



Grammar

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Personal Pronouns, e.g. I, you

A The meaning of the pronouns

Vicky: *Hello, Andrew. Have **you** seen Rachel?*

Andrew: *I don't think so. No, I haven't seen **her** today.*

Vicky: *We're supposed to be going out at half past seven, and it's nearly eight now.*

Andrew: *Maybe she's just forgotten. **You** know Rachel.*

Vicky: *We're going out for a meal. Matthew and Emma said **they** might come too. I hope **they** haven't gone without **me**.*

I/me means the speaker, and **you** means the person spoken to. We/us means the speaker and someone else. Here, we = Vicky and Rachel. **He/him** means a male person and **she/her** a female person. Here, **she** = Rachel. **It** means a thing, an action, a situation or an idea. Here, **it** = the time. **They/them** is the plural of **he**, **she** and **it** and means people or things.

We can also use **they/them** for a person when we don't know if the person is male or female.

*If anyone calls, ask **them** to leave a message.*

B Subject and object forms

	FIRST PERSON	SECOND PERSON	THIRD PERSON
SINGULAR	<i>I</i>	<i>you</i>	<i>he/she/it</i>
Subject			
Object		<i>me</i>	<i>him/her/it</i>
PLURAL	<i>we</i>	<i>you</i>	<i>they</i>
Subject			
Object		<i>us</i>	<i>them</i>

We use the subject form (I, etc) when the pronoun is the subject and there is a verb.

I don't think so. Maybe she's just forgotten. We use the object form (me, etc) when the pronoun is the object of a verb or preposition.

*I haven't **seen her** today. I hope they haven't gone **without me**.*

The pronoun on its own or after be usually has the object form.

*Who spilt coffee all over the table? ~ Me./Sorry, it was **me**.*

Compare this answer.

Who spilt coffee all over the table? ~ I did.

C You, one and they

We can use **you** or **one** to mean 'any person' or 'people in general', including the speaker.

***You** shouldn't believe what **you** read in the newspapers.*

OR ***One** shouldn't believe what **one** reads in the newspapers.*

***You** don't like/One doesn't like to have an argument in public.*

You is normal in conversation. **One** is more formal.

We can use **they** for other people in general.

***They** say too much sugar is bad for you.*

We can also use it for people in authority.

*They're going to build a new swimming-pool here. **They** is informal and conversational. We use the passive in more formal situations.*

A new swimming-pool is going to be built here (see Unit 56B).

Exercises

1 The meaning of the pronouns (A)

Read the conversation between Melanie and Rita. Then say what the underlined pronouns mean. Melanie: Have (▶) you been in that new shop? ▶ you = *Rita*

Rita: No, not yet.

Melanie: Nor have I, but (▶) it looks interesting. There's a lovely dress ▶ it = *the shop*
in the window, and (1) it isn't expensive. 1 it =

Rita: Laura bought some jeans there. (2) She said (3) they were 2 she =
really cheap. 3 they =

Melanie: (4) You ought to go along there and have a look, then. 4 you

= Rita: (5) We'd better not go now or we'll be late. (6) I told Mike 5 we =
and Harriet we'd meet (7) them at half past five. 6 I =

Melanie: Oh, Tom said (8) he's coming too. 7 them =

8 he =

2 Subject and object forms (B)

Complete the conversation. Put in the pronouns.

Nick: Did (>) you say that you and Harriet wanted some coloured lights for your party?

Mike: Yes, but (▶) it's OK. Melanie's neighbour Jake has got some, and
(1) 's going to lend (2) to (3)

Nick: Great. Is Rita coming to the party?

Mike: We've invited (4) of course, but (5) isn't sure if (6) can
come or

not. Her parents are flying somewhere on Saturday evening, and she might be taking
(7) to the airport.

Nick: And what about Laura's friend Emily?

Mike: I expect (8) 'll be there. And her brother. (9) ... both came to our last party.

Nick: Do (10) mean Jason? I don't like (11) very much.

Mike: Oh, (12) 's OK. But (13) don't have to talk to (14)

3 Subject and object forms (B)

Put in the pronouns.

▶ There's no need to shout. I can hear *you*.

1 You and I work well together. 're a good team.

2 We've got a bit of a problem. Could help, please?

3 This is a good photo, isn't? ~ Is Jessica in? ~ Yes, that's
look 's next to Andrew.

4 Who did this crossword? ~ I did this morning.

5 Is this Vicky's bag? ~ No, didn't bring one. It can't belong to

6 'm looking for my shoes. Have seen? ~ Yes, ... re here.

4 You and they (C)

Complete the conversation. Put in *you* or *they*.

Trevor: I'm not going to drive in this weather. It's too icy.

Laura: (▶) *You* don't want to take any risks. (1) can't be too careful.

Trevor: I've just heard the weather forecast and (2) say there's going to be more snow.

(3) 're better off indoors in weather like this.

Laura: I think (4) ought to clear the snow off the roads more *quickly*.

There and it

A There + be

Look at these examples.

*I really ought to phone home. ~ Well, **there's** a phone box round the corner.
Could I make myself an omelette? ~ Of course. **There are** some eggs in the fridge. **There's** an important meeting at work that I have to go to.*

To talk about the existence of something, we use **there + be**. We usually pronounce **there**, like **the**. **There's** is and **there are** is. **Be** agrees with the following noun. *There is a phone box.*
BUT *There **are** some eggs.*

Here are some more examples.

***There's** a bus at ten to five. **There'll be** a meal waiting for us.
Is there a toilet in the building? **Were there** any bargains in the sale?
There have been some burglaries recently. **There might have been** an accident.*

We also use **there** with words like **a lot of, many, much, more, enough** and with numbers. ***There were a lot of** problems to discuss. **There's too much** noise in here. Will **there be enough** chairs? **There are thirty** days in April.*

B Uses of it

We use it for a thing, an action, a situation or an idea. *You've bought a new coat. **It's** very nice, (**it** = the coat) Skiing is an expensive hobby, isn't **it**? You have to fill in all these stupid forms. **It's** ridiculous. I find astrology fascinating. I'm really interested in **it**.*

We use it to mean 'the unknown person'.

*Did someone ring? ~ **It** was Vicky. She just called to say she's arrived safely.*

We use it for the time, the weather and distance. ***It's** half past five already.*

***It's** Sunday tomorrow. It was much warmer yesterday. **It's** fifty miles from here to Brighton.*

We also use it in structures with a to-infinitive or a that-clause (see also Unit 67B).

***It** was nice **to meet your friends**.*

***It** would be a good idea **to book in advance**.*

***It's** important **to switch off the electricity**.*

***It's** a pity (**that**) **you can't come with us**. This is much more usual than, for example, *To meet your friends was nice.**

C There or it?

We often use **there** when we mention something for the first time, like the picture in this example.

***There** was a picture on the wall. **It** was an abstract painting.*

We use it when we talk about the details. It means *the picture*.

Here are some more examples.

***There's** a woman at the door. ~ Oh, **it's** Aunt Joan. **There** was a dog in the field. **It** was a big black one. **There's** a new one-way traffic system in the town centre. **It's** very confusing.*

Reflexive pronouns

A Introduction

Myself is a reflexive pronoun. In the sentence *I've cut myself*, the words **I** and **myself** mean the same thing. **Myself** refers back to the subject, I.

SINGULAR *myself* *yourself* *himself/herself/itself*
PLURAL *ourselves* *yourselves* *themselves*

FIRST



Compare **yourself** and **yourselves**.

*Emma, you can dry **yourself** on this towel. Vicky and Rachel, you can dry **yourselves** on these towels.*

B The use of reflexive pronouns

Here are some examples.

*Mark made **himself** a sandwich. Vicky had to force **herself** to eat.
We've locked **ourselves** out. The children watched **themselves** on video.*

We cannot use **me, you, him**, etc to refer to the subject. Compare these sentences.

*When the policeman came in, the gunman shot **him**. (**him** = the policeman)
When the policeman came in, the gunman shot **himself**, (**himself** = the gunman)*

We can use a reflexive pronoun after a preposition.

*The children are old enough to look **after themselves**. But after a preposition of place, we can use **me, you, him**, etc.
In the mirror I saw a lorry **behind me**. Mike didn't have any money **with him**.
Laura thought she recognized the woman standing **next to her**.*

C Idioms with reflexive pronouns

Look at these examples.

*We really **enjoyed ourselves**. (= had a good time)
I hope the children **behave themselves**. (= behave well)
Just **help yourself** to sandwiches, won't you? (= take as many as you want)
Please **make yourself at home**. (= behave as if this was your home)
I don't want to be left here **by myself**. (= on my own, alone)*

D Verbs without a reflexive pronoun

Some verbs do not usually take a reflexive pronoun, although they may in other languages. *We'd better **hurry**, or we'll be late, NOT ~~We'd better hurry ourselves.~~
Shall we **meet** at the cinema? I **feel** uncomfortable. Just try to **relax**.*

Some of these verbs are: **afford, approach, complain, concentrate, decide, feel** + adjective, **get up, hurry (up), lie down, meet, remember, rest, relax, sit down, stand up, wake up, wonder, worry**

We do not normally use a reflexive pronoun with **change** (clothes), **dress** and **wash**.

*Daniel **washed and changed** before going out.* (See also Unit 54D.) But we can use a reflexive pronoun when the action is

difficult.

*My friend is disabled, but she can **dress herself**.*

Exercises

1 Reflexive pronouns (A-C)

Look at the pictures and write sentences with a reflexive



pronoun. Use these words: *dry, introduce, look at, photograph, teach*

► *He's photographing himself.*

- 1 She 3
.....
- 2 They 4
.....

2 Reflexive pronouns (A-C)

Complete the conversations. Put in a reflexive pronoun (*myself, yourself, etc.*).

► Matthew: I'll get the tickets, shall

I? Emma: It's OK. I can pay for
myself.

- 1 Olivia: I've got lots of photos of my children.
Linda: Yes, but you haven't got many of....., Olivia.
- 2 Rita: Did you have a good time at the Holiday
Centre? Laura: Well, there wasn't much going on.
We had to amuse
- 3 Emma: Why has the light gone off?
Matthew: It switches..... off automatically.

3 Pronouns after a preposition (C and Unit 98B)

Put in the correct pronoun (e.g. *me* or *myself*).

- ? We looked up and saw a strange animal in front of *us*.
- ? Don't tell us the answer to the puzzle. We can work it out for *ourselves*.
- 1 It's a pity you didn't bring your camera with
- 2 Mark talked to the woman sitting next to
- 3 The old man is no longer able to look after
- 4 My mother likes to have all her family near
- 5 To be successful in life, you must believe in

4 Idioms with and without reflexive pronouns (D-E)

Rachel and Vicky are at Mike and Harriet's party. Complete the conversation. Put in the verbs with or without a reflexive pronoun.

Mike: Have you two (►) *met* (met)

before? Rachel: Yes, we have. Vicky and I
are old friends.

Mike: Oh, right. Well, I hope you (►) *enjoy yourselves* (enjoy) tonight.

Rachel: I'm sure we will. I (1)..... (feel) just in the mood for a party.

Mike: Well, please (2)..... (help) to a drink. Are you OK, Vicky?

Vicky: Sorry, I've got this awful feeling that I have to do something very important, and I can't

(3)..... (remember) what it is.

Rachel: Vicky, you (4)..... (worry) too much. Come on, just

(5)..... (relax).

Emphatic pronouns and **each other**

A Emphatic pronouns

*Trevor and Laura are decorating their living-room **themselves**.*

An emphatic pronoun is a word like **myself, yourself**. It has the same form as a reflexive pronoun .

Here the emphatic pronoun means 'without help'. Trevor and Laura are decorating the room without help from anyone else. Compare *They're having the room wallpapered (by a decorator)* (see Unit 58A).

Here are some more examples.

*I built this boat **myself**. My sister designs all these clothes **herself**.*

*Are you doing all the painting **yourselves**?* When we say these sentences, we stress **self** or **selves**.

Now look at these examples.

*The manager **himself** welcomed us to the hotel.*

(= The manager welcomed us, not someone else.)

*Although she is very rich, the Queen **herself** never carries any money. The house **itself** is small, but the garden is enormous.*

*Of course the children have been to the zoo. You **yourself** took them there last year.*

Here the emphatic pronoun comes after the noun or pronoun it relates to.



B Each other

Look at this example.

*Andrew and Jessica help **each other** with their work.* This means that Andrew helps Jessica, and Jessica helps Andrew. Here are some more examples.

*Mark and Alan aren't really friends. They don't like **each other** much. I'm still in touch with Kirsty. We write to **each other**.*

One another has the same meaning.

*We send **each other/one another** Christmas cards every year.*

We can also use the possessive form **each other's**.

*Tom and Mark wrote down **each other's** phone numbers.* This means that Tom wrote down Mark's number, and Mark wrote down Tom's number.

Compare **each other** and **themselves**.



*They're laughing at **each other**.*



*They're laughing at **themselves**.*

Exercises

1 Emphatic pronouns (A)

Add a sentence with an emphatic pronoun, e.g. *myself*.

Use these verbs: *bake, clean, decorate, develop, grow, paint, service, type*

? I don't take the car to the garage. / *service it myself*.

? Laura didn't buy those pictures. *She painted them herself*.

1 Tom doesn't have his windows cleaned.....

2 My bread doesn't come from a shop.

3 My friends eat lots of fresh vegetables.

4 We finished the dining-room yesterday.

5 Mark doesn't dictate his letters to a secretary.....

6 I don't pay to have my photos done

2 Emphatic pronouns (A)

Put in an emphatic pronoun, e.g. *myself, yourself*.

► Of course I know about Matthew and Emma. You told me *yourself*.

1 The princess..... visited the children in hospital.

2 The song wasn't very good, but the title of the song became a popular phrase.

3 The visitors were welcomed to the school by the headmaster.....

4 The pilots..... are nervous of flying because of terrorist threats.

5 You all know that no one can take your decisions for you. You will have to decide.

3 Each other (B)

David and Melanie are in love. Write sentences about them using *each other*.

► Melanie often writes notes to David. He also often writes notes to Melanie.

They often write notes to each other.

1 David is always thinking about Melanie. She's just the same. She's always thinking about him.

2 Melanie has got lots of photos of David. He's got lots of photos of her, too.

3 They love being together. David enjoys Melanie's company, and she enjoys David's company.

4 Melanie is crazy about David. He feels the same way. He's crazy about Melanie.

4 Each other or a reflexive pronoun? (B and Unit 100)

Put in *each other, ourselves* or *themselves*.

? We could all do more to keep healthy. We don't look after *ourselves* properly.

? The hostess introduced the two guests to *each other*.

1 The two boxers did their best to knock out.

2 We talk to..... in French because it's the only language we both know.

3 People who talk to..... may get strange looks from other people.

4 We'd better set off early to give..... plenty of time to get there.

5 The guards who shot a gunman claimed that they were defending.....

6 Luckily we managed to get two seats next to.....

The pronoun **one/ones**

Introduction

Trevor: *Here's that bottle of mineral water you wanted.* Laura: *Oh, no, you've got a small **one**. I wanted a big **one**.* Trevor: *They didn't have any big **ones** at the shop on the corner.* Laura: *That shop never has what I want. Why didn't you go to the **one** in the High Street?*

Here a **small one** means 'a small bottle', **big ones** means 'big bottles', and **the one in the High Street** means 'the shop in the High Street'. We use **one** for a singular noun and **ones** for a plural noun. We use **one** and **ones** to avoid repeating a noun.

We cannot use **one** or **ones** with an uncountable noun, e.g. **water**.
*There was no hot water. I had to wash in **cold**.*



B Structures with **one/ones**

Sometimes we can either put in **one/ones** or leave it out.

*These bowls are nice. What about **this (one)**?*

We can do this after **this, that, these** and **those**; after **each** or **another**; after **which**; or after a superlative, e.g. **easiest**.

*I don't like these sweaters. I prefer **those (ones)** over there. I tried all three numbers, and **each (one)** was engaged.*

*The product is available in all these colours. **Which (one)** would you like? The last question is the **most difficult (one)**.*

Sometimes we cannot leave out **one/ones**.

*Our house is the **one** on the left, NOT ~~Our house is the on the left.~~*

We cannot leave out **one/ones** after **the** or **every** or after an adjective.

*The film wasn't as good as **the one** we saw last week. I rang all the numbers, and **every one** was engaged. I'd like a box of tissues. A **small one**, please.*

*I threw away my old trainers and bought some **new ones**.*

C A small **one** and **one**

We can say **a small one, a red one**, etc but NOT ~~a one~~.

*I've been looking for a coat, but I can't find **a nice one**.*

*I've been looking for a coat, but I can't find **one**.* Here we use **one** instead of **a coat**. Here are some more examples.

*We decided to take a taxi. Luckily there was **one** waiting. If you want a ticket, I can get **one** for you.*

Now look at these examples with **one, some, it** and **them**.

*I haven't got a passport, but I'll need **one**.* (**one** = **a** passport)

*I haven't got any stamps, but I'll need **some**.* (**some** = **some** stamps)

*I've got my passport. They sent **it** last week.* (**it** = **the** passport)

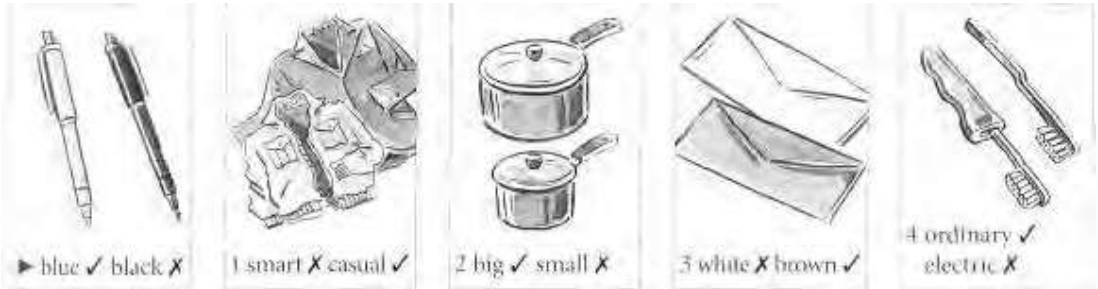
*I've got the stamps. I put **them** in the drawer,* (**them** = **the** stamps)

One and **some/any** are like **a**, but **it** and **they/them** are like **the**. We use **one** and **some/any** when we aren't saying which, and we use **it** and **they/them** to be specific (when we know which).

Exercises

One
(A)

Look at the pictures and complete the conversations.



- Emma: Can you lend me a pen, please?
 Matthew: Do you want a *blue one* or a *black one*?
 Emma: Oh, a *blue one*, please.
 Mark: I might buy a new jacket.
 Sarah: Do you mean.....?
 Mark: Oh,..... for when I go on holiday.
- ! Jessica: Could you pass me one of those saucepans, please?
 Andrew: Do you need.....?
 Jessica:, please.
- Sarah: Could I have a small envelope?
 Secretary: Yes, of course.....?
 Sarah:, please. Thanks.
- 4 Vicky: I'm looking for a toothbrush, but I can't find any.
 Assistant: Do you mean ?
 Vicky: Oh,

One and ones (A-C)

Rewrite the sentences in brackets so that the noun is not repeated. Use *one* or *ones*.

- These cups are nice. *Each one is hand-painted.* (Each cup is hand-painted.)
- I need to fill in a form about my driving test, but.....(I haven't got a form.)
 - I've watched all these videos.....(I must get some new videos.)
 - These photos are good.....(Have you seen this photo?)
 - I need a dinner-jacket for the party, so (I've hired a dinner-jacket.)
 - Those socks are horrible(Can't you find any nice socks?)
 - This map isn't very good.....(The map in the car is better.)

3 One, some, it and them (C)

Put in *one, some, it* or *them*.

- I don't know if I'll need any money. I'd better take *some*, I suppose.
- If you need an umbrella, I can lend you
 - The radio isn't working. Vicky dropped... on the floor.
 - I'm having a biscuit. Would you like, too?
 - I had the matches a minute ago, and now I can't find.....

5 I haven't got any computer disks, but Emma has got.....

Everyone, something, etc

A Introduction

Look at these examples.

*Everyone enjoyed the show. It was a great success. The police searched the house but found **nothing**. Let's find **somewhere** to eat.*

***Nobody** came into the shop all afternoon.* With **every**, **some** and **no**, we can form words ending in **one**, **body**, **thing** and **where**.

everyone/everybody = all the people *everything* = all the things *everywhere* = (in) all the places
someone/somebody = a person *something* = a thing *somewhere* — (in) a place
no one/nobody = no person *nothing* /'nʌθɪŋ/ = no things *nowhere* = (in) no places

Words ending in **thing** can also mean actions or ideas. *Something awful has happened. You must tell me everything.*

B Someone and anyone, etc

We can also form words with **any**: **anyone**, **anybody**, **anything**, **anywhere**.

For **some** and **any** see Unit 94A.

Positive: *There's someone in the phone box.*

Negative: *I looked round the shops, but I didn't buy anything.*

Question: *Has anyone seen today's newspaper?*

Offer/Request: *Could you do something for me, please?*

We can also use words with **any** in a positive sentence.

This door is always left open. Anyone could just walk in here.

Where shall we go? ~ Anywhere. I don't mind.

In these sentences **anyone** means 'it doesn't matter who', and **anywhere** means 'it doesn't matter where'. For more details about **any** see Unit 94C.

C Singular and plural

We use a singular verb after **everyone**, **something**, **anything**, etc.

Everywhere was very crowded. No one knows how to start the motor. After words with **one** or **body**, we normally use **they/them/their**, even though the verb is singular.

Everyone is having their lunch. Nobody wants to have their coffee yet. We can also use **he**, **she**, **him**, **her**, **his**, etc with **someone/somebody** when we know the person's sex.

Someone left their/her handbag behind.

D Other structures

After **everyone**, **something**, etc we can use an adjective.

Let's go somewhere nice. Is there anything interesting in that magazine?

We can also use **else**.

We always play Scrabble. Let's play something else. (= a different game)

Henry wore a suit, but everyone else had jeans on. (= all the other people)

Words ending in **one** and **body** have a possessive form (with 's).

Someone's cat is on our roof. I need to be informed about everybody's plans.

Exercises

Everyone, something, etc (A)

Complete the conversations. Put in the correct words. ► Melanie: Did you say you found *something* in the street? David: Yes, a diamond ring.

- Nick: We all know the man is a thief, don't we?
Tom: Yes,..... knows, but..... dares to say so publicly.
- Mark: Were there any calls for me?
Secretary: Yes,..... rang while you were out. It was rather strange. He refused to give
his name, but he wants to discuss..... with you.
- Melanie: Do you have any plans for the summer?
Tom: I'd like to go away..... if I can..... I know has invited me to his villa in Portugal, so I may go there.
- Daniel: Has Matthew got a job yet?
Emma: No, but he's looked He's been to all the job agencies. He hates the idea of sitting around doing

2 Someone and anyone, etc (B)

Put in *someone, anyone, something, anything, somewhere* or *anywhere*. Rachel: Have you seen my calculator? I can't find it (►) *anywhere*. Vicky: No, I haven't. Perhaps (1) 's borrowed it.

Rachel: I haven't given (2) permission to borrow it.
It must be (3) in this room.

Vicky: Things are in such a mess. It could be (4)
Rachel: I know. I can never find (5) when I want it.

Vicky: We'll have to do (6) about this mess. We'd better tidy it up.

3 Singular and plural (C)

Choose the correct form.

- We had to wait because someone had lost its/their ticket.
- One of the policemen had injured his/their arm.
 - One of the guests had brought something wrapped in brown paper. She put it/them on the table.
 - No one likes/like going to the dentist, do he/they?
 - Everyone have/has to leave his/their bags outside.

4 Other structures (D)

Rewrite the sentences using a phrase with *everyone, someone, something, nothing* and *somewhere* instead of the phrases in brackets.

? I'd like to buy (a nice thing). *I'd like to buy something nice.*

? Let's go (to another place), shall we? *Let's go somewhere else, shall we ?*

► I'll try to remember (the name of everyone). *I'll try to remember everyone's name.*

- 1 once met (a famous person)
- 2 (A person's car) is blocking me in.
- 3 I've got (a different thing) to tell you
- 4 We know (the opinions of all the people)
- 5 (All the other people) except you are going.
- 6 (No exciting things) ever happen here.

Adjectives

A Introduction

*Henry and Claire are having dinner in a **quiet** restaurant. It's a **warm** evening. The food is **delicious**. Henry is feeling **romantic**.*

An adjective is a word like **quiet**, **warm**, **delicious**, **romantic**. The word **quiet** describes the restaurant. It tells us what the restaurant is like.



B Word order

There are two places where we can use an adjective:
before a noun (*a quiet restaurant*) and after a linking verb (*feeling romantic*).

BEFORE A NOUN

*Claire's got a **new** car.
It was a **dark** night.
This is **good** coffee.*

AFTER A LINKING VERB

*Claire's car is **new**.
It was **getting** dark.
This coffee **tastes** good.*

Some linking verbs are: **appear, be, become, feel, get, look, seem, smell, stay, taste**

We can use two or more adjectives together (see Unit 105).

*It's a **quiet little** restaurant. Mike was wearing a **dirty old** coat.*

We can put a word like **very** or **quite** before an adjective.

*It was a **very dark** night. Henry was feeling **quite** romantic.*

Very and **quite** are adverbs of degree (see Unit 115).

c Adjectives used in one position only

We can use most adjectives in both positions - before a noun or after a linking verb. But a few adjectives can go in one position but not in the other.

Here are some examples of adjectives which can only go before a noun.

*Be careful crossing the **main** road. The **only** problem is I've got no money. Chess is an **indoor** game. The **former** footballer now trains young players.*

Some more examples are: **chief** (= main), **elder** (= older), **eldest** (= oldest), **inner**, **outdoor**, **outer**, **principal** (= main), **upper**

Here are some examples of adjectives which can only go after a linking verb. *At last the baby is **asleep**. Emma's two brothers are very **alike**. I'm really **pleased** to see you. Vicky looked **ill**, I thought.*

Some more examples are: **afraid**, **alone**, **ashamed**, **awake**, **alive**, **content** (= happy), **fine** (= in good health), **glad**, **unwell**, **well**

Exercises

1. Adjectives (A)

Look at the pictures and write a phrase with an adjective



and noun. Use these nouns: *building, car, cat, chairs, music, power, skirt, weather*

- | | |
|----------------|---------|
| ? a long skirt | 3 |
| ? cold weather | 4 |
| 1. | 5 |
| 2. | 6 |

Adjectives (A-B)

Underline all the adjectives in this description of a hotel.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvellous. Or you can of course try some of the excellent local restaurants.

3 Adjectives used in one position only (C)

Look at the notes and write the song titles. Sometimes the adjective comes before the noun, and sometimes you need to use ;5 or *are*.

- | | |
|--------------------------------|--------------------------|
| ? your sister / elder | <i>Your elder sister</i> |
| ? this boy / alone | <i>This boy is alone</i> |
| 1 the world / asleep | |
| 2 my desire / chief | |
| 3 my heart / content | |
| 4 the thing to remember / main | |
| 5 the night / alive | |
| 6 secrets / inner | |
| the girl tor me / only | |

The order of adjectives

A Introduction



It's beautiful sunny weather.



Nick has got a big black dog.

We can use more than one adjective before a noun. There is usually one correct order. We cannot say *sunny beautiful weather* or *a black big dog*

B Adjectives and nouns

We sometimes use two nouns together (see Unit 82).

a glass door a computer program

Here we use glass like an adjective, to describe the door. When we use another adjective as well (e.g. heavy), it comes before both the nouns.

a heavy glass door a useful computer program

C Word order

We order adjectives according to their meaning. This is the normal order:

GROUP	EXAMPLES	
1 Opinion (how good?)	<i>wonderful, nice, great, awful, terrible</i>	Adjectives that say how good and how big come first.
2 Size (how big?)	<i>large, small, long, short, tall</i>	
3 Most other qualities	<i>quiet, famous, important, soft, wet, difficult, fast, angry, warm</i>	Most adjectives come next if they do not belong to another group.
4 Age (how old?)	<i>new, old</i>	
5 Colour	<i>red, blue, green, black</i>	
6 Origin (where from?)	<i>American, British, French</i>	Some of these are nouns.
7 Material (made of?)	<i>stone, plastic, steel, paper</i>	
8 Type (what kind?)	<i>an electric kettle, political matters, road transport</i>	
9 Purpose (what for?)	<i>a bread knife, a bath towel</i>	

examples.

a small green insect (size, colour) *Japanese industrial designers* (origin, type) *a wonderful new face cream* (opinion, age, purpose) *awful plastic souvenirs* (opinion, material) *a long boring train journey* (size, quality, type) *some nice easy quiz questions* (opinion, quality, purpose) *a beautiful wooden picture frame* (opinion, material, purpose)

We sometimes put commas between adjectives in Groups 1-3

a horrible, ugly building a busy, lively, exciting city

Exercises

1 The order of adjectives (A-C)

Describe the pictures. Use these words: *boots, building, car, seat, singer*



► *big leather boots*

- | | |
|---------|---------|
| 1. | 3 |
| 2. | 4 |

2 The order of adjectives (A-C)

Write a list of things to be sold at an auction.

- basin / sugar, antique, silver *an antique silver sugar basin*
- 1 vase / glass, old, lovely
 - 2 mirror / wall, attractive
 - 3 desk / modern, office
 - 4 chairs / kitchen, red, metal
 - 5 boat / model, splendid, old
 - 6 stamps / postage, valuable, Australian
 - 7 table / small, coffee, wooden

3 The order of adjectives (A-C)

Look at each advertisement and write the information in a single sentence.

- This game is new. It's for the family. And it's exciting.
This is an exciting new family game.
- 1 This computer is for business. It's Japanese. And it's powerful.
 - 2 This fire is electric. It's excellent. And it's small.
 - 3 This is a chocolate bar. It's new. And it's a big bar.
 - 4 This comedy is American. It's for television. And it's terrific.
 - 5 These doors are aluminium. They're for your garage. And they're stylish.
 - 6 These shoes are modern. They're for sports. And they're wonderful.

This phone is a mobile. It's German. And it's very good.

The old, the rich, etc

A Introduction



There are some adjectives that we can use with **the** to talk about groups of people in society, e.g. **the disabled, the blind**. Here are some more examples.

*What can we do to feed **the hungry**? **The rich** can afford to pay more taxes.*

***The young** are usually keen to travel. It is our duty to care for **the sick**.*

B What adjectives can we use?

These are some of the adjectives and other words that we can use in a phrase with **the**.

To do with social or economic position:

the disadvantaged, the homeless, the hungry, the poor, the privileged, the rich, the starving, the strong, the underprivileged, the unemployed, the weak

To do with physical condition or health:

the blind, the deaf, the dead, the disabled, the handicapped, the living, the sick

To do with age:

the elderly, the middle-aged, the old, the over-sixties, the under-fives, the young

We can sometimes use an adverb before the adjective.

***The very poor** are left without hope. **The severely disabled** need full-time care.*

There are some adjectives in this structure that normally have an adverb.

***The less fortunate** cannot afford to go on holiday.*

*Should **the mentally ill** be allowed to live in the community?*

C The young or the young people?

The young means 'young people in general'.

***The young** have their lives in front of them.* When we mean a specific person or a specific group of people, then we use **man, woman, people**, etc.

*There was **a young man** standing on the corner.*

*I know **the young woman** in reception. She lives in our street.*

*None of **the young people** in the village can find jobs here.*

Exercises

1 The old, the rich, etc (A)

Write in the missing words. Use *the* and these adjectives: *homeless, hungry, old, sick, unemployed, young*



- | | |
|---|------------------------|
| ▶ Better education for <i>the young</i> | 3 Better hospitals for |
| 1 Food for | 4 Jobs for |
| 2 Homes for | 5 Better pensions for |

The old, the rich, etc (A-B)

Rewrite the sentences using a phrase with *the* and an adjective instead of the underlined phrases.

- ▶ People who have lots of money have comfortable lives.

The rich have comfortable lives.

- 1 We live near a special school for people who can't hear.
- 2 The old soldiers were holding a service for those who had died.
- 3 The government should do more for people who do not have enough money.
- 4 I'm doing a course on caring for people who are mentally handicapped.

3 The young or the young people? (C)

Complete these sentences from a newspaper. Use the adjectives in brackets. Put in e.g. *the hungry* or *the hungry people*.

- ? Rich nations can afford to feed *the hungry* (hungry).
- ? *The homeless people* (homeless) whose story appeared in this paper last week have now found a place to live.
- 1 (sick) need to be looked after, so money must be spent on hospitals.
- 2 Some of (young) at the youth club here are running in a marathon.
- 3 Life must be hard for (unemployed) in our society today.
- 4 What is the government doing to help (poor)?
- 5 There was a fire at a nursing home in Charles Street, but none of (old) who live there were hurt.
- 6 (homeless) usually have great difficulty in getting a job.
- 7 There is a special television programme for (deaf) every Sunday morning.

Interesting and interested

A Introduction



INTERESTING

*The book is full of information. It's very **interesting**.*

The word **interesting** tells us what the book does to Mike — it interests him. A book can be **interesting**, **boring**, **exciting** or **amusing**, for example.

INTERESTED

*Mike is very **interested** in UFOs.*

The word **interested** tells us how Mike feels. A person can feel **interested**, **bored**, **excited** or **amused**, for example.

B Adjective pairs

Here are some more examples.

ING

D

*Tom told us an **amusing** story. The two-hour delay was **annoying**. I didn't enjoy the party. It was **boring**. This computer has some very **confusing** instructions.*

*This wet weather is so **depressing**. It was very **disappointing** not to get the job. The game was really **exciting**. Going for a jog with Matthew is **exhausting**. I thought the programme on wildlife was*

***fascinating**. For one **frightening/terrifying** moment I thought I was going to fall. I just don't understand. I find the whole thing*

*rather **puzzling**. Lying in a hot bath is **relaxing**. I think the way Jessica behaved was quite*

***shocking**. The test results were **surprising**. What **thrilling** news this is! Congratulations! The journey took all day and night. They found*

E *We were **amused** at Tom's story.*

*The passengers were **annoyed** about the delay. I went to the party, but I felt **bored**.*

*it very **tiring**.*

I got very **confused** trying to make sense of the instructions.

This weather makes me so **depressed**. I was very **disappointed** not to get the job. The United fans were **excited**. I'm **exhausted** after jogging all that way. I watched the programme on wildlife. I was absolutely **fascinated**. When I got onto the roof I felt **frightened/terrified**. I must say I'm **puzzled**. I just don't understand

I feel **relaxed** when I lie in a hot bath. I was quite **shocked** to see Jessica behaving like that.

I was **surprised** at the test results. We were **thrilled** to hear your good news. After travelling all day and night they were very **tired**.

Exercises

1 Interesting and **interested** (A-B)

What are they saying? Put in these words: *depressing*, *exciting*, *exhausted*, *fascinating*, *interested*



► This is a *depressing* place.

1 I'm absolutely

2 I'm..... in astronomy.

3 Chess is a..... game.

4 This is really.....!

2 Interesting and **interested** (A-B)

Complete the conversation. Write the complete word in each space. Vicky: That was an (►) *exciting* (excit...) film, wasn't it?

Rachel: Oh, do you think so? I'm (1) (surpris...) you liked it.

I thought it was rather (2) (disappoint...).

Vicky: Well, I was (3) (puzzl...) once or twice. I didn't understand the whole story.

It was (4) (confus...) in places. But the end was good.

Rachel: I was (5) (bor...) most of the time.

I didn't find it very (6) (interest...).

3 Interesting and **interested** (A-B)

Complete the conversations using a word ending in *ing* or *ed*.

? David: I'm surprised how warm it is for

March. Melanie: Yes, all this sunshine is quite *surprising*.

? Vicky: I'm not very fit. I was pretty tired after climbing the mountain. Natasha: Yes, I think everyone felt *tired*.

1 Trevor: I think I need to relax.

Laura: Well, lying by the pool should be

2 Vicky: It was annoying to lose my ticket.

Emma: You looked really.....when you had to buy another one.

3 Sarah: The cabaret was amusing.

Mark: Claire was certainlyShe couldn't stop laughing.

4 Daniel: The museum was interesting, wasn't it?

Rachel: It was OK. I was quite in those old maps.

5 Matthew: I'm fascinated by these old photos.

Emma: I always find it..... to see what people looked like as children.

6 Rachel: Was it a big thrill meeting Tom Hanks?

Vicky: You bet. It was just about the mostmoment of my life.

I Sarah: You look exhausted. You should go to bed.

Mark: Driving down from Scotland was pretty

Adjective or adverb?

A Introduction

Vicky: / like that song that Natasha sang.

Rachel: Yes, it's a **nice** song. And she sang it **nicely**, too.

An adjective (**nice**) describes a noun (song).

*The man had a **quiet** voice.*

*Claire wears **expensive** clothes.*

*The runners made a **slow** start.*

An adverb (**nicely**) describes a verb (**sang**).

*The man **spoke** quietly.*

*Claire **dresses** expensively.*

*They **started** the race slowly.*

We do NOT say ~~She sang it nice.~~

We can use adverbs in other ways. An adverb like **really** or **very** can be combined with an adjective (**hot**) or another adverb (**carefully**) (see Unit 115).

*It was **really** hot in the sun. Andrew checked his work **very** carefully.*

An adverb like **fortunately** or **perhaps** says something about the whole situation.

***Fortunately** nothing was stolen. **Perhaps** Sarah is working late.*

B The ly ending

We form many adverbs from an adjective + ly. For example **politely**, **quickly**, **safely**.

But there are some special spelling rules.

- 1 We do not leave out *e*, e.g. *nice* → *nicely*
Exceptions are *true* → *truly*, *whole* → *wholly*.
- 2 *y* → *ily* after a consonant, e.g. *easy* → *easily*, *lucky* → *luckily*
Also *angrily*, *happily*, *heavily*, etc.
- 3 *le* → *ly*, e.g. *possible* → *possibly*
Also *comfortably*, *probably*, *reasonably*, *sensibly*, *terribly*, etc.
- 4 *ic* → *ically*, e.g. *dramatic* → *dramatically*
Also *automatically*, *scientifically*, etc. (Exception: *publicly*)

C Looked nice and looked carefully

Compare these two structures.

LINKING VERB + ADJECTIVE

*Tom was **hungry**.*

*The children **seemed** happy.*

*My soup has **got** cold.*

An adjective can come after a linking verb such as **was**, **seemed**, **got**. We use an adverb when the verb means that something happens.

ACTION VERB + ADVERB

*Paul **ate** hungrily.*

*The children **played** happily.*

*The man **stared** coldly at us.*

Some verbs like **look**, **taste** and **appear** can be either linking verbs or action verbs.

LINKING VERB + ADJECTIVE

*Mike **looked** angry.*

*The medicine **tasted** awful.*

*The man **appeared** (to her) drunk.*

ACTION VERB + ADVERB

*He **looked** carefully at the signature.*

*Emma **tasted** the drink nervously.*

*A waiter **appeared** suddenly.*

Exercises

1 Adverbs (A-B)

This is part of a story about a spy called X. Put in adverbs formed from these adjectives:

bright, careful, fluent, immediate, patient, punctual, quiet, safe, secret, slow

The journey took a long time because the train travelled so (►) *slowly*. It was hot, and the sun shone (1) from a clear sky. X could only wait (2) for the journey to end. When the train finally arrived, he had no time to spare, so he (3) took a taxi to the hotel. Y was on time. She arrived (4) at three. No one else knew about the meeting - it was important to meet (5) 'I had a terrible journey,' said Y. 'But luckily the pilot managed to land (6) ' Her English was good, and she spoke very (7) X was listening (8) to every word. They were speaking very (9) in case the room was bugged.

2 The ly ending (B)

Look at the information in brackets and put in the adverbs. Be careful with the spelling.

► (Emma's toothache was terrible.) Emma's tooth ached *terribly*.

1 (Henry was angry.) Henry shouted at the waiter.

2 (I'm happy sitting here.) I can sit here for hours.

3 (The switch is automatic.) The machine switches itself off

4 (The debate should be public.) We need to debate the matter

5 (Everyone was enthusiastic.) Everyone discussed the idea

6 (We should be reasonable.) Can't we discuss the problem ?

7 (The building has to be secure.) Did you lock all the doors ?

3 Adverb or adjective? (A-B)

Decide what you need to say. End your sentence with an adverb ending in *ly*.

► Tell the police that you can't remember the accident. It isn't very clear in your mind. *I can't remember the accident very clearly.*

1 Tell your friend that United won the game. It was an easy win.

2 Tell your boss that you've checked the figures. You've been careful.

3 Tell your neighbour that his dog barked at you. It was very fierce.

4 You are phoning your friend. Tell him about the rain where you are. It's quite heavy.

4 Adverb or adjective? (A-C)

Vicky is telling Rachel about a dream she had. Choose the correct forms.

I had a (►) strange/strangely dream last night. I was in a garden. It was getting (1) dark/darkly, and it was (2) terrible/terribly cold. My head was aching (3) bad/badly. I was walking out of the garden when (4) sudden/suddenly I saw a man. He was sitting (5) quiet/quietly on a seat. He seemed very (6) unhappy/unhappily. He looked up and smiled (7) sad/sadly at me. I don't know why, but I felt (8) curious/curiously about him. I wanted to talk to him, but I couldn't think what to say. I just stood there (9) foolish/foolishly.

Adjective or adverb? (2)

A Friendly, likely, etc

The ending **ly** is the normal adverb ending (see Unit 108). But a few adjectives also end in **ly**.

*Melanie was very **friendly**. It was a **lively** party. We had a **lovely** time.*

Some more examples are: **elderly, likely, lonely, silly, ugly**

The words are adjectives, not adverbs (NOT ~~*She spoke to us friendly*~~). And we cannot add **ly**.

There is no such word as ~~*friendlyly*~~. But we can say **in a friendly way/manner**.

*She spoke to us **in a friendly way**.* If we need to use an adverb, we often choose another word of similar meaning.

*It was **lovely**. Everything went **beautifully**.*

B Hard, fast, etc

Compare these sentences.

ADJECTIVE

*We did some **hard** work.*

*I came on the **fast** train.*

ADVERB

*We worked **hard**.*

*The train went quite **fast**.*

We can use these words both as adjectives and as adverbs:

deep, early, fast, hard, high, late, long, low, near, right, straight, wrong (For **hardly, nearly**, etc,

see C. In informal English, the adjectives **cheap, loud, quick** and **slow** can be adverbs.

ADJECTIVE

*They sell **cheap** clothes in the market.*

*Back already! That was **quick**.*

ADVERB

*They sell things **cheap/cheaply** there.*

*Come as **quick/quickly** as you can.*

C Hard, hardly, near, nearly, etc

There are some pairs of adverbs like **hard** and **hardly** which have different meanings. Here are some examples.

*I tried **hard**, but I didn't succeed.*

*I've got **hardly** any money left, {hardly any = very little, almost none}*

*Luckily I found a phone box quite **near**. I **nearly** fell asleep in the meeting, {nearly =*

*almost} Rachel arrived **late**, as usual. I've been very busy **late**ly, {late*

*ly = in the last few days/weeks} The plane flew **high** above the clouds. The material is **high**ly radioactive,*

{highly = very}

*We got into the concert **free**, {free = without paying}*

*The animals are allowed to wander **freely**, {freely = uncontrolled}*

D Good and well

Good is an adjective, and **well** is its adverb. The opposites are **bad** and **badly**.

ADJECTIVE

*Natasha is a **good** violinist.*

*Our test results were **good**.*

*I had a **bad** night.*

ADVERB

*She plays the violin very **well**.*

*We all did **well** in the test.*

*I slept **badly** last night.*

Well can also be an adjective meaning 'in good health', the opposite of **ill**.

*My mother was very **ill**, but she's quite **well** again now. How are you? ~ Very **well**, thank you.*

Exercises

Friendly, hard, hardly, etc (A-C)

Decide if each underlined word is an adjective or an adverb.

? That new building is rather ugly. *adjective*

? I'd like to arrive early if I can. *adverb*

1 I haven't seen you for a long time.

2 Why are you wearing that silly hat?

3 Very young children travel free.

4 The temperature is quite high today.

5 We nearly missed the bus this morning

6 Do you have to play that music so loud?

2 Friendly, hard, hardly, etc (A-C)

Complete the conversation. Decide if you need *ly* with the words in brackets.

Mark: How did you get on with Henry today?

Sarah: Oh, we had a nice lunch and some (►) *lively* (live) conversation. Henry was charming, as usual. He gave me a lift back to the office, but it was (1)..... (hard) worth risking our lives to

save a few minutes. He (2)..... (near) killed us.

Mark: What do you mean?

Sarah: Well, we'd sat a bit too (3)..... (long) over our meal, and we were (4)..... (late) getting back to work. Henry drove very (5)..... (fast). I tried (6)..... (hard) to keep calm, but I was quite scared. We went (7)..... (wrong) and missed a left turn, and Henry got annoyed. Then a van came round the corner, and it was coming (8)..... (straight) at us. I don't know how we missed it.

Mark: Well, I'm glad you did. And next time you'd better take a taxi.

3 Good and well (D)

Complete the conversation. Put in *good*, *well* (x2), *bad*, *badly* and *ill*.

Rachel: How did you and Daniel get on in your tennis match?

Matthew: We lost. I'm afraid we didn't play very (►) *well*. Daniel made some (1)..... mistakes. It wasn't a very (2)..... day for us. We played really

(3)..... Andrew: I heard Daniel's in bed at the moment because he isn't very (4)..... Matthew: Yes, I'm afraid he's been (5) for several days, but he's better now.

4 Friendly, hard, hardly, etc (A-D)

Complete the conversation. Choose the correct form.

Daniel: Is it true you saw a ghost last night?

Vicky: Yes, I did. I went to bed (►) late/lately, and I was sleeping (1) bad/badly. I suddenly woke up in the middle of the night. I went to the window and saw the ghost walking across the lawn.

Daniel: Was it a man or a woman? Vicky: A woman in a white dress. I had a (2) good/well view from the window, but she walked very (3) fast/fastly. She wasn't there very (4) long/longly. I'd (5) hard/hardly caught sight of her before she'd gone. I (6) near/nearly missed her. Daniel: You don't think you've been working too (7) hard/hardly? You've been looking a bit pale (8) late/lately.

Vicky: I saw her, I tell you. Daniel: It isn't very (9) like/likely that ghosts actually exist, you know. I expect you were imagining it.

Comparative and Superlative Forms

A The comparison of adjectives



We form the comparative and superlative of short adjectives (e.g. **cheap**) and long adjectives (e.g. **expensive**) in different ways.

COMPARATIVE SUPERLATIVE

Short word, e.g. *cheap*: *cheaper* (*the*) *cheapest*
Long word, e.g. *expensive*: *more expensive* (*the*) *most expensive*

For **less** and **least**, see Unit 112A.

*There are some **less expensive** ones here, look.*

B Short and long adjectives

One-syllable adjectives (e.g. **small**, **nice**) usually have the **er**, **est** ending.

*Your hi-fi is **smaller**. Emma needs a **bigger** computer. This is the **nicest** colour. This room is the **warmest**.*

But we use **more**, **most** before words ending in **ed**.

*Everyone was pleased at the results, but Vicky was the **most pleased**.*

We also use **more**, **most** with three-syllable adjectives (e.g. **ex-cit-ing**) and with longer ones. *The film was **more exciting** than the book. This dress is **more elegant**.*

*We did the **most interesting** project. This machine is the **most reliable**.*

Some two-syllable adjectives have **er**, **est**, and some have **more**, **most**. Look at this information.

TWO-SYLLABLE ADJECTIVES

- 1 Words ending in a consonant + y have *er*, *est*, e.g. *happy* * *happier*, *happiest*.
Examples are: *busy*, *dirty*, *easy*, *funny*, *happy*, *heavy*, *lovely*, *lucky*, *pretty*, *silly*, *tidy*
- 2 Some words have *er*, *est* OR *more*, *most*, e.g. *narrow* ► *narrower*, *narrowest* OR *more narrow*, *most narrow*
Examples are: *clever*, *common*, *cruel*, *gentle*, *narrow*, *pleasant*, *polite*, *quiet*, *simple*, *stupid*, *tired*
- 3 The following words have *more*, *most*, e.g. *useful* * *more useful*, *most useful*.
 - a Words ending in *ful* or *less*, e.g. *careful*, *helpful*, *useful*; *hopeless*
 - b Words ending in *ing* or *ed*, e.g. *boring*, *willing*; *annoyed*, *surprised*
 - c Many others, e.g. *afraid*, *certain*, *correct*, *eager*, *exact*, *famous*, *foolish*, *frequent*, *modern*, *nervous*, *normal*, *recent*

C Spelling

There are some special spelling rules for the **er** and **est** endings.

- 1 *e* -> *er, est*, e.g. *nice* ~> *nicer, nicest*, *large* ~> *larger, largest*.
Also *brave, fine, safe*, etc
- 2 *y*-> *ier, iest* after a consonant, e.g. *happy* -> *happier, happiest*.
Also *lovely, lucky, pretty*, etc
- 3 Words ending in a single vowel letter + single consonant letter -> double the consonant
e.g. *hot* -> *hotter, hottest*, *big* -> *bigger, biggest*.
Also *fit, sad, thin, wet*, etc (but *w* does not change, e.g. *new* -> *newer*)

For more details, see page 371.

D The comparison of adverbs

Some adverbs have the same form as an adjective, e.g. **early, fast, hard, high, late, long, near**. They form the comparative and superlative with **er, est**.

Can't you run faster than that? Andrew works the hardest.

Note also the spelling of **earlier** and **earliest**.

Many adverbs are an adjective + **ly**, e.g. **carefully, easily, nicely, slowly**.

They form the comparative and superlative with **more, most**.

We could do this more easily with a computer.

Of all the players it was Matthew who planned his tactics the most carefully.

In informal English we use **cheaper, cheapest, louder, loudest, quicker, quickest** and **slower, slowest** rather than **more cheaply, the most loudly**, etc. *Melanie reacted the quickest. You should drive slower in fog.*

Note the forms **sooner, soonest** and **more often, most often**.

Try to get home sooner. I must exercise more often.

E Irregular forms

Good, well, bad, badly and **far** have irregular forms.

ADJECTIVE/AD VERB	COMPARATI VE	SUPERLATIV E
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

You've got the best handwriting. How much further are we going?

We can use **elder, eldest** + noun instead of **older, oldest**, but only for people in the same family.

My elder/older sister got married last year.

F Comparing quantities

We use **more, most** and their opposites **less** and **least** to compare quantities. *I haven't got many books. You've got more than I have. The Hotel Bristol has the most rooms.*

Trevor spends less on clothes than Laura does. Emma made the least mistakes.

Exercises

1 The comparison of adjectives (A-B)

Complete the sentences. Use these adjectives: *beautiful, expensive, high, interesting, tall*



- ? The giraffe *is taller* than the man.
- ? The CD *is more expensive* than the cassette.
- 1 Detective stories than algebra.
- 2 The top of the mountain.....than the clouds.
- 3 The acrobat..... than the clown.

2 The comparison of adjectives (A-B)

Tom is a United fan. He never stops talking about them. Put in the superlative form of the adjectives.

- ? Everyone's heard of United. They're the *most famous* (famous) team in the world.
- ? They've got a long history. They're the *oldest* (old) club in England.
- 1 They've got lots of money. They're the (rich) club in the country.
- 2 Their stadium is new. It's the(modern) stadium in Europe.
- 3 United are wonderful. They're the... (great) club in the world.
- 4 And what a team! It's the (exciting) team ever.
- 5 They've got lots of fans. They're the (popular) team in the country.
- 6 United have won everything. They're the(successful) team ever.
- 7 They're good to watch. They play the..... (attractive) football.
- 8 United fans are happy. We're the(happy) people in the world.

3 The comparison of adjectives (A-C)

Complete the advertisements with the comparative form of the adjective.

- ? Use Get-It-Clean and you'll get your floors *cleaner*
- ? Elegant Wallpapers simply look *more elegant*
- 1 Watch a Happy Video and you'll feel.....
- 2 Wear a pair of Fast Shoes and you'll be arunner.
- 3 Helpful Cookbooks are a guide to cooking.
- 4 Wash your hair with Lovely Shampoo for hair.
- 5 Try a Big-Big Burger and you'll have a meal.
- 6 Restful Beds give you anight.
- 7 Wear Modern Fashions for a look.

4 The comparison of adverbs (D)

Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly*

? I was too nervous to go *higher* than halfway up the tower.

? We could have found the place *more easily* with a map.

1 Do you have to wear those old jeans, Mike? Can't you dress? ..?

2 You needn't go yet. You can stay a bit

3 There are lots of break-ins. They happen nowadays.

4 If you do it again..... , you won't make so many mistakes.

5 The film starts at eight, but we should get to the cinema a few minutes

6 We can't hear. Could you speak a bit ?

5 Irregular forms (E)

Matthew and Emma are walking in the country. Put in *further, furthest, better, best, worse* and *worst*.

Emma: I'm not used to country walks. How much (►) *further* is it?

Matthew: Not far. And it gets better. We've done the (1) part. Look, the path gets easier. It goes downhill from here. I hope you're feeling (2) now, Emma.

Emma: I feel dreadful, actually, (3) than before.

Matthew: Oh, dear. Do you want to have a rest?

Emma: No, the (4) thing would be to get home as soon as we can. I'm not very fit, you know. This is the (5) I've walked for a long time.

6 Comparing quantities (F)

Put in *more, most, less* (x2) and *least*.

Laura: Our new car is smaller, so it uses (►) *less* petrol. They tested some small cars, and this one costs the (1) to run of all the cars in the test. It's very economical, so Trevor likes

it. He wants to spend (2) on motoring.

Harriet: Can you get three people in the back?

Laura: Not very easily. We had (3) room in our old car. (4) cars take five people, but not this one.

7 Comparative and superlative forms (A-F)

Write the correct forms.

? You're the ~~lac-kyest~~ person I know. *luckiest*

? The situation is getting ~~difficulter~~. *more difficult*

1 I was ~~happyer~~ in my old job.

2 I've got the ~~most small~~ office.

3 This photo is the ~~goodest~~.

4 Last week's meeting was ~~mere-sheft~~.

5 Money is the ~~importantest~~ thing.

6 Is Rachel ~~elder~~ than Vicky?

7 This game is ~~exciteger~~ than the last one.

8 Of all the students, Andrew does the ~~mere~~ work.

9 This month has been ~~weter~~ than last month.

10 The prices are ~~mere-low~~ here.

11 I feel ~~mere-bad~~ than I did yesterday.

Comparative and superlative patterns (1)

A Introduction

There are a number of different sentence patterns with comparative and superlative forms, e.g. **older than me**, **the sweetest man in the world**.

B The comparative and **than**

We often use a phrase with **than** after a comparative.

*This restaurant is **nicer than** the Pizza House. I had a **bigger meal than** you. The steak is **more expensive than** the fish.*

C The superlative

We normally use **the** before a superlative.

***The quickest** way is along this path. The last question is **the most difficult**.* Note the pattern with **one** of.

*Michael Jackson is **one of the most famous** pop singers ever.*

After a superlative we can use in or of. We use in with places and with groups of people, e.g. **team**.

***It's the most expensive** hotel **in** Oxford. Who is the **best player in the team**?*

*This question is the **most difficult of all**. August is the **wettest month of the year**.*

We often use a clause after a superlative.

*That was the **most delicious** meal **(that) I've ever eaten**.*

*Melanie is the **nicest** person **you could meet**.*

D As... as

We use as ... as to say that things are equal or unequal. *Our house is **as big as** yours. They're the same size, NOT ~~It is so big as yours~~. It's warmer today. It isn't **as cold as** yesterday.*

In a negative sentence we can also use so ... as, but this is less common than as ... as.

*This flat isn't **as big as/so big as** our old one.*

Here are some more examples of as ... as.

*The chair is **as expensive as** the table. We can't do crosswords **as quickly as** you do. I don't earn **as much** money **as** I'd like.*

Note also **the same** as.

*The result of the match was **the same as** last year.*

E Than me/than I am

Compare **than me** and **than I am**. Both are correct, and they have the same meaning.

*You're twenty years older **than me**.*

*Harriet's husband isn't as tall **as her**.*

*You're twenty years older **than I am**.*

*Her husband isn't as tall **as she is**.*

After **than** or **as**, a personal pronoun on its own has the object form, e.g. **me**.

But if the pronoun has a verb after it, then we use the subject form, e.g. **I**.



Exercises

1 The comparative and **than** (B)

Comment on these situations. Write sentences with a comparative and *than*.

Use these adjectives: *big, expensive, long, old, popular, strong, tall*

? The film lasts two and a half hours, but the videotape is only two hours long.

The film is longer than the videotape.

? The water-colour is £85, and the oil-painting is £100.

The oil-painting is more expensive than the water-colour.

1 The church was built in 1878 and the library in 1925.

2 Daniel can lift 90 kilos, but Matthew can lift 120 kilos.

3 Mike is 1.7 metres tall, but Harriet is 1.8 metres.

4 Andrew hasn't many friends. Claire has lots of friends.

5 Mark's car has room for five people, but Sarah's has room for only four.

2 The superlative (C)

Write sentences from the notes. Use the superlative form of the adjective.

► Melanie / kind person / I know *Melanie is the kindest person I know.*

1 Friday / busy day / week of the week.

2 the Metropole / nice hotel / town

3 this watch / one / cheap / you can buy

4 this Beatles album / good / they ever made

5 Alan / successful salesman / company

3 As.... as (D)

Use the notes and add sentences with *isn't as... as*.

► a car / a motor bike / expensive

Why don't you buy a motor bike? *A motor bike isn't as expensive as a car.*

1 metal / plastic / strong

I don't like these plastic screws.....

2 the armchair / the stool / comfortable

Oh, don't sit there.

3 surfing / swimming / exciting

I prefer surfing to swimming.

4 the post / e-mail / quick

A letter will take two days.....

4 Than me/than I am (E)

Choose the correct pronoun.

Tom: Why is Luke in our basketball team and not me? Aren't I as good as (►) he/him? Is he taller than

(1) I/me? Is he a better player than (2) I am/me am?

Nick: I don't know. I can't understand why I'm in the team. You and Luke are both better than (3)

I/me. Tom: Carl's in the team too, but I've scored a lot more points than (4) he has/him has.

Comparative and superlative patterns (2)

A Less and least

Less and **least** are the opposites of **more** and **most**. We use **less** and **least** with both long and short words.

*A bus is **less** expensive than a taxi.*

(= A bus is cheaper than a taxi./A bus isn't as expensive as a taxi.) *I feel better today, **less** tired. I'm the **least** musical person in the world, I'm afraid. We go out **less** often these days. You should do **less** work. You do too much.*

B Much faster

We can put a word or phrase (e.g. **much, far, a bit**) before a comparative to say how much faster, cheaper, etc something is. Look at these examples.

*It's **much** faster by tube. A bus is **far** cheaper than a taxi.*

*This bed is **a bit more** comfortable. Business is **rather better** this year.*

*I got up **a little** later than usual. This month's figures are **slightly less** good.*

*I'll need **a lot more** water. A computer will do it **much more** efficiently.*

Before a comparative we can use **much, a lot, far; rather; slightly, a bit, a little**.

We can also use **no** and **any**. No has a negative meaning.

*Your second throw at the basket was **no nearer** than your first.*

We can use **any** in negatives and questions and with **if**.

*Your second throw wasn't **any nearer** than your first.*

*Are you sleeping **any better** since you've been taking the pills?*

*If we leave **any later** than seven, we'll get caught in the rush hour.*

C Faster and faster

We use expressions like **faster and faster** and **more and more expensive** to say that something is increasing all the time.

*The caravan was rolling **faster and faster** down the hill.*

*The queue was getting **longer and longer**.*

*Prices go up and up. Everything gets **more and more expensive**.*

*The crowd are becoming **more and more excited**.*

*The country is rapidly losing its workers, as **more and more** people are emigrating.*

The form depends on whether the comparative is with **er** (e.g. **louder**) or with **more** (e.g. **more expensive** (see **Unit 110B**)).

We can also use **less and less** for something decreasing.

*As each new problem arose, we felt **less and less** enthusiastic.*

D The faster, the better

We use this pattern to say that a change in one thing goes with a change in another. Look at these example- *There's no time to lose. **The faster** you drive, **the better**. **The higher** the price, **the more** reliable the product.*

***The more** the customer complained, **the ruder** and **more unpleasant** the manager became. **The sooner** we leave, **the sooner** we'll get there. Are you looking for a cheap holiday? ~ Yes, **the cheaper** the better.*

Exercises

1 Less (A)

Complete the sentences. Use *less* with these words: *attractive, busy, convenient, nervous, optimistic, painful, seriously*

- ▶ Laura once hated flying, but now she feels *less nervous* about it.
- 1 David says his leg really hurt at first, but now it's
- 2 Mark and Sarah normally have lots to do, but they're ... this week.
- 3 Rita's old flat was near the shops. Her new place is for shopping.
- 4 Claire used to think Henry was very handsome, but now she finds him
- 5 Matthew is always exercising. Maybe he should take his fitness
- 6 With United's best player injured, Tom feels about their chances.

2 Much faster (B)

Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

- ▶ You were feeling unwell earlier. Say that you feel better now. A bit, anyway.
I feel a bit better now.

- 1 Mention that yesterday was colder than today. A lot colder, in fact.
- 2 Say that your coat is longer than is fashionable. A bit, anyway.
- 3 You left work earlier than usual this afternoon. Slightly, anyway. Tell your friend.
- 4 Say that the shop is more expensive than the supermarket. Much more.
- 5 Ask if the new machine is reliable - any more so than the old one.

3 Faster and faster (C)

Vicky works very hard at her studies, but she's worried that she's making no progress. Complete her sentences.

- ? This subject gets *harder and harder* (hard) all the time.
- ? I'm just getting *more and more confused* (confused).
- 1 It's becoming (difficult) for me to keep up.
- 2 The textbook just gets (complicated).
- 3 I spend (more) time on my work.
- 4 My list of things to do gets (long).
- 5 My problems are just getting (bad).

4 The faster, the better (D)

Complete each sentence using the information in brackets.

- ? (The rent is high.) The bigger a flat is, *the higher the rent is*.
- ? (You learn quickly.) The younger you are, *the more quickly you learn*.
- 1 (The roads are quiet.) The earlier you leave,
- 2 (The choice is wide.) The bigger a supermarket is,
- 3 (I get confused.) The more I try to work this out,
- 4 (You can speak fluently.) The more you practise,
- 5 (The beaches get crowded.) The better the weather is,

Adverbs and Word Order

A Where do adverbs go?

There are three places in the sentences where an adverb can go. They are called front position (at the beginning of a sentence), mid position (see B) and end position (at the end of a sentence). (But for adverbs of degree see Unit 115.)

FRONT	MID	END
<i>Then</i>	<i>the ship slowly sailed</i>	
	<i>away. Outside</i>	<i>it was</i>
	<i>obviously raining</i>	<i>hard.</i>

B Mid position

Mid position means close to the verb. Here are some examples of adverbs in mid position.

	AUXILIARY	ADVERB	AUXILIARY	MAIN VfcRB
<i>The visitors</i>	<i>are</i>	<i>just</i>		<i>leaving.</i>
<i>Andrew</i>	<i>has</i>	<i>always</i>	<i>liked</i>	<i>Jessica.</i>
<i>We</i>	<i>don't</i>	<i>often</i>	<i>go</i>	<i>out in the evening.</i>
<i>You</i>	<i>should</i>	<i>never</i>	<i>take</i>	<i>unnecessary</i>
<i>risks. The pictures</i>	<i>have</i>		<i>definitely</i>	<i>been stolen.</i>
<i>I</i>		<i>really</i>	<i>hate</i>	<i>housework.</i>
<i>You</i>		<i>probably</i>	<i>left</i>	<i>the bag on the bus.</i>

The adverb comes after the first auxiliary, e.g. **are, has, don't**.

If there is no auxiliary, then the adverb comes before the main verb, e.g. **hate, left**.

Note the word order in questions.

*Has Andrew **always** liked Jessica? Do you **often** go out in the evening?*

When the verb be is on its own, the adverb usually comes after it.

*The boss is **usually** in a bad temper. You're **certainly** a lot better today.*

When there is stress on the main verb be or on the auxiliary, then the adverb usually comes before it.

*You **certainly** are a lot better today. I **really** have made a mess, haven't I?*

C Verb and object

An adverb does not usually go between the verb and the direct object. We put it in end position, after the object.

VERB	OBJECT	ADVERB	
<i>Tom ate</i>	<i>his breakfast</i>	<i>quickly.</i>	NOT <i>Tom ate quickly his breakfast.</i>
<i>breakfast.</i>	<i>We</i>	<i>played volleyball</i>	<i>yesterday,</i>
	NOT <i>We played yesterday volleyball.</i>		
<i>I</i>	<i>like</i>	<i>classical music</i>	<i>very much,</i> NOT <i>I like very much classical music.</i>

But an adverb can go before a long object.

*Detectives examined **carefully** the contents of the dead man's pockets.*

D Adverbs of manner

An adverb of manner tells us how something happens, e.g. noisily, quickly. It usually goes in end position, but an adverb which ends in *ly* can sometimes go in mid position. *We asked permission **politely**.* *We **politely** asked permission.*

E Adverbs of place and time

Adverbs and adverbial phrases of place and time usually go in end position.

*Is there a phone box **nearby**? People didn't have cars **then**.*

*We're meeting **by the entrance**. Trevor wasn't very well **last week**.*

*Did you have a nice time **in New York**? I'll see you **before very long**.*

Sometimes they can go in front position.

*We're really busy **this week**. **Last week** we had nothing to do.*

Some short adverbs of time can also go in mid position.

*I'll **soon** find out. The train is **now** approaching Swindon.*

For **yet**, **still** and **already** see Unit 114.

F Adverbs of frequency

An adverb of frequency tells us 'how often'. It usually goes in mid position (see **B**).

*Mark is **always** in such a hurry. I **sometimes** feel depressed.*

*I've **often** thought about getting married. Do you **usually** work so late?*

Normally, **usually**, **often**, **sometimes** and **occasionally** can also go in front or end position.

***Normally** Sarah goes by train. I feel depressed **sometimes**.*

Phrases like **every day**, **once a week** or **most evenings** go in front or end position. ***Every day** we go logging. Rachel has a driving lesson **three times a week**. There's a news summary **every hour**. We watch television **most evenings**.*

G Sentence adverbs

A sentence adverb is a word or phrase like **certainly**, **perhaps**, **luckily**, **of course**. It says something about the situation described in the sentence. The adverb can go in front, mid or end position. Sometimes we put a comma after or before the adverb, especially in front or end position.

***Fortunately**, the weather stayed fine. **Maybe** you'll win a free holiday.*

*We'll **probably** have to queue for tickets. Rachel was late, **of course**.* In a negative sentence, **probably** and **certainly** come before **won't**, **didn't**, etc.

***We probably** won't get there in time. I **certainly** didn't expect a present!*

Also usually goes in mid position, but **too** and **as well** go in end position.

*Melanie bakes lovely cakes. She **also** makes bread./She makes bread, **too/as well**.*

H End position

There can be more than one adverb or adverbial phrase in end position. Usually a single-word adverb (e.g. **safely**) comes before a phrase (e.g. **on a small airfield**).

*They landed **safely on a small airfield**. I always eat **here at lunch-time**.*

When there is a close link in meaning between a verb and an adverb, then that adverb goes next to the verb. For example, with verbs of movement like **go**, **come** and **move**, a phrase of place comes before time.

*I usually go to **bed early**.*

*Tom came **here yesterday**.*

*My parents moved to **London in 1993**.*

But often two adverbial phrases can go in either order. *The concert was held **at the arts centre last night**. The concert was held **last night at the arts centre**.*

Exercises

1 Adverbs (A-B)

Read each sentence and write down the word which is an adverb.

- ▶ I'm just finishing an interesting article in this magazine, *just*
- 1 We have to leave our dirty shoes outside.
- 2 Perhaps you have to type a password into the computer.
- 3 Someone always leaves this door open.
- 4 Obviously we aren't going to go for a walk in the rain.
- 5 The car rolled silently down the hill.
- 6 Your friend Andrew works hard, doesn't he?

2 Adverbs and their position (A-B)

Read this true story. Some adverbs are underlined. Say if their position is front, mid or end.

Once a man called Alvin decided to rob a bank in Montgomery, Alabama. Alvin's parents had often told him that good manners were important. So Alvin went to the bank and stood in line. He waited patiently. Soon it was his turn. He dramatically pulled out a gun and threatened the cashier. She politely told him that he was in the wrong line and should go to another counter. Alvin immediately went to the correct place and stood in line again. Suddenly the police rushed in and arrested him. Alvin was amazed. They'd caught him before he'd even done the robbery. The moral of the story is that you shouldn't always do what your parents tell you.

ADVERB	POSITION	ADVERB	POSITION
▶ once	<i>front</i>	6 immediately	
1 often		7 again	
2 patiently		8 suddenly	
3 soon		9 even	
4 dramatically		10 always	
5 politely			

3 Mid position (B)

Complete the conversations using the words in brackets. Put the adverbs in the best place.

- ▶ Emma: Did you know the man who tried to steal your bag? (certainly / recognize / would) Vicky: No, but I *would certainly recognize* him again.
- 1 David: That was a goal, wasn't it? (clearly / crossed)
Tom: Yes, the ball the line.
- 2 Mark: The weather is a lot better today, (probably / rain / will)
Sarah: It said on the radio it later.
- 3 Tom: How do we get to Mike's place? (didn't / fully / understand)
Nick: I don't know. I the directions.
- 4 Harriet: It's quiet here today, isn't it? (usually / are)
Laura: Yes, the neighbours out on a Sunday
- 5 Emma: Have you been to this place before? (it / occasionally / visited)
Matthew: Yes, I as a child
- 6 Alan: Did the computers crash this morning? (soon / were / working) Mark:
Yes, but they again
- 7 Melanie: Your friend's late, Vicky, (forgotten / has / obviously)
Vicky: Rachel that we arranged to go out.

4 Adverbs of frequency (B, F)

Look at what people are saying and write the information in one sentence.

Put the adverb or adverbial phrase in mid or end position. Choose the best position.

? Vicky: I lose my way in London. It always happens.

Vicky always loses her way in London.

? Laura: The birds wake me up. It happens every morning.

The birds wake Laura up every morning.

1 David: It rains when I'm on holiday. Well, usually.

2 Rita: My friend visits me. She comes most weekends.

3 Mark: I get a pay rise. I get one every year.

4 Rachel: I don't check my work. I never do that.

5 Adverbs and word order (A-G)

Put the words in the right order and write the statements. Sometimes there is more than one possible order.

► cleaned / every day / is / the office *The office is cleaned every day.*

1 always / I've / known / your secret

2 afford / can't / certainly / a new car / we

3 didn't / far / the tourists / walk

4 carefully / cut / the paper / Tom

5 also / can / Natasha / play / the violin

6 I / most days / read / the newspaper

6 Adverbs in end position (H)

Complete these sentences from a newspaper. Put the words and phrases in the best order.

► The Queen has visited the show *regularly since 1985* (regularly / since 1985).

1 The President died (at his home / peacefully).

2 The protesters marched (through the streets / yesterday).

3 The Prime Minister went (last year / to Greece).

4 Henry likes Rome. He spent a week (in June / there).

7 Adverbs and word order (A-H)

Read the postcard from Olivia to her friend Kirsty and write the sentences. Put the adverbs in the best place.

(►) Thank you for having us (last weekend). (1) We had a lovely time (in the country). (2) We arrived home at about eight (safely). (3) You must come and visit us (before too long). (4) It's nice to see you and Tony (always). (5) You'll be able to come in the new year (maybe). (6) We'll see you (sometime).

► *Thank you for having us last weekend.*

1

2

3

4

5

Yet, Still and Already

A Introduction



Yet means that we are expecting something. (It's the time to book a holiday.)

Still means 'going on longer than expected'. (It's late to be thinking about a holiday.)

Already means 'sooner than expected'. (It's early to have had a holiday.)

B Yet

Yet usually goes at the end of a negative statement or a question.

*Vicky has got a present, but she hasn't opened it **yet**. Wait a minute. I'm not ready **yet**.*

*Have they sent you your cheque **yet**? ~ No, not **yet**. I should get it next week.*

C Still and already

In a positive statement, **still** and **already** usually go in mid position (see Unit 113B).

*Sarah isn't home **yet**. She's **still** at work. We wrote a month ago, and we're **still** waiting for a reply. I've only been at work an hour, and I'm **already** exhausted. There's no need to tell me. I **already** know.*

We can also use **still** in a negative statement. It goes before **haven't**, **can't**, etc.

*It's nearly lunch-time, and you **still** haven't opened your mail. My friend is sixteen, and she **still** can't swim.*

Compare these sentences. The meanings are similar.

*Rita hasn't booked a holiday **yet**. Rita **still** hasn't booked a holiday. **Still** is stronger than **yet**. It often expresses surprise that the situation has gone on for so long.*

In a question **still** and **already** usually go after the subject.

*Are you **still** waiting after all this time? Has Tom **already** been on holiday?*

D No longer and any longer/any more

No longer means that something is finished. It goes in mid position (see Unit 113B).

*You can't buy these bikes now. They no **longer** make them. I used to belong to the sports club, but I'm no **longer** a member.*

No longer can be a little formal. In informal speech we use **not... any longer** or **not... anymore**.

*They don't make these bikes **any longer/any more**.*

*Rita has moved. She doesn't live here **any longer/any more**.*

Any longer/any more comes at the end.

Exercises

1 Yet, still and already (A)

Put in *yet*, *still* or *already*.

- ▶ Mark: I know it isn't lunch-time *yet*, but I'm really hungry.
Sarah: It's only eleven. And you've *already* had two coffees since breakfast.
- 1 Vicky: You've got this library book, and it was due back ten days ago.
Rachel: Well, I haven't finished it.....
- 2 Nick: Tom is a very slow eater, isn't he? He's..... having his soup.
David: And we've started our pudding.
- 3 Trevor: Has the postman been.....? I'm expecting a letter from the bank.
Laura: Yes, he has, but that letter hasn't arrived.

2 Word order with yet, still and already (A)

Put the word in brackets into one of the sentences.

- ? I've bought some CDs. I haven't played them, (yet)
I haven't played them yet.
- ? This calculator works. I've had it for ages, (still)
This calculator still works.
- 1 I owe Emma £20. I can't ask her for more, (already)
- 2 We've spent all our money. And we're only halfway through our holiday, (already)
- 3 I've cleaned this window. But it looks dirty, (still)
- 4 Our friend took some photos. We haven't seen them, (yet)
- 5 I can't understand the rules. I know you explained them to me. (still)

3 Still and any more (C-D)

Two people are talking about the place they live in. Write the replies using *still* or *not*. *any more*.

- | Old man: | | Young man: |
|-------------------------------|---|--|
| ? There was a church. | ~ | Well, <i>there's still a church</i> . |
| ? You could see fields. | ~ | <i>You can't see them any more</i> . Now it's just houses. |
| 1 Children played there. | ~ | Not now |
| 2 Boats came along the river. | ~ | Oh,.....Look at them. |
| 3 The view was beautiful. | ~ | Well,..... It's awful. |
| 4 It was our home. | ~ | And..... |

4 Yet, still, already, no longer and any longer/any more (A-D)

Put in *already*, *any more*, *no longer*, *still* and *yet*.

- ▶ It's *still* raining, look. How much longer can it go on?
- 1 The railway closed down years ago, so there's.....a railway station here.
- 2 They want to build a new hotel here, but they haven't got permission
- 3 Rita isn't going out with Nick. She told him she didn't want to see him.....
- 4 Those people moved here only three months ago, and they're..... leaving.

Adverbs of degree, e.g. **very**, **quite**

A Very, quite, a bit, etc



Laura is **a bit** tired. She's been working all morning.



Mark is **quite** tired. He's been working all day.



Sarah is **very** tired. She's had to work late at the office.

An adverb of degree makes the meaning weaker or stronger. Here are some more examples.

SMALL DECREE
(weaker)

a little late
slightly complicated

MEDIUM DEGREE

fairly unusual
pretty good
rather nice

LARGE DEGREE (stronger)

absolutely sure *really ill*
completely mad
extremely cold

B Very cold, quite quickly, etc

An adverb of degree (e.g. **very**) goes before an adjective (e.g. **cold**) or an adverb (e.g. **quickly**).

ADVERB + ADJECTIVE

*It's **very cold** today.*
*Rita looked **rather upset**.*
*This dress is **absolutely marvellous**.*

ADVERB + ADVERB

*The time passed **quite quickly**.*
*We go on holiday **fairly soon**.*
*United played **extremely well**.*

Before a comparative we can use **a bit**, **a little**, **a lot**, **far**, **much**, **rather** and **slightly**. See also Unit 112B.

*I'm feeling **a lot better** today.* *These new trains go **much faster**.*

C Really hurting, quite enjoys, etc

Some adverbs of degree can describe a verb.

They usually go in mid position (close to the verb — see Unit 113B).

*My foot is **really hurting**.* *Laura **quite enjoys** shopping.* *I **rather like** this cake.* Some adverbs of degree go at the end of a sentence when they describe a verb. They are **a bit**, **a little**, **a lot**, **awfully**, **much** and **terribly**.

*Mark **travels a lot**.* *I'll **open** the window **a little**.* *The animals **suffer terribly**.*

Absolutely, **completely** and **totally** can go in mid position or at the end. *We **completely lost** our way/We lost our way **completely**.* *I'm afraid I **totally disagree**.* *I'm afraid I disagree **totally**.*

D Much

Now look at these sentences.

Positive: *I like this town **very much**, NOT ~~I like this town much~~*

Negative: *I don't like this town **very much**, OR I don't like this town **much**.*

In a positive statement we use **very much**. In a negative statement we can use either **very much** or **much**.

Exercises

1 Very, quite, a bit, etc (A)

Write sentences using one of the phrases in brackets.



- (quite hungry or very hungry?) *He's quite hungry.* 3 (quite strong or very strong?)
 1 (a bit busy or very busy?) 4 (fairly happy or extremely happy?)
 2 (a bit thirsty or really thirsty?)

2 Very, quite and a bit (A)

Put in *very*, *quite* or *a bit*.

- The bus service is all right. The buses are *quite* frequent.
 1 I couldn't sleep because of the awful noise. The disco was noisy.
 2 The weather was OK - at least it didn't rain. It was good.
 3 The train was almost on time. It was just late.
 4 Someone paid a great deal of money for the house. It was expensive.
 5 There were some very small traces of mud on the boots. They were dirty.
 6 There was a medium amount of traffic on the road. It was busy.

3 Very cold, really hurting, etc (B-D)

Put the adverbs in the right place. Sometimes more than one answer is correct.

- ? These books are old (very). *These books are very old.*
 ? I hate travelling by air (really). *I really hate travelling by air.*
 1 That radio is loud (a bit).
 2 I like my new job (quite).
 3 Why don't you slow down (a little)?
 4 The rain spoilt our day (completely).
 5 We did the job quickly (fairly).
 6 I feel better now (a lot).
 7 We enjoyed the concert (very much).
 8 My arms ached (terribly).

4 Adverbs of degree (A-D)

Complete the advertisement for holiday apartments by choosing the correct words.

Why not take this opportunity to buy a wonderful Interlux Timeshare apartment in San Manila?

These are (►) a bit/rather/really luxurious apartments set in this (1) absolutely/slightly magnificent seaside resort, a

(2) fairly/really beautiful and unspoilt place, which you'll like (3) much/very/very much. The

apartments are (4) extremely/pretty/quite good value. And we are a company with a (5)

fairly/quite/very good reputation. This is a (6) bit/slightly/totally safe way of investing your money.

But hurry! People are buying up the apartments (7) a lot/very/very much quickly.

Quite and Rather

A **Quite** meaning 'fairly'

Quite usually means 'fairly' or 'a medium amount' (see Unit 115A).

*I feel **quite** hungry now. Repairing the machine is **quite** difficult. The talk was **quite** interesting. We were **quite** surprised at the result.*

(But see D for another meaning of **quite**.)

B Stress with **quite**

In speech, whether we stress **quite** or the adjective makes a difference to the meaning.

If we stress **quite**, it means 'fairly but not very'.
positive The meaning is negative.

The exhibition was quite good, but I've seen looking better ones.

I got up quite early, but not as early as you do.

If we stress the adjective, the meaning is (but not as positive as **very**).

The exhibition was quite good. I enjoyed round it.

I got up quite early. I had a lot of jobs to do.

C **Quite** or **rather**?

When we make a favourable comment, we usually say **quite**, not **rather**. *The book was **quite** interesting. It's **quite** warm now. It was **quite** nice walking through the park.*

In unfavourable comments, we usually say **rather**, but **quite** is possible. *The book was **rather** boring/quite boring. It was **rather** awkward/quite awkward taking my suitcase on the underground.*

Rather in a favourable comment means 'to a surprising or unusual degree'.

*It's **rather** warm for October. (It isn't usually so warm.) / didn't know David can cook. He's **rather** good at it. I expect Tom's jokes were awful. ~ Actually they were **rather** funny.*

We can use **rather** with a comparative but not **quite**.

*The meal took **rather** longer than we expected.*

For **quite** and **rather** with a/an, see Unit 89B. *It*

*was **quite** an interesting book.*

D **Quite** meaning 'completely'

With some adjectives, **quite** means 'completely' or 'totally'.

*What you said is **quite** wrong. (= completely wrong) The idea is **quite** absurd. (= totally absurd) The situation is **quite** hopeless.*

Quite means 'completely' with these adjectives: **absurd, alone, amazing, awful, brilliant, certain, dead, different, dreadful, extraordinary, false, hopeless, horrible, impossible, perfect, ridiculous, right, sure, true, useless, wrong**

Compare the uses of **quite**.

*I'm **quite** tired. (= fairly)*

*The advice was **quite** useful. I got one or two absolutely tips.*

*I'm **quite** exhausted. (= completely)*

*The advice was **quite** useless. It was no good at all.*

Exercises

1 Stress with **quite** (B)

Which word do we stress, *quite* or the adjective? Underline the stressed word.

- ? These pens are quite good but not as good as the ones I usually buy.
- ? This book is quite exciting. I can't put it down.
- 1 These fashions are quite new but not the very latest thing.
- 2 It's quite late. We'd better be going.
- 3 The sums are quite easy. I can do them in my head.
- 4 The music was quite good, but I wasn't really impressed.
- 5 The sun is quite bright. You'll need your sunglasses.

2 **Quite or rather?** (C)

Put in these adjectives: *better, busy, nice, noisy, popular*

Use *quite* or *rather* with each adjective. Sometimes either is possible.

Mark: I didn't like that meal very much.

Sarah: The soup was (►) *quite nice* though, wasn't it?

Mark: The food was (1)..... the last time we came.

Sarah: It's (2).....in here, isn't it? Everyone seems to be shouting.

Mark: I wasn't expecting the place to be so full. It's (3)..... for a Monday evening

Sarah: This restaurant is (4)....., you know.

3 **Quite or rather?** (C)

Add a sentence expressing the idea in brackets.

Use *quite* or *rather* in your sentence. Sometimes either is possible.

► (It's pleasant by the river.)

Let's walk along by the river. *It's quite pleasant there.*

► (You think Nick is aggressive.)

I don't like Nick much. *I think he's rather aggressive.*

1 (Changing trains twice is complicated.)

We have to change trains twice

2 (Your car is big.)

I can give you all a lift

3 (The show went on longer than you expected.)

It was a good show, but.....

4 (You made your decision quickly.)

It wasn't a difficult decision.....

4 The meanings of **quite** (A, D)

Does *quite* mean 'fairly' or 'completely'?

? Try one of these sweets. I think they're quite nice. = *fairly nice*

? The driver walked away unhurt. It was quite amazing. = *completely amazing*

1 I couldn't agree to the idea. It was quite ridiculous. =

2 I need some help with this crossword. It's quite difficult. =

3 That isn't the same thing at all. It's quite different. =

4 I wasn't expecting to get a postcard. I was quite surprised. =

5 I bought this guidebook. It looks quite useful. =

6 Are you sure you want the job? ~ Yes, I'm quite certain. =

Too and Enough

A Introduction



Too short and **not long enough** both mean the same thing.

B Word order with **too** and **enough**

Too goes before an adjective or adverb.

*Claire doesn't want to marry Henry. She thinks he's **too old**.*

*Zedco are in trouble. The company reacted **too slowly** to the rise in prices.*

Enough goes after an adjective or adverb.

*The water isn't **hot enough**. It needs to be boiling, NOT ~~enough~~*

*~~hot~~ You didn't put the screws in **tightly enough**, NOT enough ~~tightly~~*

Too many, too much and **enough** go before a noun.

*No wonder you're tired. You've been going to **too many parties**.*

*Andrew spends **too much time** working.*

*There'll be fifteen people for coffee. Have we got **enough cups**?*

*Everything is so expensive. Did you bring **enough money**? We use **many** with a plural noun and **much** with an uncountable noun (see Unit 95A).*

Compare these examples with **enough**.

After an adjective: *The coffee isn't **strong enough**.*

Before a noun: *You didn't put **enough coffee** in.*

We leave out the noun if the meaning is clear without it.

*Just add a little water. Not **too much**. We'll need fifteen cups. Have we got **enough**?*

C Other structures with **too** and **enough**

We can use a phrase with **for** after **too** or **enough**.

*These puzzles are **too difficult for children**. This coat isn't warm **enough for winter**.*

*Have we got **enough cups for everyone**?*

We can also use a to-infinitive.

*It's **too dangerous to walk** home at this time of night.*

*There are **too many museums here to visit** in a single day. Are you fit **enough to run** a marathon?*

*I couldn't get close **enough to see** properly.*

*Vicky didn't bring **enough money to buy** two CDs.*

Exercises

1 Too and enough (A-B)

Look at the pictures and write sentences with *too* and *enough*.

Use these nouns and adjectives: *big, gate, long, low, plane, sweater, ruler, warm, water, wide*



- ? *The sweater is too big.* 1
- ? *The ruler isn't long enough.* 2
- 3

Too and enough (A-B)

Look at what people are saying and complete the sentences. Use *too*, *too many*, *too much* or *enough* with these words: *clearly, complicated, difficult, expensive, food, hastily, mistakes, rain, sweet, traffic*

- ? You should have stopped to think first. You acted *too hastily*.
- ? This quiz is rather easy. The questions aren't *difficult enough*.
- 1 Can I have some more sugar in my coffee, please? It isn't
- 2 I can't afford a new stereo. It would be .
- 3 There's a water shortage. There just hasn't been
- 4 I can't read your writing. You don't write
- 5 Try to be more careful, please. You're making
- 6 The roads are very crowded. There's simply
- 7 I can't understand these instructions. They're
- 8 Thousands of people are starving because they can't get

Other structures with **too** and **enough** (C)

Comment on the situations. Use *too* or *enough* and a phrase with *for* or a to-infinitive.

- ? A taxi would have been best. But you didn't have the money.
I didn't have enough money for a taxi.
- ? Sarah can't take a day off. She's very busy.
Sarah is too busy to take a day off.
- 1 A picnic would be nice. But it's wet.
- 2 All your guests will need chairs. But you haven't got very many.
- 3 You couldn't carry the equipment. You had such a lot.
- 4 Natasha wants to be a professional musician. You think she's very good.

Prepositions of place

A Meanings



The bird is **in/inside** the cage.



Sarah is diving **in/into** the water.



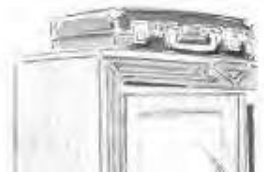
Tom is getting **out of** the car.



They're waiting **outside** the bank.



The jug is **on** the table.



The case is **on top of** the wardrobe.



Emma is putting luggage **on/onto** the trolley.



Henry is falling **off** the horse.



Rachel is **at** the bus stop.



The table is **by/beside** the bed.



Jessica is sitting **next** Andrew.



The airport is **near** Manchester.



The coach is going **to** London.



The letter is **from** Chicago.



Matthew is walking **towards** the sun.



Vicky is running **away from** the fire.



There's a bridge **over** the river.



Tom is **under** the car.



The plane is **above** the clouds.



The temperature is **below** zero.



The cyclist is **in front of**



The cyclist is **behind**



Rita is going **up** the



Daniel is coming **down**



Melanie is running **across** the road.



The cars are going **through** the tunnel.



Trevor is walking **along** the street.



The car is going **past** the house.



The house is **among** the trees.



Jackson is **between** Memphis and New Orleans.



Jessica is sitting **opposite** Andrew.



They're running **around/round** the track.

B Position and movement

Most of these prepositions can express either position (where something is) or movement (where it is going). Position: *The coin **was under** the sofa.*

Movement: *The coin **rolled under** the sofa.*

Now look at these examples with **in** and **on** expressing position.

*The manager was **in** the office. The papers were **on** the floor.* To express movement, we use **into** and

onto, but we can also use **in** and **on**, especially in informal English.

*The manager came **in/into** the office. The papers fell **on/onto** the floor.*

At expresses position, and **to** expresses movement. Position: *Vicky **was at** the doctor's.* Movement: *Vicky **went to** the doctor's.*

Exercises

1 Prepositions of place (A)

Put in the prepositions. Sometimes more than one answer is correct.



► Sarah is getting *out of* the taxi.



1 David is going..... the ladder.



2 The furniture is..... the van.



3 My friend lives in a flata shop.



4 The boss is coming the corridor.



5 There's a garage..... the house.



6 We walked the lake.



7 There's a statue the museum.



8 Tom and Nick are walking the stadium.

2 Prepositions of place (A)

Complete the conversations. Choose the correct preposition.

1 Vicky: I felt really afraid when I was walking home from/off the club. All the time I could hear someone behind/in front of me, but I didn't dare turn round.

Rachel: I expect you were imagining it.

Vicky: No, I wasn't. I saw him after I'd come in across/through the gate. He was wearing a long black coat that came down well below/under his knees.

2 Daniel: You know Adam, don't you? He's very strange. He walked right along/past me yesterday as I was coming among/down the stairs, but he didn't say hello.

Matthew: The other day he was sitting beside/opposite me at lunch, so I couldn't help looking at him, I said hello, but he didn't speak.

3 Between, next to and opposite (A)

Look at the plan and explain where things are. Use *between*, *next to* or *opposite*.



► The bank is *next to* the gift shop.

- 1 The sports shop is the bank.
- 2 The travel agency isthe sports shop and the art gallery.
- 3 The restaurant is the art gallery.
- 4 The gift shop is the bank and the restaurant.
- 5 The art gallery is the travel agency.

4 Prepositions of place (A-B)

Where did the fly go? Put in these prepositions: *around*, *into*, *on*, *out of*, *through*, *under*, *up*



► The fly came in *through* the door.

- 1 It flewthe chair.
- 2 It crawled..... the chair leg.
- 3 It stopped..... the desk for a moment.
- 4 It wentthe telephone.
- 5 It flew the drawer.
- 6 It went the window.

; Prepositions of place (A-B).

Put in the correct preposition.

► Rachel was lying *on* the grass reading a book.

- 1 It's my holiday next week. I'm going..... Spain.
- 2 There was a big crowdthe shop waiting for it to open.
- 3 That man is an idiot. He pushed me the swimming-pool.
- 4 I wentthe chemist's just now, but I didn't notice if it was open.
- 5 David hurt himself. He fell his bike.
- 6 There's a café top of the mountain. You can have a coffee there before you go down.
- 7 The sheep got out a hole in the fence.
- 8 Pompeii is quite Sorrento. It's only a short train ride.
- 9 There's such a crowd. You won't find your friendall these people.

In, on and at (place)

A Meanings



Emma is in the phone box.



Nick's dog is on the rug.



There's someone at the door.

IN

*in the phone box
in the kitchen
work in the garden
swim in the pool*

In a town/country

*Kate lives in York.
Atlanta is in Georgia.*

In a street (GB)

in Shirley Road

ON

*sit on the floor
walk on the pavement
a number on the door
egg on your shirt*

On a floor (1st, 2nd, etc)

on the first floor

On a street (US)

on Fifth Avenue

On a road or river

*a village on this road
Paris is on the Seine.*

AT

*sit at my desk
wait at the bus stop
at the crossroads
wait at the traffic lights
At a place on a journey
Does this train stop at York?*

At a house/an address

*at Mike's
(house) at 65
Shirley Road*

*At an event
at the party*

B In and at with buildings

IN

*There are 400 seats in the cinema.
It was raining, so we waited in the pub.
We use in when we mean inside a building.*

AT

*I was at the cinema. (= watching a **film**)
We were at the pub. (= having a drink)
But we normally use at when we are talking about what happens there.*

C Some common phrases

IN

*in
prison/hospital
in the lesson
in a book/newspaper
in the photo/picture
in the country
in the middle
in the back/front of a car
in a queue/line/row*

ON

*on the platform
on the farm
on the page/map
on the screen

on the island/beach/coast
drive on the right/left
on the back of an envelope*

AT

*at the station/airport
at home/work/school

at the seaside
at the top/bottom of a hill
at the back of the room
at the end of a corridor*

Exercises

1 Meanings (A)

Look at the pictures and write the sentences. Use *in*, *on* or *at* and these words:
the bath, the disco, the lights, the roof, the table



► *He's on the table.*

- 1 3

 2 4

2 In and at with buildings (B)

Complete each sentence. Use *in* or *at* and these words:
the petrol station, the restaurant, the stadium, the station, the theatre, the zoo

► There's a huge crowd *in the stadium* waiting for the Games to start.

- 1 Sarah's just rung. She's getting some petrol.
 2 The children like wild animals. They'd love to spend an afternoon
 3 It was so hotthat I didn't really enjoy the play.
 4 We're quite a large group. There may not be enough room..... for all of us to sit together.
 5 I saw Daniel while I was waiting for a train.

3 In, on and at (A, C)

Put in the preposition *in*, *on* or *at*.

► We spent the whole holiday *on* the beach.

- 1 I read about the pop festivala magazine.
 2 My parents' flat isthe twenty-first floor.
 3 Melanie was holding a small birdher hands.
 4 I'll meet you the airport.
 5 Natasha now lives 32 The Avenue.
 6 I was standingthe counter in the baker's shop, waiting to be served.
 7 London is the Thames.
 8 There weren't many booksthe shelves.
 9 The passengers had to stand a queue.
 10 The woman sitting next to me left the trainChesterfield.

In, on and at (time)

A Saying when

Look at these examples.

IN

*We bought the flat **in** 1994.*

In + year/month/season

***in** 1988*

***in** September*

***in** winter*

***in** the 21st century*

In + a week or more

***in** the Easter holiday*

***in** the summer term*

In + part of day

***in** the morning*

***in** the evening*

ON

*The race is **on** Saturday.*

On + day/date

***on** Wednesday*

***on** 15 April*

***on** that day*

On + a single day

***on** Easter Monday*

***on** Christmas Day*

On + day + part of day

***on** Friday morning*

***on** Tuesday evening*

AT

*The film starts **at** seven thirty.*

At + clock time/meal time

***at** three o'clock*

***at** lunch (-time)*

***at** that time*

***at** the moment*

At + two or three days

***at** Easter/Christmas*

***at** the weekend*

(US: ***on** the weekend*)

Look at these examples with **night**.

*I woke up **in** the night.*

(= in the middle of the night)

*It happened **on** Monday night.*

*I can't sleep **at** night.*

(= when it is night)

But we do not use **in**, **on** or **at** before **every**, **last**, **next**, **this**, **tomorrow** and **yesterday**. *We go to Greece **every** summer.*

*My brother came home **last** Christmas. I'll see you **next** Friday.*

*The school **this** year. The party is **tomorrow** evening.*

*The group set off **yesterday** morning.*

My

I leave

The

B In time or on time?

IN TIME

In time means 'early enough'.

*We'll have to hurry if we want to be **in time** for the show.*

*We got to the airport **in time** to have a coffee late. before checking in. I was about to close the door when **just in time** I*

remembered my key. (= at the last moment)

ON TIME

On time means 'at the right time', 'on schedule'.

*The plane took off **on time**.*

*I hope the meeting starts **on time**.*

*Rachel is never **on time**. She's always*

C Other uses of in

We can use **in** for the time it takes to complete something.

*I did the crossword **in** five minutes. Could you walk thirty miles **in** a day'?*

We can also use **in** for a future time measured from the present.

*Your photos will be ready **in** an hour. (= an hour from now)*

*The building will open **in** six weeks/in six weeks' time.*

Exercises

1 Saying when (A)

Read the information about John F. Kennedy and then answer the questions.
Begin each answer with *in, on or at*.

John F. Kennedy was born into a famous American family. His date of birth was 29 May 1917. The year 1961 saw him become the 35th President of the US. Kennedy was killed as he drove in an open car through the streets of Dallas, Texas. Friday, 22 November 1963 was a sad day for America. It was 12.30 when a gunman opened fire and shot the President dead.

► When was John F. Kennedy born? *On 29 May 1917.*

- 1 When did he become President?
- 2 When was he killed?
- 3 What time was he shot?

2 Saying when (A)

Mark is arranging a business meeting. Decide if you need *in, on or at*.
If you do not need a preposition, put a cross (X).

Mark: I'm sorry I was out when you called (►)/ yesterday afternoon, Alice. Look, I'm free (►)◀◀ the fifteenth of March. Can we meet then?

Alice: I'm pretty busy (1)..... next week, I'm afraid. I can't see you (2)..... Friday.

Mark: I'd like to have a meeting (3)..... this month if possible.

I'll be very busy (4)..... April.

Alice: I'm going away (5)..... Easter, so how about the week after?

Shall we meet (6)..... the twenty-seventh? That's a Wednesday.

Mark: I've got an appointment (7)..... the morning but nothing (8).....the afternoon.

Let's meet (9).....Wednesday afternoon (10).....half past two.

3 In time or on time? (B)

Put in the right phrase: *in time or on time*.

► If the plane is late, we won't get to Paris *in time* for our connecting flight.

- 1 We were up very early,..... to see the sun rise.
- 2 How can the buses possibly run with all these traffic jams?
- 3 The post goes at five. I'm hoping to get this letter written
- 4 The coach will be here at 12.13 if it's

4 In, on or at? (A-C)

Complete the conversations using *in, on or at*.

► Andrew: You only bought that book *on* Saturday. Have you finished it already? Jessica: I read it *in* about three hours yesterday evening.

1 Vicky: Will the bank be open half past nine?

Daniel: Yes, it always opens absolutely time.

2 Sarah: We're leaving... half past, and you haven't even changed.

Mark: It's OK. I can easily shower and changeten minutes.

3 Laura: Your mother's birthday is..... Monday, isn't it?

Trevor: Yes, I just hope this card gets there.....time.

4 Harriet: If we ever go camping again, it's going to be.....summer, not autumn.

Mike: Never mind. We'll be home two days, and then we'll be dry again.

For, Since, Ago and Before

A Introduction



FOR

*Mark has spent three hours playing a computer game. He's been sitting there for **three hours**.*

SINCE

*It was two o'clock when Mark started the game. He's been playing **since two o'clock**.*

AGO

*Three hours have passed since Mark and Sarah got up from the lunch table. They finished their lunch **three hours ago**.*

B For and since with the present perfect

We often use **for** and **since** with the present perfect to talk about something continuing up to the present.

FOR

We use **for** to say how long something has begun, continued.

*I've been waiting **for forty minutes**.
We've known about it **for two days**.
Melanie has been living here **for a year** now.*

SINCE

We use **since** to say when something

*I've been waiting **since ten past six**.
We've known about it **since Monday**.
Melanie has been living here **since last year**.*

We can also use **for** with other tenses.

*I'm staying in England **for a year**. We swam **for** quite a long time.*

We can often leave out **for** (but not from some negative sentences).

*We've had this car (**for**) six months. I haven't seen Vicky **for** a day or two.*

C Ago with the past

We can use the adverb **ago** to talk about a past time measured from the present.

Six months ago means six months before now.

*I passed my driving test **six months ago**. NOT ~~since six months~~
Vicky wrote to the company **weeks ago**. David first met Melanie **a long time ago**.
Have you seen Emma? ~ Yes, just **a few minutes ago**.*

We put **ago** after the phrase of time, NOT ~~ago six months~~

D Before with the past perfect

We use **before** (not **ago**) with the past perfect, e.g. **had done**.

*I bought a car in August. I'd passed my driving test **three months before**.
(= in May, three months before August)*

*Vicky finally received a reply to the letter she had written **weeks before**.*

Exercises

1 For and since (A-B)

Put in *for* or *since*.

Daniel: How long have you been learning English?

Ilona: Well, I studied it *->for* five years at school, and I've been having evening classes (1) last summer. That's when I left school.

Daniel: And you're staying here (2)three months?

Ilona: That's right. I've been here (3) the end of April. I'm going to London (4)..... a week before I go home.

2 For and since (A-B)

Look at the pictures and say how long people have been there.

Use these phrases: *at his desk, in bed, in the garden, in the shop, on the road*



▶ half an hour



1 three days



2 breakfast



3 nine o'clock



4 five hours

▶ *She's been in the shop for half an hour.*

- 1
- 2
- 3
- 4

3 For, since or ago? (A-C)

Put in a phrase with *for*, *since* or *ago*.

▶ I got here an hour ago. ~ What! You mean you've been waiting *for an hour* ?

- 1 The phone last rang at four o'clock. ~ So you've had no calls..... ?
- 2 I haven't been to the dentist for ten years. ~ You last went to the dentist ?
- 3 I last saw Rachel on Monday. ~ Haven't you seen her?
- 4 We've had six weeks without rain. ~ Yes, it hasn't rained.....
- 5 It's three years since Laura got married. ~ Really? Has she been married. ?
- 6 It's eight months since my brother had any work. ~ He lost his job..... ?
- 7 Mrs Miles was taken ill three weeks ago. ~ You mean she's been ill..... , and nobody's told me!

4 Ago or before? (C-D)

Put in *ago* or *before*.

▶ This film looks familiar. Didn't we see it at the cinema about two years *ago* ?

- 1 The road was wet when the accident happened. It had stopped raining only half an hour.....
- 2 My telephone is working now. They repaired it a week
- 3 A young man threw himself off this bridge last year. His girlfriend had left him two days

During or while? By or until? As or like?

A During or while?

Compare these examples.

*I often read **during** a meal.*

*It happened **during** the night.*

*You'll have to be quiet **during** the performance.*

*I often read **while** I'm eating.*

*It happened **while** they were asleep.*

*Were there any phone calls **while** I was*

*out? **During** is a preposition (like in). It comes before a **While** is a linking word (like **when**). It comes phrase like **a meal** or **the night**. before a clause, e.g. **I'm eating**.*

B By or until?

Compare these examples.

I'm very busy this week. I have to finish this

*have report **by** Thursday.*

*Trevor will be home **by** half past six.*

*They hope to build the new bridge **by** next July.*

*next The post should be here **by** now.*

I'll be busy for most of this week. I won't

*any time **until** Friday.*

*He'll be at work **until** half past five.*

*We won't have another holiday **until***

summer.

Till is more informal than **until**. /

*slept **till** ten o'clock.*

We can use **by the time** or **until** before a clause, e.g. **we arrived**.

*There was no food left **by the time** we arrived.*

NOT ~~*by we arrived*~~

*I'll wait **until** you're ready.*

See Unit 27B for the present simple after **until**, etc.

C As, like and as if

Compare these examples.

*She works **as** a fashion model.*

(= She is a model.)

As a beginner you simply have to learn the

***like** a basics.*

*I'm using this tin **as** an ashtray.*

We use **as** to talk about a job or function.

*She dresses **like** a fashion model.*

(= Her clothes are similar to a model's.)

Mark is a good golfer, but today he played

beginner.

*You look **like** your brother.*

We use **like** to talk about things being similar.

We can also use **as** or **like** before a clause.

*We drive on the left here, **as/like** you do in Britain.*

*Mike and Sarah are going to Paris for the weekend, **as/like** they did last year.*

Like is more informal than **as** before a clause.

We also use **as** with verbs of speaking and knowing, e.g. **say, know, expect**. **As I**

said before, I'm sorry. (= I'm sorry, and I said so before.) *I haven't much*

*money, **as you know**.* (— I haven't much money, and you know it.) *Rachel*

*arrived late, **as we expected**.* (= We expected her to arrive late, and she did.)

We use **as if** before a clause to say how something seems. *Tom looks really awful. He looks **as if he's been up all night**. Nick can be a difficult person. He sometimes behaves **as if he's the only one with problems**.*

Exercises

1 During or while? (A)

Put in *during* or *while*.

► Did you take notes *during* the lecture?

- 1 Shall we have a coffeewe're waiting?
- 2 Try not to make any noise the baby is asleep.
- 3 The fire alarm rang.....yesterday's meeting.
- 4 Trevor tried to fix the shelvesLaura was out shopping.

2 By or until? (B)

Rachel is talking to her teacher. Put in *by* or *until*.

Mrs Lewis: You'll need to hand your project in (►) *by* the end of the week.

I'd like to have it (1)..... Friday, ideally.

Rachel: Well, I'm going on a three-day study trip tomorrow. I'll be away (2).....Thursday.

The project will probably take me (3).....the middle of next week.

I can't finish it (4)..... the end of this week.

Mrs Lewis: Well, let me have it (5)..... Wednesday of next week, please.

3 As or like? (C)

Put in *as* or *like*.

► Sarah works in here. She uses this room *as* her study.

- 1 Matthew worked.....a waiter last summer.
- 2 The way your sister plays the violin sounds.....two cats fighting.
- 3 Do you mind using this saucer a plate?
- 4 The body sank... a stone to the bottom of the river.

4 As or as if? (C)

Put in *as* or *as if*.

► That poor dog looks *as if it* never gets fed.

- 1 Rachel failed her driving test,..... she expected.
- 2 Daniel spends money it grows on trees.
- 3 We shall deliver the goods on the twenty-seventh, we promised.
- 4 From what Emma said, it soundsshe and Matthew are going to get married.

5 While, by the time, until, as and like (A-C)

Decide what to say. Use the word in brackets to join the two ideas together.

► Tell Matthew he needs to click on the box. You showed him. (like)

You need to click on the box, like I showed you.

- 1 Tell Tom that you arrived at his flat, but he'd left, (by the time)
- 2 Tell your friend that Rita went to the party with Tom. Your friend predicted this, (as)
- 3 Tell Claire that you saw her sister. You were shopping in London, (while)
- 4 Tell Vicky she can keep the book. She can finish it. (until)

Preposition + noun, e.g. on holiday

A Some useful phrases

on holiday, on business, on a journey/a trip/a tour

*I'm travelling **on business**. We're **on a coach tour** of Europe.*

in cash, by cheque/credit card

*It's cheaper if you pay **in cash**. Can I pay **by credit***

card?** **in writing, in pen/ biro/felt-tip/ink/pencil

*Could you confirm that **in writing?** I'll write the names **in pencil**.*

on television, on the radio/the phone/the Internet

*I saw the programme **on TV**. Mark is **on the phone** at the moment.*

for sale, on the market

*The house next door is **for sale**. It's the best hi-fi **on the market**.*

on the whole, in general

***On the whole** it's a good idea, but there are one or two problems.*

*People **in general** aren't very interested in politics. **in***

advance, up to date, out of date

*The company wants us to pay for the goods **in advance**.*

*Oh no! My passport is **out of date**. These latest figures are **up to***

date. in my opinion, from my point of view

*All sport is silly **in my opinion**.*

*Matthew never sees things **from Emma's point of view**.*

on purpose, by mistake/chance/accident

*I didn't spill my drink **on purpose**. I pressed the wrong button **by mistake**.*

*We didn't arrange to meet. We met **by chance** in the street.*

B Way and end

On the way = during the journey.

*I'm driving into town. I'll get some petrol **on the**
parked way.*

In the way = blocking the way.

*We couldn't get past because there was a
car **in the** way.*

In the end = finally, after a long time.

*It took Claire hours to decide. **In the end** she
meeting, chose a long blue dress.*

At the end = when something stops.

*We all left quickly **at the end** of the*

C Transport

We use **by** without **a/the** when we talk about a means of transport.

*We decided to go to Brussels **by train**, NOT ~~go by the train~~*

We can also use **in** and **on**.

*It'll be quicker to go **in the car**. Richard came **on the train**.*

Note that on foot means 'walking'.

*We came all the way **on foot**, NOT ~~by foot~~*

BY: *air, bicycle/bike, boat, bus, car, coach, ferry, helicopter, hovercraft, plane, rail, sea, ship, taxi, train, tube*

IN: *the/my/your car, a helicopter, a taxi*

ON: *my bicycle/bike, the boat, the bus, the ferry, the hovercraft, the plane, the ship, the train*

Exercises

1 Preposition + noun (A-B)

Put in *by, from, in* or *on*.

- There's something I want to listen to *on* the radio.
- 1 They've promised me more money, but I haven't got it... .. writing.
- 2 Why can't you look at the problem my point of view?
- 3 Would you mind moving? You're rather the way here.
- 4 I rang the wrong number mistake.
- 5 I booked our seats more than a month advance.
- 6 Sarah's mobile phone was stolen while she was away a business trip.
- 7 Could you be quiet for a minute, please? I'm the phone.
- 8 We've had a few nice days, but general it's been a poor summer.
- 9 I was lucky. I found the solution accident.
- 10 It's a long journey. Let's stop somewhere the way and have a meal.
- 11 I spent ages looking for a phone box. the end I found one.
- 12 Are you here holiday or business?

2 Preposition + noun (A-B)

What would you ask? Use the word in brackets with the correct preposition. You may also need to use *the* or *your*.

- Ask if you can book a cabin before you travel, (advance) Can / *book a cabin in advance* ?
- 1 Ask if you can pay in notes, (cash)
Can.....
.....
- 2 Ask if the information is current, (date)
Is
- 3 Ask your friend if he dropped the ball deliberately, (purpose)
Did
- 4 Ask if there is anything to watch tonight, (television) Is
.....
.....
- 5 Ask your teacher if he or she will be here on the last day of July, (end)
Will
- 6 Ask Melanie if she thinks nuclear power is a good idea, (opinion)
Is
- 7 Ask Nick if he is selling his car. (sale)
Is
- 8 Ask Sarah if she approves of the plan in general, (whole)
Do.....
.....

3 Transport (C)

Complete the conversation. Put in *by, in* or *on*.

Sarah: It's a long way to Glasgow. Why don't you go (►) *on* the train? Mark: I don't know. I think I'd rather go (1) car.

Sarah: How far is your hotel from the station?

Mark: Oh, it's only five minutes (2) foot, but with all my luggage, I'd probably go (3) a taxi.

Sarah: Well, why not? It's less tiring going (4) train, isn't it?

Mark: I could go (5) air. That would be quickest.

Noun + preposition, e.g. **trouble with**

A Introduction

Read this true story about a prison escape.

*Prisoners at a jail in Iowa in the US were trying to think of a **way of** escaping. At last they found an **answer to** their problem. They told the governor about their **interest in** drama and their **need for** creative activities. They put in a **request for** some tunnel-digging equipment for a play about coalminers. They knew that the governor felt **sympathy for** his prisoners and wanted a good **relationship with** them, but they weren't surprised when he said no. But later, when the prisoners mentioned the **importance of** physical fitness, the governor agreed to let them use a trampoline. Their **skill at** trampolining was put to good use when six prisoners bounced over the prison wall and escaped.*

Some nouns can have a preposition after them, e.g. **way of, answer to, interest in.**

The preposition often has a phrase with a noun after it.

*the answer **to the problem** their interest **in drama*** And

the preposition can sometimes have an ing-form after it.

*a way **of escaping** their skill **at trampolining***

B Noun + preposition

Here are some more examples.

*your **ability in** maths*

*an **example of** this*

*your **opinion of** the*

*film a cheap **alternative to** leather*

*some **experience of***

selling

*the **price of** food*

*an **attack on** the government*

*an **expert on** computers*

*the **reason for** the delay*

*my **attitude to/towards** him*

*no **hope of** winning*

***respect for** the*

*environment a **belief in** God*

*an **invitation to** a party*

*a **student of** chemistry*

*the **cause of** the accident*

*some **knowledge of** Italian*

*a **substitute for** meat*

*the **cost of** living*

*a **lack of** money*

***success at** golf/in my*

*search some **damage to** the car*

*something the **matter with** you*

*a **tax on** alcohol*

*a **difficulty over/with** visas*

*a new **method of** storing data*

*having **trouble with** my teeth*

C Connection, difference; increase, reduction, etc

One thing has a link with another.

*a **connection with** another crime*

*Matthew's **relationship with** Emma*

*the **contrast with** yesterday's weather*

There is a link between two things.

*a **connection between** the two crimes*

*the **relationship between** Matthew and Emma*

*the **contrast/difference between** town*

and country

Look at these words for increases and decreases. We use **in** before the thing that is increasing or decreasing and **of** before the amount of the increase or decrease.

*an **increase/rise in** the price*

*an **increase/rise of** £10*

*a **reduction/fall in** the number of unemployed*

*a **reduction/fall of** 3%*

D Need, wish, etc

Nouns meaning 'need', 'wish' or 'request' can have **for** after them.

*There's a **need for** more houses. There was no **demand for** the product.*

Here are some examples: **appetite for, application for, demand for, desire for, need for, order for, preference for, request for, taste for, wish for**

Exercises

1 Noun + preposition (A-B)

Complete the conversation. Put in *at, in* or *of*.

Daniel: What's the job you've applied for?

Vicky: It's with a travel company. But the advert says that you need some experience (►) *of* work in tourism. I haven't got that. And I don't think my knowledge (1) ... foreign languages will

be good enough. I'm having no success at all (2)my attempts to get a job.

Daniel: What about your interest (3) computers? And your skill (4)typing? That's the sort of thing employers are looking for.

2 Noun + preposition (A-B)

Complete the sentences. Use a preposition after these nouns:

answer, cause, damage, difficulty, invitation, matter, tax, way

► I've had an *invitation to* Laura's barbecue.

1 The accident caused some the car.

2 I'm trying to think of the best getting this piano upstairs.

3 I can't think of an the problem, I'm afraid.

4 The the accident is still unknown.

5 The government has introduced a new luxury goods.

6 Unfortunately there was some the arrangements.

7 The television won't come on. What's the it?

3 Noun + preposition (B-C)

Complete the advertisement for a supermarket. Put in *between, for, in, of or with*.

Why not shop at Greenway Supermarket? You'll find the cost (►) *of your* weekly shopping is much lower. There's quite a contrast (1) other stores. Here's one example

(2) this: from today many of our products have a price reduction

(3) five per cent! But this is not the only reason (4) Greenway's success. We're proud of our good relationship (5) our customers. We believe there is simply no substitute (6) quality. And there is no lack

(7) choice at Greenway. That's the difference (8) Greenway and ordinary stores.

4 Noun + preposition (A-D)

What are they saying? Read about each situation and complete the sentence.

► A motorist has rung the garage and requested a breakdown truck. Mechanic: I've just had a *request for a breakdown truck*.

1 Claude can answer all the quiz questions.

Claude: I can tell you the

2 Matthew doesn't know any French.

Matthew: Unfortunately I have no

3 The Prime Minister greatly desires progress.

Prime Minister: I have a great

4 Vicky thinks the two colours are the same.

Vicky: I can't see any.....

5 Most people say they prefer Zedco products.

Zedco: Most people express a

Adjective + preposition, e.g. proud of

A Introduction

Matthew: *Why are you **angry with** me, Emma?*

Emma: *I'm **tired of** talking to myself. You never listen. I get **annoyed at** the way you behave.*

Matthew: *Sorry, but I have to go now or I'll be **late for** the basketball game.*

Emma: *You aren't **interested in** us, are you? You never worry about our relationship, do you?*

Some adjectives can have a preposition after them, e.g. **angry with, tired of, late for.**

The preposition often has a phrase with a noun or pronoun after it.

*annoyed **at the way** you behave late **for the game** angry **with me***

The preposition can sometimes have an ing-form after it.

*tired **of talking** to myself*

B Feelings

Here are some examples of adjective + preposition which are to do with feelings.

***afraid of** the dark
amazed at/by the changes
ashamed of myself
bored with doing nothing*

***disappointed with/about** the
poor figures
eager for action*

***excited about** the holiday
fed up with waiting
fond of my sister
happy about/with the*

*arrangements
keen on sport
nervous of flying*

***proud of** our work
satisfied with the result
shocked at/by the violence
surprised at/by the
reaction
tired of housework
worried about money*

Compare these examples.

*I'm **sorry about** the mistake.*

*We were **angry at/about** the delay.*

*We were **annoyed at/about** the delay.*

*I was **pleased about** winning.*

*Vicky is **anxious about** her exam.*

*I feel **sorry for** poor Melanie.*

*Sarah was **angry with** Henry.*

*Emma was **annoyed with** Matthew.*

*The winner was **pleased with** himself.*

*People are **anxious for** news.*

C Good, bad, etc

To talk about a person's ability, we use **good at, bad at**, etc.

***good at** tennis **brilliant at** crosswords **bad at** games **hopeless at** cooking*

To talk about whether something makes you healthy or ill, we use **good for** and **bad for**.

*Oranges are **good for** you. Smoking is **bad for** you.* For behaviour towards another person, we use **good to, kind to, nice to, polite to** and **rude to**.

*My friends have been **good to** me. You were very **rude to** the waitress.*

D Other adjectives

Here are some more expressions with other adjectives.

***accustomed to** the noise*

***aware of** the facts*

***capable of** looking after myself*

***different from** our usual route*

(see page 381)

***famous for** her film roles*

***fit for** work*

***full of** water*

***guilty of** murder*

***involved in** a project*

***prepared for** action*

***ready for** the big day*

***responsible for** running a
business*

***safe from** attack*

***the same as** before*

***similar to** my idea*

***typical of** David*

***used to** the traffic*

Exercises

1 Feelings (A-B)

Say what these people's feelings are. Use the adjectives in brackets and a preposition.

► The children are leaving on a trip to the zoo. (excited) They're *excited about the trip to the zoo.*

1 Vicky doesn't like the dark, (afraid)

She's

2 Nick was watching a video, but he's going to switch it off. (bored)

He's

3 Emma is reading about computers, (interested)

She's

4 Mark has just heard some news that he didn't expect, (surprised)

He's

5 United have won a victory, (proud)

They're

6 Olivia's children are being very silly, (annoyed)

She's

7 The Zedco staff don't think their pay increase is big enough, (not satisfied)

.....

2 Good, bad, etc (C)

Complete the conversation. Put in *at, for* or *to*.

Sarah: You were very rude (►) *to* Henry when you said he needs to lose weight.

Claire: Well, it's true. Exercise would be good (1) him. He started jogging and then gave it up.

Sarah: Yes, but we can't all be good (2) taking physical exercise.

Claire: Anyone can do a bit of jogging. You don't have to be brilliant (3) it.

And eating so much must be bad (4) you.

Sarah: Well, you could have been more polite.

Claire: Sorry. I'm not very good (5) saying the right thing.

I'll try to be nice (6) him next time I see him.

3 Other adjectives (A, D)

Complete these paragraphs from a letter Emma has received from her brother. Use these adjectives and put a preposition after each one: *aware, different, famous, full, interested, late, ready, responsible, similar, used*

Everything was strange here at first because this new job is (►) *different from* any I've had before. But I've got (►) *used to* it now, and I'm really enjoying it. I'm mainly (1) controlling the costs of the project. The work is quite hard, and I must say I feel (2) a holiday. The company expect people to do overtime. I wasn't (3) that before I arrived because they hadn't told me at the interview, but I don't mind.

I've got a nice flat, which is very (4) the one I had in London.

The only difference is that my flat here is (5) horrible old furniture.

I keep falling over it! I live right by the harbour. It's a pity

I've never been (6) boats, because this is a good place for sailing.

The noise of the motor boats wakes me up every morning, so I'm never

(7) work. The area is (8) its seafood, which is great, because I love eating fish, as you know.

Prepositional Verbs, e.g. wait for

A Introduction

A prepositional verb is a verb + preposition.

*I'm **waiting for** you. The dog **belongs to** our neighbours.*

The preposition always goes before the object.

NOT ~~*I'm waiting you for.*~~ In questions the preposition usually goes at the end of the sentence (see Unit 38).

*Who are you waiting **for**?*

Some verbs can go with a number of different prepositions.

*I'm **looking at** these photos. They're really good. I'm **looking for** my ticket. I can't find it anywhere.*

*I'm **looking after** the children while their parents are out. The police are **looking into** the matter.*

B Some common prepositional verbs

Here are some more examples.

*Yes, I **agree with** you. Tom's neighbours **apologized for** the noise. I **approve of** the new scheme. I think it's a good idea.*

*Have you **applied for** the job? The patient **asked for** a glass of water. Do you **believe in** God? I'm sorry, but I don't **care about** your problems. Lots of people **care for** elderly relatives. (= look after)*

*I ~~didn't~~ **care for** the film. (= like) Please **concentrate on** your work. The US **consists of** fifty states. I can **deal with** any enquiries.*

*Claire finally **decided on** a holiday in Turkey.*

*Whether we go out will **depend on** the weather. I **feel like** a drink. (= want)*

*Everyone **laughed at** the joke. I was **listening to** the radio.*

*Did you **pay for** the coffee? You can't **rely on** the weather forecast. I'll **see to** the matter at once. Vicky*

***suffers from** headaches.*

We do not normally use a preposition after these verbs:

answer, approach, control, demand, enter, expect, leave, reach, request

*The President is **entering** the building, NOT ~~He is entering into the building.~~*

C About, of and to

We can use **about** after many verbs. Here are some of them:

ask, complain, dream, enquire, hear, know, learn, protest, speak, talk, think, wonder

*Did you **hear about** the accident? Mark was **talking about** golf.*

We do not use about after discuss.

We ~~discussed~~ the problem, NOT ~~We discussed about the problem.~~

Note the meaning of **dream of, hear of and think of.**

*I'd never tell you a lie. I wouldn't **dream of** it.*

*Who's Ron Mason? ~ I don't know. I've never **heard of** him. Did you like the play? What did you **think of** it?*

We can apologize to, complain to, talk to and write to a person.

*I'm **writing to** my sister. We **talked to** Natasha about classical music.*

We do not use to after phone.

*I'm **phoning** the office, NOT ~~I'm phoning to the office.~~*

Exercises

1 Prepositions with **look** (A)

Complete the conversation between Laura and her friend Olivia. Put in *after*, *at*, *far* and *into*.

Laura: Did you say you were looking (►) for an au pair?

Olivia: Yes, I was just looking (1)this advertisement.

We need someone to look (2)our children.

Laura: Do you have to pay an au pair?

Olivia: I'm not sure. I'll have to look (3)how it all works.

2 Some common prepositional verbs (B)

This is part of a letter that Melanie has received from an old friend. Put in these verbs and add a preposition after each one: *agree*, *applied*, *ask*, *care*, *caring*, *concentrate*, *decided*, *pay*, *suffering*

I'm working in a hospital now. I (►) *applied* for a nurse's job last July and started in August. I don't earn much money, and I even had to (1) my uniform out of my own money.

Perhaps I

should (2) a pay rise. But I don't really (3)the money. The work is the important thing. Of course it's very hard work (4)the patients, and at the moment I'm (5)backache. But I knew it would be like this when I

(6) a career in nursing. I just try to forget all the problems and

(7) the job. I think it's a worthwhile thing to do, and I'm sure you

(8) me.

3 Some common prepositional verbs (B)

Put in the verbs and add a preposition if necessary.

Mark and Sarah had accepted an invitation to Mike and Harriet's party. Sarah had to stay late at work to (►) *see to* (see) one or two things. Her boss really (1) (relies) her.

It's usually Sarah who (2) (deals) all the little problems.

Sarah didn't really (3) (feel) going to a party but thought she ought to keep Mark company. She decided to go straight to the party instead of going home first.

She (4) (reached) the house just after nine. Mark was sitting in his car outside waiting for her. He was (5) (listening) the radio. Sarah (6) (apologized)

being late. At the party Mark talked to a strange woman who (7) (believed) ghosts.

Sarah met a man who kept (8) (laughing) his own jokes. She managed to get away from him but couldn't avoid a woman who wanted to (9) (discuss) house prices.

Mark and Sarah (10) (left) the party early and drove home feeling exhausted.

4 About, of and to (C)

Complete the conversation. Put in *about*, *of* or *to*.

David: Did you hear about my experience at the Quick Burger cafe? Harriet: No. And I've never heard (►) of the Quick Burger cafe.

David: Oh, it's near the station. I was just talking (1)Melanie about it. They took at least twenty minutes to bring me a burger. I don't call that quick. I complained (2) the waitress, and she poured a can of cola over me.

Harriet: Really? She must have had a bad day.

David: The manager wasn't there, so I've written (3) him to complain (4)the service. It was terrible. I wouldn't go there if I were you.

Harriet: I wouldn't dream (5) going there. I hate those burger places.

Verb + object + preposition

A Introduction

We can use some verbs in the structure: verb + object + preposition.

	VERB	OBJECT	PREPOSITION	
People	admired	Cleopatra	for	her
beauty.	The trees	protect		the
garden	from	the wind.		

In the passive, the preposition comes after the verb.

*Cleopatra was **admired for** her beauty. The garden is **protected from** the wind.*

B Verb + object + preposition

Here are some more examples.

*Tom **accused** Nick **of** cheating at cards. Can I **add** something **to** your list? You should never **aim/point** a gun **at** someone.*

*The player was **arrested/punished for** hitting an opponent. Let's **ask** someone **for** directions. The passengers **blamed/criticized** the airline **for** the delay.*

*I'll have to **borrow** the money **from** my parents.*

*If you **compare** these figures **with/to** last year, you can see the improvement. I **congratulated** Andrew **on** his excellent exam results.*

*Melanie **cut/divided/split** the pudding **into** four portions. The cameras **discourage/prevent** motorists **from** speeding.*

*You should **insure** your camera **against** theft. It might get stolen.*

*Harriet has **invited** us **to** a party. I **prefer** hot weather **to** cold. I hate the cold.*

*The hotel **provided/supplied** us **with** a packed lunch. Most people **regard** Picasso **as** a great artist. The two men **robbed** the woman **of** her savings. They **stole** £2,000 **from** her.*

*The restaurant was full. We **shared** a table **with** a young Swedish couple. Mike doesn't **spend** much money **on** clothes.*

*Zedco **suspected** one of their managers **of** selling commercial secrets.*

*Don't forget to **thank** Tom **for** his help. Victor **translated** the letter **into** English.*

C About, of and to

We can use **about** with **tell** and **ask**.

*Did I **tell** you **about** my operation? **Ask** your travel agent **about** cheap flights.*

With **inform** we can use **about** or **of**.

*You should **inform** everyone **about/of** the decision.*

Look at these examples with **warn**.

*A sign **warned** motorists **about/of** the danger, (warn **of/about** a danger)*

*A sign **warned** motorists **about** the hole in the road, (warn **about** something that might be dangerous) With **remind**, there is a difference in meaning between **about** and **of**.*

*Emma **reminded** me **about** my appointment. (= Emma told me not to forget.)*

*Emma **reminds** me **of** my sister.* (= Emma is like my sister.)

We can write, describe or explain something to a person.

*I've **written** several letters **to** the company. The woman **described** her attacker **to** the police.*

Exercises

1 Verb + object + preposition (B)

This is a sports commentary at the Olympic Games.

Put in the correct prepositions, e.g. *for*, *from*.

So Australia's Steve Brearley wins the gold medal ahead of Germany's Klaus Schliemann and Ivan Podorosky of Bulgaria. They're just congratulating Brearley (►) *on* his victory. His speed over the first kilometre split the runners (1) two groups, and in the end it was a race between the three

leaders. Brearley prevented Schliemann (2)... overtaking him in a sprint finish. I've always regarded Brearley (3)... a great athlete, and look how well he's done today. I would even compare him (4)... the great Emil Kristo himself. There's no doubt now that Brearley will be invited (5)..... Oslo for the next World Championships. So the Australian runner adds another medal (6)..... his collection. And Australia are doing really well in the medals table. In fact, they share second place (7)... the United States.

2 Verb + object + preposition (B)

People are saying some surprising things.

Complete the replies using a verb + object + preposition.

► Andrew: I've bought a lot of books. I've spent £300. Emma: What? Have you really *spent* £300 *on* books ?

1 Jessica: I don't like wine. I prefer water.

Daniel: I don't believe that. Do you really.....

2 Melanie: You heard about David's accident. Well, he's blaming

Tom. Rita: But why? Why is he

.....

3 Henry: I gave Claire a present, but she didn't thank me.

Sarah: Did you say she didn't

4 Tom: The police say it's murder. They're accusing the head teacher.

Rita: What evidence do they have? How can they

3 Vicky: We had no towels. The hotel didn't provide them.

Rachel: Really? Why didn't they.....

6 Natasha: It's my sister's wedding today, but she didn't invite me.

Emma: What! Do you mean she didn't.....

7 Nick: The team won a great victory, but no one congratulated them.

Trevor: Oh? And why didn't anyone.....

8 David: A man pointed a gun. Melanie was terrified.

Harriet: You mean someone.....

13 About, of and to (C)

Put in *about*, *of* or *to*.

► The interviewer asked Mrs Miles *about* her parachute jump.

1 I've told the police people throwing stones at our windows.

2 That man over there reminds me someone I know.

3 The man explained.....the court that he had some personal problems.

4 Vicky is writing a letter.....her friends in Toronto.

5 There was a poster warning young people the dangers of drugs.

6 Melanie had to remind Nick the money he owed her.

7 We would like to inform our customers a number of improvements in the service we offer.

Phrasal verbs (1)

A Introduction

A phrasal verb is a verb + adverb, e.g. **come in, sit down, take off**. There are very many phrasal verbs in English.

Here are some adverbs which are used in phrasal verbs: **about, along, around, away, back, behind, by, down, forward, in, off, on, out, over, round, through, up**

Some of these words can also be prepositions. For prepositional verbs see Unit 126.



B Understanding phrasal verbs

Some phrasal verbs are easy to understand.

*Tom asked Melanie to **come in**. The man in front **turned round** and stared at me.*
The meanings are clear if you know the words **come, in, turn** and **round**.

But many phrasal verbs are idiomatic. The verb + adverb has a special meaning. *Fortunately the plan **came off**.* (= succeeded) *Why did you **turn down** such a good offer?* (= refuse) *I can't **make out** if it's a man or a woman over there.* (= see clearly)

Sometimes a phrasal verb has the same meaning as a one-word verb.

<i>find out</i> — discover	<i>leave out</i> — omit	<i>send out</i> — distribute
<i>go back</i> = return	<i>make up</i> = invent (a story)	<i>throw away</i> = discard
<i>go on</i> = continue	<i>put off</i> — postpone	<i>turn up</i> — arrive

The phrasal verb is usually more informal than the one-word verb.

C Word order with phrasal verbs

When a phrasal verb has an object, the object can go either before or after the adverb.

	VERB	OBJECT	ADVERB		VERB	ADVERB	OBJECT
<i>Melanie</i>	took	<i>her coat</i>	off.	OR	<i>Melanie</i>	took off	<i>her coat.</i>
<i>I</i>	wrote	<i>the number</i>	down.	OR	<i>I</i>	wrote down	<i>the</i>
<i>number.</i>	Who	let	<i>the cat</i>	out?	OR	Who	let
		out	<i>the cat?</i>				

A long object goes after the adverb.

*The gang have **carried out a number of bank raids** in the last few months. Why don't you **try on that dress in the window**?*

A pronoun (e.g. **it, them**) always goes before the adverb. *Melanie felt hot in her coat, so she **took it off**.*

NOT ~~She too~~ off it.

*There have been a number of raids. The police know who **carried them out**.*

NOT ~~The police know who carried out them.~~

Exercises

1 Understanding phrasal verbs (A-B)

Work out the meaning of these phrasal verbs and put them in the right sentences:

come back, come in, cut out, fall over, get on, give away, go away, let in, lie down, pay back, stay in, take back

(Use a dictionary if you need to.)

? Hello. Nice to see you. *Come in* and sit down.

? I didn't have a key, but luckily someone was there to *let me in*.

1 Can't we go out somewhere? I don't want to..... all evening.

2 Could you lend me ten pounds? I'll.....you on Friday.

3 The pavement is very icy. Be careful you don't

4 I was feeling so tired I had to..... on the bed for a while.

5 There was an article in the newspaper that I wanted toand keep.

6 Mark's gone out, and I don't know when he's going to

7 The driver unlocked the coach so that the passengers were able to

8 I'll have to these books to the library.

9 Your brother was being a nuisance, so I told him to.....

10 In order to get publicity, the company decided to some of the new sweets free to children.

2 One-word verb and phrasal verb (B)

Put in a phrasal verb that means the same as the verb in brackets. Use the correct form of the phrasal verb. Rachel: I've (►) *found out* (discovered) what the problem is with the exam.

Vicky: Oh, good. Tell me.

Rachel: When they printed the papers, they (1).....(omitted) a page. No one noticed until the papers had all been (2) (distributed).

Now they'll have to (3).....(discard) all the papers and (4) (postpone) the exam.

Vicky: Are you sure you haven't (5) (invented) this whole story?

Rachel: It's true, I tell you. And isn't it good news?

Vicky: I don't know about that. It means we'll have to (6) (continue) revising.

1 Word order with phrasal verbs (C)

Complete the sentences by putting in the phrasal verbs. Some of the spaces you have to leave empty. Sometimes more than one answer is correct.

? The sweater was full of holes, so I *threw it away* (threw away).

? *I've put up* (put up) that picture we bought last week.

1 There's always litter here. No one ever it (pickup).

2 It's quite cold now. I think I'llmy coat.....(put on).

3 I haven't heard from Rita lately. I might..... her (ring up).

4 Daniel has to go into college to..... his project (hand in).

5 I can't remember the address. I wish I'd..... it(writedown).

6 Nick is trying to all the money he's just lost (win back).

7 I'm not going to have time to..... these dishes (wash up).

8 If you don't know the number, you can It(look up) in the phone book.

9 There was an accident which..... all the traffic coming into town (held up).

10 The words 'expect' and 'except' are so similar that I keep..... them.....(mix up).

Phrasal verbs (2)

A Everyday situations

Here are some phrasal verbs in everyday situations.

Come on, we're going now. Trevor **dug up** an old coin in the garden. You have to **fill in** your name and address. How did you **get on** in the test? I usually **get up** late on Sundays. I'm **going out** for the evening.

Melanie poured tea for the guests and **handed** the cakes **round**. **Hurry up**. We haven't got much time. David hit his head on a lamppost and **knocked** himself **out**. Mark **picked up** the cassette and put it in the player. You have to **plug** the machine **in** first. I'm going to **throw** these old clothes **away**. We were too tired to **wash up** after the meal. Sarah **woke up** suddenly in the night.



B Phrasal verbs and one-word verbs

Here are some phrasal verbs with the same meaning as a one-word verb (see also Unit 128B). They're going to **bring in** a new law against drinking and driving. (= introduce) How did the argument **come about**? (= happen) Emma isn't speaking to Matthew. They've **fallen out**. (= quarrelled) We've **fixed up** a meeting for next Tuesday. (= arranged) Trevor **gave up** playing football years ago. (= stopped) / had a pain in my arm, but it's **gone away**. (= disappeared) We heard the bomb **go off** five miles away. (= explode) The traffic was **held up** by road works. (= delayed) The United Nations was **set up** to settle conflicts peacefully. (= established) I'm trying to **work out** how much money I've spent. (= calculate)

C Business situations

Here are some examples of phrasal verbs in business situations.

If we're spending too much money, we'll have to **cut back**. (= spend less)
Our lawyers will **draw up** a new contract. (= write)
We mustn't **fall behind** in the race to develop new products. (= be slower than others)
The two sides were close to an agreement, but it **fell through**. (= didn't happen)
The company **fought off** a takeover by ICM Computers. (= managed to stop)
/ tried to ring Santiago, but I couldn't **get through**. (= make contact)
The company has **laid off** two hundred workers because of a lack of new orders. The computer will **print out** the details.
The consultants **put forward** a proposal to reorganize the company. (= suggested)
I'll get the information for you. Can I **ring** you **back** in half an hour? (= phone again)
Sarah paid a visit to the client to try to **sort out** the difficulties. (= put right)
The company boss has **stepped down** after ten years in charge. (= left the job)
We are **taking on** the challenge of expanding overseas. (= accepting)
Large companies sometimes **take over** smaller ones. (= take control of)

Exercises

1 Phrasal verbs in everyday situations (A)

Look at the pictures and say what is happening.

Use these phrasal verbs: *dig up, pick up, plug in, throw away, wash up*

Use these objects: *the armchair, litter, the plates, the road, the television*



► *They're throwing the armchair away.*

1. 3
2. 4

Phrasal verbs and one-word verbs (B)

Rewrite the sentences replacing each underlined verb with a phrasal verb.

► We're trying to arrange a holiday together. We're *trying to fix up a holiday together*. Nick says he's stopped smoking.

- 1 How did the accident happen?
- 2 I think Matthew and Emma have quarrelled.
- i The problem isn't going to just disappear.
- 5 The government is introducing a new tax on computers.
- 6 Zedco want to establish a new sales office in Germany.

Business situations (C)

Complete the news article about Zedco. Put in these words: *fallen behind, fell through, fight off, laying off, put forward, sort out, step down, taking over, taken on*

Zedco Chief Executive Barry Douglas has (►) *put forward* a new plan designed to (1)the company's problems. It is only twelve months since Zedco tried to strengthen its position by (2) Alpha Plastics. But the deal (3), and Alpha managed to (4).....Zedco's attempts to take control. Since then Zedco has performed poorly and has (5).....in the race for market share. Managing Director James Ironside has had to (6)....., and Barry Douglas has (7).....the task of rescuing the company. There are fears that the new plan will mean (8)staff in order to reduce expenditure.

Phrasal verbs (3)

A Introduction



Here **up** has the sense of 'increasing', and **on** has the sense of 'connected'.

B Adverb meanings

Look at these adverbs and their meanings.

Remember that an adverb can have a number of different meanings.

down = becoming less

turn down the music

bring down the cost of living

down = completely to the ground

minute knock a house down

disappearing *cut down a tree*

down = stopping completely

mistake the car broke down

candle

a factory closing down

down = on paper

copy down the words

write down the message

note down the details

off = away, departing

set off on a journey

jump in the car and drive off

see Emma off at the station

the plane took off

finish

the pain is wearing off

off = disconnected

over switch off the heater

cut off our electricity

the caller rang off

on = connected

switch on the kettle

turn on the TV

leave the lights on all night

on = wearing

put a coat on

try the sweater on

on = continuing

carry on working

drive on a bit further

hang on/hold on a

out = away,

wash out the dirt

cross out a

blow out the

out = to different people

hand out free tickets

share out the winnings

out = aloud

read out the article

call out anxiously

out = from start to finish

write out the whole list

work out the answer

over = from start to

check your work over

think the problem

up = increasing

prices are going up

put up taxes

speak up so we can hear

up = completely

eat up these chocolates

fill up with petrol

count up the money

tear up the paper

Exercises

i Adverb meanings (B)

Look back at B and then write the meaning of the underlined words in these sentences.

► I must get these ideas down in writing. *on paper*

- 1 Daniel finished all the cake up.
- 2 I'm writing in pencil so I can rub out my mistakes.
- 3 Vicky didn't answer. She just went on reading.
- 4 I'll just read over what I've written.
- 5 A woman in the audience shouted something out.
- 6 The water was turned off for about an hour today.
- 7 Nick's aggressive manner frightens people off.
- 8 The company wants to keep its costs down.
- 9 The embassy was burnt down by terrorists.
- 10 Someone will have to type all these figures out.
- 11 Social workers were giving out soup to the hungry.
- 12 *Luckily Zedco's sales* figures are moving up again.
- 13 The man was tall and dark. He had a blue jacket on.
- 14 Business is so bad that many firms have shut down.

2 Adverb meanings (B)

Put in the correct adverb.

- Melanie: Everything is so expensive. Prices seem to be going *up* all the time. David: Yes, and the government is supposed to be bringing inflation *down*.
- 1 Laura: You shouldn't leave the television....all night.
Trevor: Sorry, I forgot. I usually turn it
 - 2 Vicky: I've written the wrong word here. Rachel: Well, rub it
Vicky: I can't. It's in biro. I'll have to write the whole thing again.
 - 3 Sarah: They're going to pull.....this beautiful old building.
Mark: I know. Some protesters were handing.... leaflets about it.
 - 4 Emma: Hold..... a minute. I thought I heard someone call
Matthew: I think you must have imagined it.

3 Adverb meanings (B)

What are they saying? Put in the phrasal verbs.



► I'm afraid the car has *broken down*

- 1 Why don't you..... this coat?3 I can't hear. Please

2 Look, the plane is

4 We're just..... on holiday.

Verb + adverb + preposition

A Simple meanings

Look at these examples.

	VERB	ADVERB	PREPOSITION	
So you've	come	in	from	<i>the cold.</i>
The old man	fell	down	on	<i>the pavement.</i>
I couldn't	get	through	to	<i>directory enquiries.</i>
David decided to	get	up	onto	<i>the roof.</i>
It was nice to	go	out	into	<i>the fresh air.</i>
We	look	out	over	<i>the sea.</i>
Everyone	looked	up	at	<i>the aeroplane.</i>
Vicky	ran	away	from	<i>the fire.</i>

B Idiomatic meanings

A verb + adverb + preposition often has a special, idiomatic meaning which isn't clear from the individual words. Look at these examples.

*Tom often **calls in on/drops in on** us without warning. (= pays short visits)*

*You go on ahead. I'll soon **catch up with** you. (= reach the same place as)*

*The police are going to **clamp down on** drug dealers. (= take strong action against)*

*I'm afraid we've **come up against** another difficulty. (= be stopped by)*

*Did Claire's trip **come up to/live up to** her expectations? (= Was it as good as she expected?)*

*The country is **crying out for** a new leader. (= in great need of)*

*We need to **cut hack on** our spending. (= reduce)*

*I'm trying to lose weight. I have to **cut down on** puddings. (= reduce)*

*They should **do away with** these useless traditions. (= abolish)*

*You've got to **face up to** your responsibilities. You can't just ignore them. {- not avoid)*

*If plan A doesn't work, we've got plan B to **fall back on**. (= use if necessary)*

*I'm tired, Mark. I don't really **feel up to** going out. (= have enough energy for)*

*We can't go on holiday together if your dates don't **fit in with** mine. (= go together with)*

*The thief managed to **get away with** about £2,000 in cash. (= steal and take away)*

*The goods are damaged. We'll have to **get on to** our suppliers. (= contact)*

*You haven't packed your suitcase yet. You'd better **get on with** it. (= start, continue)*

*Mark doesn't really **get on with** Alan. They're always arguing. (= have a good relationship with)*

*I have lots of little jobs to do, but I can never **get round to** actually doing them. (= find the right time for)*

*I can't make a promise and then **go back on** it, can I? (= break, fail to keep)*

*Matthew has decided to **go in for** the ten-mile 'Fun Run' this year. (= enter, compete in)*

*Most of the audience had left in the interval, but the actors decided to **go on with** the show. (= continue)*

*If you **hold on to** the rope, you'll be perfectly safe. (= keep your hands around)*

*Daniel was walking so fast I couldn't **keep up with** him. (= go as fast as)*

*I'm **looking forward to** the trip. (= thinking ahead with pleasure about)*

*If you're going barefoot, **look out for/watch out for** broken glass. (= be careful about)*

*I got some money from the insurance company, but nothing could **make up for***

*losing my wedding ring. (= compensate for) I'm not going to **put up***

***with** this nonsense. (= tolerate) We've **run out of** milk, I'm*

*afraid. (= We have none left.) Are you going to **send away for***

your free gift? (= write to ask for)

Exercises

1 Simple meanings (A)

Put in these words: *away from, down on, in from, out into, through to, up at, up onto*

► To reach the light bulb, Trevor had to get *up onto* the table.

- 1 Nick hurt himself when he was skating. He fell the ice.
- 2 It was a very long tunnel, but we finally came the sunshine.
- 3 Wondering if it was going to rain, Vicky looked..... the clouds.
- 4 People were running..... the gunman as fast as they could.
- 5 I'm trying to phone my secretary, but I can't get..... the office.
- 6 When I've comethe cold, I just want to sit by the fire.

2 Idiomatic meanings (B)

Put in a verb + adverb + preposition which means the same as the expression in brackets.

► I'm afraid this product doesn't *live up to* (be as good as) the claims made in the advertisement.

- 1 I'll just call at the garage. I don't want to (have none left) petrol.
- 2 If you want a catalogue, I'll.....(write to ask for) one.
- 3 We'd better (be careful about) sheep in the road.
- 4 I(think ahead with pleasure about) seeing you again soon, Emma.
- 5 The teacher was dictating so fast we couldn't.....(go as fast as) her.
- 6 Why should we have to(tolerate) this awful noise?
- 7 It's half past twelve. I'd better.....(start) making lunch.
- 8 Do you think the committee will (change) their earlier decision?
- 9 There was a problem with the cheque, so I decided to (contact) my bank immediately.
- 10 I always like to(enter) quiz competitions.
- 11 I'm trying to.....(reduce) the amount of coffee I drink.
- 12 I might lose my job. And I haven't got any savings to (use if necessary).
- 13 I've been meaning to reply to Rachel's letter, but I haven't managed to.....(find the right time for) it yet.
- 14 An apology alone cannot (compensate for) all the inconvenience.

] Idiomatic meanings (B)

What might you say in these situations? Use the words in brackets.

► You're tired. You can't go jogging, (don't feel up)
I don't feel up to jogging.

- 1 You like Melanie. The two of you are very friendly. (I get)
- 2 You might go and see David. It would be a short visit, (might drop)
- 3 You don't mind what you do. You'll do the same as everyone else. (I'll fit)
- 4 You are too slow. Matthew is too far ahead of you. (can't catch up)
- 5 The sunny weather is nice. Last week was terrible, (is making up)

Direct Speech and Reported Speech

Direct speech

Look at these examples of direct speech.

Trevor: I'm tired.

Wasn't it Greta Garbo who said, 'I want to be alone'?

'But I don't love you, Henry,' replied Claire.

We can show that words are direct speech by putting them in quotation marks (""). See page 373. Sometimes the words are put after the speaker's name, in the script of a play or film, for example. In a picture we can put the words in a speech bubble.



B Reported speech

In reported speech we give the meaning of what was said rather than the exact words.

Trevor says he's tired.

Wasn't it Greta Garbo who said that she wanted to be alone?

Claire replied that she didn't love Henry.

The actress Melissa Livingstone and supermarket owner Ron Mason have announced that they are getting married next month. Melissa is sure they will be happy together, she told reporters.

In reported speech we often change the actual words, e.g. *'I'm tired'* —> **he's tired**. Sometimes the verb tense changes, e.g. *I want* —> *she wanted* (see Unit 134).

In reporting we use verbs such as announce, answer, explain, mention, promise, reply, say, suggest, tell, warn. The most common of these are say and **tell** (see C). We can also report thoughts. *We think the meal was expensive.* *Nick knew Rita wanted to be with someone else.*

When we report statements, we often use **that**, but we can sometimes leave it out.

You promised (that) you wouldn't be late. *Sarah was saying (that) there's a problem.*

C Tell or say?

TELL

We use **tell** if we want to mention the hearer (the person spoken to).

Sarah's boss told her she could leave early.

NOT ~~*Sarah's boss told she could leave early.*~~

Daniel tells me he's ready. We use **tell** without an indirect object (e.g. **her, me**) only in the expressions **tell a story**, **tell the truth** and **tell a lie**.

SAY

When we do not mention the hearer, we use say.

Sarah's boss said she could leave early.

NOT ~~*Sarah's boss said her she could leave early.*~~ *Daniel says he's ready.*

We sometimes use **to** after say, especially when the words are not reported.

The boss wanted to say something to Sarah. What did Matthew say to you?

Exercises

1 Reported speech (B)

Why are these people at the doctor's? What do they say is wrong with them?



► She says *she gets pains in her leg.*

- | | |
|-----------------|---------|
| 1 She says..... | 3 |
| 2 He says | 4 |

Reported speech (B)

Who said what? Match the words to the people and report what they said. If you can't match them, look at the answers at the bottom of the page.

- | | |
|-----------------------|---|
| ► Mrs Thatcher | a) 'All the world's a stage.' |
| 1 Stokeley Carmichael | b) 'Black is beautiful' |
| 2 Galileo | c) 'Big Brother is watching you.' |
| 3 Shakespeare | d) 'There is no such thing as society.' |
| 4 George Orwell | e) 'The earth moves round the sun.' |

► *Mrs Thatcher said that there is no such thing as society.*

- 1
- 2
- 3
- 4

Tell or say? (C)

Put in *tell* or *say*.

- ? All the experts *say* the earth is getting warmer.
- ? Did you *tell* Mark and Sarah how to find our house?
- 1 The Sales Manager is going to.....everyone about the meeting.
- 2 Vicky, why don't you just what the matter is?
- 3 They they're going to build a new Disney World here.
- 4 What did Natasha.....about her holiday plans?
- 5 Could you me the way to the train station, please?
- 6 The company should.....its employees what's going on.
- 7 You shouldn'tlies, you know, Matthew.
- 8 Did you.....anything to Melanie about the barbecue?

Reported Speech: Person, Place and Time

A Introduction



It's Friday afternoon. David is at Tom's flat. Tom has decided to have a party for all his friends.



A few minutes later Nick has arrived at the flat. Now David is reporting what Tom said. So instead of Tom's words **I'm having**, David says **he's having**.



The next day David is talking to Harriet. Now David is in a different place from where Tom first told him about the party. So instead of **here**, he says **at his flat**. And a day has passed since he first heard about it. It is now the day of the party. So instead of **tomorrow evening**, David says **this evening**.

B Changes in reported speech

Changes from direct speech to reported speech depend on changes in the situation.

We may have to make changes when we are reporting something another person has said, or when we report it in a different place or at a different time. Here are some typical changes.

Person	<i>I</i>	<i>he/she</i>
	<i>my</i>	<i>his/her</i>
Place:	<i>here</i>	<i>there, at the flat</i>
Time:	<i>now</i>	<i>then, at the time</i>
	<i>today</i>	<i>that day, on Monday, etc</i>
	<i>yesterday</i>	<i>the day before, the previous day</i>
	<i>tomorrow</i>	<i>the next/following day, on</i>
	<i>Saturday, etc</i>	<i>this week that week</i>
	<i>last week</i>	<i>the week before, the previous</i>
	<i>an hour</i>	<i>ago</i>
		<i>week an hour before/earlier</i>

Exercises

1 Changes in reported speech (A-B)

Read what each person says and then complete the sentences.

- ▶ Vicky: Daniel told me on Friday that he'd had a job interview the previous day. Daniel had a job interview on *Thursday*.
- 1 Trevor: Laura tells me I need a haircut.
..... needs a haircut.
- 2 Claire: My brother told me in 1997 that he expected to become Manager the following year. Claire's brother expected that he would become Manager in
.....
- 3 Alice: I wanted to see Mark in April, but he said he was very busy that month. Mark was very busy in
.....
- 4 Harriet: I saw Nick last week. He said he'd given up smoking the week before. Nick gave up smoking ago.

2 Changes of person (A-B)

Put in the missing words.



3 Changes of place and time (A-B)

Put in *here, that day, the day before, the next day, the week before*. ▶

- Rachel (a week ago): I'm taking my driving test tomorrow.
You (today): When I saw Rachel, she said she was taking her driving test *the next day*
- 1 Emma (two days ago): I've only had this new computer since yesterday. You (today): Emma said she'd only had the new computer since
- 2 Matthew (a week ago): I'm meeting a friend at the station later today.
You (today): Matthew said he was meeting a friend at the station later
- 3 Mark (in the street): I'll see you in the office.
You (in the office): Mark said he would see me
- 4 Sarah (a month ago): The conference was last week.
You (today): Sarah told me the conference had taken place

Reported Speech: the tense change

A When do we change the tense?

After a past-tense verb (e.g. said), there is often a tense change.

*'It really **is** cold today.'* —> *Vicky said it **was** cold.*

If the statement is still up to date when we report it, then we have a choice.

We can either leave the tense the same, or we can change it.

*You said you **like/liked** chocolate. Claire told me her father **owns/owned** a racehorse.*

*Sarah said she's going/she **was** going to Rome in April.* We can say that Sarah is going to Rome because it is still true that she will go there.

If the statement is no longer up to date, then we change the tense.

*Claire once told me that her father **owned** a racehorse. (He may no longer own one.)*

*Sarah said she **was** going to Rome in April (Now it is May.)* Now Sarah's trip is over, so it is no longer true that she is going to Rome.

We usually change the tense if we think the statement is untrue or may be untrue.

*You said you **liked** chocolate, but you **aren't** eating any. The Prime Minister claimed that the government **had** made the right decision.*

B Is -> was, like -> liked, etc

Look at these examples of the tense change.

DIRECT SPEECH

Andrew is working.'
*'The windows **aren't** locked.'*
locked. 'I've fixed the shelves.'
'It's been raining.'
'We've got plenty of time.'
*'We **like** the flat.'*

REPORTED SPEECH

*Jessica said Andrew **was** working.*
*Mark told me the windows **weren't***
Trevor said he'd fixed the shelves.
*We noticed it **had** been raining.*
*Rachel insisted they **had** plenty of time.*
*The couple said they **liked** the flat.*

If the verb phrase is more than one word (e.g. **is** working), then the first word changes, e.g. **is** workings* **was** working, **have** fixed **had** fixed, **don't** know ~* **didn't** know.

If the verb is already in the past tense, then it can stay the same or change to the past perfect.

*'We **came** by car.'* *They said they **came/they had come** by car.*
*'Sorry. I **wasn't** listening!'* */ admitted I **wasn't listening/hadn't been** listening. If*

the verb is past perfect, it stays the same.

*'My money **had run** out'* *Daniel said his money **had run** out.*

C Modal verbs: can -> could, etc

Can, may and will change to **could, might and would**.

*'You **can** sit over there.'* *The steward said we **could** sit*
*here. 'I **may** go to Bali again.'* *Claire said she **might** go to Bali*
again. 'I'll help if you like.' *Tom said he **would** help.*

Could, might, ought to, should and **would** stay the same. But **must** can change to have **to**.

*'Sarah **would** love a holiday.'* *Mark thought Sarah **would** love a holiday.*
*'I **must** finish this report.'* *Sarah said she **must** finish/had **to** finish the report.*

Exercises

1 When do we change the tense? (A)

Put in *is* or *was*. Sometimes both are possible.

? I heard today that the house *is* for sale. I wonder who will buy it.

? I saw David yesterday. He said he *was* on his way to visit his sister.

1 This wallet is made of plastic not leather. Why did you tell me it leather?

2 We had to hurry yesterday morning. Just as we arrived at the station, we heard an announcement that the train about to leave.

3 I saw Emma just now. She said her tooth..... still aching.

4 I'm surprised Matthew lost. I thought he much better at tennis than Daniel.

5 When he spoke to reporters yesterday, Mr Douglas said that Zedco now in a much better financial position.

2 The tense change (B)

Complete the replies. The second speaker is surprised at what he or she hears.

► Matthew: Emma and I are getting married.

Rachel: Really? But you said last week *you weren't getting married*.

► Rita: I like pop music more than classical music.

Laura: I'm sure you told me *you liked classical music best*.

1 Vicky: I haven't finished my project.

Emma: Haven't you? I thought you said

! Rachel: I'm on a diet.

Natasha: But you told me

i Andrew: I enjoy parties.

Daniel: Surely I remember you saying

1 Matthew: I'm applying for the job.

Rachel: I thought you told me.....

3 The tense change (B-C)

A comedy show called 'Don't Look Now!' has just closed after five years in London's West End. Here's what the critics said when it opened five years ago.

? 'It's a marvellous show.' *The Daily Mail*

4 'You must see it.' *The Evening Standard*

? 'You'll love it.' *The Guardian*

5 'It will be a great success.' *The Telegraph*

1 'The production is brilliant.' *The Sunday Times*

6 'You might die laughing.' *The Express*

2 'I can't remember a funnier show.' *Edward Devine*

1 'It's the funniest show I've ever seen.' *Susan Proctor*

3 'It made me laugh.' *Robert Walsh*

8 'You shouldn't miss it.' *Time Out*

Now report what the critics said.

? *The Daily Mail* said it was a marvellous show.

? *The Guardian* said people would love it.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Reported Questions

A Wh-questions

We can report questions with verbs like **ask**, **wonder** or **want to know**. Look first at these wh-questions.

DIRECT QUESTION

'When did you start acting, Melissa?'
'What's the time?'
'Which way is the post office?'
'How can we find out?'
'Where can we eat?'

REPORTED QUESTION

*Guy asked Melissa **when** she started acting. I just **asked what** the time is. Someone **wants to know which** way the post office is. I was **wondering how** we can find out. They're **asking where** they can eat.*

Wh-questions have a word like **when**, **what**, **which** or **how** both in direct speech and in reported speech.

B Yes/no questions

DIRECT QUESTION

'Has the taxi arrived yet?' ~
'No, not yet' 'Can we take photos?' ~
'Yes, of course.' 'Is there a cafe nearby?' ~ *'No.'*

REPORTED QUESTION

*Someone was **wondering if/whether** the taxi has arrived yet. The visitors **want to know if/whether** they can take photos. Daniel **asked if/whether** there was a cafe nearby.*

Reported yes/no questions have **if** or **whether**.

Word order

In a reported question the subject comes before the verb, as in a statement.

*Guy asked Melissa **when she started** acting.* NOT *Guy asked Melissa ~~when did she start acting~~.* *Someone was wondering **if the taxi has** arrived yet.* NOT *Someone was wondering ~~if has the taxi arrived~~ yet.*

Asking for information

To ask politely for information, we sometimes use a reported question after a phrase like

Could you tell me ... ? or **Do you know ... ?**

***Could you tell me** what time the concert starts?*

***Do you know** if there's a public phone in the building?*

***Have you any idea** how much a taxi would cost?*

Note the word order **a taxi would cost** (see C).

The tense change: is → was, etc

In reported speech there are often changes to the tense, to pronouns and so on. This depends on changes to the situation since the words were spoken.

For details see Units 133 and 134. Here are some examples of the tense change.

'What's the problem?'

*'How much money **have** you*

got, Vicky?'

*'Does Nick **need** a lift?'* 'Can you type?'

*We asked what the problem **was**.*

*I was wondering how much money Vicky **had**.*

*Tom asked if Nick **needed** a lift. They asked me if I **could** type.*

Exercises

Reported questions (A-C)

These people are at the tourist information centre. What do they want to know?



- ? She wants to know what the most interesting sights are.
- ? He wants to know if the centre has got a town plan.
- 1
- 2
- 3
- 4

Asking for information (D)

You need information. Ask for it using *Could you tell me ... ?* or *Do you know ... ?*

- Where are the toilets? (tell) *Could you tell me where the toilets are?*
- 1 Can I park here? (know)
- 2 How long does the film last? (tell)
- 3 How often do the buses run? (know)
- 4 Are we allowed to smoke? (know)
- 5 What time is the flight? (tell)
- 6 How much does a ticket cost? (tell)

The tense change (E)

Barry Douglas, Zedco Chief Executive, is talking to a reporter about his business career.

- | | |
|---|---|
| <p>Interviewer:</p> <p>? 'Where do you live?'</p> <p>? 'Have you worked before?'</p> <p>1 'Why do you want the job?'</p> <p>2 'How did you hear about it?'</p> <p>3 'Are you fit?'</p> <p>4 'Can you work on Saturdays?'</p> <p>5 'How will you travel to work?'</p> <p>6 'Have you got a bicycle?'</p> | <p>He can still remember his first job interview after leaving school.</p> <p>Barry:</p> <p>The interviewer asked me <i>where I lived</i>. She asked me <i>if I had worked before</i>. She wanted to know I remember she asked She wondered Then she asked me She wanted to know And she asked me She also asked</p> |
|---|---|

7 'How much do you hope to earn?' And finally she asked
8 'When can you start?'

Reported Requests, Offers, etc

A Reported orders and requests

We can use the structure **tell/ask someone to do something**.

DIRECT SPEECH

'Please move this car.'

'You really must be careful!'

'Would you mind turning the music down?'
down.

REPORTED SPEECH

A policeman **told me to move** the car.

Melanie is always **telling David to be** careful.

The negative is **tell/ask someone not to do something**.

'You mustn't leave the door unlocked!'

'Please don't wear those boots in the house.'
boots in the house.

Mr Atkins **told Mark not to leave** the door

I asked you not to wear those

We can also use the structure **ask to do something**.

'Can I see your ticket, please?'

The inspector **asked to see** my ticket.

We use **ask for** when someone asks to have something.

'Can I have some brochures, please?'

I asked (the travel agent) for some brochures.

It is also possible to report an order or request like this. A policeman *told me (that) I had to move the car. We asked our neighbours if they would mind turning the music down.*

B Reported offers, suggestions, etc

We can use **agree, offer, promise, refuse** and **threaten** with a to-infinitive.

DIRECT SPEECH

'We'll pay for the damage!'

'I'll definitely finish it by the end of next week!'

REPORTED SPEECH

We **offered to pay** for the damage.

You **promised to finish** the work by the end of this week.

We can also use an object + to-infinitive after **advise, invite, remind** and **warn**.

I think you should take a taxi!

'Don't forget to ring me!'

Mark **advised us to take** a taxi.

I reminded David to ring me.

We can use an ing-form after **admit, apologize for, insist on** and **suggest**.

I really must have a rest!

'Shall we go to a nightclub?'

Emma **insisted on having** a rest.

Claire **suggested going** to a nightclub.

C Admit that, insist that, etc

We can use a clause with **that** after **admit, advise, agree, insist, promise, remind, suggest** and **warn**. Trevor **admitted (that)** he had forgotten the shopping. Claire **insisted (that)** we all went round to her flat for coffee. You **promised (that)** you would finish the work by the end of this week. I **warned** you **(that)** Nick's dog is very fierce.

Exercises

1 Tell/ask someone to do something (A)

Trevor isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.

► His mother: Can you dig my garden, please, Trevor? *His mother asked him to dig her garden.*

- 1 The doctor: You must take more exercise.
- 2 His boss: Would you mind not playing computer games in the office?
- 3 A traffic warden: You can't park your car in the High Street.
- 4 Laura: Could you put some shelves up, please, Trevor?

2 Reported offers, suggestions, etc (B)

Complete the sentences. Report what was said.



? Sarah invited *Claire to stay for lunch.*

? Tom agreed *not to talk about football.*

- 1 Matthew advised
- 2 Mike apologized
- 3 Tom suggested
- 4 Rachel reminded.....
- 5 Mr Atkins admitted
- 6 Trevor warned.....

Admit that, insist that, etc (C)

Combine each pair of sentences using *that*.

► The roads were dangerous. The police warned us.

The police warned us that the roads were dangerous.

- 1 Everything will be ready on time. The builders have promised.
- 2 We have to check the figures carefully. The boss insists.
- 3 Tom's story wasn't completely true. He's admitted it.
- i Emma's train was about to leave. Matthew reminded her.

Relative Clauses with **who**, **which** and **that**

A Introduction

Emma: / saw Natalie the other day.

Melanie: Natalie? The girl **who plays the piano**?

Emma: No, that's Natasha. Natalie is the student **who dropped out of college**, the one **who never did any studying**. She's working in Davidson's now, the shop **that sells very expensive clothes**.



The relative clauses in this conversation identify which person or thing we are talking about. The clause **who plays the piano** tells us which girl Melanie means. The clause **that sells very expensive clothes** tells us which shop Emma means.

Sometimes we can use an adjective or a phrase to identify someone or something. Adjective:

the tall girl the new student the red car

Phrase: *the man in the suit the shop on the corner the woman with red hair*

But when we need a longer explanation, we can use a relative clause.

Relative clause: *the woman who gets up early the car that broke down*

B Who, which and that

The relative pronouns **who**, **which** and **that** go after the noun and at the beginning of the relative clause.

Who refers to people.

Nick is the man who owns that enormous dog. I don't like people who tell jokes all the time. The little girl who sat next to me on the coach ate sweets the whole way.

Sarah is pretty annoyed with the person who stole her mobile phone.

We can also use **that**, but it is less usual.

Jake is the man that plays the guitar.

The woman that lived here before us is a romantic novelist.

That and **which** refer to things. **That** is more usual than **which**, especially in conversation.

The car that won the race looked very futuristic, didn't it? They've recaptured all the animals that escaped from the zoo. The children saw the actual spacecraft that landed on the moon.

Which can be a little formal.

There are several restaurants which do Sunday lunches. Is

Zedco the company which was taken over last year?

We do not use another pronoun like **he** or **it** with the relative

pronoun. NOT ~~the man who he owns that enormous dog~~ NOT ~~the actual spacecraft that it landed on the moon~~

In all these sentences **who**, **which** and **that** are the subject of the relative clause. For **who**, **which** and **that** as object, see Units f 38 and f 39.

Exercises

1 Identifying (A)

Look at the information and identify which one is meant.

Use the shortest way of identifying where possible, e.g. *the tall boy*, not *the boy who is tall*.

- | | | |
|---|---|-------------------------------------|
| ? | the boy (he is tall) | <i>the tall boy</i> |
| ? | the man (he has a beard) | <i>the man with a beard</i> |
| ? | the woman (she plays golf) | <i>the woman who plays
golf</i> |
| 1 | the young man (he is at the door) | |
| 2 | the man (he plays his stereo at
night) | |
| 3 | the woman (she is very thin) | |
| 4 | the girl (she has green eyes) | |
| 5 | the young woman (she is in the
office) | |
| 6 | the man (he drives a taxi) | |
| 7 | the young man (he is smart) | |
| 8 | the student (she failed all her
exams) | |

2 Who, which and that (B)

Complete the conversation. Put in *who*, *which* or *that*. There is always more than one possible answer. Emma: Shall we have something to eat?

Matthew: Yes, but not here. I don't like cafes (►) *that* don't have chairs. I'm not one of those people (►) *who* can eat standing up.

Emma: There's another restaurant over there.

Matthew: It looks expensive, one of those places (1)... charge very high prices. The only customers (2)..... can afford to eat there are business executives (3)... get their expenses paid. Anyway, I can't see a menu. I'm not going into a restaurant (4)... .. doesn't display a menu.

Emma: We just passed a cafe (5)... .. does snacks.

Matthew: Oh, I didn't like the look of that.

Emma: You're one of those people (6)are never satisfied, aren't you?

3 Relative clauses (A-B)

Combine the information to make news items. Make the sentence in brackets into a relative clause with *who* or *which*. Start each sentence with *the*, e.g. *The man ...*

► A man has gone to prison. (He shot two policemen.)
The man who shot two policemen has gone to prison.

- 1 A bomb caused a lot of damage. (It went off this morning.)
- 2 A scientist has won the Nobel Prize. (He discovered a new planet.)
- 3 A footballer has been banned from playing again. (He took drugs.)
- 4 A little girl has been found safe and well. (She had been missing since Tuesday.)
- 5 A company has laid off thousands of workers. (It owns Greenway Supermarkets.)

6 An old lady now wants to swim the English Channel. (She did a parachute jump.)

The Relative Pronoun as Object

A Subject and object

Harriet is showing David her holiday photos.

Harriet: *That's an old castle **that we visited on holiday**. And those are some people **we met**, a couple **who were staying at the campsite**.*

David: *Mm. They look very friendly.*

A relative pronoun such as **who** or **that** can be the subject of a relative clause.

*Harriet talked to a couple **who were staying at the camp-site**. (**They** were staying at the camp-site.)*

*The postcard **that came this morning** was from Harriet. (It came this morning.)*

A relative pronoun can also be the object of a relative clause.

*Mike and Harriet are visiting a woman **who they met on holiday**.*

(They met **her** on holiday.)

*The old castle **that we visited** was really interesting.*

(We visited it.)

We do not use another pronoun like **her** or **it** with the relative pronoun. NOT

~~a woman who they met her~~ NOT ~~the old castle that we visited it~~

B Leaving out the relative pronoun

We can leave out the relative pronoun when it is the object of the relative clause. We do this especially in spoken English. Compare these examples.

WITH OBJECT PRONOUN

*The man **who Vicky saw** at the concert is Sarah's Sarah's boss.*

*That's an old castle **that we visited**.*

WITHOUT OBJECT PRONOUN

*The man **Vicky saw** at the concert is boss.*

*That's an old castle **we visited**.*

Here are some more examples of relative clauses without an object pronoun. *We don't know the name of the person **the police are questioning**. The cakes **Melanie baked** were delicious. That jacket **you're wearing** is falling to pieces, Mike.*

Remember that we cannot leave out a pronoun when it is the subject of a relative clause.

*The man **who** spoke to Vicky is Sarah's boss.*

C Who and whom

In formal English, **whom** is sometimes used when the object of the relative clause is a person.

*The person **who/whom** the police were questioning has now been released.* But in conversation **whom** is not very common.

Exercises

i Subject and object (A)

Comment on the conversations. Add a sentence with *who* or *that* as the subject of the underlined part.

- ▶ She's Tom's new girlfriend. ~ Who is? ~ That girl. She just said hello. That's right. *The girl who just said hello is Tom's new girlfriend.*
- 1 The dog has been rescued. ~ What dog? ~ It fell down a hole.
Haven't you heard? The
- 2 The story was untrue. ~ What story? ~ You know. It upset everyone.
Yes, the
- 3 He's a film producer. ~ Who is? ~ That man. He interviewed Natasha.
That's what I heard. The

Now comment on these conversations. Add a sentence with *who* or *that* as the object of the underlined part.

- 4 The accident wasn't very serious. ~ What accident? ~ Oh, Daniel saw it.
Yes, the
- 5 He's a millionaire. ~ Who is? ~ That man. Claire knows him.
It's true. The
- 6 The vase was extremely valuable. ~ What vase? ~ You know. David broke it.
That's right. The
- 7 It's really nice. ~ What is? ~ The jacket. Melanie wore it at the party.
Yes, it is. The

2 Leaving out the relative pronoun (B)

Complete the script for these TV advertisements. Use a relative clause without a pronoun.

- ▶ Fresho soap. Beautiful people use it. *It's the soap beautiful people use.*
- 1 An Everyman car. You can afford it.
- 2 'Hijack'. People want to see this film.
- 3 Greenway Supermarket. You can trust it.
- 4 'Cool' magazine. Young people read it.
- 5 Jupiter chocolates. You'll love them.

3 Leaving out the relative pronoun (B)

Look carefully at these sentences. Are they correct without a relative pronoun? Where you see *, you may need to put in *who*, *which* or *that*. Write the sentences and put in a pronoun only if you have to.

- ? The man * paid for the meal was a friend of Tom's.
The man who paid for the meal was a friend of Tom's.
- ? The meeting * Mark had to attend went on for three hours.
The meeting Mark had to attend went on for three hours.
- 1 Somewhere I've got a photo of the mountain * we climbed.
- 2 The man * repaired my car is a real expert.
- 3 The detective lost sight of the man * he was following.
- 4 I thought I recognized the assistant * served us.
- 5 I'm afraid the numbers * I chose didn't win a prize.

Prepositions in Relative Clauses

Introduction

A relative pronoun (e.g. **that**) can be the object of a preposition (e.g. **for**).

*This is the bus **that** I've been waiting **for**.*

*I've been waiting **for** the bus.*

*The restaurant **that** we normally go **to** is closed today.*

*We normally go **to** the restaurant.*



In informal spoken English we normally put the preposition at the end of the relative clause. Compare the word order.

STATEMENT

*I've been waiting **for** the bus.*

*We go **to** the restaurant.*

RELATIVE CLAUSE

*the bus **that** I've been waiting **for***

*the restaurant **that** we go **to***

We do not use another pronoun like **it** or **her** after the preposition. NOT

*the restaurant **that** we go **to** **it** NOT ~~someone who / work with her~~*

B Leaving out the pronoun

We often leave out the relative pronoun when it is the object of a preposition.

WITH OBJECT PRONOUN

*The bus **that** I'm waiting **for** is late.*

*Is this the article **which** you were interested **in**?*

*That's the man **who** I was talking **about**.*

WITHOUT OBJECT PRONOUN

*The bus I'm waiting **for** is late.*

*Is this the article you were interested **in**?*

*That's the man I was talking **about**.*

Here are some more examples of relative clauses without an object pronoun.

*I can't remember the name of the hotel **we stayed at**. This is the colour **we've finally decided on**. The shop **I got my stereo from** has lots of bargains.*

C A preposition at the beginning

These examples are typical of formal English.

*Was that the restaurant **to which** you normally go?*

*Electronics is a subject **about which** I know very little.*

*The Sales Manager is the person **from whom** I obtained the figures.* Here the preposition comes at the beginning of the relative clause, before **which** or **whom**.

We cannot put a preposition before **that** or **who**.

a subject (that) I know little about NOT ~~a subject about that I know little~~

the person (who) I got the figures from NOT ~~the person from who I got the figures~~

Exercises

1 A preposition at the end (A-B)

What are they saying? Put in sentences with a preposition at the end.



- (Mark has been looking for this letter.) *This is the letter I've been looking for.*
- 1 (Rachel was talking about that film.)
 - 2 (Laura has decided on this wallpaper.).....
 - 3 (Matthew played tennis with that man.)
 - 4 (David fell down those steps.).....

A preposition at the end (A-B)

Match the phrases and write the definitions. Put the preposition at the end of the relative clause.

- | | | |
|--------------------|----------------------|-----------------------------------|
| ► a kitchen | a cupboard | you hit nails with it |
| 1 a hammer | the person | you keep valuable things in it |
| 2 your destination | a piece of furniture | <u>you cook in it</u> |
| 3 a safe | the place | you can either sit or sleep on it |
| 4 your opponent | <u>a room</u> | you're going to it |
| 5 a sofa bed | a tool | you're playing against them |

► *A kitchen is a room you cook in.*

- 1
- 2
- 3
- 4
- 5

3 A preposition at the beginning (C)

It's election time. All the politicians are arguing.

Rewrite the first sentence using a preposition at the beginning of a relative clause.

► I cannot agree with that statement. I hope I've made that clear. *That is a statement with which I cannot agree.*

- 1 Our party believes in that idea. I say this from the bottom of my heart.
- 2 I am strongly opposed to that policy. And I am not afraid to say so
- 3 No one cares about these people. They are the forgotten people.
- 4 Your party should be ashamed of those mistakes. And everyone knows that.
- 5 The government is now dealing with that problem. How many times do I have to tell you?

Relative Structures with **whose**, **what** and **it**

A **Whose**

Vicky: *What I'd really like is a job in television.* Daniel: *The other day I met a man **whose sister** works in television.* Vicky: *Who? What's her name?* Daniel: *Oh, I don't know. She's the woman **whose car** Tom crashed into.*

Here **whose sister** means his sister (the sister of the man Daniel met), and **whose car** means her car (the car belonging to the woman). Here are some more examples.

*Someone **whose bicycle** had been stolen was reporting it to the police.*

*Wayne Johnson is the man **whose goal** won the game for United.*



We use **whose** mainly with people, e.g. someone, **the man**. But sometimes it goes with other nouns.

*Which is the European **country whose** economy is growing the fastest? Round the corner was a **building whose** windows were all broken. Melanie was looking after a **dog whose** leg had been broken in an accident.*

B **What**

We use the relative pronoun **what** without a noun in front of it. *The shop didn't have **what** I wanted.* (= the thing that I wanted) ***What** we saw gave us quite a shock.* (= the thing that we saw)

We can also use **what** to give emphasis to a word or phrase, to make it more important. Compare these examples.

NEUTRAL

*Rachel's stereo kept me awake. **stereo.** Vicky is looking for a job in television. I want to make a fresh start. They booked a holiday together.*

EMPHATIC

What** kept me awake was **Rachel's** **What** Vicky is looking for is **a job in** **What** I want to do is **make a fresh start.** **What** they did was **book a holiday together.

C **It**

We also use **it** + **be** + a relative clause to give emphasis.

NEUTRAL

Tom had an accident. The computer gives me a headache. I'm eating chocolate cake. Mike's uncle died on Thursday.

EMPHATIC

***It was Tom** who had an accident (not David). **It's the computer** that gives me a headache. **It's chocolate cake** (that) I'm eating. **It was on Thursday** that Mike's uncle died.*

We must put in a pronoun when it is the subject of the relative clause (e.g. **who** had an accident). If it is the object (e.g. **that** I'm eating), then we can leave it out (see Unit 138B).

Exercises

1 Who or whose? (A)

You are reading a crime story. One of these people has murdered the industrialist Colin Howard. Look at the detective's notes and write a sentence about each person. Use a relative clause with *who* or *whose*.

- ? George Paxton, company director - he had an argument with Colin
George is the company director who had an argument with Colin.
- ? Vera Stokes, politician - her sister once worked for Colin
Vera is the politician whose sister once worked for Colin.

- 1 Felix Reeves, journalist - his tape recorder was stolen
- 2 Graham Wilshaw, architect - he knew Colin at school
- 3 Rex Carter, farmer - Colin bought his land
- 4 Norman Bridge, lawyer - he looked after Colin's interests
- 5 Sonia Goldman, house guest - her fingerprints were on the door handle

2 What(B)

Zedco Chief Executive Barry Douglas is telling a group of managers how to run a business successfully. He emphasizes the underlined words using *what*.

- ▶ You must pay attention to the details.
What you must pay attention to are the details.

- 1 You have to think about your profit.
- 2 You must know the needs of your customers.
- 3 You should work towards a realistic target.
- 4 You need to plan ahead.

3 It(C)

Quiz champion Claude Jennings is answering some questions.

Look at each question and answer and write a sentence with *it + be* + a relative clause.

- ▶ Who invented radio? ~ Marconi. It was Marconi who *invented radio*.

- 1 When did Columbus sail to America? ~ In 1492.
It was in 1492 that
- 2 What does Tiger Woods play? ~ Golf.
It's
- 3 Where did the Olympic Games first take place? ~ In Greece.
- 4 Which is nearest the sun, Venus or Mercury? ~ Mercury.

The Use of Relative Clauses

A Introduction

There are two kinds of relative clause. Compare this conversation and newspaper report.

Laura: *Art Golding has died.*
Trevor: *Who?*
Laura: *You know. The film star **who played the ship's captain in 'Iceberg'**.*
Trevor: /
don't think I've seen that. Laura: *Yes, you have. It's the film **we saw on TV the other night.***

The clauses in this conversation identify which film star and which film Laura means. They are called identifying clauses.

B Identifying clauses and adding clauses

IDENTIFYING

*The man **who lives next door to Melanie** is rather strange. The river **which flows through Hereford** is the Wye. The picture **which was damaged** is worth thousands of pounds.*

These clauses identify which thing the speaker is talking about. The clause **who lives next door to Melanie** tells us which man. The clause **which flows through Hereford** tells us which river. Without the relative clause the sentence would be incomplete. **The man is rather strange** makes sense only if we know which man.

An identifying clause does not have commas around it.

Most relative clauses are identifying. We use them both in speech and in writing.

ART GOLDING DIES

The actor Art Golding, who starred in films such as 'Tornado' and 'Iceberg', has died after a long illness. He was seventy-eight. Art Golding's most famous role was as the scientist in the film 'Supernova', which broke all box-office records.

The clauses in this report add information about Art Golding and about 'Supernova'. They are called adding clauses, or sometimes non-identifying clauses.

ADDING

*Jake, **who lives next door to Melanie**, is rather strange. The Wye (**which flows through Hereford**) is a beautiful river.*
*This famous picture - **which was damaged during the war** - is worth thousands of pounds.*

These clauses add extra information about something which is already identified. The clause **who lives next door to Melanie** adds information about Jake. But we can say the sentence on its own without the relative clause. **Jake is rather** strange makes sense because the name **Jake** identifies who we are talking about.

An adding clause has commas around it. Instead of commas, we can use brackets () or dashes

— . If the adding clause is at the end of the sentence, we need only one comma or dash. *That's Jake, who lives next door.*

Adding clauses can be rather formal. We use them mainly in writing. They are common in news reports. In speech we often use two short sentences. *Jake lives next door to Melanie. He's rather strange.*

Exercises

1 Adding clauses (A)

Match the parts and write sentences with an adding clause. Use *who* or *which*.

- | | | |
|--------------------|-----------------------------------|--|
| ▶ The Grand Canyon | He was in prison for 27 years. | He was one of the Beatles. |
| 1 Nelson Mandela | He was killed in 1980. | He became President of South Africa. |
| 2 John Lennon | It is 140 million miles away. | It is <u>one of the wonders of the world</u> . |
| 3 The Titanic | <u>It is over 200 miles long.</u> | It is known as the red planet. |
| 4 Queen Victoria | It sank in 1912. | It stood for 28 years. |
| 5 Mars | It was built in 1961. | It was supposed to be unsinkable. |
| 6 The Berlin Wall | She came to the throne in 1837. | She ruled over the British Empire. |

▶ *The Grand Canyon, which is over 200 miles long, is one of the wonders of the world.*

- 1
- 2
- 3
- 4
- 5
- 6

2 Identifying or adding? (B)

Read the news article and then say what each relative clause does. Does it tell us which one, or does it add information?

The play (▶) that the students put on last week was Oscar Wilde's 'The Importance of Being Earnest' (▶) which was written in 1895. The college theatre, (1) which holds over 400 people, was unfortunately only half full for the Friday evening performance. However, the people (2) who bothered to attend must have been glad they did. Lucy Kellett, (3) who played Lady Bracknell, was magnificent. Unfortunately the young man (4) who played John Worthing forgot his lines twice, but that did not spoil the evening, (5) which was a great success.

? *It tells us which play.*

? *It adds information about 'The Importance of Being Earnest'.*

- 1
- 2
- 3
- 4
- 5

3 Commas in relative clauses (B)

Put in the relative clauses. You may also need to put in one or two commas.

? (that Claire drives) This car is a lot cheaper than the one *that Claire drives*

? (who has twins) Olivia, *who has twins*, often needs a babysitter.

- 1 (who took Rita to the party) The person.....was Tom.
- 2 (who has a bad temper) Henry.....shouted at the waiter.
- 3 (which Tom supports) The team.....is United.
- 4 (who is afraid of heights) We all climbed up except Vicky
- 5 (which is on the tenth floor) My new flat.....has a terrific view.
- 6 (she bought the sofa from) Sarah can't remember the name of the shop.....

Relative Pronouns and Relative Adverbs

A Pronouns in identifying and adding clauses

There are two kinds of relative clause: identifying and adding (see Unit 141).
Look at the pronouns in these examples.

IDENTIFYING

*I'm sure I know the person **who** served us.
The pop singer **whom** Guy invited onto his chat show never turned up. The woman **whose** flat was burgled spent the night at a friend's house. Towns **which/that** attract tourists are usually crowded in the summer.*

In an identifying clause we can use **who**, **whom**, **whose**, **which** or **that**.

ADDING

*Natalie, **who** served us, is a friend of Emma's. Arlene Black, **whom** Guy invited onto his chat show, never turned up. Natasha, **whose** flat was burgled, spent the night at a friend's house. Oxford, **which** attracts many tourists, is often crowded in the summer.* In an adding clause we can use **who**, **whom**, **whose** or **which**. We do NOT use **that**.

B Leaving out the pronoun

Sometimes we can leave the pronoun out of an identifying clause (see Unit 138B).

*The woman (**who**) you met yesterday works in advertising.
Have you seen the book (**that**) I was reading?*

*Laura couldn't find the box (**that**) she kept her photos **in**.*

We cannot leave the pronoun out of an adding clause.

*Sarah, **whom** you met yesterday, works in advertising. That book 'Brighton Rock', **which** I was reading, is really good.
Laura had a wooden box, **in which** she kept her photos OR **which** she kept her photos **in**.*

C The relative adverbs **where**, **when** and **why**

Look at these examples.

*This is the place **where** the accident happened.
Do you remember the day **when** we moved the piano upstairs?
The reason **why** Nick came was that he wanted to see Rita.*

We can leave out **when** or **why**, or we can use **that**.

*Do you remember the day (**that**) we moved the piano upstairs? The reason (**that**) Nick came was that he wanted to see Rita.*

There are also adding clauses with **where** and **when**.

*We went to the Riverside Restaurant, **where** I once had lunch with Henry. Mark likes to travel at night, **when** the roads are quiet.*

D A special use of **which**

In an adding clause, we can use **which** relating to a whole sentence, not just to a noun.

*It rained all night, **which** was good for the garden.*

Here **which** means 'the fact that it rained all night'.

Here are some more examples.

*David helped me clear up, **which** was very kind of him.
Sarah had to work late again, **which** annoyed Mark.
Tom pushed Nick into the swimming-pool, **which** seemed to amuse everyone.*

Exercises

1 Who, whom, whose, which, where and why (A, C)

Complete this advertisement. Put in *who, whom, whose, which, where* or *why*.

The town of Keswick, (▶) *which* lies at the heart of the Lake District, is the perfect place for a holiday, and the Derwent Hotel, (1)... overlooks the town, is the perfect place to stay. Robin and Wendy

Jackson, (2)..... bought this small hotel three years ago, have already won an excellent reputation.

Robin, (3)..... cooking is one of the reasons (4)..... the Derwent is so popular, was once Young Chef of the Year. The comfort of the guests, (5)..... the owners treat almost as members of the family, always comes first. Peter Ustinov, (6)..... once stayed at the hotel, described it as 'marvellous'. And the Lake District, (7)..... has so much wonderful scenery and (8)... .. the poet Wordsworth lived, will not disappoint you.

2 Identifying clauses and adding clauses (A-C)

Put in the relative clauses. Sometimes there is more than one possible answer.

▶ Someone knows all about it - the secretary.

The person *who knows all about it* is the secretary.

1 Zedco has 10,000 employees. It's an international company.

Zedco,....., is an international company.

2 Vicky's name was missed off the list, so she wasn't very pleased.

Vicky,....., wasn't very pleased.

3 Laura painted a picture, and it's being shown in an exhibition.

The picture..... is being shown in an exhibition.

4 We're all looking forward to a concert. It's next Saturday.

The concert..... is next Saturday.

5 One week Mike and Harriet went camping. It was the wettest of the year.

The week..... was the wettest of the year.

6 Aunt Joan is a bit deaf, so she didn't hear the phone.

Aunt Joan,....., didn't hear the phone.

7 You'll meet Henry tomorrow. He's also a member of the board.

Henry,....., is also a member of the board.

8 I'll see you near the post office. We met there the other day.

I'll see you near the post office,..... ..

3 A special use of **which** (D)

Match the sentence pairs and join them with *which*.

▶ My phone is out of order. It means he can't get about very easily.

1 Rachel's mother paid for the meal. It's made her very depressed.

2 My brother is disabled. That was rather careless of you.

3 You left the keys in the car. That caused a traffic jam.

4 Vicky didn't get the job. It's a real nuisance.

5 The police blocked off the road. That was very kind of her.

▶ *My phone is out of order, which is a real nuisance.*

1

2

3

Conditionals (1)

Vicky and Rachel are talking about possible future actions.

A Introduction



They may catch the bus, or they may miss it.

B Type 1: If we hurry, we'll catch the bus

IF-CLAUSE

if Present simple

If we hurry, If we miss it, If it doesn't rain, If I don't practise my golf,

MAIN CLAUSE

Will

we 'll catch the bus. there 'll be another one. we 'll be having a picnic. I won't get any better.

The verb in the if-clause (e.g. **hurry**) is in the present simple, not the future.

NOT ~~*If we'll hurry, we'll catch the bus.*~~ But we can use **will** in the if-clause when we make a request.

If you'll just wait a moment, I'll find someone to help you. (- Please wait a moment...)

We can use the present continuous (e.g. **are doing**) or the present perfect (e.g. **have done**) in the if-clause. *If we're **expecting** visitors, the flat will need a good clean. If you've **finished** with the computer, I'll put it away.*

The main clause often has **will**. But we can use other modal verbs (e.g. **can**). *If you haven't got a television, you **can't** watch it, can you? If Henry jogs regularly, he **might** lose weight. If Matthew is going to a job interview, he **should** wear a tie.*

The if-clause usually comes first, but it can come after the main clause. *If I hear any news, I'll phone you. I'll phone you **if** I hear any news.*

A More uses of type 1

We can use type 1 conditionals in offers and suggestions.

If you need a ticket, I can get you one. If you feel like seeing the sights, we can take a bus tour. We can also use them in warnings and threats.

If you go on like this, you'll make yourself ill. If you don't apologize, I'll never speak to you again.

B If you heat water, it boils

We sometimes use the present simple in both clauses.

*If you **heat** water, it **boils**. If Daniel **has** any money, he **spends** it. If you **press** this switch, the computer **comes** on.*

This means that one thing always follows automatically from another. Pressing the switch always results in the computer coming on.

Exercises

1 Type 1 (A-C)

Read the conversation and then choose the correct forms.

Rachel: Have you heard about the pop festival?

Vicky: Yes, it's/it'll be good if Express are playing. They're a great band. Rachel: Will you be able to go, Nick?

Nick: If (1) I ask/I'll ask my boss, he'll give me some time off work, I expect. Vicky: How are we going to get there?

Rachel: Well, if (2) there are/there'll be enough people, we can hire a minibus. Vicky: I won't be going if (3) it's/it'll be too expensive.

Rachel: It (4) isn't costing/won't cost much if we all (5) share/will share the cost.

Nick: If (6) I see/I'll see the others later on tonight, (7) I ask/I'll ask them if they want to go.

2 Type 1 (A-C)

Comment on the situations. Use *if*+ the present tense + *will/can*.

? It might rain. If it does, everyone can eat inside.
If it rains, everyone can eat inside.

? The children mustn't go near Nick's dog. It'll bite them.
If the children go near Nick's dog, it'll bite them.

1 Rachel might fail her driving test. But she can take it again.

2 United might lose. If they do, Tom will be upset.

3 The office may be closed. In that case Mark won't be able to get in.

4 Nick may arrive a bit early. If he does, he can help Tom to get things ready.

5 The party might go on all night. If it does, no one will want to do any work tomorrow.

6 Emma may miss the train. But she can get the next one.

7 Is Matthew going to enter the race? He'll probably win it.

Present simple in both clauses (D)

Match the sentences and join them with *if*

- | | |
|---|-----------------------------------|
| ► You lose your credit card. | I can't sleep. |
| 1 You get promoted. | You get a warning letter. |
| 2 I drink coffee late at night. | <u>You have to ring the bank.</u> |
| 3 You don't pay the bill. | Your salary goes up. |
| 4 I try to run fast. | The alarm goes off. |
| 5 Someone enters the building. | I get out of breath. |
| ► <i>If you lose your credit card, you have to ring the bank.</i> | |

- 1
- 2
- 3
- 4
- 5

Conditionals (2)

A Introduction

Rachel: *Would you like some cake,*
Jessica? Jessica: *No thanks. If I ate*
cake, I'd get fat. Rachel: *But it's*
delicious.

Jessica: *It looks delicious. If I had your figure, I'd eat the whole*
lot. I ate cake and / had your figure are imaginary or unreal
situations.

Jessica isn't going to eat the cake, and she hasn't got a figure like Rachel's.

B Type 2: If I ate cake, I'd get fat

IF-CLAUSE		MAIN CLAUSE	
if	Past simple		would
///	ate cake,	I	'd get fat.
If I	had your figure,	I	'd eat the whole lot.
If we	didn't have a car,	we	'd find it difficult to get
	about. If Rachel got up earlier,	she	wouldn't always be
	late.		

Note the past simple (e.g. **ate**). We do not use **would** in the if-clause. NOT *If I'd-ea^eake*.
But we can use **would** in the if-clause when we make a request.

If you'd like to come this way, the doctor will see you now. (= Please come this way ...)

As well as the past simple we can use the past continuous (e.g. **was doing**) in the if-clause.

*If Rachel **was playing** her stereo, it wouldn't be so quiet in here.* In a type 2 if-clause we
sometimes use **were** instead of was, especially in the clause if **I were you**.

*If Rachel **were playing** her stereo, it wouldn't be so quiet in*
*here. If I **were** you, I'd ask a lawyer for some advice.*

The main clause often has **would**. We can also use **could** or **might**.

*If we had a calculator, we **could** work this out a lot quicker.*

*If Rachel worked harder, she **might** do even better at her studies.*

The if-clause usually comes first, but it can come after the main clause.

*If I knew, I'd tell you./I'd tell you **if** I knew.*

C Type 1 and type 2

Compare these examples.

Type 1: *If you **have** a lie-down, you'll feel better,* (see Unit
144B) Type 2: *If I **had** a million pounds, I'd probably buy a*
yacht.

The present tense (**have**) refers to a possible future action, something which may or may not
happen. The past tense (**had**) refers to something unreal. *If I had a million pounds* means that I
haven't really got a million pounds, but I am imagining that I have. Compare these examples.

Type 1: *If we **take** the car, we'll have to pay for parking.*

Type 2: *If we **took** the car, we'd have to pay for parking.*

Here both sentences refer to a possible future action. But in the type 2 conditional, the action is
less probable. *If we took the car may* mean that we have decided not to take it.

We can use type 2 conditionals in offers and suggestions.

If you needed a ticket, I could get you one.

If you felt like seeing the sights, we could take a bus tour.

Exercises

Type 2 (A-B)

Comment on these situations. Use a type 2 conditional with *would* or *could*.

- ▶ Andrew is such a boring person because he works all the time.
You know, *if Andrew didn't work all the time, he wouldn't be such a boring person.*
- ▶ You can't take a photo because you haven't got your camera. How annoying. // *had my camera, I could take a photo.*
- 1 You can't look the word up because you haven't got a dictionary.
I'm sorry
- 2 You don't write to your friends because you're so busy.
I've got so much to do
- 3 You can't play tennis because your back is aching.
It's a nuisance.
- 4 Claire won't marry Henry because she doesn't love him.
Of course,
- 5 Nick can't find the way because he hasn't got a map.
Nick's lost, but
- 6 David has so many accidents because he's so clumsy.
You know,

Type 1 and type 2 (A-C)

Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.

Matthew: I haven't forgotten your birthday, you know. If you like, (▶) *I'll book* (1 / book) a table for Thursday at our favourite restaurant. Emma: My birthday is on Wednesday, Matthew.

You're playing basketball then, aren't you? If you cared for me, (1)..... (you / not / play) basketball on my birthday.

Matthew: What's the difference? If (2)..... (we / go) out on Thursday, it'll be just the same. If (3)..... (I / not / play), I'd be letting the team down.

Emma: Yes, I suppose (4)..... (it / be) a disaster if you missed one game. Well, if (5)..... (you / think) more of your friends than you do of me, you can forget the whole thing.

Matthew: I just don't understand you sometimes, Emma.

Emma: If (6)..... (you / think) about it, you'd understand. And I think (7)..... (it / be) better if we forgot all about my birthday.

Matthew: Don't be silly, Emma. If you get into one of your bad moods, (8)..... (it / not / do) any good.

Emma: If you were interested in my feelings, (9)..... (I / not / get) into a bad mood.

Type 1 and type 2 (C)

What does the if-clause mean? Write a sentence with *isn't* or *might*.

- ? If this room was tidy, I could find things. *The room isn't tidy.*
- ? If we're late tonight, we can get a taxi. *We might be late tonight.*

- 1 If the phone was working, I could call you.
- 2 If it rains, can you bring the washing in?
- 3 If Mike was here, he'd know what to do.
- 4 If this spoon was silver, it would be worth a lot.
- 5 If Sarah calls, can you say I'll ring back?

Conditionals (3)

A Introduction

David: *How was your camping holiday?*

Mike: *Well, it **would have** been all right if it **hadn't rained** all the time.*

Harriet: *If we'd **gone** two weeks earlier, we'd **have** had better weather.*



If it hadn't rained and if we'd gone two weeks earlier are imaginary situations in the past. It did rain, and they didn't go two weeks earlier.

B Type 3: If we had gone earlier, we would have had better weather

IF-CLAUSE

if Past perfect
*If we 'd **gone** earlier,
If Matthew **had phoned** her,
If you **hadn't made** that mistake,
test. If David
he **wouldn't have** fallen.*

MAIN CLAUSE

would have
*we 'd **have** had better weather.
Emma **wouldn't have** been so annoyed.
you 'd **have** passed your
had been more careful,*

Note the verb in the past perfect (e.g. **had been**). **We do** not use **would** in the if-clause.

NOT *If David ~~would have been~~ more careful, he ~~would have~~ fallen.*

The main clause often has **would have**. We can also use **could have** or **might have**.

*If I'd had my mobile yesterday, I **could have** contacted you.*

*We just caught the train. If we'd stopped to buy a paper, we **might have** missed it.*

The short form 'd can be either **had** or **would**.

*If you'd rung me, I'd have come to see you. (= If you **had** rung me, I **would** have come to see you.)*

C The use of type 3

We use type 3 conditionals to talk about things in the past happening differently from the way they really happened. This sometimes means criticizing people or pointing out their mistakes.

If you'd been a bit more careful, you wouldn't have cut yourself. If Matthew had set his alarm clock, he wouldn't have overslept.

We can also use this structure to express regret about the past.

If I hadn't fallen ill and missed the interview, I might have got the job.

D Type 2 and type 3

Compare these examples.

Type 2: *If you **planned** things properly, you **wouldn't** get into a mess. (You don't plan.)*

Type 3: *If you **had planned** things properly, you **wouldn't have** got into a mess. (You didn't plan.)* We can mix types 2 and 3.

*If you **had planned** things at the start, we **wouldn't** be in this mess now. If you **hadn't left** all these dirty dishes, the place **would** look a bit tidier.*

*If Matthew **was** more sensible, he **would have** worn a suit to the interview. If I **didn't have** all this work to do, I **would have** gone out for the day.*

Exercises

1 Type 3 (A-C)

Complete the conversation. Put in the correct form of the verb. Use the past perfect or *would have*.

Nick: United didn't play very well today.

Tom: We were awful. But if Hacker (▶) *had taken* (take) that easy chance, (▶) *we would have won* (we / win).

Nick: We didn't deserve to win. It (1)..... (be) pretty unfair if Rangers (2)..... (lose).

Tom: Hacker was dreadful. My grandmother (3)..... (score) if (4)..... (she / be) in that position.

Nick: And if Burley (5)..... (not / be) asleep, he (6) (not / give) a goal away.

Tom: If Johnson (7)..... (not / be) injured when we needed him most, (8)..... (it/be) different.

Nick: Yes, (9)..... (we / beat) them if (10)..... (he / be) fit.

2 Type 3 (A-C)

Comment on each situation using a type 3 conditional with *if*. Use *would have*, *could have* or *might have*.

? In a bookshop yesterday Daniel saw a book he really wanted. The only problem was that he didn't have any money. *Daniel would have bought the book if he had had any money.*

? Rita often goes to concerts at the town hall, although not to every one. There was one on Saturday, but she didn't know about it. *Rita might have gone to the concert if she had known about it.*

1 On Sunday the guests had to have their lunch inside. Unfortunately it wasn't warm enough to have it outside.....

2 There was a bomb scare last Tuesday. Sarah wanted to fly to Rome, but she wasn't able to. The airport was closed.....

3 Laura has only met Nick once, and it's possible she wouldn't recognize him. He passed her yesterday, but he had a crash-helmet on.....

4 Sarah has been quite busy, and she hasn't watered her plants for some time. As a result, they've died.

5 Nick likes ice hockey, but he didn't have a ticket to the game last week, so unfortunately he wasn't able to get in.....

3 Type 2 and type 3 (D)

Complete the conversations. Put in the correct form of the verb. Use the past simple, the past perfect, *would*, or *would have*.

▶ Mike: You look tired.

Harriet: Well, if *you hadn't woken* (you / not / wake) me up in the middle of the night, I *wouldn't be* (I / not be) so tired.

1 Rita: Is Trevor a practical person?

Laura: Trevor? No, he isn't. If..... (he / be) practical, (he / put) those shelves up a bit quicker. It took him ages.

2 Tom: Why are you sitting in the dark?

David: Let's just say that if (I / pay) my electricity bill last month, (I / not be) in the dark now.

3 Matthew: Why are you so angry with me? All I did yesterday was play basketball. Emma: If (you / love) me,

..... (you / not / leave) me here all alone on my birthday.

Review of Conditionals

A Types 1, 2 and 3



There are three main types of conditional. Study the examples. Type 1: **if... the present simple ... will/can/might**, etc

If we win today, we'll go to the top of the league. (We may win, or we may not.) Type 2: **if ... the past simple ... would/could/might**

If Johnson was in the team, I'd feel more confident. (Johnson isn't in the team.)

Type 3: **if ... the past perfect ... would have/could have/might have**

If Johnson had played, we'd have won. (Johnson didn't play.)

Here are some more examples with different verb forms. Type 1 *If I'm going shopping, I'll need some money.*

If the disco has finished, we might be able to get some sleep.

You should stay in bed if you feel unwell. Type 2

If I didn't like this pudding, I wouldn't eat it.

If the video recorder was working, we could watch a film.

The alarm might go off if we tried to get in through a window.

Type 3 *If we'd dropped the piano, it would have been a disaster.*

If Vicky had come to the theme park with us last week, she might have enjoyed it. We could have given you a lift if we'd known you were coming this way.

B Other conditional sentences

As well as the three main types, there are other types of conditional sentence. For example, we can use two present-tense verbs (see Unit 144D). *If you ring this number, no one answers.*

We can also use a present-tense verb and an imperative. *If you need any help, just ask. If you drink, don't drive.*

We can use **be going to**.

If it's going to rain, I'd better take an umbrella.

If they try to cut down the trees, there's going to be a big protest.

We can mix types 2 and 3 (see Unit 146D).

If Matthew had booked a table, we wouldn't be standing here in a queue. If you needed help, you should have asked me.

Exercises

1 Types 1, 2 and 3 (A)

Match the sentences and join them with *if*. Say what type they are.

- | | |
|--|--------------------------------|
| ▶ I went to bed earlier. | I'll try to follow them. |
| 1 The twins had worn different clothes. | You might not be warm enough. |
| 2 You tell me what the instructions say. | I wouldn't have bought it. |
| 3 People used public transport. | <u>I wouldn't sleep.</u> |
| 4 You don't wear a sweater. | There'd be less pollution. |
| 5 I hadn't seen the product advertised. | We could have told them apart. |
| ▶ <i>If I went to bed earlier, I wouldn't sleep.</i> | |

type 2

1

2

3

4

5

2 Types 1, 2 and 3 (A)

Adam is a music student. He rents a room from Mr Day. Put in the correct forms. Mr Day: Can't you stop playing that trumpet? You're making an awful noise.

Adam: Well, if (▶) *I don't practise* (I / not practise), I won't pass my exam.

Mr Day: But why at night? It's half past twelve. If (1)..... (you / play) it in the daytime, (2).....(I / not / hear) you because I'd be at work.
If (3)..... (you / tell) me about this trumpet when you first came here,
(4).....(I / not / let) you have the room. I'm afraid it's becoming a nuisance. If (5)..... (you / not / play) so loud,
(6).....(it / not / be) so bad.

Adam: I'm sorry, but you can't play a trumpet quietly.

Mr Day: If (7)..... (I / realize) a year ago what you were going to do, then
(8)..... (I / throw) you out long ago.
If (9)..... (you / go) on making this noise at night,
(10).....(I / have) to complain to your college.

3 Conditionals (A-B)

What might you say in these situations? Use a conditional sentence.

- ▶ You think Emma should book a seat on the train. The alternative is having to stand.
If Emma doesn't book a seat on the train, she'll have to stand.

1 You didn't know how unpopular Iason was when you invited him to your party.

2 Warn your friend not to put too many tins into the plastic bag or it'll break.

3 You haven't got a pen, so you can't write down the address.

4 You should have started your project earlier. You're so far behind now.

5 Your friend might need some help. If so, tell her to give you a ring.

6 The automatic result of the door opening is the fan coming on.

Wish and If Only

A Introduction



We can use **I wish** or **if only** to express a wish. Jessica wishes she was slimmer. **If only** is stronger and more emphatic than **wish**.

We can use a clause with **if only** on its own, or we can add another clause.

If only I wasn't so fat. **If only I wasn't so fat, I would be able to get into these trousers.**

B Wish... would

Look at these examples.

/ wish you would put those shelves up soon.

*Tom wishes his neighbours **wouldn't** make so much noise.*

If only you'd try to keep the place tidy. **Wish/If only ... would** expresses a wish for something to happen, or to stop happening.

C Wish ... the past

Look at these examples.

*/ wish I **lived** in a big city. It's so boring in the country.*

*We all wish we **had** more money, don't we? If only I **was** taller, I might be better at basketball.*

Wish and if only with a past-tense verb express a wish for things to be different.

We can use **were** instead of **was** (see also Unit 145B).

*If only I **were** taller, I might be better at basketball.*

We cannot use **would** in these sentences, but we can use **could**.

*/ wish I **could** sing (but I can't). I feel so helpless. If only I **could** speak the language.*

Compare **wish** with **would** and with the past.

*I wish something exciting **would** happen.* (I wish for an action in the future.) *I wish my life **was** more interesting.* (My life isn't interesting.)

D Wish ... the past perfect

We use wish and if only with the past perfect to express a wish about the past. */ wish you **had told** me about the dance. I would have gone. I wish I'd **got up** earlier. I'm behind with everything today. I wish you **hadn't lost** that photo. It was a really good one. If only David **had been** a bit more careful, he'd have been all right.*

We do not use **would have** for the past, but we can use **could have**.

*/ wish I **could have been** at the wedding, but I was in New York.*

Exercises

Wish ... would (B)

What might you say in these situations? Begin *I wish ...*

- ? to someone who never answers your e-mails
I wish you'd answer my e-mails.
- ? to someone who makes rude remarks about you
/ wish you wouldn't make rude remarks about me.
- 1 to someone who won't hurry up
- 2 to someone who never does the washing-up
- 3 to someone who isn't telling you the whole story
- 4 to someone who blows cigarette smoke in your face
- 5 to someone who won't tell you what he's thinking

2 Wish ... the past (C)

Vicky is fed up. What is she saying? Use */ wish* or *if only*.

► (She can't think straight.) *I wish I could think straight.*

- 1 (She is so tired.)
- 2 (She gets headaches.)
- 3 (Her work isn't going well.)
- 4 (She can't concentrate.)
- 5 (Life is so complicated.)

3 Wish ... the past perfect (D)

Complete the sentences. Use these words: *accepted, caught, found, played, saved, stayed*

► I spent all my money. I wish now that */ had saved it.*

- 1 I missed the train. I really wish
- 2 Rita left the party early. Nick wishes
- 3 Emma refused the offer. But her parents wish
- 4 I looked everywhere for the key. I wish
- 5 The injured player could only watch. He wishes

4 Wish and if only (B-D)

Complete the conversation.

Claire: Oh, Henry. You're giving me another present. It's very sweet of you, but I wish (►) *yoM wouldn't give me* so many presents.

Henry:

Claire, I've been thinking. I shouldn't have asked you to marry me.

I wish now that (1)

Claire: Now you're talking nonsense. I wish (2), Henry.

Henry: I'm not a young man, am I? Of course I wish (3)

Claire: Why don't you listen? If only (4) to me just this once.

Henry: Why couldn't we have met twenty years ago? I wish (5) you then.

Claire: Henry, twenty years ago I was just starting school.

Links across Sentences

A Introduction

Rita: *You go to United's games, don't you, Tom?*
*You watch them on TV, **too**.* Tom: *Well, I'm a fan. It's wonderful when United win.*
***On the other hand**, it's terrible when they lose.*
Rita: *Why not have a change? **After all**, there are other things in life.* Tom: *Such as?*
Rita:
*There's music, **for example**.* Why don't you go to a concert some time? Tom:
But I don't like classical music.



Look at the words and phrases **too**, **on the other hand**, **after all** and **for example**. They all make a link with an earlier sentence. When Rita says *There's music, **for example***, she is giving an example of *other things in life*, which she has already mentioned.

B Words and phrases meaning 'and', 'but' and 'so'

'And': *Sarah often works late. She works on Saturdays sometimes, **too/as well**.* Sarah often works late. She **also** works on Saturdays sometimes. Arlene Black has a yacht and a helicopter. **In addition**, she has five cars. I'm not inviting my cousin — I don't like him. **Besides**, he didn't invite me to his party. The buildings are in a very poor condition. **Furthermore**, there is no money to repair them.

'But': *I haven't been very well recently. **Still**, it could be worse.*
*Nick is in love with Rita. Rita, **however**, is in love with Tom.*
*Everyone thought that Emma should accept the offer. **Nevertheless/All the same**, she turned it down. I don't want to be late for the meeting. **On the other hand**, I don't want to get there too early.*

'So': *The holiday had been a complete disaster. We **therefore** decided to fly home early if we could.*
*Someone switched the freezer off. **Consequently/As a result**, all the food was spoilt.*

Some of these words and phrases are rather formal and typical of written English. They are **consequently**, **furthermore**, **however**, **in addition**, **nevertheless** and **therefore**.

C Other linking words and phrases

Rephrasing: *Jessica isn't the most popular person around here. **In other words**, no one likes her.*
Correcting yourself: *We play basketball. **I mean/Or rather** volleyball.*
Contradicting: *Sarah isn't lazy. **On the contrary**, she works extremely hard.*
Picking up a topic: *I like Natasha. I went on holiday with her. ~ **Talking of** holidays, what are your plans for this year?*
Changing the subject: *It's a lovely day, isn't it? ~ Yes, beautiful. **By the way**, have you seen Melanie?*
Supporting a statement: *We don't need to drive to the club, do we? **After all**, it's only about 200 metres from here.* Dismissing something: *I'm not sure a thank-you letter is really necessary. **Anyway**, I can't be bothered to write one.*
Giving an example: *Yes, I do think Henry is rude. He shouts at waiters, **for example/for instance**.*

Exercises

1 Words and phrases meaning 'and', 'but' and 'so' (B)

What do the underlined words mean? Write *and*, *but* or *so*.

- Daniel's suitcase got left behind. He got it back in the end, however. = *but*
- 1 I'm too tired to go for a walk. Besides, it looks like rain. =
- 2 The road was under water. The police therefore closed it to traffic. =
- 3 We took lots of photos. We videoed the speeches as well. =
- 4 It was a terrible journey. Still, we got there safely in the end. =
- 5 A strike by air traffic controllers has begun. Many flights have consequently been cancelled. =
- 6 The company has spent millions on computers. Nevertheless, it does =
not seem to have become more efficient.

2 Links across sentences (B-C)

Complete this letter to a local newspaper. Choose the correct word or phrase.

There's been a lot of talk about a 'spaceship' seen over the town at about eleven o'clock on Friday night. (►) As a result/Nevertheless, hundreds of enthusiastic sky-watchers have arrived in town, hoping that it will return. But was it really a spaceship? About twenty people say they saw it. (1) Consequently/Furthermore, there is a photograph which is supposed to show the object in the sky. We know, (2) however/as a result, that trick photos are easy to produce. (3) By the way/In other words, it is almost certainly a fake. But it would be wrong to treat the whole thing as a joke. (4) All the same/On the contrary, all such reports should be carefully investigated. (5) After all/Anyway, the arrival of a spacecraft from another world would indeed be a serious matter. But usually there is a more simple explanation. Many supposed spaceships turn out to be weather balloons, (6) for example/or rather. A similar mistake probably lies behind the belief that someone from another world really did pay us a visit last Friday.

3 Links across sentences (C)

What would you say? Give your answer using a linking word or phrase.

- Support Emma's opinion: she might not get another offer.
Emma: You're right. Maybe I should accept the offer.
After all, you might not get another one.
- 1 Rephrase what Rita is saying: she doesn't want to see Nick.
Rita: I don't know if I'll have time to see Nick.
- 2 Change the subject and ask what the time is.
Tom: I hope Wayne Johnson will be fit to play for United on Saturday.
- 3 Dismiss the idea of buying a sweater: they haven't got one in your size.
Daniel: I'm not sure if that sweater really suits you.
- 4 Mention Sarah as an example.
Claire: Lots of our friends have mobile phones, don't they?
- 5 Contradict what Nick says.
Nick: Sorry. I persuaded you to see that film and you hated it, didn't you?

1. Word classes: nouns, verbs, adjectives, etc

A. Introduction:



Look at the different kinds of word in this sentence:

Pronoun Verb Determiner Adjective Noun Preposition Noun
Adverb

*I have an important conference at work
tomorrow,*

Linking word Pronoun Verb Adverb Adjective

So I am rather busy.

B. What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café:

Verb: **have, am, is, would, like, come, are, sitting, look**

Noun: **conference, work, coffee, party, Saturday, Jessica, friends, corner**

Adjective: **important, busy, good, cheap**

Adverb: **tomorrow, rather, really, here**

Preposition: **at, to, on, in**

Determiner: **an, this, our, the**

Pronoun: **I, it, you**

Linking word: **so, and**

C. Words in sentences:

Some words can belong to different classes depending on how they are used in a sentence.

VERBS

*Can I **look** at your photos? We
coat.*

***work** on Saturday morning.*

NOUNS

*I like the **look** of that*

*I'll be at **work** tomorrow.*

Exercises

1. What kind of word?

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in B.

“Andrew didn't go to the cafe with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.”

? to *preposition*

.....

7. sociable

? cafe *noun*

.....

8. in

1. the.....

.....

9. and

2. told.....

10. totally

.....

3. they.....

11. an

.....

4. there

12. excellent

.....

5. he

13. but

.....

6. finish

14. fun

2. What kind of word?

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb', and so on. Do not write the same word more than once.

“Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a cafe with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.”

Verb

Noun

Adjective

Adverb

think

Henry.

Preposition

Determiner

Pronoun

Linking word

3. Words in sentences.

Is the underlined word a verb, a noun or an adjective?

? Shall we go for a walk? *noun*

? Shall we walk into town? *verb*

1 Laura wanted to talk to Rita.

2 Laura wanted a talk with Rita.

3 The windows aren't very clean.

4 Doesn't anyone clean the windows?

5 We went to a fabulous show in New York.

6 Laura wanted to show Rita her photos.

7 Henry thought Claire looked beautiful.

8 A strange thought came into Emma's head.

9 Sarah is feeling quite tired now.

10 Studying all night had tired Andrew out.

2. Direct and indirect objects



A Introduction:

Henry gave Claire some flowers. Here the verb

Here give

give has two objects. **Claire** is the indirect object, a phrase

the person receiving something. **Some flowers** is person

the direct object, the thing that someone gives.

Henry gave some flowers to Claire.

has a direct object (**some flowers**) and

with **to**. **To** comes before **Claire**, the

receiving something.

Here are some more examples of the two structures:

	INDIRECT OBJECT	DIRECT
OBJECT		
<i>Emma gave</i>	<i>Rachel</i>	<i>a CD.</i>
<i>I'll send</i>	<i>my cousin</i>	<i>a postcard.</i>
<i>We bought</i>	<i>all the children</i>	<i>an ice-cream.</i>

DIRECT OBJECT

PHRASE WITH

TO/FOR

*Emma gave **the CD***

to Rachel.

*I'll send **a postcard***

to my cousin.

*We bought **ice-creams***

for all the children

B. To or for?

We give something to someone, and we buy something for someone.

We can use **to** with these verbs: **bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write**

*Vicky paid the money **to** the cashier, OR Vicky paid the cashier the money. Let me read this news item **to** you. OR Let me read you this news item. We showed the photos **to** David, OR We showed David the photos.*

We can use **for** with these verbs: **book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save**

*They found a spare ticket **for** me. OR They found me a spare ticket. I've saved a seat **for** you. OR I've saved you a seat. Melanie is making a cake **for** David, OR Melanie is making David a cake.*

Exercises

1. Indirect object or to?

Write the information in one sentence. Put the underlined part at the end of the sentence.

Sometimes you need *to*.

? Daniel lent something to Vicky. It was his calculator. —> Daniel *lent Vicky his calculator*.

? Mark sent a message. It was to his boss. —> Mark *sent a message to his boss*.

! Emma sold her bike. Her sister bought it. —> Emma

2 Tom told the joke. He told all his friends. —> Tom

3 Melanie gave some help. She helped her neighbour. —> Melanie

4 Ilona wrote to her teacher. She wrote a letter. —> Ilona

2. To or for? (B)

Mark's boss at Zedco is Mr Atkins. He is telling people to do things. Put in *to* or *for*.

? Give these papers *to* my secretary
anyone.

3 Don't show these plans

? Could you make some coffee *for* us?
secretary.

4 Leave a message my

1 Book a flight me, could you?
you?

5 Fetch the file..... me, could

2 Can you post this cheque the hotel?
managers.

6 Write a memoall

.

3. Short forms, e.g. **it's**, **don't**

A. The use of short forms:

A short form like **it's** or **don't** stands for the full form **it is** or **do not**. We leave out one or more letters and we write an apostrophe (') instead. We use short forms in conversational English and in informal writing such as a letter to a friend. Short forms are sometimes called 'contracted forms'. We cannot use a short form when the word is stressed, in a short answer for example:

*Have you looked in this drawer? ~ Yes, **I have**, NOT Yes, I've*

But we can use **n't** in a short answer: *No, I haven't.*

B. The most common short forms:

Some verbs can have short forms when they come after I, **you**, etc.

VERB SHORT FORMS

<i>am</i>	<i>I'm</i>
<i>are</i>	<i>you're, we're, they're</i>
<i>is/has</i>	<i>he's, she's, it's</i>
<i>have</i>	<i>I've, you've, we've, they've</i>
<i>had/would</i>	<i>I'd, you'd, he'd, she'd, it'd, we'd, they'd</i>
<i>will</i>	<i>I'll, you'll, he'll, she'll, it'll, we'll, they'll</i>
<i>shall</i>	<i>I'll, we'll</i>

A short form can also come after a noun.

*Vicky's lost her bank card. (Vicky **has** ...) The **card'll** be in here. (The card **will**...)*

There are also some short forms with question words and with **here, there** or **that**.

who's, what's, where's, when's, how's, who'd, who'll, what'll

here's, there's, that's, there'll, that'll, there'd, that'd

There is a negative short form **n't** which can come after some verbs.

aren't, isn't, wasn't, weren't, haven't, hasn't, hadn't, don't /daunt/, doesn't, didn't, won't (- will not), shan't

(= shall not), *can't, couldn't, mustn't, needn't, mightn't, shouldn't, wouldn't, daren't*

Sometimes we can shorten either **not** or the verb.

*It is not funny. - * It isn't funny. OR It's not funny.*

You will not believe it. -> You won't believe it. OR You'll not believe it. But

we cannot use **n't** after I.

I am not sure. -> I'm not sure, NOT I amn't sure.

C. 's and 'd:

's can be **is** or **has**, and 'd can be **had** or **would**.

*She's short, and she's got fair hair. (She **is** short... she **has** got...) **If***

***I'd** known, I'd have told you. (If I **had** known, I **would** have ...)*

1. Short forms:

Write the sentences in a more informal style, with short forms.

In a business letter

► You are quite right.

1. It is a difficult problem.
 2. I have seen the results.
 3. I do not have any information.
 4. We have not reached a decision.
 5. I am very excited about it.
 6. You need not decide now.
 7. It is not yet certain.
 8. We will be pleased to see you.
 9. Do not worry.
 10. I would like to buy a new computer.
 11. We are willing to help.
 12. We will not know the result for some time.
-

In a letter to a friend

You're quite right.

2. Short forms:

Complete the dialogues. Put in the short form of these phrases: *do not, he is, I am, is not, it is, what is, where is.*

► How are you? ~ *I'm fine, thanks.*

1 your luggage? ~ in Los Angeles.

2 Do you like this shirt? ~ No, I It..... my style.

3that smell? ~ My husband..... doing a chemical experiment.

3. 's and 'd:

Write the forms in full. Use *is, has, had* or *would*.

► What's your name?

What is your name ?

1 I'd like a coffee, please.

2 There's been an accident.

3 That's correct.

4 I'd seen the film before.

5 Who's got the key?

6 **We'd** have stopped if we'd seen you.

4. Possibility and certainty: **may, might, could, must, etc**

A. May, might and could:

Rachel: *Whose bag is that?*

Daniel: *I don't know. It **may** belong to Maria's friend.*

Vicky: *It **might** be a bomb. It **could** explode at any moment.*

We use **may** or **might** to say that something is possible or that it is quite likely.

We can use them for the present or the future.

*It **may/might** be a bomb. (= Perhaps it is a bomb.)*

*I **may/might** go to the disco tomorrow. (= Perhaps I will go to the disco.)*

We can use **could** to say that something is possible.

*The story **could** be true, I suppose. (= Possibly it is true.)*

*You **could** win a million pounds! (= Possibly you will win a million pounds.)*

Sometimes **could** means only a small possibility. It is possible (but not likely) that

you will win a million pounds.

In some situations we can use **may, might** or **could**.

*It **may/might/could** rain later.*

After **may, might** or **could** we can use a continuous form (be + an ing-form). *That man*

***may/might be watching** us. (= Perhaps he is watching us.) Sarah **may/might be working** late*

tonight. (= Perhaps she will be working late.) *I'm not sure where Matthew is.*
He could be playing

squash. (= Possibly he is playing squash.)

B. May, might and could in the negative:

The negative forms are **may not**, **might not/mightn't**, and **could not/couldn't**.

MAY NOT AND MIGHT NOT

Something negative is possible:

*“Daniel **may not** get the job. Tom **might not** be in. I **mightn't** finish the marathon tomorrow.”*

(It is possible that I will not finish it.)

COULDN'T

Something is impossible:

*“Vicky is afraid of heights. She **couldn't** climb onto the roof. I'm completely unfit. I **couldn't** run a marathon.”*

(It is impossible for me to run it.)

C. Must and can't:

MUST

We use **must** when we realize that something is certainly true.

*She isn't answering the phone. She **must** be out.*

*I had my keys a moment ago. They **must** be here somewhere.*

*Andrew isn't here. He **must** be working in the library.*

CAN'T

We use **can't** when we realize that something is impossible.

*We haven't walked far. You **can't** be tired yet.*

*Life **can't** be easy when you have to spend it in a wheelchair.*

*Nick **can't** be touring Scotland. I saw him hat this morning.*

Exercises

1. Might be and might be doing :

Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use *may* or *might* and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (▶) *She might be* (she / be) in the music room. (▶) *She may be practising* (she / practise).

Vicky: No, she isn't there. I thought (1)..... (she / be) with you.

Rachel: It's a nice day. (2).....(she / be) on the lawn.

(3) (she / sit) out there reading the paper.

Or (4)(she / have) a coffee.

(5)(you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6) (she / know).

2. May and might:

Add a sentence with *may* or *might* (both are correct).

? I'm not sure if it's going to rain. *It might rain.*

? I don't know if we'll see an elephant. *We may see one.*

1. I can't say whether Daniel will win
.....

2. I haven't decided if I'm having a holiday.
.....

3. I don't know if we'll get an invitation.
.....

4. I've no idea whether Sarah will be late.....

5. I'm not sure if my friends are visiting me.....

3. Mightn't and couldn't:

Put in *mightn't* or *couldn't*.

? I've got one or two things to do, so I *mightn't have* time to come out tonight.

? David *couldn't* work as a taxi driver. He can't drive.

1. We're going to need lots of glasses. We have enough, you know.

2 Markbe in the office tomorrow. He thinks he's getting a cold.

3 We possibly have a dog, living in a small flat like this.

4. How can you work with all this noise? Iwork in such conditions.

5. Don't ring tomorrow because I..... be in. I'm not sure what I'm doing.

4. Must, can't and might:

A reporter is interviewing Mrs Miles for a TV news programme.

Complete the conversation. Put in *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane.

You (►) *must be* mad. You (1)be serious.

Mrs Miles: It really (2).....be wonderful to look down from the sky.

I've always wanted to try it.

Reporter: But anything could happen. You (3) be injured or even killed.

I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) be much fun if you never take risks.

You ought to try it. You never know - you (5)enjoy it.

Reporter: Enjoy it? You (6) be joking!

5. Suggestions, Offers and Invitations

A. Suggestions:

--We can use **Shall we...?** or **Let's** to make a suggestion. *It's a lovely day. **Shall we** go for a walk? ~ Yes, OK. **Let's** play some music. ~ Good idea.*

--We can also use **could** for a suggestion.

*We **could** watch this comedy on TV tonight. ~ Well, actually I've seen it before.*

*You **could** invite a few friends around. ~ Yes, why not?*

--We can also use **Why don't...?**

***Why don't** we have a look round the market?*

--To ask for a suggestion we use **shall, should** or **can**.

*Where **shall/should** we go for our holiday? ~ What about Spain?*

*What **can** I get Claire for her birthday? ~ I've no idea.*

B. Offers:

--We can use **will** or **can** to offer to do something.

***I'll** carry your bag. ~ Oh, thanks.*

*We **can** give you a lift. ~ Oh, that would be great. Thank you.*

--We can also use question forms with **shall** or **can**.

***Shall** we pay you the money now? ~ Oh, there's no hurry.*

***Can** I get a taxi for you? ~ Yes, please.*

--To offer food or drink, we use **would like**.

Would you like one of these chocolates? ~ Yes, please. Thank you.

Would anyone like more coffee? ~ No, thanks.

--We can also use **Will/Won't you have ... ?**

Will you have a biscuit? ~ Thank you.

Won't you have something to drink? ~ Not for me, thank you.

--In informal speech we can use the imperative.

Have a biscuit. ~ Thank you.

C. Invitations:

The words we use in invitations are similar to those we use in offers of food and drink (see B).

--To invite someone, we often use **Would you like to ...?**

Would you like to have lunch with us? ~ Yes, I'd love to. Thank you.

--**Would like** can have a verb with **to** after it, or an object with a noun.

Would you like to stay the night. ~ Oh, that's very kind of you.

Would you like a bed for the night? ~ Are you sure it's not too much trouble?

--We can also use **Will/Won't you ...?**

Will you join us for coffee? ~ Yes. Thanks. Won't you sit down?

--In informal speech we can use the imperative.

Come and have coffee with us. Please sit down.

Exercises

1. Suggestions and offers:

Complete the conversation. Put in *could*, *shall*, *will* or *would*.

Daniel: Where (▶) *shall* we have our picnic, then?

Rachel: This looks all right. (1)we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car.

Matthew: (2) I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3).....sit by those trees. It looks nicer over there.

Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4)you like a sandwich, Vicky?

Vicky: Oh, thank you.

Emma: (5)you have one, Rachel?

Matthew: And here are the sausages. (6)..... anyone like one?

2. Suggestions, offers and invitations:

What would you say? There is more than one correct answer.

▶ A friend has called at your flat. Invite him to come in.

Would you like to come in ?

1 Offer your visitor a cup of tea.

2 You don't know what to say in your letter. Ask your friend for a suggestion.

3 You are walking in town with a friend. Suggest having a cup of coffee.

4 A woman you know is afraid to walk home alone. Offer to walk home with her.

5 You are writing to a friend. Invite her to visit you one weekend.

REFERENCES

The contents of this textbook have been reproduced from original sources for educational purposes only and all the cited references are documented below. Copyright permission is already printed on most of the included exercise handouts. The topics covered in this course have been selected carefully so that they address the varying needs of ESL students.

1. Essential English Grammar - Raymond Murphy
2. Intermediate English Grammar - Raymond Murphy
3. Advanced English Grammar - Martin Hewings