (8) *corroborate* what she says. She's apparently determined to (9) *decide the issue one way or another* with Brenda herself sooner or later.
Helen (10) *exhausts* people with her continual arguing. It's a childhood habit that she has never (11) *left behind her.* Adults should be able to (12) *resolve* their differences in a civilised way, but it looks as if Helen and I are going to (13) *become enemies.*
After saying they would all support the scheme, some of them (14) *withdrew their support,* so it's now going to be difficult to (15) *put* the scheme *into effect.* However, one shouldn't (16) *exclude* the possibility of its eventually being (17) *given a trial* at least on a small scale.
Her son's infantry platoon was (18) *killed to a man.* They (19) *announced* the news on the radio. When she heard it she (20) *fainted.* Apparently he could have (21) *avoided* serving overseas if

he had wanted to.
He (22) *was conspicuous* everywhere by reason of his height. I'm afraid I'm conspicuous only because my stomach (23) *protrudes.*

7 VERBS WITH *over, through*

blow over	*talk over*	*be through*	*go through*
get over	*think over*	*with*	*with*
get sth. over	*throw over*	*fall through*	*run through*
make over	*tide sb. over*	*get through*	*see through*
take over	*win over*	*go through*	*see sth. through*

He (1) *spent* an awful lot of money in his youth. He was engaged to the local heiress, but (2) *rejected* her for a cabaret singer, whereupon his father demanded to see him. The son, who naturally wanted to (3) *have done with* the interview as soon as possible, pretended to repent, but the father (4) *was not deceived by* [change passive to active] his little game. He had (5) *suffered* a lot because of his son and (6) *had had enough of him;* so he (7) *transferred* the property in his will to a nephew. The scandal (8) *was* soon *forgotten* [change passive to active]. The heiress (9) *recovered from* the shock and married a hotel owner.
The bank has offered us a million-pound loan to (10) *keep* us *going* until business recovers. After (11) *carefully considering* the offer and (12) *discussing* it amongst ourselves, we've decided to accept it. We should be able to
(13)*gain the support of the* shareholders, since they won't want our plans to
(14)*come to nothing* and another firm to *(I5)gain control of* us any more than we do. We're sure that, like us, they'll think that once you start something you should (16) *persevere and complete* it.

8 VERBS

be up to	*give up*	*make up for*	*setup*
beat up	*have sb. up*	*own up to*	*size up*
blow up	*hold up*	*pickup*	*snap up*
bring up	*land up*	*pull up*	*stand up for*
build up	*look up*	*put up*	*stick up for*
do up	*look up to*	*put up with*	*take up*
draw up	*makeup*	*runup*	*(get) worked*
endup	*make it up*		

He (1) *developed* the business himself from scratch, (2) *acquiring* the necessary technical knowledge as he went along. Now he is (3) *establishing* a branch in Manchester. The local authorities are *(4) providing* some of the capital. Negotiations were (5) *delayed* for a long time by red tape, but the contract has been (6) *prepared* at last.
If these business premises are for sale, our firm should (7) *buy* them *at once.* We could (8) *redecorate* them quite cheaply. Our offices would not (9) *occupy* all the available space and we could let the rest. I'll (10) *raise* the matter at the directors' meeting tomorrow.
We've (11) *accumulated* a lot of debts in the last few years, but now business seems to be (12) *improving,* and so we may not (13) *find ourselves* in the bankruptcy court after all. Let's hope that good times are coming to (14) *compensate for* times past.
'My boss can get terribly (15) *excited* over very little. Once, when he was speeding, a police car ordered him to (16) *stop* at the kerb. He jumped out of the car and started to (17) *assault* one of the policemen. Of course he was then (18) *prosecuted* for assault and battery and for resisting arrest as well as for exceeding the speed limit.'
'How can you (19) *tolerate* that sort of thing? I can only work for people I can (20) *respect.* I think it (21) *behoves* a person in your boss's position to set a good example. When he is criticised, why do you (22) *defend* him?' 'He's not as bad as you think. Although he and his wife often quarrel, they always (23) *become reconciled.* And in the office he soon (24) *abandoned* trying to bully me because he saw I could (25) *defend* myself. When he (26) *severely reprimanded* me for being late once, I gave him as good as I got. It didn't take me long to *(27) form an opinion about* him and to realise I (28) *was* more than *capable of* the job of being his secretary.'

'I'm not (29) *inventing* these stories, you know.' 'You wouldn't (30) *admit* it if you were.'

(13)*gain the support of the* shareholders, since they won't want our plans to (14)*come to nothing* and another firm to (15) *gain control of* us any more than we do. We're sure that, like us, they'll think that once you start something you should (16) *persevere and complete* it.

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split	split	split	
spread	spread	spread	(rhymes with *bread*)
stick	stuck	stuck	
strike	struck	struck	
stroke	stroked	stroked	(rhymes with *joke(d)*)
sue	sued	sued	(may rhyme with
swell	swelled	swelled/swolle	(*swollen* rhymes with
tread	trod	trodden	(*tread* rhymes with
wake	woke	woken	([weik] [waok]
weave	wove	woven	([wi:v] [wsov]

17B Verbs and phrases followed by the plain infinitive (see lOAa)

can/could	may/might
dare a	must
do (AUXILIARY)	need f
had better b	shall/should
help c	will/would
know (= have experience	would than
let e	would than
make e	why h

Notes

a In sentences beginning with *how* that do not expect an answer (rhetorical questions), *dare* is always used as an auxiliary verb like *can, will* etc., that is to say, without auxiliary *do* and without the third person ending in -x:

How dare she say that about me!

In negative sentences or in true questions, *dare* may be used either as an auxiliary verb or as a main (non-auxiliary) verb with a plain or a full infinitive:

Dare he ask/Will he dare (to) ask?

No, he daren't ask/doesn't dare (to) ask/won't dare (to) ask.

Dared he do it/Did he dare (to) do it, I wonder?

No, he dared not do it/didn't dare (to) do it.

In affirmative constructions, which are less common than the above, *dare* is normally used with a full infinitive **(lOAb):**

One day he may dare *to ask* her. The *-ing* form of *dare* is always followed by the full infinitive:

He stared at her, not daring *to say* a word. For *dare* meaning *challenge,* see **17C.**

b For the use in context of *had better,* see **lFe.**

c *Help* may also be used with a full infinitive, either alone or after an object:

I helped (them) (to) *carry* the injured outside the building. For *can't help* meaning *can't stop,* see **17D.**

d *Know* may be used with the plain infinitive (after an object) only in the present perfect tense, meaning 'have had the *experience* of:

I have known *Willie* (to) *stay up* all night working.

In its usual meaning of 'have the *knowledge* of *know* is used with a *that* clause or a full infinitive:

I know (that) Willie sometimes stays up working all night. I know Willie to be/(that) Willie is a chronic work addict.

e *Let* and *make* are most often used with the plain infinitive after an object:

I'll let *you know* in good time.

You made *me realise* how foolish I'd been. However, they are both used with the infinitive alone in one or two special phrases:

Let go (of) the rope!

We'll have to *make do(=* manage) with the money we've got. In the passive, however, *make,* like **all** verbs except *let,* takes a full infinitive:

I *was made to realise* how foolish I'd been. *Let,* in one of its rare uses in the passive, takes a plain infinitive:

A remark *was let slip* at the meeting that made everyone sit up.

f *Need,* like *dare* (see **a** above), can be used interrogatively or negatively either as an auxiliary with the plain infinitive or as a non-auxiliarv:

Need slie leave/Does she need to leave straightaway?

She needn't worry/She doesn't need to worry about being late.

But unlike *dare, need* as a non-auxiliary or main verb (i) always takes the full infinitive, as the above examples show, (Ii) is not always used interrogatively or negatively in the same contexts as auxiliary *need/need not* (see **llDf, g, h)** and **(iii)** is often used affirmatively (see **lOCe).**

g With *would rather/sooner... than,* there may be two plain infinitives:

I'd rather *fly* than^o by train.

But since it is not necessary to repeat a verb, *than* may be followed by other words besides an infinitive:

I'd sooner *go* by car than *(by) train.* For the use of *would rather* with the past tense or subjunctive to express wish, see lEg.

h *Why (not)* + plain infinitive is used in suggestions and invitations. It has an equivalent longer form only when used with *not*:

Why not come/Why don't you come by car with us?

Why waste **(not** Why do you waste) money on a train ticket?

j For those verbs followed by the plain infinitive or *-ing* (present participle) according to use or meaning, see **10D.**

17C Verbs followed by an object + full infinitive (see lOAb)

advise	depend on b	instruct	remind
aid	enable	intend	request
allow	encourage	invite	stimulate
appoint	entitle	lead	teach
ask **a**	entreat	oblige	tell (=
assist	expect **a**	order	tempt
beg a	forbid	permit	trust
cause	force	persuade	urge
challenge	implore	prompt	warn
command	incite	provoke	wish a, c
compel	induce	recommend	
dare (=	inspire	rely on b	

Notes

a *Ask, beg, expect, wish* can also be followed directly by a full infinitive, as in 'We asked to see the director/He begged to be allowed to stay/She wishes to leave.' Alternative active/passive constructions are often possible:

I'm expecting *a friend to meet* roe at the airport.

I'm expecting *to be met* at the airport *by a friend.*

b *Depend on* and *rely on* are prepositional verbs and (see IOC) can also be followed by *-ing* (gerund):

She relies on me to wake her every morning. She relies on me/my waking her every morning.

c For *wish* used with a past or conditional tense for non-fact, see IE.

d There are a number of verbs like *believe, consider, know, prove, show, think* that may be followed by an object + *to be* but which have not been included in this list because (i) they are more commonly used with a *that* clause and (ii) after most of them *to be* can be omitted:

i They *knew/showed* etc. the theory to be wrong ► They *knew/showed* etc. (that) the theory was wrong.

ii They *believed/considered/proved/thought* the theory (to be) wrong. For the use of some of these verbs in the passive, see 13B.

e For verbs that may take an object + full infinitive or *-ing* depending on use or meaning, see **lOCb, e** and **lODb,** c.

17D Verbs and phrases followed by *-ing* (gerund) (see lOBb)

admit c	forgive d
advise **b**	give up (= stop)
anticipate c	grudge
appreciate	have difficulty (in)
avoid	imagine c
begrudge	include
cannot bear (= cannot tolerate) a	intend a, **b**
cannot help (= cannot stop)	involve (= entail)
carry on (= continue)	it is no good
consider (= contemplate)	it is no/little *etc.* use
contemplate	it is (not) worth
continue a	justify
delay	keep (on) (= persist in) '
deny	mention c
detest	mind (= object to)
dislike	miss
endure (= tolerate)	necessitate
enjoy	pardon
entail	postpone
envisage	practise
escape (= avoid)	prevent e
excuse (= forgive) d	propose (= intend) a
fancy	propose (= suggest) c
finish	put somebody off (= deter)

foresee c put off (= postpone)
recall c risk
recollect c stand (= tolerate)
recommendb stop (= prevent) e
report c stop (= cease) f
require (= be in need of)suggest c
resent there is no g
resist tolerate

Notes

a *Cannot bear, continue, intend, propose* (= *intend)* can also be followed by an infinitive **without** any change of meaning:

She clearly intends *marrying/to marry* the man. For verbs that take the gerund or infinitive **with** a change of meaning, see **IOC.**

b *Advise, recommend, intend* are normally used with a (pro)noun + infinitive **(17C)** instead of a (projnoun/possessive + *-ing* **(lOBd,** e):

She clearly intends *him to marry* her (instead of *him/his marrying* her). This can be replaced by a *that* clause after *recommend* and *intend:*

She clearly intends (that) he should marry her.*

Advise used with *that* means *inform* (formal English): 'Our agent has advised us that the goods have already been despatched.'

c *Admit, anticipate, foresee, imagine, mention, propose* (= *suggest), recall, recollect, report, suggest* can all be used directly with a *that* clause:

The girl admitted fteing/(that) *she was* the smuggler's accomplice.

This usually replaces a (projnoun/possessive + *-ing* after *admit, propose* (= *suggest), report, suggest:*

The smuggler admitted (that) *she was* his accomplice (instead of *her being* his accomplice).

d *Excuse, forgive* can take a (pro)noun/possessive + *-ing* or a (pro)noun + *for +-ing:*

Please excuse me/my being late.

Please forgive me for being late. '

In the meaning of *let off* or *exempt, excuse* is used with a (pro)noun+*from:*

The Government excuses foreign students from paying taxes.

e *Prevent, stop* can take a (pro)noun/possessive + *-ing* or a (pro)noun + *from +-ing:*

What is there to prevent him/his marrying her? What is there to stop him from marrying her?

f *Stop* meaning *cease* also takes *-ing,* but this may be left out as something understood, so that *stop* can be directly followed by an infinitive of purpose (4Aa):

Has he *stopped* (going ahead with his plans) *to think* what the consequences might be?

g *There is no + -ing* occurs in a few common phrases such as: *There's no knowing* what he may do. *There's no accounting for tastes.*

* For the use hereof *should,* see UFa.

17E Verbs used with two objects*

i Verbs where **either** object can become a subject in a corresponding passive, *italicised* verbs being those that are used alternatively with *to* in both active and passive (see **13Af-h):**

award sb. a prize
bring sb. sth. (used also with *for)*
deal sb. a card
deny sb. sth.
do sb. good, harm
find sb. a job, accommodation (used alternatively with *for)*
forbid sb. alcohol, use of a car
forgive sb. his bad behaviour
owe sb. money
pay sb. money
play sb. a trick (used alternatively with *on)*
promise sb. sth.
quote sb. a share price
recommend sb. a hotel
refuse sb. a request
repay sb. money

give sb. sth.
grant sb. permission
hand sb. sth.
leave sb. money (in a will)
lend sb. sth.
send sb. sth.
set sb. an example, a task
teach sb. sth.
tell sb. sth.

ii Verbs similar to the above but requiring in the passive the prepositions given in brackets (see **13Aj):**

build sb. sth. (for)
buy sb. sth. (for)
cook sb. sth. (for)
cut sb. a piece (for)
do sb. a favour (for)
draw sb. a plan (for)
feed sth. (an animal, a computer) sth. (to, into)
order sb. a meal, a complete rest (for)
paint sb. a picture (for)
pass sb. the butter, a note (to)
read sb. a poem (to)
sell sb. sth. (to)
show sb. sth. (to)
take sb. sth. (to, for)
throw sb. a lifeline (to)
write sb. a letter (to)

iii Verbs where one or both objects can **not** become subjects in corresponding passives (see 13Aq-s for key):

allow sb. privileges s
ask sb. a question s
bear sb. a grudge q
cost sb. L300, her life q
earn sb. money, a reputation (for) r
envy sb. sth. q
get sb. sth. (for) r
keep sb. a seat (for) r
leave sb. a key, a message (for) r
make sb. an offer s
make sb. sth. (for) r
save sb. the expense, trouble s
spare sb. a moment, a pencil q
stand sb. a drink s
strike sb. a blow s
win sb. support (for) r
wish sb. luck, a happy birthday q

* sb. = somebody; sth. = something. The other objects given are typical but are not the only possible ones.

17F Dependent prepositions

This is a list of the dependent prepositions in 15, Exercises 1-10. It is divided into:
i prepositions dependent on adjectives and nouns, and ii prepositions dependent on verbs.
It is not a complete list, but one selected for the advanced learner. For example, you will not find in it *listen to* or *wait for,* which you will know already, but you will find *listen for* and *wait on,* which you may not know. Sb. = somebody; sth. = something; *-ing* = a construction with the *-ing* form or gerund (see lOBb).

i Prepositions dependent on adjectives and nouns

admiration for
advance on
advantage in sth./*-ing*
over sb./sth.
to sb.
aid for
angry about sth.
at *-ing*
with sb.
for *-ing*
appeal to
attack on
attempt at *-ing*
on sth.
attitude towards
aware of
benefit to
chance of
change from sb./sth. (= substitution)
in sb./sth. (= alteration)
concerned about sb./sth. (= anxious)
in sth. (= involved)
with sth. (= occupied)
confidence in
confident of
confined to
conscious of
contrary to
convinced of
critical of
crowded with
curious about
damage to
danger of *-ing*
to sb.
dealer in
dealings with
death from
delay in
deprived of
deterioration in
developments in
devoted to
difficulty in *-ing*
disappointed at sth.
in/with sb./sth.

disposed towards
doubt about
eligible for
envious of
essential for sb./sth. (purpose) to sb./sth. (need)
exception to
expert in/on
faith in
familiar with
famous for
fed up with
figure(s) for
foreign to
free from sth. (usually abstract) of sb./sth. (concrete) with sth. (money etc.)
friendly towards
good at sth./-ing
for sb./sth. (= beneficial) with sb./sth. (= skilled)
greedy for
guilty of
habit of
honest in one's dealings etc. with sb.
hope for sb./the future
o[sth./-ing ignorant of ill (in bed) with important for sb./sth. (purpose)
to sb. (need) impression on improvement in sb./sth.
on sb./sth. (= better than) incapable of increase in independent of indifferent to
indignant at influence on sb./sth. (= effect)
over sb./sth. (= domination)
with sb. (= power) insult to intention of interested in involved in jealous of keen on
key to lacking in likelihood of limit to
mercy on sb. (see *have* in ii below) towards) sb. (see *show* in ii
below) missing from (be) news to noted for obstacle to occupied with opinion
about/on sth.
ofsb. opportunity for sb.
of sth./-ing opposed to particular about patient with peculiar to
pity on (see *have* in ii below) pleasure in point in
poor in
popular with
possibility of
preferable to
pride in
qualified for
question of
relationship between sb./sth.
with sb./sth. relief from reputation for honesty etc.
of being honest etc. responsible for sth.
tosb.
restricted to restrictions on/to sth. revenge for sth.
on sb. rich in safe from satisfied with self-sufficient in sensitive to strict about sth.
with sb. struggle against/with sb./sth.
between/among sb.
for sth. substitute for success with superior to surprised at suspicious of sympathetic towards
sympathy for sb. (see *have* in ii below) with sb. (see *be* in ii below) taste for sth.
in sth. (plural) threat of sth.

to sb./sth. true of sb./sth.
to sb./sth. (= faithful) typical of victory over views on

ii Prepositions dependent on verbs

accuse sb. of
agree on a plan etc. (jointly)*
to a proposal etc. (= consent) with sb./sb.'s views etc. (= concur) allow for amount to appeal for sth.
tosb. apply for sth. (= ask)
to sb./sth. (= concern) approve of attend to avenge oneself on bargain for sth.
withsb.
be in sympathy with beat sb. at a game etc. benefit from blame sb. for sth. sth. on sb. boast about/of care for change for the better/the worse
into sb./sth.
with time etc. charge (sb.) for sth. (commercial)
sb. with sth. (legal) cheat sb. out of compete against/with sb. for a prize etc. in a race etc. compliment sb. on concentrate on condemn sb. to confess to confide in confine sb./sth. to conform to congratulate sb. on consent to contribute to(wards) convince sb. of cure sb. of deal with decide between
on sb./sth. declare war on depend on deprive sb. of
devote oneself/time etc. to die for one's beliefs etc.
from injuries etc. (= external cause) of a disease etc. (= internal cause) differ from sb./sth.
in sth.
disapprove of discourage sb. from end in
sth. with
enter into an agreement etc. equip sb./sth. with excuse sb. for sth. (done)
sb. from (doing) sth. feed (sb./sth.) on fish for
fit sb./sth. with fool sb. into force sb. into gain in sth.
onsb. grow in strength etc.
into sb./sth. guard against have mercy on have pity on have sympathy for help oneself to sth. hint at
hold sth. against sb. impress sb. with inform sb. of/about insist on insure against interfere in sth.
with sb./sth. invest in involve sb. in keep sth. to oneself know of lead sb. into listen for live by sth. (means)
for sb./sth. (purpose)
on sth. (food, salary)
up to one's reputation etc. look to (= seem) make sb./sth.into make up one's mind about

* In this meaning, *agree* is being increasingly used without a preposition as a transitive verb.

mean sth. by mistake sb./sth. for object to part with plant sth. with plead guilty to prejudice sb. against prevent sb./sth. from profit from protest to provide for sb./sth.
sb./sth. with puzzle over reason with sb. on sth. reduce sth. by
sb./sth. to resort to restrict sth. to result from (= be caused by)
in (= lead to) rob sb. of
sacrifice sb./sth. for/to see sth. in sb./sth. seethe with share sb./sth. with show mercy tofwards)
speak of specialise in spend time in *-ing* struggle against/with succeed in *sth./-ing*
to the throne etc. suffer for one's beliefs etc.
from a disease etc. supply sb. with surrender to suspect sb. of swarm with take advantage of take sb. into one's confidence think of
threaten sb. with trust sb. with turn (sb./sth.) into warn sb. about sb./sth.
sb. against *-ing/sb.*
sb. of the dangers etc. wait on watch for win (sth.) by work at a job etc.
on a project etc.

Listed below are the 165 phrasal verbs that occur in **16,** Examples and Exercises. They have been chosen, from the many hundreds that exist, as a useful selection for the advanced learner (some of the more common ones being omitted). They are divided into (i) adverbial phrasal verbs **(16Aa)** and (ii) prepositional phrasal verbs **(16Ab).**

i Adverbial phrasal verbs

For the majority of the verbs below, in which the adverbial particle can either precede or follow an object (16Ac), a typical object in *italics* similar to that used in the Exercises is given after the particle. For verbs that take no object like *back out* or for split verbs **(16Ah)** like *cut sb. off* 'the approximate meaning or a typical phrase is given in brackets. Verbs like *check in,* which can be used with or without an object, are given with a possible object in brackets. (Sb. = somebody; sth. = something.)

back out (= withdraw one's support) be sth. out {= be in error by 3 cms etc.) bear out *what sb. says* beat up *sb. one dislikes*

blow over (= be soon forgotten) blow up *an employee (for being late)* break *off relations* bring about *a change*

bring down *a government*

bring in *new regulations*

bring in *L.15,000 a year*

bring off *a victory*

bring round *our newspapers*

bring sb. round (= revive sb.)

bring up *a matter*

build up *a business*

call off *a meeting*

carry on *a conversation*

carry out *a scheme*

check in *(one's baggage)*

come about (= arise, happen)

come on (= begin)

come off (= succeed)

cut down *expenses*

cut sb. off *(from her friends)*

cut out *unnecessary work*

die away (= become fainter and then cease)

die down (= abate)

do up *premises*

draw up *a contract*

end up *(in court)*

fall off (= decrease)

fall out (= become enemies)

fall through (= come to nothing)

fix up *an interview*

get by (= manage)

get sb. down (= depress sb.)

get off *(with a warning)*

get on (= progress)

get sth. over {= have done with sth.)

give in (= yield)

give off *a smell*

give out *the news*

give up *trying*

go down *(well* or *badly)*

gooff (= explode)

go on (= continue, happen, proceed)
hand down *a hereditary title*
hang about (= loiter)
have sb. on (= deceive sb.)
have it out *(with Brenda)*
have sb. up (= prosecute sb.)
hold up *negotiations*
iron out *one's differences*
join in *(the games)*
keep on *(with one's studies)*
land up (in *court)*
laugh off *the episode*
lay down *what one should do*
layoff *workers*
let sb. down (= fail or disappoint sb.)
let sb. off (= excuse sb.)
look up (= improve)
make off (= go away quickly)
make out *what is wrong*
make over *one's property*
make up *stories*
make it up (= become reconciled)
pass on *information*
pass out (= faint)
pick up *knowledge*
point out *a mistake*
press on (= proceed rapidly)
pull up (= stop)
put by *some money*
put down *a revolt*
put in *a claim*
put off *a meeting*
putsb. off(= deter)
put on *an air*
put it on (= pretend)
put sb. out (= disconcert)
put up *the capital*
rule out *the possibility*
run down *the aristocracy* -
run sb. in (= arrest sb.)
run up *a lot of debts*
see sb. off (= bid farewell to sb.)
see sth. through (= persevere with sth.)
set up *a business*
show off (= show how clever etc. one is)
size up *one's boss*
snap up *an opportunity*
stand out (= be conspicuous)
stick out (= project)
strike off *a name* (or strike *a name* off *a list)*
take back *what one said*
take in *all she said*
take sb. in (= deceive sb.)

take off the headmaster
take on *more staff*
take over *a firm*
take up *space*
talk sth. over (= discuss sth.)
tell *off young Charles*
think out *a new filing system*
think sth. over (= consider sth.)
throw over *one's fiancee*
tide sb. over *(a difficult period)*
tone down *one's criticism*
try out *a scheme*
turn down *an offer*
wear off (= pass away)
wear sb. out (= exhaust sb.)
win over *the shareholders*
wipe out *a platoon of soldiers*
work out *figures*
(get) worked up (= become excited)

ii Prepositional phrasal verbs

Unlike adverbial phrasal verbs, prepositional phrasal verbs must by definition always be used with a grammatical object, and this directly follows the preposition except in the case of relative pronouns (see 16Aj). Typical examples of such objects, similar or identical to those used in the Exercises in 16, are given below in *italics (sb.* = somebody, *sth.* = something).

be through with *his son*
be up to *sb. (to do sth.)*
be up to *a job*
call (in) at *the police station*
call (in) on *my parents*
come into *a fortune*
do away with *exams*
driving at *{What are you ...?* Used only in progressive question form.) drop in at *the police station* drop in on *my parents* fall in with *her plans* fall in with *a wild set* fly at *sb.* (= attack sb.) get away with *a remark like that* get down to *a task* get in with *a wild set* get out of *serving overseas* get over *a shock* get round *the regulations* get through *a lot of money* getting at *(What are you* ... ? Used only in progressive question form.) getting on for *eighty* (Used only in progressive form.) go at *sb/sth.(*L* attack sb./sth.)
go in for *fast cars*
go into *the matter*
go through *alot(* = suffer)
go through *a lot of money*
go through with *a project*
grow out of a *habit*
keep in with *one's relatives*
let sb. in for *extra expense*
look down on si.
look into *the matter*
look (up)on *old age as ...*
look up to *sb.*
make up for *times past*
own up to *a misdeed*
put sth. down to *lack of...*

put up with *that sort of thing*
run into *sb.* (= happen to meet sb.)
run into *debt*
run through *a lot of money*
see through *his little game*
set about *reforming him*
stand by *sb.* (= support sb.)
stand up for *oneself*
stick up for *sb. else*
take after *one's father*

Subject index

References are similar to those used in the text, namely to numbered (1 etc.) and lettered (A etc.) sections and to entries (a etc.) under their respective Explanations.

ability with *can/could* 11 AdhEg active-passive relationship 13A activity: against state IBs; and
progressive tense form IBs; in
progress 1B1,2Aa; past HBac;
repeated 1B1, 8Ca, HBb: see also HABIT adjectives: and prepositions 17Fi; as
causal link 3Ab; formation of adverbs
from 2A; in *-able/-ible* and *-ic* 2Ab;
quantitative 3AcBc; use with verbs
2Aa: see also COMPARATIVES ;
SUPERLATIVES
adverb: formation 2A; phrases
2 Acd: see also ADVEKBIALS adverbial particle: see PHRASAL VERBS adverbials: and inversion 14Aa—k, 14B;
and reported speech 12An; negative
14AaB; of concession 5; of
movement 14Afh; of position 14Af;
of purpose 4A; of result 3A; of
time 7; position of 2AfgB;
restrictive 14AbBb; types of 2B;
use with verbs 2Aa: see also RELATIVES adverbs: see ADVERBIALS advisability with *should/ought* 1 lEa agent in passive 13Ae ambiguity 2Bkl, 9de anticipation with future progressive tense
lBn
apposition 8BdCb
arrangement with *is* (etc.) *to* lODd, llEc-e assumption with *will* HCbcf auxiliary passive 13AI—p auxiliary verbs 11,17Baf; and inversion
14Ae; and reported speech 12AJB;
modal 11
causation lODc, 13A1
cause: in relative clauses 8Cb; kinds
of 3Ab; links for 3Abfg, 6a characteristics with *will/would* HBb
clauses ID; sequence of 5g, 7j;
shortened 4B, 8C; *that* HFc, 13Ab, 17BdCdDbc: see also CONDITIONAL SENTENCES; LINKS; RELATIVES
colloquialisms and reported speech 12Ap
comma 2Bm, 3Aaf, 4Ac, 5be; with relatives 8AabpC
commands: in reported speech 12AmBghCbf; with *must (not)* HDae; with *is* (etc.) *to* lODd, UDe
comparatives 9efh
comparison: links for 9c—1;

uncompleted 9j; with *would rather* lD,9g, 17Bg; with *would prefer* 9g, lOCb: see also SIMILARITY
complement 13 Ac
completion With present perfect tense ICj
concession 5, 6c, HBg
conclusion with *must, cannot* HCdef
conditional sentences ID; clauses in ID; incomplete IFd; inversion in 14Al-n; links for 1CD; with couM lDf; *with might* IDe: see also SUPPOSITION; TENSES
conjunctions: see LINKS
consent with *should* 1 lFa
contracted and uncontracted verbs llBde, 12Bab
contrast 91
conviction with future tense and *going to* lBp
definite article and relatives 8Af
demands with *should* 1 lFa
direct speech 12Aa
double meaning: see AMBIGUITY
duty with *should/ought* etc. 1 lEabdfg
emphasis: see STRESS
equality: see SIMILARITY
events and present simple tense lBde
expectation with *should/ought* 11 CcfEf
fact IB (Introductory note)
tense use for IBCFbce feelings with *should* 11 Fa formal English 3 (Introductory note)
function: see ROLE future in the past: with *going to* lBp;
with *would* HBf; in reported
speech 12Ak
genitive: see POSSESSIVES
gerund 10B; after *despite/in spite of*
6c; after *like* 9a; after phrases lOBc, 17D; after prepositions lOBb; after verbs lOBb, 17D; and time relationships lOBh; as object lOBb; as subject lOBa; as time link 7ad; non-use after *too* and *for* 3Bdm; omitted after *stop* 17Df; or infinitive IOC, 17CbDa; or noun lOBj; or present participle 10D; or *that* clause llFc, 17Dc; passive lOBg; perfect lOBh; with (projnoun/possessive lOBde
grammatical object, subject: see OBJECT; SUBJECT
habit with *will/would* HBbc; persistent
HBd hypothesis, hypothetical: see SUPPOSITION
imperative UDe; and reported speech
12 Am
impossibility with *cannot/could not* 1 lAgCe inability with *cannot/could not* 11 AjCe indefinite article and relatives 8Ae indignation with *should* 1 lFa indirect questions with *if/whether.. .or* lCd indirect speech: see REPORTED SPEECH infinitive: after conditional tenses
lDbFd; after *it* lOAc; after passive lODa, 17Be; after *what* lOAc; and time relationships lOAg, 13Bb; as subject lOAc, I3Ab; full lOAb-gDa, 13Ba, 17BacdfC; in passive constructions 13B; of purpose 4AaB, 6b, lODb, 17Df; omitted lOCb, 17Cd; or gerund IOC, 17CbDa; or present participle 10D; passive lOAfh, 13B; perfect lOAg, HCeEde, 13Bb; plain lOAad-h, 17B; progressive lOAdeh; shortened lOAbef: see also OBJECT AND INFINITIVE
informal English and reported speech 12Ap information: questions for IBr, 12Bb *-ing form:* see GERUND; PRESENT PARTICIPLE instructions: questions for IBr, 12Bb
intention with future tense or *going to* lBp interrogative *if/whether* ICd; *who/whom*
12A1

intonation: see TONE CHANGE introductory it 8Apq; with gerund lOBa; with infinitive lOAc; with passive 13Ab; with relatives 8Aq;
with *that* 8Ap introductory *what:* with gerund lOBa;
with infinitive lOAc inversion: of subject and verb 14; with *as/though* 5d
linking 3 (Introductory note) links: causal 3Abfg, 6a; conditional lCDFb; for comparison 9c—1; for concession 5,6c; for purpose 4ABe; for result 3Aac—e; for similarity lFc, 9a-d; for time lCFb, 7; in reported speech 12Aq: see also RELATIVES
meaning: and use of verb contraction 12Bb; with infinitive or gerund IOC; with infinitive or present participle 10D
modal verbs 2Bf, 11
necessity with *have to* 1 lDbj
negative adverbials 14AaB
non-fact IB (Introductory note); against fact IF; and reported speech 12Ag; supposition IDF; tense use for 1DEF; *'witbshould* llFb; wish 1EF: see also SUPPOSITION; WISH
non-fulfilment with perfect infinitive llEd-g
noun: or gerund lOBj; with gerund lOBe
nouns: and inversion 14Aek; and prepositions 17Fi; countable 3AdBa, 9h; plural 3Bc, 9h; singular 3AdBa, 9h; uncountable 3Bcl, 9h
object: and adverbials 2Ba; and *for* + gerund 17Dd; and *from* + gerund 17Dde; and infinitive lOAbBdD, 17CDb; and infinitive or *that* clause 17Db; and present participle 10D; double 13Af-kq-s, 17E; of prepositional verb 13Adn; prepositional 13An; relation to subject in passive 13A; single 13Aa-dt
obligation 11D, absence of HDg-j
opinions with *should* UFa
opposites 91
orders: see COMMANDS
participles: see PAST PARTICIPLE; PRESENT **PARTICIPLE partitive 8Bb**
passive: adverb position in 2Bf; auxiliary 13A1—p; formation from active 13A; gerund lOBg; infinitive lOAf-h, 13B; non-formation from active 13Aadq—t; relationship with active 13A; useofAave 13A1—p; use with infinitive lODa, 13B, 17Be
past participle 17A; as causal link 3Ab
perception: verbs of IBs
permission with *can/could, may/might* llAab
phrasal verbs: adverbial 16Aac—fh—k, 17Gi; meaning 16AkB; position of adverbs 2Bb; position of pronouns 16Adegh; prepositional 16Abgjk, 17Gii; split 16Ah; use in passive 13Ad; use with relatives 8Ad, 16Aj; word order 16Ac-h
phrase IE (footnote to Introductory note)
planned future: with present tense IBem; with future tense lBf
plural nouns 3Bc, 9h
possessives: and auxiliary passive 13Ap; and reported speech 12An; followed by gerund lOBde, 17Db-e; relative 8AhjBb
possibility with *may/might, could* HAefEg
prepositions: *utter enough* 3Bn; after *too* 3Bd; dependent 15,17F; obligatory 13Ajr; optional 13Ahjr; use for purpose 4Bcd; with gerund lOBbf; with relatives 8AdBc: see also PHRASAL VERBS, PREPOSITIONAL
present participle 10BJD; as causal link 3Ab; as time link 7adgh; instead of

relatives 8Ca; or gerund 10D; or infinitive 10D; unrelated 7a
progressive tense form lBh-qs; against simple form lBhknps, 7h; non-use IBs, 8Ca, lOCd: see also INFINITIVE;
TENSES
prohibition with *cannot/could not, may not*
HAcCe pronouns 16Ade; and inversion
14Aek; and reported speech 12An;
correspondence with relatives 8AhjBa;
followed by gerund lOBde, 17Db-e;
position with phrasal verbs 16Adegh:
see also RELATIVES pronunciation 17A: see also STRESS;
TONE CHANGE
punctuation: see COMMA
purpose: infinitive of 4AaB, 6b, lODb;
links for 4ABe putative *should* 11 Fe
questions: for information against instruction IBr, 12Bb; reported 12A1; rhetorical lODd, HFd, 17Ba; with *should* llFbd; with *who/whom* 12A1
question tags and reported speech 12Ap
reasons 3Ab
recommendations with *should* 1 lFa
refusal with *will not/would not* 1 lBf
regret with *should* 1 lFa
relatives: adverbial 8Anp; after introductory if 8Apq; after statements 8Ag; after superlatives etc. 8A1; and time relationships 8Cb; as conditional links. lCfkDg; clause types 8Aa-g; correspondence with pronouns 8AhjBa; defining clauses 8ABdeC; non-defining clauses 8AC; omission of 8Ac; possessive 8AhjBb; second 8Ak; shortened constructions 8C; tone change 8AabC; *wh-* or *that* 8AkBe; with following noun 8Bd; with prepositions 8AdBc; without preceding noun 8Amn
reported speech 12; and auxilary verbs 12AJB; and informal English 12Ap; and tense changes 12Ab—k; questions 12A1; requests and commands 12AmBghCabef; suggestions 12Ccdf
requests: in reported speech 12AmCabe; with *could (not)* HAfg; with if lCnFf
result: and inversion 14Ac; expressed with get or *have* lODc; expressed with *too* or *enough* 3B; kinds of 3Aa; links for 3Aac-e
rhetorical questions lODd, HFd, 17Ba
role with *as* 9a
similarity: links for lFc, 9ab: see also
comparison simple tense form IBa-gs; against
progressive form 1 Bhknps, 7h, 8Ca:
see also TENSES singular nouns 3AdBa spoken English: see COLLOQUIAUSMS ;
CONTRACTION; STRESS; TONE CHANGE
state: against activity **IBs;** and simple
tense form IBs; past **HBa;** use of
adjectives for **2Aa;** verbs used for
IBs. 8Ca
statements: relatives after **8Ag** stress 7j, 9d, HBd-fEb, 14Ah; and
adverb position 2Begkl subject: change of 3Bfn, 4Aa—c, 7a; in
passive 13A; introduced by *it*
lOAcBa, 13Ab; introduced by *what*
lOAcBa subjunctive: and reported speech
12Ag; present *(be* etc.) **life;** *were*
form IDabEaFa, 12Ag suggestions: in reported speech 12Ccdf;

with *should* 1 **lFa;'** with *Why not…?*
17Bh
superlatives **8A1** supposition: links for ID: tense use
for IDF; with future time reference
1 Db; with mixed time reference 1 Dd;
with past time reference IDe; • with
present time reference IDa surprise with *should* 1 **lFa**
tenses: after *as if'/as though* lFc; after *first* etc. *time* **lCm;** after *if* etc. lCDFb; after time links **lCFb;** changes in reported speech I2A; conditional IDEcFad-f; for fact lBFbce; for non-fact IDEFacdf; for fact against non-fact IF; for supposition lDFad; for wish lEFad; future lBfgnqrCdk-n; future perfect lBgq&n; future use of *going to* lBp; future use of present IBemC; future use of present perfect lCjm; past IBahDabEafgFace, 7bf, 17A; past perfect lBbjDcdEdg, 7bef;
present lBdelmC; present perfect lBckCjm; relationship with time lBCDFb, 7, lOAgBh, 13Bb: see also PROGRESSIVE TENSE FORM; SIMPLE TENSE FORM; SUBJUNCTIVE
time: adverbials 2B, 7; and gerund **lOBh;** and infinitive lOAg, 13Bb; and relatives **8Cb;** and tenses lBCDFb, 7, **lOAgBh, 13Bb;** future in the past lBp, **HBf;** links for 1C, 7; period of **IBah;** point of **IBabcghin, 12Ah**
tone change: for cause 3Af; for result **3Aa;** *with might* **UEb;** with relatives 8AabC
typical behaviour with *would* 1 IBe
unrelated participle 7a
unwillingness with *will not/would not* 1 lBf
verb-noun: see GERUND
verbs: and gerund **lOBb,** 17D; and gerund or infinitive IOC, 17CbDa; and infinitive or present participle 10D; and object + infinitive lOAb, 17C; and plain infinitive **lOAa,** 17B; and prepositions 17Fii; irregular 17A; ofperception **IBs;** prepositional 13Adn; referring to activity **IBs, HBc;** referring to state IBs, 2Aa; regular 17A; with adjectives or adverbs 2Aa; with two objects 13Af-kq-t, 17E: see also PHRASAL VERBS; TENSES
will, willingness 1 lBf
wish: tense use for 1EF
word order: with phrasal verbs
16Ac—h; with enougA 3Bh—1; with *too* 3Ba—c: see also INVERSION

Word index

References are similar to those used in the text, namely to numbered (1 etc.) and lettered (A etc.) sections and to entries (a etc.) under their respective Explanations. Words in study lists 17B-G are indexed here only if they are referred to elsewhere in the book or in the notes that are attached to some oi the lists. References marked * are to footnotes on the pages indicated.

a(n) 8Ae
a … who lDg
able HAhj
according to 8Bc
admit 17Dc
advise 12Cd, 17Db
after lCj, 7abh, 8Bc
all 8A1
all (of) 16Ae
all the (better etc.) 9f
all the same 5e
allow 6b
aloud 2Ag
already IBek, 2B (Introductory note)

also 2B1
although 5, HBg
always 1B1, 2B (Introductory note)
among 8Bc
and 3A, 7
anticipate 17Dc
any … (that) lCf, lDg
anyone ... who lCfFb
apart from 9k
arise 17A
arrive at 13Ad
as (CAUSAL) 3Af, 7j;
(CONCESSION) 5d; (ROLE) 9a;
(SIMILARITY) 9b; (TIME) 1C, 7hj as … as 9cd as a result of 8Bc as if lFc as long as ICa as soon as lCj, 7f as though lFc as well 2B1 as well as 2Bk ask 12Ca, 17Ca aware (LINK) 3Ab
bad, badly 2Ah
bang 14Aj
be IBs, lODd, llEc-e;
(SUBJUNCTIVE) lXFe be able HAhj be going to lBp be unable HAj be used to HBa because 3Af because of 6a become 2Bd before IBekFb, 7abh beg 12Ce, 17Ca begin lOCd being (LINK) 3Ab believe IBs, 8Ca, 17Cd besides 9k bet 17A better lFd bid 17A bind 17A bleed 17A bring in 16Aacd bring round 16Aacdh broadcast 17A build 13Aj but (CONCESSION) 5, HBg;
(CONTRAST) 91; (=except) 9k by the time ICh
can/could 4Ac, HAabdf, 12Aj, 13Bc; se(
also *could* cannot HCd-f cannot/could not HAcg, 12Aj; see also
could not
cannot bear 17Da cannot help 17Bc cease lOCd
clean, cleanly 2Ag
clearly 2Bn
closer, more closely 2Af
clumsy, clumsily p. 39*
command I2Cb
come lODb
comply with 13An
consequently 3Ae
consider 17Cd
continually IB!
continue 17Da
cost 13At
could lDfEbe, HAeh, HEbdg, 12Bclm;
see also *can/could* could not HAeh, HCde; see also *cannot/*
could not
dare 17Ba
deal 17A
deep, deeply 2Af
deliver 16Ak
depend on 17Cb
despite 6c
did not have to HDh
did not need to HDh, 12Bk
did you know that? p. 143*

dig 17A
direct, directly 2Ag
do not care 1C1
do not need to/have to HDg—j
dread lOCc
due to 6a
during 8Bc
eagerly 2B (Introductory note)
easily 2Bf
enable 6b
enough 3Bh—p
entirely 2B (Introductory note)
entreat 12Ce
evade 16Ak
even 2B1
even if lCbDa, 5f
even so 5
even though 5
everything 8A1
except 9k
excuse 17Dd
expect lBf, 17Ca
explain 13Amn
fall 17A far too 3Bg fast 2Ab feed 13Aj, 17A
feel lODa, 17A
few 3AcBcl
finally 7
find lODc
first (etc.) time lCm
flat, flatly 2Ah
flee 17A
flow 17A
fly 17A
for (LINK) 3Af; (PREPOSITION) 3ALBdfmn, lOAc, HFc for fear that 4Ag forbid 12Cb, 17A foresee 17Dc forget lOCa forgive 17Dd
get 2Bc, lODc, 13Aa get round 16Abg get used to IlBa give 6b, UAghm go lODb go back 2Bb go home 2Bb go into 13Ad go on lOCe go slow 2Ah go to work 2Bb going strong 2Ah going to lBp good 2Ab got HDj grow 17A
had 14An
had better lFe, 17Bb
hard, hardly 2Abg
hardly ... when 14AbBb
hate lOCb
have IBs, lODc, 13Aal
have (got) to HDb-dg-j
having (LINK) 3Ab
hear IBs, lODa
help 17Bc
here 14Afk
high, highly 2Ag
hit 17A
hope 1CI

however (ADVERB) 2Bn, 5e; (LINK)
ICeDc hurt 17A
if ICa-dnDa-eFf, 4Ah; (=whether) lCd, 12A1
if only lEa-e imagine 17Dc
immediately lCj, 7f
implore 12Ce
in case 4Ad—h
in case of 4Ah
in order (not) to 4Aab
in spite of 6c
indoors 2B (Introductory note)
intend 17Dab
introduce 16Ak
is (etc.) to lODd, UDeEc-e
it 8Apq, lOAcBa
it is no use lOBc, HBa
it is time lEf
its 8Ahj
just IBek just as 7h just now IBe
know 8Ca, 17BdCd
lack of 6c
lay 17A
leave lODc
less 9e
less of a … than 9h
lest 4Ag
let 6b, 17Be
lie 17A
light, lightly 2Af
like (LINK) 9ab; (VERB) 8Ca, lOCb
little 3AcBcl, 14Ba
look into 8Ad
loud, loudly 2Ag
love lOCb
make 6b, 17Be
many 3AcBc, 14Ad
may HAb
may/might 4Ac, HAaBe, 12Aj; see also *might*
may … but HBg may not 11 Ac may not/might not HAe mean lOCe mention 17Dc might IDe, 2Bf, HAabEbd, 12Bc; see also *may/might* more of a … than 9h much 3AcBc much as 5c much too 3Bg must HCdf, 12Be must (not) HDa-e, 12Bf-h
nearly 2Bj
need lOCe, HDf, 17Bf
need not HDgh, 12Bgjk
neither 14Aa
never 2B (Introductory note), 14Aa
nevertheless 5e
nice lFd
no matter how ICe
no matter who/where/when etc. lCfDgFb
no sooner ... than 14AaBa

nor 14Aa
not for … 14Aa
not only ... but 14Ba
not since ... 14Aa
not so much of a … as 9h
not such … as 9h
nothing 8A1
nothing but 9k
notice lODa
notwithstanding 6c
now 2B (Introductory note)
observe lODa
of which 8AjBb
on 7e
on account of 6a
once 7c
one 16Adf
only 2Bm, 14Ab
only recently IBe
on no account 14Aa
on the contrary 91
on the other hand 91
order 12Cb
other than 9k
ought lFe, HCacfEadf, 12Bd
outside 2B (Introductory note)
overhear lODa
owing to 6a
perhaps lBf plead with 12Ce point out 8Ad pop 14AJ possess IBs prefer 9g, lOCb prevent 6b, lOBf, 17De probably lBf, 2Bf propose 17Dac prove 17Cd provided (that) ICan providing ICa put up with 16Abgj
quicker p. 47* quickly 2B quit 17A
raise 17A
rapidly 2B (Introductory note)
rarely 14Ab
rather 9gk
recall 17Dc
recently IBek
recollect 17Dc
recommend 12Cc, 17Db
refuse 13Aghm
regret lOCc
rely on 17Cb
remember lOCa
report 17Dc
request 12Ca
revive 16Ak
right, rightly 2Ag
rise 17A
same ... as- 9c
save 13As
saw 17A
say 12Am

scarcely ... when 14AbBb
see IBs, lODa
seek 17A
seldom 2B (Introductory note), 14Ab
send lODb
sew 17A
shaU IBr, 12Bb; see also *will/shall*
shall/should 4Ac, 12Bb
sharp, sharply 2Ah
shed 17A
shine 17A
short, shortly 2Ag
should lDb, 4Adg, 11F, 14A1;
(=ought) lFe, HCacfEadf, 12Bd;
see also *shall/should, would/should* should like lFd show 17Cd since 3Af skid 17A slit 17A
so 3AaeBb, 14Ac, p. 227* so as (not) to 4AabBde so … as 9c so … as to 3Bp so that 3Aa, 4AcdB so … that 3AcdBb, 14Ac so long as ICa sow 17A
speed up 17A
split I7A
spread 17A
stand I7D
start lOCd
stick 17A
still 2B (Introductory note)
stop 6b, 17Def
strike 17A
stroke 17A
such 3Bb
such … as to 3Bp
such ... that 3AdBb, 14Ac
sue 17A
suggest 12Cc, 17Dc
suppose, supposing lCg
swell 17A
take lODb
teU 12AmCb
than 9eg-k, 17Bg
that (RELATIVE) 8Aa-dk-pBeCa; (after VERB) HFc, I7BdCdDbc the 8Af the other day 2B the … the 9f then p. 34*, 4A, 7a, 8Ap there (ADVERB) 2Bb, 8Ap, 14Ahk; (with *is, came* etc.) 14Ah therefore 2Bn, 3Ae there is no 17Dg think lBfs, 17Cd though 2Bn, 5b-e thus p. 227* tight, tightly 2Af today 2B (Introductory note) tolerate 16Ak too 2Bk, 3B too much of a 3Bb tread 17A try lOCe
unable llAj understand lOCe unfortunately 2Bn unless ICeDa up 14Af upon 7eh urge 12Ce used [julst] IlBac
very 2Bj wake up 17A
want lEc, p. 90*, lOAfCe
warn 12Cf
was/were to HEc-e, 12AmBb
watch lODa
weave 17A
well 2Abh, 14Ad

were (SUBJUNCTIVE) IDabEaFa, 12AgBh, 14Am
what 8Amn, lOAcBa whatever lDg when lCj, 7bceh, 8Anp whenever lCf where 8Anp
whereas 91 …
wherever ICDg whether … or (not) lCd, 12A1 which 8Acdgjkn, 8Ca while 1C, 7hj, 91 who 8AcnqCa, 12A1 whoever ICEDg whom 8Acd, 12A1 whose 8AhjBb why (not) 17Bh
will (MODAL) HBfCbf
will/shall (FUTURE) lBfnprCk-n, HBf, 12Ba will/would (MODAL) llBbcd; (PURPOSE) 4AC
will not/would not (MODAL) HBf win 13Ar wisely 2Bn
wish lEa-e, p. 90*, lOAf, 13Aq, 17Ca wonder lBf would (MODAL) HBe would/should (CONDITIONAL) IDEcFd-f, HBf, 12Ba would as soon 9c would like lFd, 9g would prefer 9g would rather lEg, 9g, 17Bg would sooner 9g, 17Bg wrong, wrongly 2Ag
yesterday 2B (Introductory note) yet (ADVERB) 2B (Introductory note), 3a; (LINK) 5a

to exercises

Contracted verb forms *{'s, don't* etc.) are not used in trie Key to sections 1 and 2. Elsewhere they are used when they are appropriate to the context so long as they do not interfere with clarity (see Introduction, 'Grammar and style').

1A Exercise 1

1 The car *skidded* nearly thirty metres.
2 The driver *trod* on the accelerator because he thought it was the brake.
3 Yes, the accelerator *stuck* wide open.
4 The car *hit* a lamp-post.
5 They *bound* the driver's wound with a piece of shirt.
6 The passenger's nose *bled* for quite a long time.
7 The passenger *lay* down on the pavement.
8 The driver *woke* up in hospital.
9 They *laid* the blame on the other driver.
10 They *sued* him for twenty thousand pounds.
11 He *quit* his job straight after the accident.
12 *He fled* the country to escape the law.
13 No, no one *shed* any tears when he left.
14 He *sought* refuge in Australia.
15 Yes, he *dug* for gold there.
16 He *struck* hardly any gold.
17 No, he *grew* grass.
18 He *sowed* grass wherever he could.
19 He *sawed* down trees to make a fence for sheep.
20 *He fed* the sheep on bananas, of course!

Exercise 2

1 Sheila's lip *swelled* up because a wasp stung her.

2 Ken *split* his trousers climbing over a fence.
3 Yes, Toby *bet* that Ken could not sew them up himself
4 Yes, Ken *sewed* them up himself.
5 Helen *slit* the envelope open with her enormously long fingernail.
6 Marilyn *speeded up* her typing by going to evening classes.
7 Zena *bid* a couple of hundred for the Chinese vase.

8 She *fell* going down the stairs.
9 *She felt* terrible about breaking the vase.

10 Yes, she *hurt* her wrist.
11 The water *flowed* downstairs.
12 Helen /?etf out of the room in a rage because of what her father said.
13 Her father *forbade(e)* her to go out with Denis.
14 Her father *dealt* with her by stopping her monthly allowance.
15 Denis *stroked* Helen's hand to try and calm her down.
16 Helen's friends *spread* the rumour that she was going to get married.
17 Marilyn *wove* her rugs on the looms over there.
18 She *raised* her prices by fifteen per cent.
19 The question of a bank loan *arose* at the directors' meeting.
20 They *broadcast* the news just now, on the BBC.

13 had won 14" had lost
15 was
16 was
17 had led
18 was
19 did not survive/ had not survived
20 (had) surrendered
21 was
22 is always ringing
23 rang
24 did not answer
25 learnt/learned
26 had rung

27 offered/had then offered
28 have just told
29 is/was
30 (have) missed
31 have you been doing
32 have not seen
33 have been
34 saw
35 were you
36 did you do/ were you doing
37 did/was doing
38 have already told
39 am working
40 is it going/has it been going
41 hope/am
42 lives
43 was living/ lived*
44 wrote
45 invited
46 have had
47 am wondering/ wonder
48 have also had
49 applied
50 was
51 have
52 am I doing
53 am babysitting
54 have gone
55 are
56 was babysitting
57 started
58 are being
59 is eating
60 gave
61 left
62 have found
63 are happily painting
64 assure/have assured
65 have done
66 had
67 hope
68 are telling/have told
69 has got
70 have been trying

Exercise 2

1 will still be working
2 retires/will be retiring
3 will then be
4 **will have been working/ will have worked**
5 **will have qualified**
6 **is going to will work**
7 **will earn**
8 **is coming**
9 **will/shall introduce**
10 **Shall I tell**
11 **will/shall be** seeing/see
12 will/shall tell
13 will be
14 are you going to do/will you do/ are you doing
15 Are you going to/Will you
16 am
17 leave/am leaving
18 does/will not give
19 will need
20 do I meet/am I meeting
21 am
22 means/will mean
23 is not/will not be
24 Are you
25 **ami**
26 is going
27 is she going to do/is she doing
28 is going to promote/is promoting
29 is she going to do/is she doing
30 is going to demonstrate/is demonstrating
31 will do
32 will have been married
33 are celebrating/ are going to celebrate
34 will be
35 will be
36 are going (to go)
37 will have left
38 will go
39 will/shall be working/am working
40 Are you going
41 **will h*>**
42 **Will DC** is going to be
43 will be
44 will win
45 will win
46 is going to/will lose
47 will/shall be taking
48 wUl/shall do
49 will/shall give
50 am not going
51 am staying/am going to stay
52 (am) going/go
53 will be
54 is going to snow
55 will soon be
56 was going to fly
57 will not get
58 will/shall be spending/ am going to spend
59 will you be/are you doing
60 am going
61 are you going to do
62 am going to do
63 will/shall visit
64 will you be
65 am flying
66 **will surprise**
67 **are going to get/**
68 **are getting will/shall believe**
69 **will not last**
70 **will start**

Exercise 3

1 was driving
2 went
3 was passing
4 was
5 did not have
6 are still using/ still use
7 fall
8 will/shall not drive
9 **will/shall have been**
ia **will/shall have lived/been living**
11 **are going to celebrate/are celebrating**
12 **(have) invited/ are inviting**
13 **are**
14 **have already said**
15 **are/will be** coming/are going to/will . come

*** Whether we use *was living* or *lived* depends on whether we regard living as an activity or state. Over longer periods it normally 'sinks' into the category of state: 'I've lived (= been) here all my life.' For shorter periods living usually claims our attention as an activity: 'Sheila's living with her mother now, I hear.'**

16 **are/is not (being)**
17 **have/has declined**
18 **had**
19 **had been**
20 **(had) got**
21 **(had) done/did**
22 **are**
23 **(have) naturally sent**
24 **have not paid**
25 **was not**
26 landed
27 was
28 were walking
29 (were) chatting
30 were watching
31 (were) listening
32 had happened
33 think
34 will happen
35 do you say
36 has/had happened
37 have been visiting/have visited
38 began
39 are hovering
40 (are) watching
41 are doing
42 was walking
43 saw

44 **had definitely not come/ definitely did not come**
45 **think**
46 **had been drinking**
47 **was not**
48 **have seen**
49 **have seen**
50 **have reported**
51 am going to write/will/shall write
52 am going
53 have been/am thinking
54 are you doing
55 are you
56 was/was going to be
57 have changed
58 wants/wanted
59 have^rou/do you have/did you have
60 is
61 Have you seen
62 saw
63 have not seen
64 will/shallgo^
65 will/shall book
66 Shall I ask
67 will be working
68 is always

19 **trusts**
20 **is not**
21 has been going/has gone
22 thinks
23 go/have gone
24 **have(had)**
25 **do/have**
26 **Does this mean**
27 **is thinking**
28 **does**
29 **succeeds**
30 **will have done/will be doing**
31 **(has) always wanted**
32 **had**
33 **doubt**
34 **will get**
35 **does not improve**
36 **left**
37 **goes**
38 **works**
39 **will accept**
40 **will find**
41 **prefers**
42 **has continued**
43 **will consider**
44 **trains**
45 **lies /**
46 **are talking**

63 **will be taking/ takes/is taking**
64 **passes**
65 **will then specialise**
66 **will take**
67 **will not be**
68 **is**
69 **will then have been** studying/hav studied
70 will have earned
71 has been working/has worked
72 has been supporting/ has supported
73 is expecting
74 will be giving up/is going to give up/will give up
75 will live/are going to live
76 stops
77 are not worrying/do not worry
78 will manage

working
69 works
70 will have

1 C

1 has gone
2 will not be
3 saw
4 was looking
5 went
6 does not remember
7 is/will be
8 has been
9 is continually urging
10 will pay
11 refuse
12 has not shown/ does not show
13 does
14 will/shall not lend/am not lending/am not going to lend
15 is going
16 is
17 will/is going to keep/is keeping
18 has helped

47 takes
48 does
49 tends
50 spends
51 will not become
52 dreams
53 chooses
54 will have to/ has to
55 find
56 feel
57 costs
58 will go
59 means/will mean
60 is
61 will be
62 has been studying/has studied

79 is going to/ **will qualify**
80 takes
81 work/have worked
82 earn/have earned
83 have qualified
84 suffer
85 is
86 keep
87 is certainly not/will certainly not be
88 keep
89 will find
90 succeed
91 does not