Work on your Grammar

Over 200 exercises to improve your English grammar

Advanced
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Introduction

Welcome to Work on your Grammar – Advanced (C1)

Is this the right book for me?
This book, Work on your Grammar – Advanced (C1), helps students to learn and practise English grammar at CEF level C1. This book is suitable for you to use if you are at CEF level C1, or just below.

So, what is CEF level C1? Well, there are six Common European Framework levels. They go up from A1 for beginners, A2, B1, B2, C1 and finally C2.

If the description below sounds like you, then this is probably the right book for you. If not, choose Work on your Grammar – Upper Intermediate (B2) (below this level).

- I can understand a wide range of texts and I can follow what almost everyone says, whether directly to me or on the TV and so on.
- I can express my feelings, opinions and ideas quite fluently.
- I can adjust to different situations in using English, for example from academic to work-based to social situations.
- When I write or speak, I can use a range of different grammatical structures and patterns.
- I’m aware that there are gaps in my knowledge and I make mistakes from time to time.

What does this book contain?
This book contains 30 units to help you learn and practice important grammar for this Advanced (C1) level.

Each unit explains the grammar point and then there is a series of exercises that gives you useful practice in this particular area. The exercises are there to help you really understand the grammar point and how to use it correctly. There are different types of exercise. This helps you to see different aspects of the grammar, and it means you have a range of practice to do.

The answers to all the exercises are at the back of the book.

Remember! boxes highlight important information about the grammar points, so it is a good idea to read them and think about them.
I'm a student: how can I use this book?
You can use this book in different ways. It depends on your needs, and the time that you have.

- If you have a teacher, he or she may give you some advice about using the book.
- If you are working alone, you may decide to study the complete book from beginning to end, starting with unit 1 and working your way through to the end.
- You might find that it is better to choose which units you need to study first, which might not be the first units in the book. Take control of what you learn and choose the units you feel are the most important for you.
- You may also decide to use the book for reference when you are not sure about a particular grammar point.
- You can find what you want to learn about by looking at the Contents page.
- Please note that, if you do not understand something in one unit, you may need to study a unit earlier in the book, which will give you more information.

Study tips
1. Read the aim and introduction to the unit carefully.
2. Read the explanation. Sometimes there is a short text or dialogue; sometimes there are tables of information; sometimes there are examples with notes. These are to help you understand the most important information about this grammar point.
3. Don't read the explanation too quickly: spend time trying to understand it as well as you can. If you don't understand, read it again more slowly.
4. Do the exercises. Don't do them too quickly: think carefully about the answers. If you don't feel sure, look at the explanation again. Write your answers in pencil, or, even better, on a separate piece of paper. (This means that you can do the exercises again later.)
5. Check your answers to the exercises using the Answer key at the back of the book.
6. If you get every answer correct, congratulations! Don't worry if you make some mistakes. Studying your mistakes is an important part of learning.
7. Look carefully at each mistake: can you now see why the correct answer is what it is?
8. Read the explanation again to help you understand.
9. Finally, if the unit includes a Remember! box, then try really hard to remember what it says. It contains a special piece of information about the grammar point.
10. Always return: come back and do the unit's exercises again a few days later. This helps you to keep the information in your head for longer.

I want to improve my grammar
Good! Only using one book won't be enough to really make your grammar improve. The most important thing is you!

Of course, you need to have a paper or electronic notebook. Try these six techniques for getting the best from it.

- Make it real: It's probably easier to remember examples than it is to remember rules. Often, it's better to try to learn the examples of the grammar, not the explanations themselves. For example, rather than memorizing 'You can use the present simple to talk about the future', you should learn 'My holiday starts on Monday'.
- Make it personal: When you're learning a new structure or function, try to write some examples about yourself or people or places you know. It's easier to remember sentences about your past than someone else's! For example, 'I'm studying art this year'.
- Look out: Everything you read or hear in English may contain some examples of the new grammar you're learning. Try to notice these examples. Also, try to write down some of these examples, so that you can learn them.
- Everywhere you go: Take your notebook with you. Use spare moments, such as when you're waiting for a friend to arrive. Read through your notes. Try to repeat things from memory. A few minutes here and there adds up to a useful learning system.
- Take it further: Don't just learn the examples in the book. Keep making your own examples, and learning those.
- Don't stop: It's really important to keep learning. If you don't keep practising, you won't remember for very long. Practise the new grammar today, tomorrow, the next day, a week later and a month later.
I'm a teacher: how can I use this book with my classes?

The content of this book has been very carefully selected by experts from Language Testing 123, using the Common European Framework for Reference, English Profile, the British Council Core Inventory, the Collins Corpus and material created for Collins COBUILD English Grammar, Collins COBUILD Pocket English Grammar and Collins COBUILD English Usage. As such, it represents a useful body of knowledge for students to acquire at this level. The language used is designed to be of effective general relevance and interest to any learner aged 14+.

The exercises use a range of types to engage with students and to usefully practise what they have learnt from the explanation pages. There are a lot of exercises in each unit so it is not necessary for students to do all the exercises at one sitting. Rather, you may wish to return in later sessions to complete the remaining exercises.

The book will be a valuable self-study resource for students studying on their own. You can also integrate it into your teaching.

The explanations and exercises, while designed for self-study, can be easily adapted by you to provide useful interactive work for your students in class.

You can use the units in the book to extend, back up or consolidate language work you are doing in class. The Contents will help you choose which units are most appropriate.

You may also find that you recommend certain units to students who are experiencing particular difficulty with specific language areas. Alternatively, you may use various units in the book as an aid to revision.

Lesson plan

1. Read the aim and introduction to the unit carefully: is it what you want your students to focus on? Make sure the students understand it.

2. Go through the explanation with your students. You may read it aloud to them, or ask them to read it silently to themselves. With a confident class, you could ask them to read some of it aloud.

3. If there is a dialogue, you could ask students to perform it. If there is a text, you could extend it in some way that makes it particularly relevant to your students. Certainly, you should provide a pronunciation model of focus language.

4. Take time over the explanation page, and check students' understanding using concept-checking questions. The questions will vary according to context, but they may be based on checking the time in verb tenses. For example, with the sentence, 'She came on the train that got here yesterday,' you could ask, 'When did she arrive?' This might elicit the correct answer 'yesterday' and the incorrect answer 'tomorrow,' and you would know if your students understood the meaning of the past simple verb. Or you could ask, 'Where is she now?' and correct answers would include 'here' while incorrect answers would include 'on the train.'

5. Perhaps do the first exercise together with the class. Don't do it too quickly; encourage students to think carefully about the answers. If they don't feel sure, look together at the explanation again.

6. Now get students to do the other exercises. They can work alone, or perhaps in pairs, discussing the answers. This will involve useful speaking practice and also more careful consideration of the information. Tell students to write their answers in pencil, or, even better, on a separate piece of paper. (This means that they can do the exercises again later.)

7. Check their answers to the exercises using the Answer key at the back of the book. Discuss the questions and problems they have.

8. If the unit includes a Remember! box, then tell students to try really hard to remember what it says. It contains a special piece of information about the grammar point.

9. Depending on your class and the time available, there are different ways you could extend the learning. If one of the exercises is in the form of an email, you could ask your students to write a reply to it. If the exercises are using spoken language, then you can ask students to practise these as bits of conversation. They can re-write the exercises with sentences that are about themselves and each other. Maybe pairs of students can write an exercise of their own together and these can be distributed around the class. Maybe they can write short stories or dialogues including the focus language and perform these to the class.

10. Discuss with the class what notes they should make about the language in the unit. Encourage them to make effective notes, perhaps demonstrating this on the board for them, and/or sharing different ideas from the class.

11. Always return: come back and repeat at least some of the unit's exercises again a few days later. This helps your students to keep the information in their heads for longer.
Adjectives (1)

Using prepositions to change the meanings of adjectives

In this unit you learn to use the right prepositions to change the meanings of the adjectives they follow.

Using the correct preposition

Some adjectives can be followed by a number of prepositions but the meaning changes depending on the choice of preposition. Look at the word good and six different prepositions that it can be followed by:

Do you know anyone who's good at mending bikes?
Mum was really good about the broken vase. She didn't get upset with me.
I should eat more fruit because I know it's good for me.
I'm not good with crowds. They make me anxious.
It was good of you to babysit last night. Thank you!
I've been so good to you, and you give me nothing back.

Here are some more adjectives that can be followed by different prepositions. Read the example sentences so that you can see the differences in meaning.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>accountable</td>
<td>for</td>
<td>I know what I'm doing and I'm accountable for my own choices!</td>
</tr>
<tr>
<td>to</td>
<td>The administrative assistants are accountable to the head of the department.</td>
<td></td>
</tr>
<tr>
<td>afraid</td>
<td>of</td>
<td>Have you always been afraid of flying?</td>
</tr>
<tr>
<td>for</td>
<td>I was really afraid for your safety. Sailing in a storm is dangerous!</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>about</td>
<td>I feel really bad about forgetting Anna's birthday.</td>
</tr>
<tr>
<td>at</td>
<td>I've always been bad at spelling.</td>
<td></td>
</tr>
<tr>
<td>for</td>
<td>Everyone knows smoking is bad for your health</td>
<td></td>
</tr>
<tr>
<td>with</td>
<td>I'm so bad with numbers. Maths has always been my weakest subject.</td>
<td></td>
</tr>
<tr>
<td>frightened</td>
<td>of</td>
<td>He's frightened of heights. That's why he'd never go mountain climbing.</td>
</tr>
<tr>
<td>by</td>
<td>Horror movies don't usually bother me but I was really frightened by that film.</td>
<td></td>
</tr>
<tr>
<td>glad</td>
<td>of</td>
<td>It's great that I can give you a lift. I'll be glad of the company.</td>
</tr>
<tr>
<td>about</td>
<td>He was really glad about his exam results.</td>
<td></td>
</tr>
<tr>
<td>for</td>
<td>You won the competition! I'm so glad for you.</td>
<td></td>
</tr>
<tr>
<td>at</td>
<td>She was happy at the idea of living in a new village.</td>
<td></td>
</tr>
<tr>
<td>for</td>
<td>That's fantastic news! I'm so happy for you both.</td>
<td></td>
</tr>
<tr>
<td>with</td>
<td>It took a long time to fix it, but he's very happy with the repair.</td>
<td></td>
</tr>
<tr>
<td>nice</td>
<td>about</td>
<td>I expected you to be far more angry with me. Thank you for being so nice about it.</td>
</tr>
<tr>
<td>of</td>
<td>It was nice of him to take the time to talk to me.</td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>I like people who are nice to me.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 1

Choose the correct word, as shown.

1 You looked so pale and drawn, my love. I felt so sorry for/about you!
2 Amy's a really good friend and I know I offended her. I don't feel very good about for it.
3 You don't have to thank me. I was just glad of for the chance to return a favour.
4 I thought I could trust Sebastian. I'm disappointed in at him.
5 I just don't want Grace to get hurt. I'm afraid of for her because she doesn't seem to realize the risk she's taking.
6 I can remember names but I'm really bad for at remembering faces.

Exercise 2

Are the highlighted words correct or incorrect in this text?

Hi Gemma!

It was fun last night, wasn't it, even if it was a bit chilly in the garden? (We were really glad of our sweaters!) It was really good for you to help out when Jamie got so upset over the dog last night - thank you so much! Poor Jamie has always been a bit anxious around dogs. I don't know why he's frightened about them. As far as I know, he's never had a bad experience with one. Is Joe OK this morning, btw? He looked so ill last night - I felt a bit sorry for him, standing out there in the cold.

Ooh, Jamie's calling - better go!

Love

Louisa

xxx
Exercise 3
Complete the sentences by writing one word in each gap, as shown.

at | with | of | for | about | to

1. It's really good ________ of you to help us out at such short notice. We do appreciate it.
2. I know sugar's not good ________ me, but I'm kind of addicted to it.
3. My parents were really good ________ me when I was short of money. I'll never forget their generosity.
4. The thing is, I know I hurt her when I ended the relationship and I don't feel very good ________ that.
5. Tom, are you any good ________ sewing?

Exercise 4
For each sentence, tick the correct ending, as shown.

1. If something that you hoped would happen does not happen, you are
   ☐ disappointed in it.
   ☑ good for them.
   ☐ good to them.
2. If you are kind to someone when they are unhappy or ill, you are
   ☐ good for them.
   ☑ good to them.
3. If something frightens you, you are
   ☑ afraid for it.
   ☐ afraid of it.
4. If you are grateful for having something, you are
   ☑ glad of it.
   ☐ glad for it.
5. If you can be blamed for something bad that has happened, you are
   ☐ responsible to it.
   ☑ responsible for it.

Exercise 5
Match the two parts, as shown.

1. We are responsible individuals and can be held accountable for
   a. spiders.
2. We were slightly disappointed at
   b. your dog having cancer.
3. Olga's always been terribly afraid of
   c. explaining complex concepts simply.
4. Apparently, sitting all day is really bad for
   d. the lack of facilities when we arrived at the campsite.
5. Melissa would make a great teacher. She's so good at
   e. the spine.
6. We're so sorry about
   f. all our actions.

Exercise 6
Are the highlighted words correct or incorrect in the sentences?

1. I felt responsible for ________ all the offence that was caused.
   ☑
2. Anyway, I've done all the work that needs to be done this week and I'm feeling really good about ________ it.
   ☑
3. Don't ask me to bake a cake. I'm really bad ________ cooking!
   ☑
4. I'm so sorry ________ the noise we made last night. It was really thoughtless of us.
   ☑
5. I thought Michael was a good friend. I'm afraid I'm a bit disappointed ________ him.
   ☐
6. The Government is responsible ________ parliament.
   ☑

Exercise 7
For each sentence, tick the correct ending.

1. Pedro has done a very small repair on my bike.
   ☐ but he's not very happy for it.
   ☑ but he's not very happy with it.
   ☐ but he's not very happy at it.
2. Maria has broken Paul's MP3 player
   ☑ and he's very upset about it.
   ☐ and he's very upset for it.
   ☑ and he's very upset with it.
3. My mother was very angry when she got home,
   ☑ and demanded to know who was responsible with the mess.
   ☐ and demanded to know who was responsible to the mess.
   ☑ and demanded to know who was responsible for the mess.
4. Felicity cannot seem to get a job
   ☑ and I feel really sorry for her.
   ☐ and I feel really sorry with her.
   ☑ and I feel really sorry about her.
5. When Jamil saw his friends after his father's death
   ☐ everyone was very nice of him.
   ☑ everyone was very nice to him.
   ☑ everyone was very nice about him.
Adjectives (2)

Using adjectives before and after nouns

In this unit you learn that some adjectives can only be used before a noun, while others are used after nouns.

Adjectives that do not come before nouns

When used with a particular meaning, some adjectives are normally used only after linking verbs like be. They are not used before nouns. You say The boy was asleep, NOT an asleep boy, and you say The plant was still alive, NOT an alive plant.

The following adjectives are normally used only after linking verbs.

alive  awake
hurt  ill
asleep  ready
alright  sorry
ashamed  sure
glad  well
alone  alike
afraid

Remember!

Putting an adjective after a linking verb has the effect of focusing attention on the adjective.

Fortunately, there are other adjectives with similar meanings that you can use before the noun:

alive and living
I was the only living person in 100 miles.
asleep and sleeping
The sleeping boy woke up when the door opened.
hurt and injured
The injured animal ran away.
alike and similar
I have a similar coat to that one.

Other adjectives with similar meanings include:

afraid and frightened
alight and burning
alone and solitary
glad and happy

Adjectives with different meanings before or after the noun

There are a few adjectives that have a different meaning depending on whether they come before the noun or after it.

responsible
A responsible person would take charge of the situation and sort it out!
The person responsible for this terrible thing should be punished.
present
The present students are not so hard working, unlike last year’s group.
I’d like to say ‘welcome’ to all the students present at this meeting.

concerned
There are a lot of extremely concerned people who are worried about the damage that this will do.
Much to the relief of the families, the four people concerned were located.
named
The investigation found that the named individuals and firms colluded to decide who would win contracts.
The certificate is issued to the individual named below and must be returned before May 20.

proper
Why don’t you enrol in the University and take a proper course?
Applicants may be required to complete a period of preliminary study before they are admitted to the diploma course proper.

involved
To choose between so many top-class designs has, inevitably, meant a very long and involved process.
With the help of demonstrators, you can see the process involved in producing a finished piece of jewellery.

Adjectives that you can use after a noun

There are some adjectives that you can use after a noun when the noun has a superlative or first, last, only, every or any before it.

Mrs Morgan is the only teacher available to take the class.
That’s the best result possible!
I’ve got every book written on the subject.
He wrote the most beautiful poetry imaginable.
Exercise 1
For each sentence, tick the correct ending.

1. She would never forget the
   - afraid faces of the children as they clung to their parents.
   - frightened faces of the children as they clung to their parents.
2. To her surprise, in the back of the car she saw
   - two sleeping babies.
   - two asleep babies.
3. The couples whose relationships endured were very compatible, with
   - similar outlooks on life.
   - alike outlooks on life.
4. In dramatic scenes last night, three men were rescued from the
   - burning building.
   - blight building.
5. In the distance, she spied
   - a solitary figure.
   - an alone figure.

Exercise 2
Are the highlighted words correct or incorrect in the sentences?

1. According to the poll, Rickman is the 19th greatest living ☑ film star.
2. With no alive ☑ relatives, and few surviving friends, Maggie is sometimes very lonely.
3. Paramedics arrived within minutes and took the hurt ☑ passengers to Queen Anne Hospital.
4. The injured ☑ soldiers were transferred to Rafah Central Hospital.
5. It was such a delight to see the children's happy ☑ faces.
6. So here's the question on every parent's lips: what does it take to raise glad ☑ children?

Exercise 3
Match the sentence halves.

1. Ever since the vaccine was approved
   a. without proper training.
   more than a decade ago,
   b. to the present day.
   2. According to three of the people
   c. before the first round proper involving
   3. No information about named
   d. without written consent from the
   individuals is given to third parties
   individuals concerned.
   4. The book outlines the history of the
   e. present at the meeting, the biggest
   region from the seventeenth century
   topic of conversation was staffing levels
   5. The Cup begins with two preliminary rounds
   f. concerned parents have been
   questioning its use.

Exercise 4
Which sentences are correct?

1. Pages 4 and 5 contain information about the involved people in the transatlantic slave trade.
2. The putting together of classes is, as I'm sure you'll appreciate, a very involved process for our teachers.
3. They were her parents and thus the ones responsible for her care and wellbeing.
4. So are teenagers capable of being responsible parents?
5. This morning we look at the origins of the present crisis in the region.
6. If there are any present people when the officer arrives at the crime scene, he or she will detain them.

Exercise 5
Match the two parts.

1. the present candidates
   - a patients affected by something
2. the candidates present
   - b doctors who can be trusted
3. concerned patients
   - c patients who are worried
4. the patients concerned
   - d the doctors in charge of something or the doctors who did a particular thing
5. an involved process
   - e a complicated process
6. the process involved
   - f people who are candidates now
7. the doctors responsible
   - g candidates who are at an event
8. responsible doctors
   - h the process that is a part of something

Exercise 6
Complete the sentences by writing one phrase in each gap.

<table>
<thead>
<tr>
<th>worst abuse</th>
<th>highest score</th>
<th>last man</th>
<th>first payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>only software</td>
<td>only thing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Krystal was only five years old and had suffered some of the ______________________ imaginable for a child that age.
2. She got a total of 86, which is the ______________________ possible.
3. We resorted to burgers because it was the ______________________ available.
4. Seconds before impact, the ______________________ conscious in the cockpit of the doomed plane made a desperate call.
5. This advance payment shall be deducted from the ______________________ due, in accordance with paragraph 12.
6. The Vina package is the ______________________ in any way comparable with Jab's.
Adjectives (3)
Forming adjectives from participles

adjective/noun/adverb + -ing / -ed participle

In this unit you learn to use adjectives formed from -ing and -ed participles, compound adjectives formed from noun/adjective/adverb + participle and also adjectives formed from preposition + participle.

To: Helen
From: Sophie
Subject: Nick’s boss

Hiya Helen,

Guess what? We had dinner last night with Nick’s boss, Al, and his long-suffering wife. I really don’t know how she puts up with him!

Al is one of the loudest, most opinionated people I’ve ever met, though not all bad. When you first meet him, his manner is quite off-putting, but you warm to him a bit as you get to know him. For one thing, he’s very thick-skinned — you can say whatever you like to him and he’s not offended.

Also, he’s quite easy-going. Nick, my absent-minded boyfriend, had completely forgotten to buy a gift to take, so we arrived empty-handed, but Al was really nice about it.

Also, Nick hadn’t warned me that he and Al would be wearing smart suits, so I did feel a little bit underdressed in my jeans!

Oh, postman at the door — must dash.

Speak later
Love
Sophie

Adjectives formed from participles

Adjectives formed from the -ed participle

Most -ed adjectives have a passive meaning. They show that something has happened or is happening to the thing being described.

She’s a very frightened woman.
He had a disappointed expression on his face.
We have a long list of satisfied customers.
We cannot refuse to teach children the required subjects.

Adjectives formed from the -ing participle

Some -ing adjectives describe the effect that something has on your feelings and ideas, or on the feelings and ideas of people in general. They can be used with words like very and rather and have comparatives and superlatives.

There has been an alarming rise in accidents on this road.
I had a very amusing evening.
The whole experience is still rather disturbing.
She spoke in a low voice that was far more frightening than a shout.
He is the most annoying man I have ever met.

Other -ing adjectives are used to describe a process or state that continues over a period of time. They are not used with words like very and rather but can often be modified by adverbs that describe the speed with which the process happens.

The rock band had a fast-growing number of fans.
When I was driving in a car, I got very frustrated by slow-moving traffic.
First-time buyers are finding it difficult to keep up with rapidly-rising prices.

Adjectives formed from noun/adjective/adverb + participle

Compound adjectives are made up of two or more words.

These include:

- adjective or adverb + -ed participle
  - low-paid, well-behaved
  - She went into her store, but came back empty-handed.
  - I was in a light-hearted mood.
  - A well-balanced diet includes all the necessary vitamins and supplements you are likely to need.

- adjective, adverb or noun + -ing participle
  - good-looking, long-lasting, man-eating
  - There was no denying that Marta was quite a nice-looking girl.
  - Their behaviour had made them feared in the community, not least by their long-suffering neighbours.
  - He hung by one hand from his parachute strap in a death-defying stunt thousands of feet above the ground.

A few -ed adjectives are related to intransitive verbs and have an active meaning.

The capsized ship lay at the bottom of the ocean.
She is the daughter of a retired army officer.
Police are hunting three dangerous escaped prisoners.
She was wearing faded jeans and a T-shirt.

Adjectives with the same form as irregular -ed participles that do not end in -ed are also known as -ed adjectives.

Was it a broken bone or a torn ligament?
He had a black eye and a swollen mouth.
The country road was blocked by a fallen tree.

Work on your Grammar Advanced (C1)
noun + -ed participle
tongue-tied, wind-swept
He was breathing heavily and looked panic-stricken.
The pictures are displayed in a purpose-built modern gallery.
There was a row of silver-plated dishes on the hotplate.

Adjectives formed from preposition + participle
Some adjectives can be made from a preposition and a participle:
underdressed, overbearing, undersachieving
Their gardens were overgrown with weeds and brambles.
He looked downcast and nervous.
The cake may be slightly undereaten in the middle but it should be edible.
He was trying to sound casual, but I could hear the underlying tension in his voice.
The river was shadowed by overhanging branches.

Remember!
Compound adjectives are often written with a hyphen when they come before the noun, but without a hyphen when they come after the noun.

Exercise 1
Complete the sentences by writing one word in each gap.

1. I duly made the amendments and sent the ___________ manuscript back to the publisher.
2. I gained a lot of confidence and self-worth from the course and generally found it to be an ___________ experience.
3. So how will the bottled water industry respond to the ___________ tide of criticism from environmentalists worldwide?
4. So, finally, here it is - the much ___________ novel from the bestselling Swedish crime writer.
5. We must take steps to ensure that our ___________ representatives reflect the profile of our members.
6. 'You seemed quite friendly towards him yesterday,' she said, in an ___________ tone that I took exception to.

Exercise 2
Rearrange the letters to find words, as shown. Use the definitions to help you.

1. fol-stoping (describes a quality or feature of something or someone that makes you dislike them, or not want to get involved with them)
2. banest-denim (describes a person who often forgets things or does not pay attention to what they are doing, often because they are thinking about something else)
3. baet-deiob (physically strong and healthy; not disabled)
4. chitk-denkins (not easily upset by criticism or unpleasantness)
5. ghilt-raedhet (cheerful and happy)
6. noig-solt (describes someone or something that you have not seen for a long time)

Exercise 3
For each question, tick the correct answer.

1. If someone does not have a present to give a person that they are visiting, how might you describe them?
   - empty-hand
   - empty-handed
   - empty-handing

2. If someone is unable to say anything because they feel shy or nervous, how might you describe them?
   - tongue-tie
   - tongue-tied
   - tongue-tying

3. How would you describe an action that was extremely dangerous?
   - death-defied
   - death-defying
   - death-defies

4. How would you describe someone who is so anxious or afraid that they may act without thinking carefully?
   - panic-stricken
   - panic-stricken
   - panic-stricken

5. How would you describe someone who patiently puts up with a lot of trouble or unhappiness, especially when it is caused by their husband or wife?
   - long-suffer
   - long-suffered
   - long-suffering
Exercise 4
Complete each sentence with an adjective that combines 'over' or 'under' with a form of the verb in brackets.
1. I do think it's possible for a man to wear shorts without looking like an ___________ (grow) schoolboy.
2. The school appointed a new member of staff responsible for helping ___________ (achieve) children to realize their full potential.
3. I wouldn't go so far as to say he's a bad actor, but I certainly think he's ___________ (rate).
4. The ___________ (hang) branches of my neighbour's trees mean that my garden is in almost perpetual shadow.
5. If we are to solve the problem of poverty we must first identify the ___________ (lie) causes.
6. Three waiters had called in sick that evening, so the restaurant was seriously ___________ (staff).

Exercise 5
Decide if the pairs of sentences have the same meaning, as shown.
1. A. I met Sean and his long-suffering wife.
   B. I met Sean and his wife, who suffers from a chronic illness. ☒
2. A. Lucy is very insensitive, and very thick-skinned.
   B. Lucy is very insensitive, and she doesn't mind if you criticize her or laugh at her. ☒
3. A. For once, I found myself tongue-tied.
   B. For once, I found myself prevented by someone else from expressing my real opinion. ☒
4. A. I felt underdressed.
   B. I felt as if my clothes were too casual compared with everyone else's. ☒
5. A. That was such an overrated movie.
   B. That movie was nothing like as good as most people said it was. ☒

Exercise 6
Put each sentence into the correct order, as shown.
1. trees. / with / was / track / overhanging / darkened / The
   The track was darkened with overhanging trees.
2. were cancelled / hospital / / the / because / Operations / understaffed / was
   __________________________
3. In / / overrated / the / my / band / / view / is
   __________________________
4. eat / fish / Never / / underdone / meat or
   __________________________
5. underdeveloped / / depend on / Many / grants / countries
   __________________________
6. The / was / with / grass / overgrown / path /
   __________________________

Exercise 7
Decide if the pairs of sentences have the same meaning.
1. A. We couldn't get past because fallen trees blocked the road.
   B. We couldn't get past because overgrown trees blocked the road. ☒
2. A. Rosa looked very disappointed when she heard that Ben was not coming.
   B. Rosa had hoped that Ben was coming, and looked sad to hear that he was not. ☒
3. A. The film is about the adventures of escaped zoo animals.
   B. The film is about the adventures of animals that have managed to get out of the zoo. ☒
4. A. She had an annoying habit of laughing at all her own jokes.
   B. She had an annoyed habit of laughing at all her own jokes. ☒
5. A. Iwona's new boyfriend is very good-looking.
   B. Iwona's new boyfriend looks very nice. ☒
6. A. Jorge felt very nervous, but tried to sound light-hearted.
   B. Jorge felt very nervous, but tried not to show it. ☒
Adjectives and adverbs

Adjectives and adverbs with different forms and meanings

In this unit you learn to use adjectives and adverbs that have the same form. You also learn to use adverbs that have two forms and meanings and other adverbs that have different meanings depending on their position in a clause.

Adjectives and adverbs that have the same form

Some adverbs of manner have the same form as adjectives and have similar meanings.

He’s always listened to loud music.
The guitarist played too loud for the singer’s voice to be heard.
She didn’t know what the right answer was.
These are questions that most children get right.

These are the most common ones:
direct right
fast slow
hard solo
late straight
loud tight
quick wrong

Adverbs that have a different meaning from their related adjectives

Some -ly adverbs have a different meaning from the meanings of their related adjectives. For example, hardly means not very much or almost not at all and is not used with any of the meanings of the adjective hard.

This has been a long hard day.
Her bedroom was so small she could hardly move in it.
Food was scarce and so was fuel.
They could scarcely believe their great good fortune.

Here are some adverbs ending in -ly that have a different meaning from the meanings of their related adjectives:
barely presently
hardly scarcely
lately shortly

Adverbs with two forms and meanings

Sometimes, two adverbs are related to the same adjective. One adverb has the same form as the adjective, and the other is formed by adding -ly.

There was plenty of room for the children to run free.
Ducks of dogs ran freely, barking at the cars.
She woke up in the morning feeling fine.
Peel and finely chop the onion.
The shirt stretched tight across his chest.
Her skin stretched too tightly over her cheekbones.
Marcia opened her eyes wide.
Austria is widely regarded as one of the most expensive countries to visit.

Here are some common adverbs that have both these forms:
clear – clearly hard – hardly
clean – cleanly high – highly
close – closely last – last
dear – dearly late – lately
deep – deeply right – rightly
direct – directly sharp – sharply
easy – easily thick – thickly
fine – finely thin – thinly
first – firstly tight – tightly
free – freely wide – widely

Remember!
The -ly adverb often has a different meaning from the adverb with the same form as the adjective.
The water was running high.
He thought highly of his teacher.
She worked hard all year.
We could hardly hear him speak.
Exercise 1
Decide if the pairs of sentences have the same meaning.

1 A Would you just give me a direct answer, please? □
   B Please answer me immediately. □
2 A Meet me at 12 sharp.
   B Meet me at precisely 12 o'clock. □
3 A My late grandmother taught me how to bake.
   B My grandmother, who died two years ago, taught me to bake. □
4 A You're free to do whatever you want this afternoon.
   B This afternoon's activities are free. □
5 A We're clean out of salad. I'm afraid.
   B I'm sorry, but we've no salad left at all. □

Exercise 2
Which sentences are correct?

1 Fern arrived so lately that her friends had started to worry.
2 The chef chopped the onions and garlic finely before adding them to the hot pan.
3 Our seats were direct in front of the stage so we had a great view of the performers.
4 They arrived at 9 sharp, just as the meeting began.
5 The boy ran past at full speed, close followed by his brother.
6 Right, I've had enough of this. I'm getting out of here.

Exercise 3
Choose the correct word.

1 Her eyes were wide / widely open when she was born.
2 He was right / rightly annoyed with me for telling everyone his secret.
3 Hold on tight / tightly, the train is starting to move.
4 Don't worry -- everything will turn out finely / fine.
5 He held the book close / closely to his chest and refused to let us see it.
6 She didn't speak very clearly / clear and I couldn't tell what she was saying.

Exercise 4
Are the highlighted words correct or incorrect in the sentences?

1 Security was very tight □ during the international athletics competition.
2 The kid came right □ up to me and stuck his tongue out.
3 It is wide □ understood that walking here alone at night is best avoided.
4 If you don't look sharply □ we're going to miss our train.
5 Sara freely □ admits that she was in the wrong.
6 The chewing gum stuck fast □ to the sole of my shoe.

Exercise 5
Choose the correct word, as shown.

My friend Lyn has been dating a guy for a few weeks. He swept her clean / cleanly off her feet at first with romantic meals and flowers, but late / lately he seems to have cut out the extravagant gestures and I've heard him speak quite sharp / sharply to her a couple of times, although he always apologizes direct / directly afterwards. It doesn't seem right / rightly to me but maybe I'm being over / overly sensitive about it.

Exercise 6
Choose the correct word.

She looked up clearly / freely / sharply as I entered the room. 'What do you want?' she demanded. She was certainly very direct / right / close, but I'd heard that was her way with newcomers to the firm. 'I wondered if you could show me how to organize the database?' I asked nervously. 'Sit down,' she ordered. I did as I was told, immediately noticing that her chair was much higher than my own. She turned her gaze directly / rightly / tightly upon me. Her eyes were a close / clear / clean, piercing blue, cold and right / fine / sharp like her manner.

'T'll show you what to do but don't interrupt me while I'm speaking,' she said. My new boss was clearly / freely / lately a woman who didn't like to waste time on pleasantries.

Exercise 7
For each sentence, tick the correct ending.

1 Adam had to go to see the headteacher □ because he had arrived late to school.
   □ because he had arrived late to school.
2 Ali was ill yesterday. □ but today he's feeling fine.
   □ but today he's feeling finely.
3 Lines was so tired □ that she could scarcely open her eyes.
   □ that she could scarcely open her eyes.
4 I hope I am feeling better in time for the wedding. □ because I would dearly love to go.
   □ because I would dearly love to go.
5 However hard she tried to hit the ball, □ Lara couldn't do it rightly.
   □ Lara couldn't do it rightly.
6 Leo did well at school □ because he always hardly worked.
   □ because he always worked very hardly.
   □ because he always worked very hard.
Possessive adjectives

Using possessive adjectives and pronouns before -ing participles

In this unit you learn to use a possessive adjective or object pronoun before the present participle.

If you want to talk about two closely linked actions that are performed by different people, you follow the first verb with an object. This object then functions as the subject of the second verb. For example:

She saw Brian taking her diary.
I'd never caught Sita lying to me before.

Brian is the person who is seen. He is also the person who is doing the action of taking her diary.

Sita is the person who is caught. He is also the person who is doing the action of lying.

The ball hit Alfie in the chest and sent him sprawling to the ground.
Although it's a few years since my mother died, I can still picture her sitting at the table.
The look on Maria's face stopped him saying anything more.
I could hear her speaking to someone on the phone.

Remember!

When the second verb (or auxiliary) is an -ing participle, a possessive adjective is sometimes used in front of it, instead of a pronoun. This is rather formal.

He did not like my living in Paris.
His having been a Goth when he was a teenager came as a surprise to me, since he was now so conventional.
The dog's barking kept me awake all night.
Jane's being unemployed was starting to get me down.

Some verbs are used with an object and an -ing participle in a less formal way.

She observed James walking down the road.

You can use these verbs with an object and an -ing participle:
catch
describe
feel
find
hear
imagine
keep
leave
like
listen to
notice
observe

Exercise 1
Put the correct word in each gap.

Hi Jamie

How's tricks?

Zoe and I met up with Chaz and Luigi last night. They're great fun. I found out loads about Chaz I didn't know. He was telling us that he'd worked at an elephant orphanage in Sri Lanka for a while. He had four years living there, all laughing at his stories. He said the elephants would see the children coming towards them with a cleaning brush and they'd take it from him and run away with it. I suppose having worked at such a place surprised me - he likes nothing better than to stay at home watching TV!

Zoe and Chaz seem to be getting on better these days. I watched them chatting away like old friends. It used to bother me listening to her complain about Chaz being boring. I don't like criticizing my friends - you want everyone to get on well, don't you?

Anyway, speak soon.

Chris

Exercise 2
Match the sentence halves.

1 I don't mind him
2 They spotted us
3 She watched him
4 It bothers me
5 I can't stand you
6 She worries them,

a going about his daily chores.
b seeing her as long as I don't have to.
c staying out as late as she does.
d nagging at me all the time! Please leave me alone.
e reading the papers in the café.
f hearing him talk about his wife in that way.

Exercise 3
Find the wrong or extra word in each sentence.

1 The baby's crying kept me up all the night.
2 Kate heard him creeping up beside the stairs.
3 She doesn't mind us being here as long as we're remain quiet.
4 Heidi's screaming at the television was getting far on my nerves.
5 Her stealing me the limelight came as no great surprise.
6 I can't bother watch him putting in his contact lenses — ouch!

Work on your Grammar Advanced (C1)
Exercise 4
Put each sentence into the correct order.
1 her / fired / / having / lowered / been / self-esteem / Her

2 It / her / not / allowed / his / to / iPad / borrow / / bothered / being

3 didn't / not / away / holiday / going / on / She / / mind

4 us / driveway / up / watched / coming / They / the / / but / refused / door / to / the / open

5 / Ernie / her / at / smiled / him / and / saw / looking

6 a / Julio's / being / / pilot / impressed / Cindy

Exercise 5
Complete the sentences by writing one word in each gap.
1 Her ___________ gone blonde gave me the shock of my life!
2 It doesn't bother ___________, seeing Emily – it's Greg I can't stand.
3 They caught us spying on ___________from the balcony and waved up at us.
4 I don't ___________ you 'borrowing' money from my purse – just ask me first!
5 He heard ___________ coughing and went to see if she was OK.
6 Them having bought ___________ own car at last was a relief to everyone.

thirst + participle adjectives
Using -ing and -ed adjectives with those, and in relative clauses

In this unit you learn to use participle adjectives after those. You also learn that you can use participle adjectives in relative clauses.

Important Notice
To: All those going on the trip to Paris
Please pay any money owing to the school secretary by Friday.
Some permission forms have been received but unfortunately any forms returned last week have been lost. Could those needing a replacement permission form please get one from the office. The secretary will be able to tell you the names missing from our list and whether you need a replacement form or not.

Using -ing and -ed adjectives with those
You can use a clause containing an -ed participle directly after those to show that something or someone has been produced or affected by an action.

All those made of paper quickly caught fire.
Those written before 1900 are very different in style.
Those sent to impatient care are closely monitored until they are well enough to go home.

You can use a clause containing an -ing participle directly after those to show that someone or something is doing something.

All those going to London should pay the deposit today.
Those containing errors will be returned immediately for correction.
Those making today's deliveries will start loading at 6 a.m.
Defining relative clauses
You can sometimes reduce a defining relative clause to the -ed or -ing participle adjective that follows it without changing the meaning. For example:

- We looked through the papers which were lying on the table.
- We looked through the papers lying on the table.
- You'll get on well with the man who'll be leading your tour.
- You'll get on well with the man leading your tour.
- The decisions that had been made by the directors were very poor.
- The decisions made by the directors were very poor.

Exercise 1
Write the correct form of the verb in brackets to complete each sentence, as shown.

1 All those ________ worried (worry) by the plans had an opportunity to voice their concerns.
2 All those ________ (want) to attend the after-school club should put their names on the list.
3 All those ________ (concern) about the new policy should take it up with the Head of Transport.
4 All those ________ (wish) to travel to Cairo, please go to Gate 8.
5 All those ________ (intend) to stay for the lecture, please remain seated.
6 All those ________ (affect) by the job cuts will be compensated for their losses.

Exercise 2
Find the wrong or extra word in each sentence, as shown.

1 All those competitors who remaining in the room have passed the final test – well done!
2 The men were running away from me must have been the ones who'd stolen my money.
3 I couldn't be bothered to open the book that lying on my bedside table.
4 The boy was playing a game on his phone looked up as I sat down next to him.
5 I approached the man who sitting by the entrance door.
6 All those were surprised by the result of the experiment please raise your hands.

Exercise 3
Match the sentence halves.

1 We looked through the papers
2 The decisions
3 You'll get on well with the guide
4 The meal
5 The girl
6 The flowers

a made by the directors caused all the problems.
b growing in the garden looked beautiful.
c being prepared smelled delicious.
d sitting over there is Mike's sister.
e leading the tour.
f lying on the table.

Exercise 4
Decide if the pairs of sentences have the same meaning.

1 A The chef working in the kitchen offered to show us around his workplace.
   B The chef who was working in the kitchen said he would give us a tour of his workplace.
   0

2 A Ted shouted encouragement to the boys running round the field.
   B The boys who were in the field responded to Ted's encouragement by running faster.
   0

3 A Coral nodded to the woman sitting on the bench.
   B Coral nodded to the woman when she sat down on the bench.
   0

4 A The research carried out by our team proved to be inconclusive.
   B The research that our team carried out didn't reach any clear conclusion.
   0

5 A She eyed the last piece of cake left on the plate.
   B She eyed the last piece of cake remaining on the plate.
   0

Exercise 5
Put each sentence into the correct order.

1 a girl / the sofa / on / Lucy is / / the / lying
   0

2 a / were / the wind / by / We / awake / howling / kept / round / the house
   0

3 a advertised / was / holiday / The / a / great / in the newspaper / bargain
   0

4 a / by / / complete surprise / delivered / the boy / The message / was
   0

5 a / under / found / desk / lying / The missing / was / / cat / my
   0

6 a / teaching / person / today / is / / fantastic / The / yoga
   0

Exercise 6
Choose the correct word.

1 The drama unfolding / unfolded was watched by tourists in the harbour.
   0

2 Alice has a job given / giving guided tours of the city centre to young people.
   0

3 The laws passed / passing by the new government were welcomed by most people.
   0

4 All those not travelling / travelled to Antigua please leave the ship now.
   0

5 The man sitting / sat in front of him had a very large head, so Ethan couldn't see the band.
   0

6 The competition judging / judged by the famous photographer had some great prizes.
Relative clauses

Whom and which

In this unit you learn to use more complex relative clause structures.

Relative pronouns with prepositions

A relative pronoun can be the object of a preposition. The preposition usually goes towards the end of the clause, and not in front of the pronoun.

... the job which I'd been studying for.
... the boy who Aunt Sophie left her money to.
... questions that there were no answers to.

The preposition can go at the beginning of a clause in front of whom or which but this is unusual in more formal English.

... the job for which I'd been studying.
... the boy to whom Aunt Sophie left her money.
... questions to which there were no answers.

Remember!

You cannot put the preposition at the beginning of a clause in front of who or that.

Relative clause structures introduced by determiners, quantities and superlatives

Words such as some, many and most can be put in front of of whom or of which at the beginning of a non-defining relative clause.

A group of men, all of whom were armed, surrounded us. These men, the tallest of whom was about seven feet, were clearly angry.

At the door of the hospital we were greeted by the patients, most of whom were children.

There are hundreds of species native to the island, many of which are endangered.

Relative clause structures followed by infinitive clauses

An infinitive clause can be put after of whom, of which or with which.

They wanted money with which to buy food for their families.

Exercise 1

Which sentences are correct?
1. I have a new app for my phone which can identify songs that are being played. [ ]
2. This is the cottage in which she lived for most of her life. [ ]
3. I had three great friends with whom I went travelling in the holidays. [ ]
4. I did some gardening for an elderly neighbour, for whom I was paid £6 per hour. [ ]
5. We were given plastic cutlery with which to eat our food. [ ]
6. There was a large oak tree, under whom we sheltered until the rain had passed. [ ]

Exercise 2

Choose the correct word or words.
1. The career for what / which / that he had given up so much was now in ruins.[ ]
2. She didn't recognize the man who / whom / which had spoken.[ ]
3. He wanted a companion with whom / who / which he could share his love of nature.[ ]
4. Each of them were given a pile of wood and some rope with which construct / constructing / to construct a raft. [ ]
5. Who / Whom / From whom gave you the money to buy the car?[ ]
6. He wrote extensively about the tribe from who / from which / from that he had learned so much. [ ]

Exercise 3

Put the correct word in each gap.

writer | confidence | girlfriends | friends | youngest | house

While researching the life of the poet James Arnall, I spoke to several of the ________ with whom he grew up in a small Welsh village. All of them remember the energy and ________ with which he approached everything in life, from friendship to work to love. Arnall was always a handsome boy, and he had several ________, some of whom have found themselves the subject of his poems.

Arnall had three brothers, the ________, of whom died at 11 in a car accident - a tragedy that he says has been with him ever since. He lives with Wendy Casey, a Canadian ________, with whom he has three children. The large ________, to which they moved in 2005, is crammed with souvenirs from their frequent travels to China and Cambodia.
Exercise 4
Complete the sentences by writing one word in each gap.
1 The restaurant may be closed, ______ which case we'll have to cook for ourselves.
2 We came to a building, inside ______ we found a family hiding from the soldiers.
3 He is the friend ______ whom she dedicated her last novel.
4 He handed me the key ______ which to open the case.
5 I called all my friends, none of ______ was able to help.
6 These are matters ______ which I have no control.

Exercise 5
Write the missing words in sentence B so that it means the same as sentence A, as shown.
1 A I wrote the poem for him.
   B He is the person ______ I wrote the poem.
2 A The house was built on this land.
   B This is the land ______ the house was built.
3 A They gave us some money to spend on food.
   B They gave us some money ______ to buy food.
4 A Svetlana has six brothers. The oldest is 25.
   B Svetlana has six brothers, the ______ is 25.
5 A I bought six peaches, and two of them were rotten.
   B I bought six peaches, two ______ were rotten.
6 A Most of Joey's many friends came to his wedding.
   B Joey has many friends, ______ came to his wedding.

Exercise 6
Are the highlighted words correct or incorrect in the sentences?
1 This is a cause ______ which these men are prepared to die.
2 I talked to some of the athletes, many of ______ have never competed here before.
3 We were each given a small bag in which ______ our food.
4 They told me their salaries, most of ______ were more than I am likely to earn in my lifetime.
5 We received over 100 stories, the best of ______ will be published on our website.
6 Five people are accused of the theft, two of ______ have already admitted their guilt.

Exercise 7
Have the highlighted words correct or incorrect in this text?
Nature or nurture?
How much of who we are as adults is down to our genes, and how much to our upbringing?
I take my neighbours. They have three sons, two of ______ are happily married, have stable jobs and have wonderful children of their own. Unfortunately, the third son, ______ is much younger, has been nothing but trouble. At the age of 19, he was involved in a robbery, for ______ he received an 18-month prison sentence.

He was only out for a few months before committing a string of burglaries, ______ landed him back in jail for another year. His parents, for ______ I have the greatest respect, have done everything in their power to help him. Nothing has helped. And if he is convicted of the latest crimes of ______ he is accused, they will have to face the fact that they may not live to see him out of jail again.

Exercise 8
Put each sentence into the correct order.
1 dedicated to / without whom / it could not have / been written / / The book is / my parents,
   2 a special device / / The dentist with which / my teeth / gave me / to clean between
   3 The folder contains / of people, / is stamped / several photographs / / on top of which / the word 'traitor'
   4 to be known / by which / Ellen is the name / is Elise, but / Her real name / she prefers / /
   5 the man / she had been / / the previous year / living since / with whom / Hoskins was
   6 a limit above which / The company pays / we are not / / for our hotel and food, / allowed to go / / but there is
Conditionals
Using conditionals to express formality

**conditional + if + should**
**conditional + if + were to**
**inversion of conditionals**

In this unit you learn other ways of using conditionals to express uncertainty and/or formality. You also learn how to form inversion of conditionals by not using the if conjunction.

**Conditionals with if + should**
A more formal way of talking about a possible future situation is to use **should** in the conditional clause. For example, instead of saying if the letter **arrives** tomorrow, I will reply immediately, you can say if the letter **should arrive** tomorrow, I will reply immediately.

*If you should** see him, tell him I called.
*If that should happen,** you will be blamed.

**Conditionals with if + were to**
Another way of talking about a possible future situation is to use **were** and a to-infinitive in a conditional clause. For example, instead of saying if you **went** to France next year, I would go too, you can say if you **were to go** to France next year, I would go too.

*If you were to marry** him, I would never speak to you again.
*If we were to** move to Nottingham, we would be able to buy a cheaper house.

**Inversion in conditionals**
If the first verb in an if-clause is **should, were** or **had,** this verb is sometimes put at the beginning of the clause and if is omitted. For example, you can say **Should I be** there, I will speak to them instead of if **I should be** there, I will speak to them.

**Should ministers demand** an inquiry, we would welcome it.
**Were they to stop** advertising, prices would be significantly reduced.
**Had I known** what you wanted, I'd have called.
You can call our toll-free number, **should you require** assistance.

**Remember!**
Inversion tends to be used in formal or literary English.

**Exercise 1**
Decide if the pairs of sentences have the same meaning.

1. A Were she to ask my opinion, I'd tell her what I think.
   B It's not very likely she'll ask for my opinion, but if she does, I'll tell her.
   
2. A If you were to be elected, what changes would you make?
   B What changes would you have made if you'd been elected?
   
3. A Had I tried harder, I might have done better.
   B I didn't try very hard, so I was lucky to do that well.
   
4. A If the post should come early, can you put it on my desk?
   B The post might come early. If it does, can you put it on my desk?
   
5. A Should you wish to talk to me, you know where I'll be.
   B You know where to find me if by any chance you want to talk to me.

**Exercise 2**
Choose the correct word.

1. Were / Should I call a meeting, do you think people would come?
2. If the letter **should / would** arrive tomorrow, I'll let you know straight away.
3. When / Had I realized you were sick, I would have come to visit you.
4. Should / Were Sven decide to come to the festival, I'll book him a ticket.
5. Were / Had it not for you, I'd have given up a long time ago.
6. Should / If you were to agree to work for us, how many hours could you do?

**Exercise 3**
Complete the sentences by writing one word in each gap.

<table>
<thead>
<tr>
<th>do</th>
<th>would</th>
<th>have</th>
<th>is</th>
<th>did</th>
<th>should</th>
<th>had</th>
<th>are</th>
<th>were</th>
</tr>
</thead>
</table>
1. I'd have called back earlier,________ I knew what you wanted.
2. Please contact us in writing,________ you require any further information.
3. He wouldn't have anything to talk about,________ it not for his interest in wild flowers.
4. I'll consider accepting the post if the senior managers who interviewed me________ serious about the project, but I'm not convinced of it.
5. Had you asked Clarissa to go with you, she________ definitely have said yes.
6. If you should see Amanda, could you tell her the police________ been looking for her for the last week?
7. I don't expect him to remember that I'm allergic to shellfish -- in fact, I'd be amazed if he________
Exercise 4
Are the highlighted words correct or incorrect in the sentences?
1 If I should lend your brother this book, can you make sure I get it back?
2 Were Fiona to invite you to her wedding, what did you say?
3 Had he not been for Kevin, I'd never have passed my driving test.
4 Had you wished to discuss anything further, please don't hesitate to contact me.
5 Had I known that Mary was bringing Pierre with her, I'd have gone out.
6 If Harry should ask you to marry him, would you say yes?

Exercise 5
Which sentences are correct?
1 Weren't it for Angela, I wouldn't be here now.
2 Should anyone wish to join us for a snack, we'll be in the café on the corner.
3 If Nina were come to the party, who do you think she would bring with her?
4 If the car were to break down again, I wouldn't bother trying to fix it yourself.
5 Had I realized you were waiting for me in the hall all that time, I'd get ready more quickly.
6 He'd have refused to pay the builders, had he realized how little work had been done.

Exercise 6
Write the missing words in sentence B so that it means the same as sentence A.
1 A If it wasn't for Petra, Amir would never do any travelling.
   B __________________ for Petra, Amir would never do any travelling.
2 A If I played this computer game all day, do you think I'd get to the end of it?
   B If I were __________________ this computer game all day, do you think I'd get to the end of it?
3 A If by any chance the door's locked when you arrive, use this key.
   B Should the door __________________ when you arrive, use this key.
4 A If I'd known you were coming, I'd have baked a cake!
   B Had __________________ you were coming, I'd have baked a cake!

Ways of using as and though

In this unit you learn to use concessive clauses to show a contrast between two statements. You can do this by using an adjective or adverb followed by as, though, much as, as though, as if, as for + noun/pronoun or as to + noun.

adjective/adverb + as or though

Though
When a clause beginning with though ends with a linking verb like be or seem and a noun or an adjective (= a complement), you can bring the complement forward to the beginning of the clause. For example, instead of saying Though he was tired, he insisted on coming to the meeting, you can say Tired though he was, he insisted on coming to the meeting.

Tempting though it may be to cheat, it is not acceptable.
I have to believe him, improbable though his story is.
Astute businessman though he was, Philip was capable of making mistakes.
Strange though it seems, we have never properly sat down and talked about this issue.

Surprising though it may seem, most fires in people's homes are caused by the careless use of chip pans.

as
When the complement is an adjective, you can use as instead of though.

Stupid as it sounds, I believed her.
Charming as it may be to outsiders, the way of life is one that many people wish to escape.

When a clause beginning with though ends with an adverb, you can put the adverb at the beginning of the clause.

Some members of staff couldn't handle the pressure, hard though they tried.

Using much as
When you are talking about a strong feeling or desire, you can use much as instead of although. For example, instead of saying Although I like Venice, I couldn't live there, you can say Much as I like Venice, I couldn't live there.

Much as I like you, I couldn't marry you.
Much as I'd like to go to the cinema, I have to stay in and write my essay.

Much as I hate to admit it, he was right.

Much as they hope to go home tomorrow, they know they have to stay on until the end of the year.
Using as though and as if
You sometimes want to say that something is done in the way that it would be done if something else were the case. You do this by using as if or as though. You use a past tense in the clause of manner.

He behaved as though he owned the place (= he does not own the place).
She carried on as if nothing had happened (= something has happened).
She acted as though she had no idea who I was (= she does know who I am).
I put some water on my clothes to make it look as if I had been sweating (= I had not been sweating).

Using as for + noun/pronoun or as to + noun
You can use the prepositional phrases as for and as to to introduce a new topic or a different aspect of the same topic.

As for what actually happened on that day, there are many differing accounts.
We will continue to invest in the company. As for our staff, they will receive more targeted training.
He had heard it said that time heals all wounds. As to that, he doubted it.
As for what I've told you about last night, we'll keep it quiet as much as possible.

Exercise 1
Match the sentence halves.
1 Much as I'd prefer to come to the concert.
2 Challenging as she may be.
3 Intelligent though she appears.
4 Obvious though it was to everyone else.
5 Much as I like her.
6 Quiet as she is at work.

Exercise 2
Decide if the pairs of sentences have the same meaning.
1 A As for Bruno, I can't see that he'll ever make it as a professional footballer.
   B Bruno is unlikely ever to play football for a professional team. ☑
2 A He's a very demanding boss, nice though he is.
   B He would be a nice boss if he expected less of his staff. ☑
3 A I'd like to go camping this weekend. Whether I'll actually go depends on whether I finish my work.
   B If I finish my work, I'll go camping this weekend. ☑
4 A Ruby's vegetarian and loves fresh vegetables. As for her husband, he can't stand them.
   B Ruby's husband is as keen as Ruby to eat fresh vegetables. ☑
5 A Tired as I am, I'm still coming clubbing with you!
   B I'm tired, but I am going clubbing with you even so. ☑

Exercise 3
Complete the sentences by writing one word in each gap.
As __________ you – be quiet while I'm talking!
Carol has pizza practically every night. As __________ me, I hate the stuff.
Unlucky __________ it was, Bob failed his 17th driving test.
Stop behaving as __________ the world owes you something!
I've booked our flights. __________ to the hotel, I can't find one I like.
__________, as I'd like the weather to brighten up, it's looking unlikely.

Exercise 4
Choose the correct word.
1 A As to / for Gina, I don't know where she got to.
   B They behaved as if / for they owned the place!
2 A The parents are out every night. As to / though the kids, they made their own meals.
   B As to / though the cause of the row – I've no idea what started it.
3 A Milena's always sticking her nose in. It's as though / to she can't bear to be left out.
   B Nelly always stays in at the weekend. As to / for her husband, he goes out with his friends.

Exercise 5
Which sentences are correct?
1 Weird though it sounds, I can only sleep during the day.
2 As you get back indoors! You've nothing on your feet!
3 It's as if she thinks I'm her personal slave, the way she orders me about!
4 She acts as though she's never seen me before, yet I walk past her on reception every day.
5 As she seems friendly, I wouldn't want to get on the wrong side of her.
6 Childish though they are, I love practical jokes.

Exercise 6
Write the missing word or words in sentence B so that it means the same as sentence A.
1 A She can be funny but she can be serious as well.
   B Funny ____________can be, she has a serious side too.
2 A I must get an early night tonight, even though I'd really like to see you.
   B ____________, as I'd like to see you tonight, I must have an early night.
3 A The bus was late because of the traffic. But I really don't know why it broke down.
   B The bus was late because of the traffic. But ____________the reason it broke down – I've no idea.
4 A Michael was exhausted after the long trip but Emma was keen to explore.
   B Michael was exhausted after the long trip. As ____________, she was keen to explore.
Using *it* as an object in sentences

**it + adjective/noun + clause**

**it + person/institution + to-infinitive**

In this unit you learn to use *it* in a number of ways.

---

To: Belle
From: Helen
Subject: Phil's Birthday

Hey Belle!

How's life? I've been really busy recently, what with organising Phil's 40th birthday party. I'm not keen on organising stuff because I find it a bit stressful. I think it'd be easier if I had someone to help me out with it but I want it to be a surprise so I'm keeping it to myself for now. My biggest problem is knowing who to invite. Phil won't like it if I forget anyone important. So I'm going through his address book to make sure I get it right.

You know my brother's a DJ? I'm going to leave it to him to sort out the music - he knows what Phil likes.

Hopefully I can make it a party to remember! Watch out for your invite in the post.

Helen
xx

---

**it after find, think, make, etc.**

After verbs like *find* and *think*, you can use *it* as the object, followed by an adjective, and either a to-infinitive or a that-clause.

I found it strange that he kept silent.
The thick snow made it difficult to see very far in front of me.

---

**it after see, regard, etc.**

After verbs like *see*, *take* and *regard*, you can use *it* as the object, followed by as, followed by an adjective or noun and a clause.

They'll regard it as insulting if we don't accept the present.
He saw it as a sign that things were about to improve.

---

**it after like, love, hate, etc.**

After verbs like *love*, *like* and *hate*, you can use *it* as the object, followed by a clause with when or that.

My cat loves it when you stroke her neck.
I hate it when Jane keeps me waiting.
They didn't like it that we refused their invitation.

---

**Exercise 1**

Match the sentence halves.

1. The rail strike made it a as rude if you don't go with him.
2. You owe it to you to decide what music to play.
3. I'll leave it when you leave wet towels on the floor.
4. She thought it impossible for me to get home.
5. I hate it to your team to play as well as you can.
6. He'll see it odd that he hadn't contacted her.

---

**Exercise 2**

Which sentences are correct?

1. They didn't like we turned down their invitation. (Wrong)
2. She'll regard it as an insult if we don't accept her generosity. (Correct)
3. The baby loves when you tickle her tummy! (Wrong)
4. I found it strange that he stayed silent throughout the meeting. (Correct)
5. He saw as a sign that things were about to take a turn for the better. (Wrong)
6. We'll leave it to the children to decide what games to play at the party. (Correct)

---

**Exercise 3**

Complete the sentences by writing one word in each gap.

<table>
<thead>
<tr>
<th>find</th>
<th>take</th>
<th>love</th>
<th>hate</th>
<th>have</th>
<th>owe</th>
<th>do</th>
</tr>
</thead>
</table>

1. You *love* it to your brother to apologize for interrupting his meeting.
2. I *hate* it when my wife comes home late from work, as I worry that something's happened to her.
3. My sister will *like* it as a personal affront if I don't go to her party.
4. You sometimes *love* it very difficult for me to get my point across.
5. Jude will *prefer* it odd that there's nobody at home when he gets back from his trip.
6. My children *love* it when their grandparents play with them, and keep demanding more.
Exercise 4
Put each sentence into the correct order.
1 It / difficult / me / made / for / He / / the job offer / to refuse
2 it / upsetting / I / dismissed / to be / found / / by text message
3 / We / it / when / compliments / we receive / like / all
4 it / leaves / his / organize / / their / social life / to / wife / Bob / to
5 it / yourself / to / owe / hard / You / / to work
6 sees / as / it / insulting / him / incorrectly / / if / people / address / He

Exercise 5
Complete the sentences by writing one word in each gap.
1 The traffic jam made __________ impossible for me to arrive on time.
2 She sees it __________ her right to do whatever she wants.
3 Lara takes it very badly __________ she loses a match.
4 When she phoned, he took it __________ a sign that he was forgiven.
5 You owe it __________ yourself to do well in your exams.
6 He always __________ it to me to clear up after a meal, which I find very annoying.

Exercise 6
For each sentence, tick the correct ending.
1 Looking around the room, □ Lena thought it strange to be few personal photographs.
□ Lena thought it strange that there were few personal photographs.
2 The bright torch □ made easier to see in the thick fog.
□ made it easier to see in the thick fog.
3 When I said you had a very relaxed attitude, □ I didn't mean you to take it as a criticism.
□ I didn't mean you to take it for a criticism.
4 Clara was so bored with her work that, when the doorbell rang, □ she saw it as a welcome interruption.
□ she saw it as a welcome interruption.
5 When I met her for the first time, □ I thought it surprising that she already knew my name.
□ I thought it surprising to already know my name.
6 Both websites contain a section on this topic and □ you may find it interesting in comparing the two.
□ you may find it interesting to compare the two.

Using comparative structures for cause and effect
The sooner, the better

The + a comparative adjective, adverb or noun, the + a comparative adjective, adverb or noun or verb

In this unit you learn to use the comparative structure the + a comparative adjective, adverb or noun to show simultaneous cause and effect.

The more birds the cat eats, the fatter the cat will get.

You can show that one amount of a quality or thing is linked to another amount by using two contrasted comparatives preceded by the.

The longer we stay, the harder it will be to leave.
The more the atoms vibrate, the hotter the wire becomes.
The less I see of him, the better.
The more I find out about her, the less I want to get to know her.

Remember!
The two clauses have a comma between them.
Exercise 1
Match the sentence halves.
1. The braver the bird, a. the greater the paintings.
2. The greater the artist, b. the sweeter the victory.
3. The bigger they are, c. the better the marriage.
4. The worse the wedding, d. the warmer the spring.
5. The colder the winter, e. the harder they fall.
6. The harder the battle, f. the fatter the cat.

Exercise 2
Put each sentence into the correct order.
1. / / I / / learn / / less / / know / The
2. / / the / / it / / darker / The / / is / / harder / to / it / see / is
3. / / chicken / the / / the / / fox / the / / fatter / The / / bigger
4. the / / sleep / / less / / / / tired / more / / The / / become
5. the / / rains / / The / / it / / more / / it / / likelier / to / is / / flood
6. / / the / / colder / The / / it / / less / / is / / want / to / out / go

Exercise 3
Which sentences are correct?
1. The hungrier I am, the more I'm eating. [X]
2. The harder I work, the luckier I become. [X]
3. The sooner we get there, sooner we can leave. [X]
4. The more exercise I do, the fitter I get. [X]
5. The less I see of Mickey, the better. [X]
6. The longer we stay, the harder it is to leave. [X]

Exercise 4
Complete the sentences by writing one word in each gap. The first letter of the word has already been added.
1. The more I see him, the m____________ I want to – he's lovely!
2. The more work I have to do, the l____________ I want to do it – it's so boring!
3. The more money I make, the w____________ I become.
4. The funnier she is, the h____________ I laugh.
5. The more he eats, the f____________ he becomes.
6. The more they persist, the more a____________ I become.

Exercise 5
Identify the wrong or extra word in each sentence.
1. The louder they shout, the less I want to listen them.
2. The more passionately they argue, the less I inclined believe them.
3. The more time I have, the less I seem to get more done.
4. The bigger is my handbag, the more I find to put in it.
5. The faster I pedal, the sooner I will reach my destination.
6. The more money I make, the more I can donate to it others.

Exercise 6
Decide if the pairs of sentences have the same meaning.
A. The more she thought about it, the more she realized that she had been wrong.
   B. Thinking about it more made her convinced that she had been wrong.
   - A [X]
   - B [ ]

A. The more freedom the children have, the more dangers they will face.
   B. The children are dangerous when they are given more freedom.
   - A [ ]
   - B [X]

A. The greater the height, the greater the fall.
   B. Being higher up means that there is further to fall.
   - A [X]
   - B [X]

A. The less he spoke, the more he heard.
   B. He couldn't hear very well when he was speaking.
   - A [X]
   - B [X]

A. The harder Petra tried to put things right, the worse the problems became.
   B. Petra trying to put things right made the problems worse.
   - A [X]
   - B [X]

A. The less sugar you put in the dessert, the healthier it will be.
   B. Sugar is healthier when you put it in a desert.
   - A [X]
   - B [X]

Exercise 7
For each sentence, tick the correct ending.
1. The less the teacher knows
   - about what you have been doing, better.
   - about what you have been doing, the better.
   - the faster Emma ran.
   - the harder her heart pumped.
   - her heart pumped harder.
   - the faster he learned about them.
   - he felt he knew them better.
   - the better he felt he knew them.
   - the hotter the climate.
   - the higher the sun protection you will need.
   - the higher you will need sun protection.
   - the more space you have.
   - the easier it is to exercise indoors.
   - the easier it is to exercise indoors.
   - the less you earn.
   - the less you will pay in tax.
   - less you will pay in tax.
Using -ing clauses after certain verbs

verb + object + -ing clause

In this unit you learn to use complementary -ing clauses after certain verbs. Many of these verbs are about our senses.

To: Sandy
From: Dan
Subject: Leather factory

Hi Sandy

How are you? What have you been up to?

I went to a leather factory yesterday as part of my course. It was very smelly and noisy.

When you went in you could hear the workers cutting animal skins into regular sizes on machines. Then we moved on to the next part of the process and you could smell the skins boiling in some sort of solution – it was disgusting! Mind you, I usually find visiting factories boring – this certainly wasn’t!

Anyway, when we got to the end of the process and I touched some leather lying on a workbench, it was like silk – so soft and delicate.

The guy taking us round explained that there are lots of different qualities of leather and he got us grading some samples. He was really good at promoting the industry, he had us all seriously considering it as a career option.

And you never know, I might go into it.

See you

Dan

You can use an -ing clause after certain verbs plus an object.

I smell the roses growing outside the window.
Did you watch the children playing football?
I found them having an argument.
She'll get everyone talking to each other.

There are a number of verbs that can be used in this type of clause.

Many of them are verbs about our senses:

- hear
- feel
- smell
- listen to
- notice
- watch

However, there are other verbs that can also be used in this way:

- find
- get
- have
- catch
- leave

Exercise 1
For each sentence, tick the correct ending.

1. The film was so funny,
   - it had ourselves crying with laughter.
   - it had to cry with laughter.
   - it had us crying with laughter.

2. It’s so lovely to have
   - flowers that growing in the garden.
   - flowers growing in the garden.
   - flowers grew in the garden.

3. I found my sister, who claims never to eat cake,
   - cutting herself a huge slice of cheesecake.
   - having cutting a huge slice of cheesecake.
   - cutting her a huge slice of cheesecake.

4. How do you find
   - living in that remote farmhouse?
   - to live in that remote farmhouse?
   - live that remote farmhouse?

5. Nancy always gets
   - talking everyone to each other at parties.
   - everyone talking to each other at parties.
   - everyone talking each other at parties.

6. I eventually managed to get
   - the clock working again.
   - the clock worked again.
   - the clock works again.
Exercise 2
Match the sentence halves.
1 I smelt the sausages  a sleeping on the bench to wake him up.
2 I heard the children b coating the doughnut.
3 I saw the ship c leaving on its last voyage.
4 I touched the old man d grilling on the barbecue.
5 I felt the wind e giggling in the kitchen.
6 I tasted the sweetness of the sugar f blowing through my hair.

Exercise 3
Write the correct form of the verb in brackets to complete each sentence.
1 Do you find ____________(go) to work by train quicker than by car?
2 See that man ____________(wear) a white shirt? That’s my new neighbour.
3 I found the children ____________(play) in the garden.
4 You’ve got me ____________(worry) about where my mobile phone is.
5 I can’t smell the onions ____________(fry); have you turned the gas on?
6 Get all the children ____________(sit) down before you start the lesson.

Exercise 4
Find the wrong or extra word in each sentence.
1 You’ve got me to thinking I might apply for that job.
2 Could you watch the children who playing in the garden while I cook dinner?
3 I can hear it the man in the flat above playing the violin every weekend.
4 Please get everyone themselves sitting down before you make the announcement.
5 How do you find to working in such a small office?
6 Can you see the bird with white tail feathers that feeding by the gate?

Exercise 5
Which sentences are correct?
1 My sports coach has got me running ten kilometres twice a week now.
2 A lot of people find that saving for the future very hard to do.
3 From my hotel window I could hear the waves crashing on the shore during the storm.
4 Do you think you could get my old watch works?
5 Can you see that woman in a red dress dancing with Stephen?
6 How do you find to study in the new library?

Exercise 6
Decide if the pairs of sentences have the same meaning.
1 A We sat on the patio and listened to the children playing in the garden.
   B We sat on the patio and heard the sounds that the children made as they played in
   the garden.
2 A My parents will be angry if they catch us borrowing their car.
   B My parents will be angry if they chase us in their car.
3 A His remark had me thinking that it would be nice to go on holiday.
   B He remarked that he thought it would be nice to go on holiday.
4 A Mia could smell the hot dogs and hamburgers cooking on the open grill.
   B The smell of the hot dogs and hamburgers on the open grill reached Mia.
5 A I watched her putting on her coat and leaving the house.
   B I watched her as she put on her coat and left the house.
6 A His mother left him filling out the application form.
   B When his mother left, he was filling out the application form.

Exercise 7
Put each sentence into the correct order.
1 living / How / the countryside / ? / she find / in / does / out

2 had / all / / Zoe / laughing / us / soon

3 catch / You / wearing / a / me / won’t / / bikini

4 blowing / the trees / We / could / the wind / / hear / through

5 noticed them / to / during / each other / talking / Leo / / the break

6 brushing against / her face / in the darkness / something / / Michelle / could feel
Focusing sentences (1)

Using it

*it + be*

In this unit you learn to use focusing sentences with *it*.

One way of focusing on a particular part of a sentence is to use a split sentence. This involves using the verb *be*, either with *it* as an impersonal subject or with a clause such as a relative clause or a to-infinitive clause.

If you want to emphasize one noun phrase, you can use *It is* or *It was* and follow it with a relative clause. For example, instead of saying Sarah gave the right answer, you may want to stress the fact that Sarah did it by saying *It was Sarah who gave the right answer. In the next two sentences, you can see how you can use *It is* or *It was* to focus on different parts of the sentence:

*It was Colin who married my sister.*

*It was my sister that Colin married.*

Similarly, instead of saying Betty makes cakes, you can say *It's cakes that Betty makes.*

*It's food that he wants.*

*It's younger children that Maria most enjoys teaching.*

*It's money that he needs, not advice.*

*It was his sense of humour that she missed the most.*

**Remember!**

In some cases, the *that* in the *that*-clause can be omitted.

*It's money he needs, not advice.*

In a split sentence, you usually focus on a noun phrase. However, you can focus on other clause elements or even on a whole clause. You then use a relative clause beginning with *that.*

In order to stress the circumstances of an event, you can make a prepositional phrase, a time adverbial or an adverb of place the focus of a split sentence.

*It was from her dad that she first learned to drive.*

*Could it have been then that I first realized I was in love?*

*It was in London that I met my first boyfriend.*

*Was it then that you decided to become a lawyer?*

You can also focus on an *-ing* form if you are stressing an action.

*It was getting a car that really started me off on my career.*

*It was seeing the expressions on the faces of the patients that persuaded me.*

*It was going to South America as a teenager that made Anya love travelling.*

---

**Exercise 1**

Match the sentence halves.

1. It was Klaus who
   a. but it's Paris that I like the best.
2. It's this car
   b. we're playing tennis?
3. Could it have been at Sam's party
   c. we went on holiday.
4. Is it on Saturday
   d. won the Business Person of the Year award.
5. I like Madrid a lot.
   e. Ivan bought, not that one.
6. No, it was in May
   f. that you met Pilar?

---

**Exercise 2**

Put each sentence into the correct order.

1. the / who / was / / won / Martin / It / prize
   a. cinema / It's / the / Saturday / / going / we're / to
2. June / we / ten / married / It'll / / got / in / since / be / years
3. doesn't / machine / ? / be / can / work / this / it / How / still / that
4. who / sent / Simon / the / have / been / card / it / Could / Valentine's / ?
5. whether / July / don't / move / will / know / be / that / it / / we / in / .

---

**Exercise 3**

Put the correct word in each gap.

that's | not | who | wasn't | there | who's | it | been

Hi Ellie

I'm thinking of going to the Lake District on holiday and I seem to remember 1____________ was just last year that you went there. I think you said you booked a cottage to rent through a website. It 2____________ www.lakes42.co.uk that you used, was it? Or could it have 3____________ BandBBlakes.com? It's my sister Julie 4____________ really wants to go there rather than me – she loves sailing. I really wanted to go to a city but it's 5____________ me who gets to choose this year, it's Julie's turn. Would you say it's autumn 6____________ the best time to go to the lakes? What would you recommend?

Love

Anna
Exercise 4

Decide if the pairs of sentences have the same meaning.

1 A Could it have been in London that you saw Phil?  
   B Could it have been Phil that you saw in London?  
2 A It's Mike who's going to do the presentation tomorrow, not Simon.  
   B Simon is the one who's going to do the presentation tomorrow instead of Mike.  
3 A It'll be two years in January since we opened this restaurant.  
   B We opened this restaurant two years ago in January.  
4 A It's those black boots next to the red shoes that I'd like to try on.  
   B I'd like to try on the black boots first and then the red shoes.  
5 A I'm sure it was this report on population growth that had a section missing.  
   B I'm sure the report on population growth has been corrected.  
6 A Why is it always me who gets asked to work late?  
   B I'm fed up with always being asked to work late.  

Exercise 5

Are the highlighted words correct or incorrect in the sentences?

1 It [ ] is Jane who should complain, not us.  
2 It was in Rio de Janeiro who [ ] I learned to dance the samba.  
3 Who is it that [ ] you wish had won the competition?  
4 Do you think they're [ ] the 500-metre race that's the most difficult for her?  
5 It couldn't have been [ ] the manager who stole the money, surely!  
6 I don't think it was a Friday which [ ] we flew to Sydney.  

Exercise 6

Which sentences are correct?

1 Is it this box that you'd like me to carry upstairs for you?  
2 How can it be that I haven't got my visa yet?  
3 Could it have had in New York that you first ate sushi?  
4 It's me which will have to take the blame.  
5 It'll be the kitchen who we redecorate first, and then the bathroom.  
6 Was it Jamie who put these flowers on my desk?  

Focusing sentences (2)

Using what

**what + be**

In this unit you learn to use focusing sentences with *what* referring to the object or the subject.

---

**Study skills**

Welcome to course DD101.

What you need to do first is to read the study companion. On 4 October, what you must do is register online. You can then access all the course material. What has been a problem in the past is the students forgetting their password, so write it down somewhere safe.

On the website, what you should look at and make a copy of is the study schedule. What this tells you is the term dates and all your assignment dates. If you think you won't be able to meet an assignment deadline, what you must do is inform us straight away.

If you want to focus on an action performed by someone, you can use a split sentence consisting of *what* followed by the subject, the verb *do*, the verb *be* and an infinitive with or without *to*. For example, instead of saying *I called Polly immediately*, you can say *What I did was to call Polly immediately.*

What you have to do is to choose your courses for next year.

Clauses with *what* as their subject are sometimes used to focus on the thing you are talking about. They can be put after the verb *be* as well as in front of it. For example, you can say *His idealism was what caught my attention, as well as what caught my attention was his idealism.*

*What annoyed me most was their dishonesty.  
These topic areas are what constitute this week's lessons.*
If you want to focus on the thing that someone wants, needs or likes, you can use a split sentence beginning with a clause consisting of what followed by the subject and a verb such as want or need. After this clause, you use the verb be and a noun phrase referring to the thing wanted, needed or liked. For example, instead of saying We need a bigger garden, you can say What we need is a bigger garden.

What he wanted was a cup of tea.
What you need is a dentist.

Here is a list of verbs that can be used with what in this structure:

- adore
- dislike
- enjoy
- hate
- like
- loathe
- love
- need
- prefer
- want

Remember!
If you do not want to mention the performer, you can use a passive form of the verb.

What's needed is patience.

Exercise 1
Match the sentence halves.
1 What you could add to your essay
2 What I'd like to know is
3 What she's chosen to do is
4 What this company does
5 What we couldn't understand was
6 What this soup could do with

- a is sell cosmetics online.
- b why she hadn't told us first.
- c is a little more salt.
- d is more examples.
- e how are we going to get home?
- f study fashion design.

Exercise 2
Are the highlighted words correct or incorrect in the sentences?
1 What I can't understand is how you managed to save so much money.
2 What she did now is work part-time for a charity.
3 What we had forgotten was to take an umbrella.
4 What we do is invest in small IT companies.
5 What Frank wants is less responsibility.
6 What have been stolen is my wallet.

Exercise 3
Find the wrong or extra word in each sentence.
1 What happens is, when you fill out the application form and they contact you by email.
2 What you do with is your own business.
3 What I tend to do is that smile, nod and pretend I understand.
4 What works is to holding your nose and counting to 20.
5 What I couldn't understand about was why they hadn't phoned.
6 What does surprises me most is that she's achieved so much and yet she's still only 21.

Exercise 4
Write the missing word or words in sentence B so that it means the same as sentence A.
1 A I don't know why they decided to do it today.
   B ______________ I don't know is why they decided to do it today.
2 A He bought a small gold chain.
   B ______________ a small gold chain.
3 A She sells antiques.
   B ______________ sell antiques.
4 A Concrete evidence is lacking.
   B ______________ is concrete evidence.
5 A He'll announce his decision at the weekly meeting.
   B What ______________ announce his decision at the weekly meeting.
6 A I tried adding more sugar to the recipe.
   B ______________ more sugar to the recipe.

Exercise 5
Complete the sentences by writing one word in each gap.
1 What I need right now is a vacation.
2 What I said 'Put it on the bottom shelf'.
3 What she was turn off all the electricity.
4 What gone missing was the file on James Bond.
5 What I realize at the time was that the dessert contained coffee. I would never have guessed.
6 Is puzzling me is, why didn't he lock the door?
Using **to-infinitive** clauses as subject/object

In this unit you learn to use **to-infinitive** clauses as subject or object.

You can place a **to-infinitive** clause after nouns in order to show what the thing referred to is intended to do.

_The government set up a programme to develop new varieties of corn._
_We need employees to work in the new call centre._
_They gave me a call to check if I would consider rejoining the team._
_He was looking for someone to organize the tennis tournament._

You can refer to something or someone that should or can have something done to them by using a clause containing a **to-infinitive** after a noun or indefinite pronoun.

_I make lists in the front of my diary of things to be bought._
_She recruited local people to be trained in Hong Kong._
_There were fences to be mended and tiles to be repaired._

You can use a clause consisting of a **to-infinitive** followed by a preposition.

_There wasn’t even a chair to sit on._
_Leila was glad to have someone to talk to._
_At least we now have a goal to aim at._
_She had everything in the world to live for._

A **to-infinitive** clause can be used when you want to say what you are talking about, for example, the first, oldest, or only person who did something. For example

_Maureen Stuart was the first woman to be elected to the council._
_Reagan had become, at seventy-four, the oldest man ever to hold the presidency._
_Of the seven children born to the Gibbons, Edward was the only one to survive to adulthood._

A clause containing a **to-infinitive** is used after some abstract nouns to show what action they relate to.

_Adults who didn’t have the chance to go to school when they were children can go to night school._
_She resisted the desire to let her eyes close again._
_Idol came any opportunity to practise her English._

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**Exercise 1**

**Match the sentence halves.**

1. Javier is happy with his life; he wants _a_ where to go.
2. John likes horses but doesn’t know _b_ nothing about it to change.
3. Elsa hasn’t booked a holiday yet because she hasn’t decided _c_ somewhere to eat and drink.
4. There’s a party at a club in town tonight and I’ve invited _d_ a place to live.
5. The sports centre also provides _e_ how to ride.
6. Flat-hunting is hard work, but if I don’t hurry I’ll never find _f_ loads of friends from college to come.

**Exercise 2**

**Decide if the pairs of sentences have the same meaning.**

1. A For Jim to be so friendly was a rare event. _☐
   B Jim is not often so friendly. _☐
2. A The desire to go surfing suddenly left him. _☐
   B He suddenly lost the desire to go surfing. _☐
3. A She felt a sudden need to laugh, despite the serious situation. _☐
   B The situation was so serious that she couldn’t laugh. _☐
4. A All the children left of the meal was a mess to clear up. _☐
   B Every child helped clear up the mess after the meal. _☐

**Exercise 3**

**Write the simple past form of the verb in brackets to complete each sentence.**

1. The only thing I need now is something _to drink._
2. Books to read on the beach _were being sold_ well at the moment.
3. It must be hard to find a place _to stay_ when you’re in the jungle.
4. The plan to build a skate park in Morley Park _was announced_ a few hours ago by the city council.
5. I live a long way from my mum and I miss having her _to talk_ to.
6. On the first day of the course, Selma _not know_ where to go for classes but she soon found out.

**Exercise 4**

**Put each sentence into the correct order.**

1. Dolphins / in their / To see / a / natural environment / magical / was
2. is on / page 45 / The text / to read for homework / a
3. To look after / sick / a / The hospital / needs / two nurses / children
4. anyone / doesn’t / Stefan / to sit / in his seat / a / like
5. so much / To win / make / would / happy / a / anyone / money
6. was what / this moment / a / he / Something tasty / wanted most at / to eat
Exercise 5
For each sentence, tick the correct ending.

1. I need to go clothes shopping because I haven't got anything
   - wearing.
   - to wear.

2. To swim in the Norwegian sea in winter
   - is madness!
   - it's madness!

3. What I'm looking for is a good film
   - to watch.
   - do you watch?
   - like watching.

4. A tent we could carry on our bikes
   - is the whole trip.
   - were very light.
   - was difficult to find.

5. To be so beautiful
   - is being wonderful.
   - must be great.
   - she is happy.

Exercise 6
For each sentence, tick the correct ending.

1. Harriet is
   - the first girl at our school to win a scholarship.
   - the first girl at our school who wins a scholarship.

2. Mario enjoys being outdoors and loves
   - an opportunity of playing sport.
   - any chance to play sport.

3. They all did well at school,
   - but Rita was the only one to go to university.
   - but Rita was the only one who went to university.

4. We've sold our house, but
   - we haven't found a house that we can move yet.
   - we haven't found a house to move into yet.

5. The company often sends employees on courses
   - to learn new skills.
   - for learn new skills.

6. You must be thirsty – Would you
   - want to drink of anything?
   - like anything to drink?
Using negatives with reporting verbs

think, expect, believe and seem

In this unit you learn to use negatives with reporting verbs such as think, expect, believe, seem, etc. This is called transferred negation. You also learn when transferred negation is not used.

Reporting verbs with a negative

With a small number of reporting verbs, you usually make the reporting clause negative rather than the reported clause. For example, you would usually say I don't think Mary is at home rather than I think Mary is not at home.

Don't you suppose he's heard the news already?
He doesn't believe that I'll win.
They don't seem to be expecting us.
I don't imagine it is possible to have a successful club without a good manager.
I do not expect that we will have a balanced budget in this current financial year.
She didn't think that it was Mohammed's fault.

The following reporting verbs are often used with a negative in this way.

believe
expect
feel
imagine
propose
reckon
seem
suppose
think

Reporting verbs where negation can't be transferred

With other verbs it is the reported clause that takes the negative form. The reporting verb stays in the positive and the negative cannot be transferred. You usually say I assume you haven't heard, NOT I don't assume you have heard.

I hope the euro doesn't get any weaker.
I suspect we won't hear from him again.
She promised she would never do it again.
I would guess she didn't profit that much.
They concluded that death was not due to natural causes.
The doctor predicted that she would never run again.

The following reporting verbs are examples of verbs not used in the negative.

accept
deny
admit
feel
agree
guess
allege
hope
argue
predict
assume
presume
claim
promise
concede
stress
confess
suggest
conclude
suspect
declare

Remember!

Usually the that in the that-clause is not used.
I guess that the minister won't retire.

Exercise 1

Match the sentence halves.

1 It's rumoured that management aren't too impressed with him. I don't reckon
   a he'll be in this company too much longer.
2 He looks pretty laid back. I don't imagine
   b he has any trouble getting dates.
3 She's in the office till 9 o'clock most evenings. I don't suppose
   c that relationship's going to last.
4 He's pretty lean. I don't imagine
   d there's too much stress in his life.
5 He's quite an attractive guy. I don't suppose
   e she sees too much of her kids.
6 She doesn't seem very keen on him. I don't reckon
   f he eats too many burgers.

Exercise 2

Complete the sentences by writing one phrase in each gap.

she even knows who I am | she even needs to work | she ever diets | she is
she will | she does

1 Camilla inherited so much money when her grandmother died. I don't reckon
2 I suppose it's possible that she'll succeed, but I don't believe
3 I guess she might be under 50, but I don't suppose
4 I guess it's just possible she loves him, but I don't imagine
5 The irritating thing is, she's incredibly thin and yet I don't think
6 I know so much about her and yet I don't suppose
Exercise 3
Put each sentence into the correct order.
1 predict he / won't / / the / / win / / / election
2 bet he / even / remember / / me / / / won't
3 assume you / heard / the / / news / / haven't
4 hope the / / doesn't / crash / market / sincerely
5 presume they / left / / yet / haven't / .
6 suspect they / / don't / much / / have / / money

Exercise 4
Which sentences are correct?
1 I don't guess you'll be going to the party tonight, as Jess is ill. ☑
2 I don't assume you know what's happened. ☑
3 I bet she won't even notice me. ☑
4 I guess you won't be going away this summer. ☑
5 I suspect Kelly won't be fit enough to compete. ☑
6 I really don't hope the euro collapses. ☑

Exercise 5
Choose the correct word.
1 I don't guess / assume / suppose you saw Kerry on your travels?
2 To be honest, I don't think / predict / bet she'll make it as an actress.
3 She doesn't suspect / expect / presume she'll see him again.
4 We don't imagine / predict / guess they'll be coming to visit any time soon.
5 I just don't suspect / believe / assume he has the drive to succeed.

Exercise 6
Write the missing words in sentence B so that it means the same as sentence A.
1 A I don't imagine she'll want to go.
   B I suspect ___________.
2 A I guess he can't be more than 30.
   B I don't reckon ___________.
3 A I assume Clare hasn't spoken to her manager.
   B I don't expect ___________.
4 A I don't suppose they'll visit us again.
   B I assume ___________.

Passives (1)
Using passives when the active verb has two objects

be + -ed participle

In this unit you learn to use alternative passives from active verbs having two objects.

"Great customer service"
***** Reviewed 6 November 2012
We arrived at the hotel in the early evening and were given our room keys / our room keys were given to us. We were delighted to discover that we had been allocated the best room in the hotel / the best room in the hotel had been allocated to us. A porter carried our cases up for us and demonstrated how to use the air conditioning. We certainly needed it, because it was a hot and humid night.

We ate at a very good restaurant that was recommended to us by the hotel receptionist, and went back to the hotel feeling very happy.

Unfortunately, the air conditioning proved to be so noisy we couldn’t sleep, and when we phoned reception to complain, they explained that there was a fault in the system and an engineer would be called the next day, which wasn’t much good to us! However, we were given a large discount to make up for the inconvenience.

Stayed November 2012, travelled on business
_value_: 5
_value_: Rooms
_value_: Location
_value_: Cleanliness
_value_: Sleep Quality
_value_: Service
Was this review helpful? Yes

When you use a passive form of a verb with two objects such as send, pay, buy, give, teach and show, either the direct object or the indirect object can become the subject. For example, instead of The firm paid the sales staff a bonus, you can say A bonus was paid to the sales staff, where the direct object of the active clause (the bonus) is the subject of the passive clause.

The indirect object (sales staff) can be mentioned after to or for.

Sometimes it is unnecessary to mention the indirect object at all.

A bonus was paid at the end of the year.

But you can also say The sales staff were paid a bonus, where the indirect object of the active clause is the subject of the passive clause.

I'm sure the letter was sent to Laura.
The dog was bought for him as a birthday present.
The children do not speak Gaelic at home, though they are taught it in school.
He was shown a photocopy of the certificate.
I was given this necklace by my grandmother.

Remember!
There are some verbs that can have two objects but can only have one passive form. For example, you can say *They explained the situation to the manager.* However, there is only one possible passive, one that starts with the direct object, *The situation was explained to the manager.* You cannot say *The manager was explained the situation.*
Verbs such as want, demonstrate, exclude, emphasize, deliver behave in the same way.

**Exercise 1**
Write the missing words in sentence B so that it means the same as sentence A.

1 A The letter was shown to the police.
   B The police ___________

2 A The leftovers were fed to the chickens.
   B The chickens ___________

3 A His wife was given his medals.
   B His medals ___________

4 A Several prizes were awarded to her for her work.
   B She ___________ for her work.

5 A Everything he wanted was bought for him.
   B He ___________ he wanted.

6 A Half an hour was allocated to us for our presentation.
   B We ___________ for our presentation.

**Exercise 2**
Write the correct passive form of the verb in brackets to complete each sentence, as shown.

1 The prize will **be awarded** (award) to the team with the most correct answers.

2 It **was announced** (announce) yesterday that the couple are to divorce.

3 She claimed that the money **was given** (give) to her by an admirer.

4 We **were shown** (show) great courtesy by our hosts.

5 After several phone calls, a place on another flight **was found** (find) for Martha so she was able to attend the meeting.

6 More than £50,000 a year **was paid** (pay) to outside consultants.

**Exercise 3**
Choose the correct words or phrases.

1 He was given his job back when his employer **was proved** / **it was proved** to his employer that he had not committed fraud.

2 A bonus will **be paid to all staff** / **will be paid all staff** at the end of the year.

3 They were happier once **they were explained the safety measures** / **the safety measures were explained to them**.

4 All his children / For all his children were bought their own apartments.

5 The documents were sent / were sent to his lawyer.

6 We were reported the findings / The findings were reported to us before they were published in the press.

**Exercise 4**
Put each sentence into the correct order.

1 allocated / at the back / We were / of the building / an office

2 explained to us / were not / it was / that the tickets / refundable

3 the audience that / was sick / announced to / the lead actor / It was

4 She was sent a letter / had been excluded / that her daughter / to tell her / by the school /

5 special passes / were given / the conference hall / The journalists / to allow them into

6 a grant / over a wider area / The charity / to extend its services / has been awarded

**Exercise 5**
Complete the sentences by writing one word in each gap.

fed | demonstrated | awarded | played | reported | poured

1 Samir was **awarded** a scholarship to a prestigious music school.

2 The importance of staying within the law was **played** to us by Michael's problems.

3 We were **reported** a recording of his speech.

4 Max was **poured** a large glass of water by his brother.

5 His trial was **reported** on national TV.

6 The prisoners were **fed** a diet of bread and water.
Exercise 6
Are the highlighted words correct or incorrect in the sentences?

1 To me was guaranteed a job when I came out of the army.
2 A petition opposing the building of a new airport was delivered to the prime minister.
3 To all staff will be sent a copy of the report.
4 His family were not told the cause of his death.
5 When he arrived at the house, he was refused entry by a bodyguard.
6 A valuable necklace was lent the princess by an admirer.

Exercise 7
Which sentences are correct?

1 Participants were each given a map and a set of instructions.
2 They were emphasized that the area can be dangerous in bad weather.
3 Thankfully, he was found some dry clothes by his teacher.
4 A letter was sent Mr Jones, explaining the changes to the contract.
5 Hannah was told the infection had spread to her lungs.
6 The children were explained how to set up the experiment.

Exercise 8
Decide if the pairs of sentences have the same meaning.

1 A No interviews were given to the press.
   B The press were not given any interviews.
2 A He was told that there were things that he could do about his condition and was taught relaxation exercises.
   B He was told that there were things that he could do about his condition with relaxation exercises.
3 A No one on the board of directors was paid a bonus for the last financial year.
   B A bonus was not paid to some people on the board of directors for the last financial year.
4 A A photograph of Sven was shown to all the children in the school.
   B All the children in the school were photographed with Sven.
5 A All members of the club were sent a postal questionnaire.
   B A questionnaire was sent through the post to all members of the club.
6 A The car was bought for Erika by her husband.
   B Erika was bought the car by her husband.

Exercise 9
For each sentence, tick the correct ending.

1 The trophy
   ☐ will be presented to the winning gymnast at the end of the tournament.
   ☐ will present to the winning gymnast at the end of the tournament.
2 They make such a fuss of their dog and
   ☐ the finest beef steak is only fed to him.
   ☐ he is only fed the finest beef steak.
3 All the main curriculum subjects
   ☐ are taught on the course.
   ☐ are having been taught on the course.
4 End of year reports
   ☐ will be sent home to your parents.
   ☐ will be shown home to your parents.
5 The document was highly confidential, and
   ☐ the need for secrecy was emphasized to all staff.
   ☐ all staff were emphasized the need for secrecy.
6 Olga was sad to lose her watch as
   ☐ it had been given to her by Ben.
   ☐ Ben had been given it by her.
Passives (2)
Using passive -ing and to forms

**be + -ed participle**

**be + being + -ed participle**

**-ing form + -ed participle**

In this unit you learn to use passives formed by **be + -ed participle**, **be + being + -ed participle** or **-ing form + -ed participle**.

**Passive infinitive**
The ordinary passive infinitive consists of **to be**, followed by the **-ed** participle.

- They opted **to be flown** home the next day.
- We need these clothes **to be cleaned** by Friday.
- There was nothing **to be done** for the unfortunate animal.
- She appears to **have been totally forgotten**.
- Women seem to **be being promoted** more often than in the past.

Here are the passive infinitives. The passive infinitives marked with a star are very rarely used.

- to be eaten
- to be being eaten*
- to have been eaten
- to have been being eaten*

**Passive -ing forms**
The ordinary passive **-ing** form consists of **being** and the **-ed** participle.

- I object **to being asked** to do it.
- **Being told to do** something one doesn't want to do is awful.
- Having been declared fit, he was allowed **to leave the hospital**.
- They were taken to the airport after **having been issued** with visas.

Here are the passive **-ing forms**. The **-ing** form marked with a star is very rarely used.

- being eaten
- having been eaten
- having been being eaten*

---

**Exercise 1**
Match the sentence halves.

1. The princess prefers not    a. being stared at.
2. Most people hate           b. to be treated differently from everyone else.
3. Lisa often imagines her life c. to be given to charity.
4. The millionaire wants most of his money d. being changed by a win on the lottery.
5. The poet dreamt about his poems e. being accepted by a leading publisher.

**Exercise 2**
Choose the correct word or words.

1. Few problems were caused by the baby **to be / being** born a month early.
2. The staff expect **to be / being** paid on Wednesday.
3. I'm interested in **to be / being** taught to sing.
4. Are all these people waiting **to be / being** seen by Dr Ronalds?
5. The cherry cakes from that shop are said **to be / being** the best in the North.
6. The team are hoping **to be / being** awarded a national prize for design this year.

**Exercise 3**
Complete the sentences by writing one word in each gap.

<table>
<thead>
<tr>
<th>being</th>
<th>making</th>
<th>served</th>
<th>said</th>
<th>mind</th>
<th>told</th>
</tr>
</thead>
</table>

1. When would you like dinner to be _______?
2. The children were enjoying themselves so much that they forgot about ____________ given jobs by their parents.
3. There is nothing to be ____________ that can help them.
4. The police ought to be ____________ about the accident.
5. Did you ____________ being mistaken for your sister?

**Exercise 4**
Decide if the pairs of sentences have the same meaning.

1. A. Being given so much money was not necessarily a good thing for Mark.  
    B. It was not necessarily good for Mark to be given so much money.

2. A. Lars needs his employment history to be checked before he gets offered the job.  
    B. Lars should ensure that he has the right employment history before he can go for the job.

3. A. Is the chicken ready to be taken out of the oven?  
    B. Is it time to take the chicken out of the oven?

4. A. The Earth was once believed to be flat.  
    B. People used to believe the Earth was flat.

5. A. Jack and Sita enjoyed being shown the place where celebrities got married.  
    B. Jack and Sita enjoyed showing celebrities where they got married.
Exercise 5
Which sentences are correct?
1. Rita allowed her daughter to be taken sailing across the lake. ☐
2. The zoo is getting ready being inspected by an animal welfare organization. ☐
3. How did you be managed to award three free tickets? ☐
4. I refuse to be told what to do by a four-year-old! ☐
5. The tickets to see the band had to give to someone else because I was ill. ☐
6. The building began to be seeing as a masterpiece as soon as it was finished. ☐

Exercise 6
Find the wrong or extra word in each sentence.
1. The bones are being thought to be from a meat-eating dinosaur. ☐
2. He put a helmet on because he didn’t want to be hit himself by a falling rock. ☐
3. I didn’t mean what I said to be taken there seriously. ☐
4. Being me chosen to play in the match was a big surprise. ☐
5. Does your son remember being put him to bed last night? ☐
6. Putting the lid on the pan prevents the rice for drying out. ☐

Exercise 7
For each sentence, tick the correct ending.
1. The district ☐ is said to have been named after Christopher Columbus.
☐ is said to having been named after Christopher Columbus.
2. Pierre resented ☐ to be spoken to like a naughty child.
☐ being spoken to like a naughty child.
3. Time is running out, and ☐ something has to be done soon.
☐ something has to be doing soon.
4. The 16 crew are believed to be safe ☐ after to have been rescued by emergency services.
☐ after having been rescued by emergency services.
5. At school, Arabella chooses ☐ to be known as Bella.
☐ being known as Bella.
6. As Javier turned the corner, ☐ he noticed that he was being followed.
☐ he noticed that he has been followed.

Future perfect
Making predictions about the future

will / should + have + -ed participle
will / should + have been + -ing participle

In this unit you learn to use the future perfect and the future perfect continuous for prediction of the present or future.

By the end of the year, I will have won the junior championships. When I finish high school, I will have been training on my own for a long time but by the time I'm twenty I will have started training with a professional coach – and by the time I'm thirty I will have got a gold medal at the Olympic Games!

Future perfect
The future perfect is formed by using will or shall, followed by have and the -ed participle of the main verb. You can use it to talk about something that has not happened yet but will happen before a particular time in the future.

Even after a year, they won't have forgotten you.
By next week we will have reached the end of the project.
By that time, I shall have left the country.
The children won't have tidied up before they left.
Remember!
You must indicate the specific future time referred to by using a time adverbial or another clause.

This structure can also be used to make predictions or assumptions about the present time.
As you will have noticed, there are no ashtrays. She will have found my note by now. By the middle of June all my new furniture will have arrived.

Future perfect continuous
If you want to indicate the duration of an event at a specific time in the future, you can use the future perfect continuous.
By the time the year ends, I will have been living here for eighteen months. How long will you have been studying Greek when you finish this course? At Christmas, Ana will have been working at the company for a year.

Remember!
You need to use a time adverbial to indicate the future time and an adverbial of duration to state how long the event will last.

Exercise 1
Choose the correct word or words.
1. By the time we get to the party, all the food will go / have gone, won't it?
2. When they see Leon's haircut, they'll get / have got a shock!
3. Let's have the party on the 25th – we'll do / have done our exams by then.
4. Your parents will already meet / have met Mr Gibbs at your school, is that right?
5. Jenny will tell / have told us her news when she gets here.

Exercise 2
Put each sentence into the correct order.
1. arrived / will / have / I / Katya / yet, / she / won't
2. won't / have / They / the house / to clean / had / properly yet, / time
3. mind by / will / / tomorrow / change / Helen / her
4. for 60 years next / been / My grandparents / have / / married / August / will
5. I presume. / told / about / Chris's / won't / promotion yet, / Lucia / have / been
6. midday? / finished / runners / will / How many / have / by

Exercise 3
Complete the sentences by writing one word in each gap.
realized | married | seen | marrying | been | before | by

1. The car will have been repaired __________ the time Paddy finishes work.
2. Their wedding was in 1990, so in 2020 they will have been __________ for 30 years.
3. Do you think the postman will have delivered my birthday cards __________ I go to school tomorrow?
4. How long will you have __________ waiting if the bus doesn't come until 6.30?  
5. Paolo won't have __________ that the play is starting early – shall we phone her?
6. I bet they won't have looked on the table so they won't have __________ our note.

Exercise 4
Are the highlighted words correct or incorrect in the sentences?
1. He'll have been teaching ☑ at this school for six years by this time next month.
2. When I take my Spanish exams in May, I'll only have been studied ☐ it for three months.
3. Kitty will have left school by the time Robbie starts ☑.
4. I know Giuseppe won't have ☐ washed up. He never does!
5. When we've painted this room, we will have done ☑ the whole house.
6. The train leaves in an hour – have you finished ☐ packing by then?

Exercise 5
Find the wrong or extra word in each sentence.
1. The train will have left by the time we shall get to the station.
2. I'm going into town on Saturday, but the jeans I want will probably have being sold out by then.
3. When the Smiths will leave tomorrow evening, we'll have have a whole weekend of their complaining!
4. The restaurant will have close before we get there as you don't hurry up.
5. Don't worry, that noise will only have been made my brother's motorbike.
6. The rain is forecast to carry on until Tuesday, by which time they'll have been caused the river to overflow its banks.

Exercise 6
Write the correct form of the verb in brackets to complete each sentence.
1. We'll be at the cinema in half an hour – will the film _________ (start) by then?
2. Do you think the baby will have _________ (go to sleep) by the time I come home?
3. My mum will have texted me a hundred times before the plane's even _________ (leave) the airport.
4. I think my phone battery will have _________ (run out) long before I arrive at the hostel.
5. I will have been _________ (write) for the college magazine longer than anyone else by the end of the year.
6. I _________ (not think) those guests will have understood a word the receptionist said.
Should and the subjunctive
Using reported clauses with and without modals

In this unit you learn to use should in an object clause. You also learn that when you leave out the modal you form the subjunctive.

Submitting assignments

It is imperative that assignments be handed in on or before their due date. We request that students inform their course tutors as soon as they realize that their deadline will not be met. That students agree on a new due date with the tutor is also a requirement. When assignments are submitted late, marks will be deducted from the score awarded for the work, according to how late they are. So it is clearly vital that students make every effort to meet their submission deadlines.

It is strongly advised that students read very carefully the rules and guidelines given to them at the beginning of their course.

Remember!
- Students should hand in their assignments on or before the due date.
- Students should inform their course tutors that the deadline will not be met.
- Students should agree on a new date with the tutor.
- Students should make every effort to meet the deadline.
- Students should read the rules and guidelines carefully.

Should

When someone makes a suggestion about what someone else should do, you report it by using a that-clause. In British English, this clause often contains a modal, usually should.

They recommended that the proposal should be accepted.

The subjunctive

When you leave out the modal, the verb in the reported clause still has the form it would have if the modal were present. This verb form is called the subjunctive.

They recommended that the proposal be accepted.
It was his doctor who advised that he change his job.
I suggested that he bring them all to the party.
He insists that the regulations be followed.

It + be + important, etc., that + subjunctive

You can also say that something is important or necessary by using a sentence beginning with the impersonal pronoun it, followed by is, an adjective such as important and a that-clause. As above, you can leave in the modal, or remove it to form the subjunctive.

It is essential that the minister (should) be informed immediately.
It is vital that you (should) know precisely what's happening.

Exercise 1

Complete the sentences by writing one word in each gap.

| pay | should | asked | got | train | be | join |

1. We decided it was vital that we should __________ a good night's sleep before our journey.
2. Is it really necessary that Bill __________ so hard?
3. Dave __________ that I sing a few songs at the concert.
4. They've proposed that the footpath __________ be closed while work is carried out on it.
5. Jackson has suggested that I __________ his band.
6. When we broke his car window, the man next door demanded that we __________ for it immediately.

Exercise 2

Decide if the pairs of sentences have the same meaning.

1A The band leader suggested the guitarist play faster.  
   B The band leader always wants the guitarist to play louder.  

1B Anja insisted on being the one who went to the show.  
   B Anja insisted that I should be the one to go to the show.

2A How much hay did Eleanor ask that we give each horse?  
   B How much hay did Eleanor tell us to give each horse?

2B It is essential that we be united in our approach to the problem.  
   B We must solve all our problems at once.

3A It's most important that an injured person stay warm.  
   B Most importantly, an injured person must stay warm.
Exercise 3
Match the sentence halves.
1 It is essential that the area in front of the school entrance always
2 The teachers are insisting that the school tie
3 It is not desirable that pupils
4 Some of the children have requested that their homework load
5 It has been proposed that some of the school playing fields

a be sold to raise funds.
b be reduced.
c be kept clear.
d be worn.
e be driven to school.

Exercise 4
Write the simple past form of the verb in brackets to complete each sentence.
1 Would you recommend that jackets be ___________ (wear) for the trip?
2 It ___________. (be) absolutely vital that you listen carefully to these instructions now.
3 How much food do you suggest that we ___________ (take)?
4 Group leaders have requested that you ___________ (leave) expensive gadgets at home.
5 Some of the parents suggested they should ___________ (accompany) their children.
6 It ___________. (be) necessary that we booked the bus for the trip last June, to ensure we
   got the right vehicle.

Exercise 5
Find the wrong or extra word in each sentence.
1 Who on earth suggested the canteen to be painted bright purple?
2 It is vital that everyone should be understand the safety procedure.
3 It's not essential that all employees approve it the new design, as long as most do!
4 My friends recommended us that we should eat in the Greengate Café.
5 Can I just ask for that the cat be well looked after while we're away?
6 It is vital that Tilly must see the doctor as soon as possible.

Avoiding repetition by omitting to-infinitives
In this unit you learn to avoid repetition of the main verb by omitting the to-infinitive
(with or without the need to retain the to).

To: Julia
From: Ella
Subject: James

Hi Julia,

Good to hear from you!
You asked after James. Actually, I don't see as much of him as I'd
like to. (Mind you, I'm to blame - I was supposed to call him last
night and completely forgot!) I think he's happy - he certainly
deserves to be. Such a lovely guy.
Don't know about you but I need a holiday. I'd fly off somewhere
hot tomorrow if I could afford to. I hate my job. I'd resign if
I dared to, but then I'd have even less money.
Anyway, I've got some work to do before bedtime, if I can bear
to, that is. Very dull!
I'll call tomorrow for a chat.

Much love,

Ella

In order to avoid repetition, you can leave words out of to-infinitive clauses. Instead of using a
full to-infinitive clause after a verb, you can just use to if the action or state has already been
mentioned. Instead of He failed his exam but I don't think he deserved to fail it, you can say:
He failed his exam but I don't think he deserved to.

Remember!
You can also do this in conversation to avoid repeating what the other
person has said.
A Do you ever visit a doctor?
B No. We can't afford to.
Exercise 1
Match the sentence halves.
1. I wondered
2. I was hoping
3. Were you planning
4. Did you think you could
5. Was there a possibility that you
6. Is there any chance of

a. you could give Simon a lift.
b. Simon getting a lift with you?
c. give Simon a lift?
d. might give Simon a lift?
e. to give Simon a lift?
f. if you would mind giving Simon a lift?

Exercise 2
Put each sentence into the correct order.
1. borrow / / hoping / was / to / car tonight / / / / your
2. of / were / you / jacket / looking / What / / ? / for / kind
3. there / ? / an / Was / particularly liked / you / author
4. If / ? / were / wondering / donation / you could / us / We / a / give
5. to / / ask / if / wanted / be / could / turned down / / / / the heating
6. me / / you / ? / did / Excuse / want / something

Exercise 3
Choose the correct word.
1. I was hoping / wondering / expecting if you could help me.
2. I wondered if I might / am / said ask you a question?
3. Was / Could / Might there something I can help you with?
4. We were hoping / wondering / asking you could help us.
5. I hoping / will hope / hoped you might be able to lend me some money.

Exercise 4
Write the missing words in sentence B so that it means the same as sentence A.
1. A. Would it be possible for me to leave my bag with you and collect it later?
   B. I was ________ ________ ________ if I could leave my bag with you and collect it later.
2. A. Did you want a double or a single room, madam?
   B. ________ ________ ________ you like a double or a single room, madam?
3. A. What kind of suitcase did you want, sir?
   B. What kind of suitcase were you ________ ________ ________ for, sir?
4. A. Do you think you could repair this watch?
   B. I was ________ ________ ________ ________ you could repair this watch.

Exercise 5
Decide if the pairs of sentences have the same meaning.
1. A. I was planning to come and see you later.  B. I am thinking about coming to see you later.
2. A. Which of these cakes did you want?  B. What kind of cakes did you use to like?
3. A. I'd like to get tickets for the show at 7 p.m.  B. I was hoping to get tickets for the show at 7 p.m.
4. A. We were wondering if you'd like to come with us.  B. We thought about asking you to come with us.
5. A. Was it the chocolate or the strawberry ice cream that you wanted?  B. Would you like the strawberry or the chocolate ice cream?

Exercise 6
Which sentences are correct?
1. We were wondering you could help us?
2. We hoped you wouldn't mind wait for us.
3. How many large envelopes did you need?
4. I hope you could post this letter for me.
5. Were you trying to find the exit?
6. I just wanted to ask you if you could move your car - it's blocking the road.

Exercise 7
Complete the sentences by writing one word in each gap.
1. I was ________ ________ ________ if I could have another cup of coffee?
2. Would it be possible to book the hall for tomorrow, we ________ ________ ________ wondering?
3. I just wanted to ________ ________ ________ your question.
4. Was ________ ________ ________ a refund or a credit note that you wanted?
5. We wondered ________ ________ ________ we might come and visit you later?
6. Were ________ ________ ________ any problems that I could help you with?
**Sentence connectors and conjunctions**

In this unit you learn to use conjunctions between clauses in a sentence and connectors between sentences. This helps you to form coherent texts when you write or speak.

**Connections between clauses in a sentence**

When you put two clauses into one sentence, you use a conjunction to link them and to show the relationship between them.

- They went by bus *because* it was cheap.
- The cake looked wonderful, *but* it was too dry to eat.
- Jullia had learnt to cook *in order that* her mother could have a day off sometimes.
- Her sister told her nothing about it, *except that* the event had taken place.
- He put the book back in place *just as* it had been.

You can use one of the following conjunctions:

**Connections between clauses in a sentence**

<table>
<thead>
<tr>
<th>Coordinating conjunctions</th>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>but</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conjunctions used in purpose clauses</th>
<th>in order that so as to so that</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctions used in reason clauses</td>
<td>because in case since</td>
</tr>
<tr>
<td>Conjunctions used in concessive clauses</td>
<td>although despite even if except that not that whereas while</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conjunctions used in clauses of manner</th>
<th>as like just as</th>
</tr>
</thead>
</table>

**Connections between sentences**

You use sentence connectors to show what sort of connection there is between one sentence and another.

- We arrived early. *However*, the bus had already left.
- Taxis were provided for the delegates. *Therefore*, the rain was not an issue.
- She struggled with the problem of gaining weight. *Furthermore*, there was no advice that helped.
- 'You are what you eat' does have some truth to it. *By the same token*, before we are born, we are what our mothers eat.
- She didn't know how long he might be. *In the meantime*, she could only sit there waiting.

You can introduce a related comment or an extra reinforcing piece of information using one of the following connectors:

<table>
<thead>
<tr>
<th>Connections between sentences</th>
<th>To compare with something already mentioned</th>
<th>also as well furthermore moreover</th>
</tr>
</thead>
<tbody>
<tr>
<td>To add a fact that illustrates the same point as the one you have just made, or a suggestion that has the same basis</td>
<td>again by the same token equally likewise</td>
<td></td>
</tr>
<tr>
<td>To contrast with the previous sentence or give another point of view</td>
<td>alternatively by contrast conversely even so however nevertheless on the contrary on the other hand rather then again</td>
<td></td>
</tr>
<tr>
<td>To say that the fact you are mentioning exists because of the fact or facts previously given</td>
<td>accordingly as a result consequently hence therefore</td>
<td></td>
</tr>
<tr>
<td>To indicate that something takes place after or before an event that you have already mentioned or at the same time as that event</td>
<td>at the same time beforehand finally in the meantime later meanwhile next previously simultaneously soon subsequently throughout</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1
Are the highlighted words correct or incorrect in this text?
Adam was going to be speaking to you this morning, but unfortunately he's unable to be here. **Consequently**, I’ve been asked to say a few words about the launch of this product. **However**, before I start I’d like to look back, for a moment, on the last two years. I think we’d all agree it’s been a challenging undertaking and we’ve encountered our fair share of problems. **Hence**, it’s been exhausting and, at times, frustrating. **Furthermore**, it’s been extremely enjoyable and rewarding. **Therefore**, I think we’ve all learned a lot along the way. **Therefore**, I think we can all be very proud of ourselves and proud of the product that we’ve jointly created.

Exercise 2
Rearrange the letters to find words. Use the definitions to help you.

1. roherete ____________ (used to introduce a logical result or conclusion)
2. wheanilie ____________ (while a particular thing is happening)
3. heewras ____________ (used to introduce a comment which contrasts with what is said in the main clause)
4. ewohrev ____________ (used when you are adding a comment which is surprising or which contrasts with what has just been said)
5. yb snortact ____________ (used to show that you are now mentioning a very different situation from the one you have just mentioned)
6. venretshels ____________ (used when saying something that contrasts with what has just been said)

Exercise 3
For each sentence, tick the correct ending.

1. I have two dresses in my wardrobe whereas
   - my sister has 23.
   - I need a couple more.

2. We had a tiny house and very little money. Nevertheless,
   - we were quite dissatisfied with our lives.
   - we were perfectly content with our lives.

3. We had our health and enough money to live on. Furthermore,
   - it wasn’t enough.
   - we had each other.

4. I had spent all but $50 of my budget. Consequently,
   - I was living on a meagre diet of bread and water.
   - I was still having a marvellous time.

5. There is a limited supply of apartments on the campus. Therefore
   - we are confident that we will be able to provide you with accommodation.
   - we recommend that you apply for housing before the official deadline.

Exercise 4
Decide if the pairs of sentences have the same meaning.

1. A This is by no means an easy task. Nevertheless, we persevere, trusting that our efforts will be rewarded.
   - B This is by no means an easy task, but we persevere, trusting that our efforts will be rewarded.

2. A I spent a modest £30 on my trainers. By contrast, my husband spent £120 on his!
   - B I spent a modest £30 on my trainers, whereas my husband spent £120 on his!

3. A It was an exhausting trip and not without stress. Nevertheless, we found it useful and in parts, even enjoyable.
   - B It was an exhausting trip and not without stress. However, we found it useful and in parts, even enjoyable.

4. A We arrived at 9 o’clock. Consequently, the bus had already left.
   - B We arrived at 9 o’clock but the bus had already left.

Exercise 5
Which sentences are correct?

1. Our headquarters are currently being refurbished. Meanwhile, we’re using the building opposite as a temporary office.

2. The job isn’t ideal in that I have to travel too much and the hours are long. However, it’s not all bad.

3. It’s a lovely, spacious apartment and it’s in a very nice part of town. Furthermore, it’s very close to where I work.

4. The company I work for are great actually, and my colleagues are first-rate. Nevertheless, I’d like to stay with them for a few years.

5. No one was willing to give evidence in court. Accordingly, the case was dropped.

6. Sara does a job share for 20 hours a week, whereas I do something very similar.

Exercise 6
Choose the correct word or phrase.

1. I have a tiny, one-bedroom apartment in the city. **Meanwhile** / **Nevertheless** / **Therefore**, my sister has a huge house in the country.

2. I lived on my own. **Consequently** / **Hence** / **However**, I wasn’t lonely.

3. He never went out and met anyone. **Consequently** / **By contrast** / **Nevertheless**, he didn’t have any friends to speak of.

4. People generally admire Michael professionally. **Nevertheless** / **Therefore** / **Furthermore**, they like him as a person, and that’s definitely more important.

5. She wasn’t the most reliable of colleagues and her behaviour was quite erratic. **Furthermore** / **Nevertheless** / **Meanwhile**, she could be quite inspired and she was fun to work with.
Which, whose, how much and how many

Asking questions about things outside the main clause

In this unit you learn to use pushdown questions with which, whose, how much and how many.

In pushdown questions, the thing being questioned is not directly in the main clause, it is only part of an element, for example, part of the object, part of an adjunct or part of a subordinate clause.

If the main clause is Mike caught measles, then Whose child did Mike catch measles from? is a pushdown question because it questions part of the adjunct. However, Who did Mike catch measles from? is not a pushdown question because it questions the adjunct in the main clause.

If the main clause is I bought presents for the children, then How many presents costing under £5 did you buy for the children? is a pushdown question because it questions part of the adjunct that is not in the main clause. However, How many presents did you buy for the children? is not a pushdown question because it questions the adjunct in the main clause.

Examples of pushdown questions:

Which of our neighbours did you meet the son of?

This is a pushdown question because it does not question the main clause but a prepositional phrase that is part of the object. However, Which of our neighbour’s sons did you meet? is not a pushdown question as it is questioning the main clause: I met your neighbour’s son.

How much of the free time you had at the weekend did you spend watching TV?

This is a pushdown question because it questions part of the adjunct that is not in the main clause. However, How much time did you spend watching TV? is not a pushdown question as it is questioning the main clause: I spent time watching TV.

Examples that are not pushdown questions:

How much time do you need to finish your work?

This is not a pushdown question because it questions the object in the main clause: You need some time.

Exercise 1

Match the sentence halves.

1 Which aspect of the research
   a lead you to search for additional sources on the same subject?
2 What was the precise point
   b had to be discarded after you realized they were inaccurate?
3 What have the responses to the survey you carried out
   c led you to expect with regard to likely future trends?
4 Which figures did you say
   d do you consider most likely to present difficulties in writing up?
5 Do you know the title of the journal
   e at which you realized that your theory was untenable?
6 Where did your initial findings
   f in which the article you’re looking for appeared?

Exercise 2

Complete the sentences by writing one phrase in each gap.

are you planning | will you ask | was the questionnaire | do researchers often find
| do you think is used | need to be considered | do you consider it

1 How useful ______________________ to draft an outline of an essay before writing it?
2 Which system of providing source references ______________________ by the majority of researchers?
3 Which methods ______________________ the discussion group to use in order to provide feedback on your proposals?
4 Which section of your dissertation ______________________ to write up first?
5 What ______________________ prevents them from starting to write up their work?
6 What sample size ______________________ based on that provided the evidence you’re using?

Exercise 3

Which sentences are correct?

1 Which type of cheese did you tell me you wanted to buy for the party?  [  ]
2 Whose father you said you went to university with?  [  ]
3 How long do you think should I wait for her to arrive?  [  ]
4 Which river did they say they tried to swim across?  [  ]
5 How many matches are you glad because the team won?  [  ]
6 Which file is the form that I need to complete in?  [  ]
Exercise 4
Are the highlighted words correct or incorrect in the sentences?
1. Who should children under the age of 14 be accompanied by if they want to see the film?
2. Who said offered to help us if we got into any difficulty?
3. Whose children should we not disturb?
4. Where did you go where had you never been before?
5. What did John offer to help us by doing?
6. Which car manufacturer has just withdrawn their latest model from the market?

Exercise 5
Find the wrong or extra word in each sentence.
1. How large a percentage of people who buy this brand of washing powder are they in the top three socio-economic classes?
2. Which station did you say whether I should get off at?
3. How much more did Mario spend during his holiday than had he intended?
4. Who do you think Stefan saw him crossing the road outside the supermarket?
5. How long did he say if he was going to wait for?
6. What do you think we should ask that Daphne to bring to the meeting?

Exercise 6
Decide if the pairs of sentences have the same meaning.
1. A. How many shoes costing under £20 do they sell in the shop?
   B. How many shoes do they sell in the shop?
2. A. Whose book did you tell the teacher you had borrowed?
   B. When you told the teacher you had borrowed a book, who did you say you borrowed it from?
3. A. How much money did you say that her father earns in a year?
   B. Tell me how much money her father earns in a year.
4. A. Which of the college rules is considered by you to be the most important?
   B. Which of the college rules do you consider to be the most important?
5. A. Which shelf are the clothes that you’re wearing to the party on?
   B. Can you show me the shelf where the clothes that you’re wearing to the party are?
6. A. Did you say how long Matthew is staying for?
   B. How long did Matthew say that he would be staying for?

Exercise 7
For each sentence, tick the correct ending.
1. The experiment was to see
   □ which sort of tree trapped the most air pollution.
   □ how much of the trees trapped the most air pollution.
2. Amelia asked him
   □ whose daughter he had taken her to the cinema.
   □ whose daughter he had taken to the cinema.
3. Which of the chairs
   □ did you make a cover for?
   □ made you a cover for?
4. How many of the apples that we picked at the weekend
   □ you put in the pies?
   □ did you put in the pies?
5. Nobody knew
   □ whose essay Michel had copied his from.
   □ whose essay did Michel copy his from.
6. How much of their worktime
   □ do staff spend speaking on the phone?
   □ do staff spend to speak on the phone?
Phrasal verbs (1)

Two-word phrasal and prepositional verbs

In this unit you learn to use two-word phrasal and prepositional verbs and the correct position of the object.

There is a special group of verbs formed of two or three words. These are called phrasal verbs. They consist of:

- a verb followed by an adverb:
  
  They sat down.
  The music gradually died away.

- a verb followed by a preposition (sometimes called a prepositional verb):
  
  She looked after her sick mother.
  She fell down the steps.
  Don’t count on James.

Remember!

The nouns at the end of the examples above (sick mother, the steps, James) are objects of the prepositions and not direct objects of the verbs. Therefore the noun phrase always comes after the preposition, even when it is a pronoun.

Don’t count on him. NOT Don’t count him on.

When you are using a phrasal verb with an object that is a short noun phrase, you usually have a choice as to where you put the object. It can be placed either after the second word of the phrasal verb or after the first word and before the second word.

He filled up his car with petrol.
She filled my glass up.

When the object consists of a long noun phrase, it is more likely to come after the second word of the phrasal verb.

Officials have been asked to hold back all documentation relating to the court case.
He promised to give away five per cent of all of his future earnings to charity.
I knocked over the table at the side of her bed as I walked past.

Remember!

Some phrasal verbs have more than one transitive sense. For example, take back has the object between the first and the second word when it means remind someone of something but when it means regain something the object can come in between or at the end.

The smell of the corridor took the man back to his schooldays.
The athlete’s ambition of taking back his world title remained unfulfilled.

Exercise 1

Are the highlighted words correct or incorrect in this text?

Hi Sammy

Thanks for your email – it was lovely to find your news from home when I switched on my computer this morning.

I started my Swedish course on Monday, and so far it’s been really good. There’s a huge amount of new language for me to take in, so I’m working hard after classes as well as at school.

The course goes on till 6 every evening, so it’s quite intense! I feel like I’m picking them up very slowly but that’s probably because there’s such a lot to learn. I’ve started writing my first assignment today and we’ve got to hand in next Friday. I’ve made some great new friends, and we all hang out together when we have any free time.

Write again soon

Anita
Exercise 2
For each sentence, tick one or two correct endings.

1. This old car is always breaking
   - it down.
   - down.
   - itself down.
   - down the car.

2. I've dropped an earring under your chair - please can you pick
   - up it?
   - up my earring?
   - up?
   - it up?

3. I've decided to give
   - up all the things I do that get me down.
   - all up the things I do that get me down.
   - all the things I do that get me down up.
   - all the things that get me up down.

4. I need to watch what I eat because of all the weight I've recently put
   - on.
   - on it.
   - on to me.

5. Ferdinand has gone into town to look
   - a new bike for.
   - for a new bike.
   - it for a new bike.
   - for him a new bike.

Exercise 3
Put each sentence into the correct order.

1. come / you / and / Can / pick / from Lara's / ? / me / up

2. not to / Please try / us / up / / wake

3. his / for / looking / / phone / the café / in / Jacob's

4. mustn't / give / in / You / to / / temptation

5. Have / when / found / out / Rick / is / you / stay / coming / to / ?

6. across / dance music / I've never before / type / come / this / of / ,

Exercise 4
Find the words or phrases that do not belong.

1. look it
   - up
   - at
   - for
   - over

2. fill in
   - him
   - this form
   - it
   - the gaps

3. take it
   - back
   - after
   - off
   - for

4. come across
   - it
   - back
   - off
   - it

Exercise 5
Find the wrong or extra word in each sentence.

1. The concert organizers have decided to put it off concert until the singer has recovered.
2. Please go away you until I've finished my work.
3. I hope they never find out who it made the mistake.
4. My grandparents brought me and my brothers up them.
5. I know I can always count him on Tom.
6. She filled in writing the form very quickly.

Exercise 6
Match the two parts together.

1. I saw the bus leaving the stop and ran, but I couldn't catch
   a. it in.
   b. off it.
   c. out.
   d. it off.
   e. it up.
   f. it out.

2. I shared a flat with Tessa for a while but it didn't work

3. I always liked fast food until a documentary put me

4. I tried to solve the puzzle but I couldn't work

5. You must see the doctor soon - don't put

6. I'd finished all my coursework but I forgot to hand
Phrasal verbs (2)
Three-word phrasal and prepositional verbs

In this unit you learn to use three-word phrasal and prepositional verbs and the correct position of the object.

To: Alun
From: Laura
Subject: Meeting with Antonio

Hello Alun,
I had a meeting with Antonio yesterday and he let me in on the deal. We are going to go to two other businesses and get them both to make us an offer. Then we are going to play the two of them off against each other. We’ll take the highest bidder. It could be a tricky negotiation though and I’m not sure what I’ve let myself in for.

Regards,
Laura

Some phrasal verbs consist of three words: a verb, an adverb and a preposition. This type of verb is sometimes called a phrasal-prepositional verb. Most three-word phrasal verbs are intransitive. The preposition at the end is followed by its own object.

His girlfriend walked out on him.
They got away with overcharging us for six months.
How did you put up with it?

A few three-word phrasal verbs are transitive. The direct object of the verb comes immediately after the verb. A second noun phrase is put after the preposition, as normal.

They tried to turn us out of our home.
Bill tried to talk them out of it.
Who put you up to this trick?

These are some transitive three-word phrasal verbs:

- do out of
- frighten out of
- let in for
- let in on
- play off against
- put down as

- put down to
- put up to
- take out on
- take up on
- talk out of
- turn out of

Exercise 1
Choose the correct words or phrases.
1. Nicola looks really well at the moment. I put it down to / down to it the fact she’s changed her job.
2. I’m so disappointed that our holiday was cancelled. I was really looking forward to a break / looking forward a break to.
3. Martin argued with his girlfriend, but now he wants to make her up with it / it up with her.
4. Good teachers always look students out for / out for students who might be struggling to keep up.
5. Jim always stood up for what he believed in / what he believed in up for and people respected him for that.

Exercise 2
Put the correct word or words in each gap.

up | him | back | you | his stuff | we | college | me

Hi Stef
Hope you found your bike lock key and you managed to get 1 ____________ to your flat.
OK yesterday? It was great to catch 2 ____________ with everyone again after the holidays, especially Tom. He’s so nice, I don’t think anyone could ever fall out with 3 ____________
I’m glad he’s decided not to drop out of 4 ____________. He’s going to live in halls of residence this year and I’ve offered to help him move all 5 ____________ into the flat on Tuesday. If you’re around then, it would be great if you could come and help 6 ____________ and Tom out with the move.

Are you in tonight? I could pop over to see you.

Bye for now

Ned

Exercise 3
Write the words in brackets in the correct order to complete each sentence.

1. Ahmet’s a naughty little boy but he never gets caught. How does he get ____________ (with it away)?
2. Let’s meet, so I can catch ____________ (up your news on).
3. The shop where Anthony worked closed, so that put ____________ (of him out) a job.
4. Sara’s lovely. You’d ____________ (on get her with) really well, I think.
5. Was it Mohammed who put ____________ (you to up) playing this trick on me?
6. You’ve bought so many tinned tomatoes that we won’t ____________ (out them run of) for about five years!
Exercise 4
Put each sentence into the correct order.
1 to / I / cut / need / I spend / down / of money / on / . / the amount
2 with / Be / I / you / off
3 the broken vase / . / wrapped / She / up in / and / newspaper / away / it / threw
4 with / it / on / I / Get
5 do / set / you / When / work / off / ? / for
6 annoyed if / don't / you / along / . / go / with / He / his wishes / gets

Exercise 5
Decide if the pairs of sentences have the same meaning.
1 A I'll look out for your glove while I'm cleaning.  B I'll look out for your glove for you while I'm cleaning.  
2 A I was brought up by my aunt and uncle.  B My aunt and uncle brought me up.
3 A Hannah turned up with a bunch of flowers for me.  B Hannah turned a bunch of flowers up at the door for me.
4 A Do you get along with all your brothers?  B Do you get all your brothers along with you?
5 A When it comes to cleaning, I definitely don't keep up to the same standard as my mum!  B I definitely don't keep my cleaning up to the same standard as my mum's.

Exercise 6
Which sentences are correct?
1 Ivan fell Nina out with, because she forgot his birthday!
2 That watch was my dad's, so please take it good care of.
3 It doesn't matter. Please put it out of your mind.
4 Why were you turned away from the club?
5 He and Marti had never got each other on well with.
6 What did you get up to in Greece?
Exercise 1
Choose the correct words.
1 I wasn’t interested in history and neither was Eva / Eva was.
2 Our problems were so great / so great were that we had to give up the journey.
3 So splendid was the palace / the palace was that even the emperor was impressed.
4 My computer isn’t working and nor my phone is / is my phone.
5 Such was her dismay / her dismay was at the news, I thought she might faint.
6 My brother is such a liar / such a liar is that I never know whether to believe him.

Exercise 2
Match the sentence halves.
1 We aren’t going to Spain this year, a I decided to make an excuse and leave.
2 Such was the panic as we ran outside that b and neither are the Watsons.
3 So relieved were his parents that c nor has my wife.
4 I’ve never been abroad, d they forgot to reprimand him.
5 Such was the awkwardness of the situation, e and neither did I.
6 Kirsty didn’t want to go skiing, f I forgot to pick up my handbag.

Exercise 3
Complete the sentences by writing one word in each gap.

overwhelming | arrogance | miserable | difficulty | restrictions | admired
1 Such is his ____________, he believes that nobody can beat him.
2 So ____________ was she that she stayed in her room for a week.
3 Such were the ____________ on our movements that we could rarely leave the city.
4 So ____________ were her debts that they dominated her life.
5 Such was the ____________ of contacting him that we spoke only three times in the year he was away.
6 So ____________ are his paintings, people travel from distant countries to see them.

Exercise 4
Which sentences are correct?
1 I’m not intending to go to university and neither are most of my friends. [✓]
2 So beautiful the girl was, everyone was staring at her. [✗]
3 Barbara hasn’t finished her essay and nor Kamal has. [✓]
4 Such is the difficult to pass the exam, most students are not successful. [✗]
5 So valuable were her jewels, they were kept in a special safe at night. [✓]
6 Such was the greed of these people, they were prepared to cheat their own friends. [✓]

Exercise 5
Put each sentence into the correct order.
1 bus fare / I couldn’t / could Amy / / afford the / and neither
2 I should have done / far more than / that I ate / were the cakes / / So delicious
3 Such was / quite frightened / / we were / the force of / his anger that
4 the post office / / isn’t open / neither is / The bank / today and
5 these soldiers / Such were the / that many of them / / never recovered / dangers faced by
6 that even his / his behaviour become / tired of him / So outrageous did / / family grew

Exercise 6
Write the missing words in sentence B so that it means the same as sentence A.
1 A The mountain was so high, we could not climb it in a day.
   B So ________________, we could not climb it in a day.
2 A I didn’t go to the concert and Jan didn’t either.
   B I didn’t go to the concert and neither ________________
3 A We felt so happy, we wanted to celebrate straight away.
   B Such ________________ happiness that we wanted to celebrate straight away.
4 A Neither chemistry nor physics interests me much.
   B Chemistry doesn’t interest me much and nor ________________
5 A The restaurant was so expensive, I barely had enough money to pay the bill.
   B So ________________ that I barely had enough money to pay the bill.
6 A My brother and my father both hate opera.
   B My brother doesn’t like opera and neither ________________
Inversion (2)

Inversion after negative adverbials

In this unit you learn to use inversion in structures that use negative adverbials to give emphasis.

Inversion occurs when broad negative adverbs or other negative adverbials are put at the beginning of a clause for emphasis. This structure is used in formal speech and writing to show something is surprising or original in some way.

Never
Never have I experienced such suffering.

Barely
Barely had the film ended when everyone got up to go.

Seldom
Seldom has hard work been so rewarded.

Rarely
Rarely has so much money been wasted by an individual.

Only once
Only once have I declined their invitation.

No sooner ... than
No sooner had I seen the man than he disappeared.

Scarce
Scarce had he got up when someone started hammering at the front door.

Little
Little did he realize what would happen to him.

Not once
Not once did they think to ask how I was.

Not in a
Not in a thousand years would I agree to marry you.

Remember!
Inversion also occurs in formal speech and writing after adverbials preceded by only.
Only with exceptional luck will you win anything.
Only when the music stopped did Sue finally stop dancing.

Exercise 1

Match the sentence halves.
1 Never have there been a
2 Seldom have I encountered
3 No sooner had Carla woken
4 Rarely did a day go by
5 Not once did he think to ask
6 Scarcely had we sat down when

a he launched into a torrent of accusations.
b when I was not reminded of Larry.
c for our opinion on the matter.
d such despair in one so young.
e than she insisted on calling Max again.
f better time to invest in gold.

Exercise 2

Complete the sentences by writing one word in each gap.

<table>
<thead>
<tr>
<th>realize</th>
<th>express</th>
<th>achieve</th>
<th>seen</th>
<th>fall</th>
<th>entered</th>
</tr>
</thead>
</table>
1 Rarely have I ____________________________ such a magnificent floral display.
2 Never in his life would he ____________________________ such success again.
3 Only once did she ____________________________ short of her own high standards of honesty.
4 Not once did he ____________________________ any doubts about his course of action.
5 Barely had he ____________________________ the room when Olivia started shouting wild accusations at him.
6 Little did we ____________________________ what difficulties lay ahead of us.

Exercise 3

Put each sentence into the correct order.

1 did we suspect / had the document / all along / . / Little / that she had
2 Only after / . / spot the repair / was it / careful examination / possible to
3 was the problem / the armed forces / . / than within / more evident / Nowhere
4 her colleagues / had she / Rarely / to this extent / . / had to rely on
5 this disease / children with / . / so many / had I seen / Never before
6 when chaos / Barely had / in the hall / broke out / . / the speaker finished
Exercise 4
Decide if the pairs of sentences have the same meaning.
1 A Never had I been so frightened in my life. ○
   B I had never been so frightened before.  ☒
2 A Rarely has there been a more popular prime minister. ○
   B Prime ministers are usually unpopular.  ☒
3 A Only with a great deal of effort did we complete the work. ○
   B We made a great deal of effort and completed the work.  ☒
4 A No sooner had I mended the chair than Michael broke it again. ○
   B Michael broke the chair just before I mended it again.  ☒
5 A I usually dined alone in the evenings. ○
   B Seldom was there an evening when I dined alone.  ☒
6 A I only locked up the night after the last people had left. ○
   B Only when the last people had left did I lock up for the night.  ☒

Exercise 5
Which sentences are correct?
1 Not nowhere were the documents to be found. ○
2 Not only did I do all the shopping, but I had to cook dinner too. ☒
3 Barely had the music finished when the fighting began. ☒
4 He never did a day's work in his life, and neither did his father. ○
5 Never there were two people less suited to parenthood. ○
6 Little did we know what would happen next.  ☒

Exercise 6
Write the missing words in sentence B so that it means the same as sentence A.
1 A I have never felt so sick in my life.
   B Never in my life __________ sick.  ○
2 A You will only succeed with a lot of hard work.
   B Only with a lot of hard work __________.  ☒
3 A He would not hurt his mother in a million years.
   B Not in a million years __________mother.  ○
4 A There weren't any windows in the room either.
   B Neither __________room.  ☒
5 A I had hardly finished my dinner when he called.
   B Hardly __________when he called.  ○
6 A She didn't thank us once.
   B Not once __________.  ☒

Inversion (3)
Inversion after as and than
In this unit you learn to use inversion in structures that compare or show similarity between two different things.

Inversion after as
As can be followed by an auxiliary verb (or the verb to be) which is inverted with the subject.
The structure indicates a similarity between the two things compared in the sentence. For example, The sitting room was found to be filthy, as was the kitchen focuses on the fact that both rooms were similarly dirty.

Our neighbours refused to pay the money, as did we once we knew the plumber was overcharging.
James is going to go to the local school, as will Harry when he's old enough.

Inversion after than
Than can be followed by an auxiliary verb (or the verb to be) which is inverted with the subject.
The structure indicates a comparison between things or people. For example, People living in the countryside have fewer leisure opportunities than do those living in the city focuses on the comparison between the two groups of people.

The stars of US films are often better known than are the stars of our own, home-grown cinema.
Delegates attending my afternoon session will have a shorter lunch break than will those attending Mr Wilson's session.

Exercise 1
Match the sentence halves.
1 Learning in a class is, for me, far more effective
   a than do those with larger type.
2 A printed dictionary is nicer to use
   b than doing it online.
3 Learning my third and fourth languages seemed easier
   c than do those that are more relaxed.
4 Tired and stressed students remember less
   d than did learning my second.
5 Books that have very tiny print seem harder to understand
   e than an online version, I think.
6 Doing my shopping at the supermarket is more time-consuming
   f than learning independently.
Exercise 2
Find the wrong or extra word in each sentence.
1. Henry always gave his children stunning birthday presents, as they did his mother and father.
2. Bus ticket prices will rise in the new year, as will rise train and underground prices.
3. Pedro and Nina have just started as going dancing on a Friday night, as have their friends Mike and Tanya.
4. The vegetables we get from Mr Tyson's shop are more fresher than those we buy anywhere else.
5. Facial expressions can communicate more feelings than can express words.
6. My sister has got a boyfriend at the University of Hong Kong, as has got my friend, Natasha.

Exercise 3
Choose the correct word.
1. The train station is usually very busy in the mornings, as / than is the bus station.
2. Klaus is passionate about painting, as / than is his father.
3. Tom followed the leader, as was / did the rest of the climbing group, up the south side of the peak and finally to the top.
4. The books on the tables in the centre of the shop sell much more quickly than do / sell those on the shelves.
5. I'd like to offer you many congratulations on your engagement, as had / would everyone else in my family.
6. The people who had arrived earliest got a much better view of the performance than did / had the rest of us.

Exercise 4
Write the correct form of the verb in brackets to complete each sentence.
1. Children who _______ (eat) healthily generally behave better in school than do those with unhealthy diets.
2. Katy _______ (have) a natural ability to run fast, as does her brother.
3. House prices in the east of the country _______ (increase), as did those in the south.
4. Johnnie had _______ (know) Jorge for ten years, as had Jim, before they set up a business together.
5. Travelling has _______ (teach) me much more than has reading thousands of books.
6. I _______ (still wait) for my results, as is everyone who took the exam on 20 May.

Exercise 5
Complete the sentences by writing one word in each gap.
1. The horse escaped through the open gate, as _______ the cows.
2. Athletes need to eat a lot more carbohydrates than _______ people who exercise little.
3. Simon thought that the hotel was superb, as _______ most people who stayed there.
4. My great aunt Janie looks more like me than _______ anyone else in my family.
5. His latest thriller will in the future be recognized as a masterpiece, as _______ his three earlier works.
6. Teri's got much more self-confidence than _______ many people of our age.

Exercise 6
Which sentences are correct?
1. Children attending the morning swimming classes will have longer sessions than will those in the afternoon.
2. The names of French wines are still better known than do the wines of most other nations.
3. Some of the singers at the festival were worse than were those at my five-year-old daughter's school concert!
4. The ferry left on time, than did the train and the bus that I had to take to get to the meeting.
5. Gerald will be pleased with the outcome of our discussion, as will Harry, I think.
6. After the interview Jane was sure, as did her interviewer, that she would be the right person for the job.

Exercise 7
Are the highlighted words correct or incorrect in the sentences?
1. The front door was open, as was the outer door.
2. After the operation, your hand will feel tight, as will do your lower arm.
3. Indoor plants need more light and water than do the same plants outdoors.
4. When asked who was responsible, Lucia remained silent, as did the others.
5. Doctors are better equipped to make these decisions as are the patients.
6. Frozen foods retain more nutrients than do retain those which are tinned.
Inversion (4)
Inversion after adverbials of place

In this unit you learn to use inversion in structures that add emphasis to the position or motion of the subject.

To add emphasis and drama to speech or writing it is possible to have adverbs of direction or place at the beginning of a clause, followed by a verb of motion and a noun subject. The verb and subject are inverted.

Down the stairs came the queen, dressed in a silk gown.
Out went the soldier, into the dark night.

However, if the subject is a pronoun, you put it before the verb, so there is no inversion.

Down the stairs she came.
Out he went, into the dark night.

In written English, adverb phrases introduced by prepositions such as in the corner can be followed by verbs indicating position, such as crouch, hang, lie, stand, etc., followed by a noun subject.

From the ceiling hung party decorations.
In the corner stood an old chest of drawers.

Again, if you use a pronoun as the subject, you put it before the verb, so there is no inversion.

From the ceiling they hung.
In the corner it stood.

You can follow here and there by the verbs be, come and go and a noun subject. Used at the beginning of the sentence, here and there carry more stress than they do when they come after the verb and there is usually a difference in meaning.

Here is the bus.
There is Jasmine.
There goes our train.
Here comes the food.

If the subject is a pronoun, it comes before the verb, so there is no inversion.

Here it comes.
There they go.

Exercise 1
Match the sentence halves.
1 On the seat lay
2 Down came the rain
3 Up we went in the lift
4 Out you come
5 There you are,
6 Off we went into

Exercise 2
Choose the correct word.
1 Down / On / In you get, and don't forget to put your seat belt on.
2 Off / On / Under you go, and take your coat because it'll get cold later.
3 Over / Out / In they came from the stadium, waving their football scarves.
4 Up / Down / Over came the sun as we had breakfast on the terrace.
5 Under / Over / Along the shore came a lone rider on a white horse.
6 Next / Beside / Besides the driver sat a small boy.

Exercise 3
Find the wrong or extra word in each sentence.
1 Beside to me, my daughter was sleeping peacefully.
2 There is you are, playing computer games as usual.
3 Out you get from, and don't go in there again!
4 Down did he fall from his horse.
5 Under the floorboards beneath, we found what looked like a hand-drawn map.
6 There goes it our bus!

Exercise 4
Are the highlighted words correct or incorrect in the sentences?
1 Beside □ the lake sat an elderly woman wearing a strange hat.
2 Well, along □ you go, and have a nice day at the festival.
3 Out □ came the sun and dried up all the puddles.
4 Where □ you are? Why didn't you answer when I called?
5 Off □ you go, and don't be back late; dinner's at 7.
6 Into □ the room came a very distinguished-looking man.
Exercise 5
Which sentences are correct?
1 Off went we on our weekend camping trip.
2 Out of the tree flew a beautiful multi-coloured bird.
3 There are you; I thought I'd find you here!
4 Get up you. Have you hurt your knee?
5 Down the flag came at the end of the ceremony.
6 Next to the river runs a narrow path.

Exercise 6
Write the missing words in sentence B so that it means the same as sentence A.
1 A Oh, that's where you are.
B Oh, there ........................
2 A Get up and I'll wipe the mud off your trousers.
B Up .............................. and I'll wipe the mud off your trousers.
3 A There's a stream that flows through the farm.
B Through ........................ a stream.
4 A There was a stranger standing next to my mother.
B Next to my mother was .............................
5 A Go and play now.
B Off ............................... now and play.
6 A Come in and shut the door.
B In .............................., and shut the door.

Answer key

1 Adjectives (1)

Exercise 1
1 for 3 of 5 for
2 about 4 in 6 at

Exercise 2
1 of ........................ 2 for ........................ 4 around ........................ 6 for ........................
1 of ✓ over ✓ about X
2 for X ✓ around ✓ for ✓

Exercise 3
1 of 3 to 5 at
2 for 4 about 6 with

Exercise 4
1 disappointed about it.
2 good to them.
3 afraid of it.
4 glad of it.
5 responsible for it.

Exercise 5
1 f 3 a 5 c
2 d 4 e 6 b

Exercise 6
1 for 3 with X 5 in ✓
2 about ✓ with X 6 to ✓

Exercise 7
1 but he's not very happy with it.
2 he's very upset about it.
3 and demanded to know who was responsible for the mess.
4 and I feel really sorry for her.
5 everyone was very nice to him.

2 Adjectives (2)

Exercise 1
1 frightened faces of the children as they clung to their parents.
2 two sleeping babies.
3 similar outlooks on life.

Exercise 1
1 corrected
2 empowering
3 rising

Exercise 2
1 off-putting
2 absent-minded
3 able-bodied

Exercise 3
1 empty-handed
2 tongue-tied
3 death-defying

3 Adjectives (3)

Exercise 1
1 anticipated
2 elected
3 insinuating

Exercise 2
4 thick-skinned
5 light-hearted
6 long-lost

Exercise 3
4 panic-stricken
5 long-suffering
Exercise 4
1 overgrown 4 overhanging
2 underachieving 5 underlyng
3 overrated 6 understaffed

Exercise 5
1 No 3 No 5 Yes
2 Yes 4 Yes

Exercise 6
1 The track was darkened with overhanging trees.
2 Operations were cancelled because the hospital was understaffed.
3 In my view, the band is overrated.
4 Never eat underdone meat or fish.
5 Many underdeveloped countries depend on grants.
6 The path was overgrown with grass.

Exercise 7
1 No 3 Yes 5 No
2 Yes 4 No 6 Yes

4 Adjectives and adverbs
Exercise 1
1 No 3 Yes 5 Yes
2 Yes 4 No

Exercise 2
1 No 3 No 5 No
2 Yes 4 Yes 6 Yes

Exercise 3
1 wide 3 tight 5 close
2 rightly 4 fine 6 clearly

Exercise 4
1 tight √ 3 wide X 5 freely √
2 right √ 4 sharply X 6 fast √

Exercise 5
1 clean 3 sharply 5 right
2 laterly 4 directly 6 overly

Exercise 6
1 sharply 3 directly 5 sharp
2 direct 4 clear 6 clearly

Exercise 7
1 because he had arrived late to school.
2 but today he's feeling fine.
3 that she could scarcely open her eyes.
4 because I would dearly love to go.
5 Lara couldn't do it right.
6 because he always worked very hard.

5 Possessive adjectives
Exercise 1
1 us 3 His 5 me
2 him 4 them 6 her

Exercise 2
1 b 3 a 5 d
2 e 4 f 6 c

Exercise 3
1 The baby's crying kept me up all night.
2 Kate heard him creeping up the stairs.
3 She doesn't mind us being here as long as we're quiet.
4 Heidi's screaming at the television was getting on my nerves.
5 Her stealing the limelight came as no great surprise.
6 I can't watch him putting in his contact lenses – urch!

Exercise 4
1 Her having been fired lowered her self-esteem.
2 It bothered her, not being allowed to borrow his iPad.
3 She didn't mind not going away on holiday.
4 They watched us coming up the driveway but refused to open the door.
5 Ernie saw her looking at him and smiled.
6 Julie's being a pilot impressed Cindy.

Exercise 5
1 having 3 them 5 her
2 me 4 mind 6 their

6 those + participle adjectives
Exercise 1
1 worried 4 wishing
2 wanting 5 intending
3 concerned 6 affected

Exercise 2
1 which 5 who
2 who 6 from which

Exercise 3
1 friends 4 youngest
2 confidence 5 writer
3 girlfriends 6 house

Exercise 4
1 in 4 with
2 which 5 whom
3 to 6 over

Exercise 5
1 for whom 4 of whom X
2 on which 5 of which X
3 with which 6 of whom X

Exercise 6
1 whom √ 4 which √
2 whom X 5 which X
3 what X 6 that X

Exercise 7
1 The book is dedicated to my parents, without whom it could not have been written.
2 The dentist gave me a special device with which to clean between my teeth.
3 The folder contains several photographs of people, on top of which is stamped the word 'traitor'.
4 Her real name is Elise, but Ellen is the name by which she prefers to be known.
5 Hoskins was the man with whom she had been living since the previous year.
6 The company pays for our hotel and food, but there is a limit above which we are not allowed to go.

7 Relative clauses
Exercise 1
1 Yes 4 No
2 No 5 Yes
3 Yes 6 No

Exercise 2
1 which 4 to construct
2 who 5 Who
3 whom 6 from which

8 Conditionals
Exercise 1
1 Yes 4 Yes
2 No 5 Yes
3 No
10 Using it as an object in sentences

Exercise 1
1 d 4 f
2 e 5 c
3 b 6 a

Exercise 2
1 No 4 Yes
2 Yes 5 No
3 No 6 Yes

Exercise 3
1 owe 4 make
2 hate 5 find
3 take 6 love

Exercise 4
1 He made it difficult for me to refuse the job offer.
2 I found it upsetting to be dismissed by text message.
3 We all like it when we receive compliments.
4 Bob leaves it to his wife to organize their social life.
5 You owe it to yourself to work hard.
6 He sees it as insulting if people address him incorrectly.

Exercise 5
1 It 4 as
2 as 5 to
3 when or if 6 leaves

Exercise 6
1 Lena thought it strange that there were few personal photographs.
2 She made it easier to see in the thick fog.
3 I didn't mean you to take it as a criticism.
4 She saw it as a welcome interruption.
5 I thought it surprising that she already knew my name.
6 You may find it interesting to compare the two.

9 Ways of using as and though

Exercise 1
1 f 4 c
2 e 5 b
3 d 6 a

Exercise 2
1 Yes 3 Yes 5 Yes
2 No 4 No

Exercise 3
1 for 4 though or if
2 for 5 As
3 though or as 6 Much

Exercise 4
1 for 4 to
2 if 5 though
3 for 6 for

Exercise 5
1 Yes 4 Yes
2 No 5 No
3 Yes 6 Yes

11 Using comparative structures for cause and effect

Exercise 1
1 a 4 c
2 d 5 b
3 e 6 b

Exercise 2
1 The more I learn, the less I know.
2 The darker it is, the harder it is to see.
3 The bigger the chicken, the fatter the fox.
4 The less I sleep, the more tired I become.
5 The more it rains, the likelier it is to flood.
6 The colder it is, the less I want to go out.

Exercise 3
1 No 4 Yes
2 Yes 5 No
3 No 6 Yes

Exercise 4
1 are 4 order
2 ess 5 order
3 eighthier 6 moyed or ngr

Exercise 5
1 The louder they shout, the less I want to listen.
2 The more passionately they argue, the less I believe them.
3 The more time I have, the less I seem to get done.
4 The bigger my handbag, the more I find to put in it.
5 The faster I pedal, the sooner I will reach my destination.
6 The more money I make, the more I can donate to others.

Exercise 6
1 Yes 3 Yes 5 Yes
2 No 4 No 6 No

Exercise 7
1 about what you have been doing, the better.
2 the harder her heart pumped.
3 the better he felt he knew them.
4 the higher the sun protection you will need.
5 the easier it is to exercise indoors.
6 the less you will pay in tax.
13 Focusing sentences (1)

Exercise 1
1 d 4 b
2 e 5 a
3 f 6 c

Exercise 2
1 It was Martin who won the prize.
2 It’s Saturday we’re going to the cinema.
3 It’ll be ten years in June since we got married.
4 How can it be that this machine still doesn’t work?
5 Could it have been Simon who sent the Valentine’s card?
6 I don’t know whether it will be in July that we move.

Exercise 3
1 it 4 who
2 wasn’t 5 not
3 been 6 that’s

Exercise 4
1 No 4 No
2 No 5 No
3 Yes 6 Yes

Exercise 5
1 it 4 they’re
2 who 5 been
3 that 6 which

Exercise 6
1 Yes 3 No 5 No
2 Yes 4 No 6 Yes

Exercise 3
1 What happens is, you fill out the application form and they contact you by email.
2 What you do is your own business.
3 What I tend to do is smile, nod and pretend I understand.
4 What works is holding your nose and counting to 20.
5 What I couldn’t understand was why they hadn’t phoned.
6 What surprises me most is that she’s achieved so much and yet she’s still only 21.

Exercise 4
1 What
2 What he bought was
3 What she does is
4 What is lacking
5 He will do is
6 What I tried was adding

Exercise 5
1 is 4 had
2 was 5 didn’t
3 did 6 What

15 Using to-infinitive clauses as subject/object

Exercise 1
1 b 3 a 5 c
2 e 4 f 6 d

Exercise 2
1 Yes 3 No
2 Yes 4 No

Exercise 3
1 to drink 4 was
2 to are 5 to talk
3 to stay 6 didn’t know or didn’t know

Exercise 4
1 To see dolphins in their natural environment was magical.
2 The text to read for homework is on page 45.

16 Using negatives with reporting verbs

Exercise 1
1 a 3 e 5 b
2 d 4 f 6 c

Exercise 2
1 be awarded 4 were shown
2 was announced 5 was found
3 had been given 6 is paid

Exercise 3
1 It was proved to his employer
2 will be paid to all staff
3 the safety measures were explained to them
4 All his children
5 were sent to
6 The findings were reported to us

Exercise 4
1 We were allocated an office at the back of the building.
2 It was explained to us that the tickets were not refundable.
3 I assume you haven’t heard the news.
4 I sincerely hope the market doesn’t crash.
5 I presume they haven’t left yet.
6 I suspect they don’t have much money.

17 Passives (1)

Exercise 1
1 were shown the letter
2 were fed the leftovers
3 were given to his wife
4 was awarded several prizes
5 was bought everything
6 were allocated half an hour

Exercise 2
1 be awarded 4 were shown
2 was announced 5 was found
3 had been given 6 is paid

Exercise 3
1 It was proved to his employer
2 will be paid to all staff
3 the safety measures were explained to them
4 All his children
5 were sent to
6 The findings were reported to us

Exercise 4
1 We were allocated an office at the back of the building.
2 It was explained to us that the tickets were not refundable.
3 I assume you haven’t heard the news.
Exercise 5
1 awarded 4 poured
2 demonstrated 5 reported
3 played 6 fed

Exercise 6
1 To me was guaranteed
2 to the prime minister
3 To all staff
4 were not told
5 was refused entry
6 was lent the princess

Exercise 7
1 Yes 3 Yes 5 Yes
2 No 4 No 6 No

Exercise 8
1 Yes 3 No 5 Yes
2 No 4 No 6 Yes

Exercise 9
1 will be presented to the winning gymnast at the
end of the tournament.
2 he is only fed the finest beef steak.
3 are taught on the course.
4 will be sent home to your parents.
5 the need for secrecy was emphasized to all staff.
6 It had been given to her by Ben.

19 Future perfect

Exercise 1
1 have gone 4 have met
2 get 5 tell
3 have done

Exercise 2
1 Katya won't have arrived yet, will she?
2 They won't have had time to clean the house
properly yet.

20 Should and the subjunctive

Exercise 1
1 get 4 should
2 train 5 join
3 asked 6 pay

Exercise 2
1 No 4 No
2 Yes 5 Yes

Exercise 3
1 c 4 b
2 d 5 a
3 e

Exercise 4
1 worn 4 leave
2 is 5 accompany
3 take 6 was

Exercise 5
1 Who on earth suggested the canteen be painted
bright purple?
2 It is vital that everyone should understand the
safety procedure.
3 It's not essential that all employees approve the
new design, as long as most do!
4 My friends recommended that we should eat in
the Greengate Café.
5 Can I just ask that the cat be well looked after
while we're away?
6 It is vital that Tilly see the doctor as soon as
possible.

21 Avoiding repetition by omitting

to- infinitives

Exercise 1
1 f 3 e 5 b
2 c 4 a 6 d

Exercise 2
1 failed 4 hesitate
2 manage 5 decide
3 struggle 6 mean

Exercise 3
1 deserve 4 afford
2 mean 5 requested
3 expected 6 appeared

Exercise 4
1 I intended to email him but forgot.
2 I'll come out tonight if I'm allowed to.
3 He can join us for dinner tonight if he chooses to.
4 I'd leave my job if I dared to.
5 We could sell the house if we had to.
6 You can pay now if you wish to.
Exercise 5
1. No 3. Yes 5. Yes
2. No 4. Yes 6. Yes

Exercise 6
1. If she doesn’t want to.
2. If he tries.
3. If you like.
4. But he didn’t intend to.
5. As I had told them to be.
6. Because she was expected to.

Exercise 7
1. Yes 3. Yes 5. Yes
2. No 4. No 6. Yes

22 Politeness

Exercise 1
1. f 3. e 5. d
2. a 4. c 6. b

Exercise 2
1. I was hoping to borrow your car tonight.
2. What kind of jacket were you looking for?
3. Was there an author you particularly liked?
4. We were wondering if you could give us a donation?
5. I wanted to ask if the heating could be turned down.
6. Excuse me, did you want something?

Exercise 3
1. wondering 4. hoping
2. might 5. hoped
3. Was

Exercise 4
1. wondering 3. looking
2. Would 4. hoping

Exercise 5
1. Yes 3. No 5. Yes
2. Yes 4. No 6. No

Exercise 6
1. Meanwhile 4. Furthermore
2. However 5. Nevertheless
3. Consequently

Exercise 7
1. wondering 3. ask 5. if
2. were 4. it 6. there

23 Sentence connectors and conjunctions

Exercise 1
1. Consequently 4. Furthermore
2. However 5. Furthermore
3. Hence 6. Therefore

Exercise 2
1. therefore 4. however
2. meanwhile 5. by contrast
3. whereas 6. nevertheless

Exercise 3
1. my sister has 23.
2. we were perfectly content with our lives.
3. we had each other.
4. I was living on a meagre diet of bread and water.
5. we recommend that you apply for housing before the official deadline.

Exercise 4
1. Yes 3. Yes
2. Yes 4. No

Exercise 5
1. Yes 3. Yes 5. Yes
2. Yes 4. No 6. No

Exercise 6
1. Meanwhile 4. Furthermore
2. However 5. Nevertheless
3. Consequently

Exercise 7
1. which sort of tree trapped the most air pollution.
2. whose daughter he had taken to the cinema.
3. did you make a cover for?
4. did you put in the pies?
5. whose essay Michel had copied his from.
6. do staff spend speaking on the phone?

24 Which, whose, how much and how many

Exercise 1
1. d 3. c 5. f
2. e 4. b 6. a

Exercise 2
1. do you consider it
2. do you think is used

Exercise 3
1. Yes 3. No 5. No
2. No 4. Yes 6. Yes

Exercise 4
1. should children under the age of 14 be accompanied by
2. you said offered to help us
3. should we not disturb
4. did you go where had you never been
5. did John offer to help us by doing
6. car manufacturer has just withdrawn their latest model

Exercise 5
1. How large a percentage of people who buy this brand of washing powder are in the top three socio-economic classes?
2. Which station did you say I should get off at?
3. How much more did Mario spend during his holiday than he intended?
4. Who do you think Stefan saw crossing the road outside the supermarket?
5. How long did he say he was going to wait for?
6. What do you think we should ask Daphne to bring to the meeting?

Exercise 6
1. No 3. No 5. Yes
2. Yes 4. Yes 6. No

Exercise 7
1. which sort of tree trapped the most air pollution.
2. whose daughter he had taken to the cinema.
3. did you make a cover for?
4. did you put in the pies?
5. whose essay Michel had copied his from.
6. do staff spend speaking on the phone?

25 Phrasal verbs (1)

Exercise 1
1. switched on my computer
2. for me to take in

Exercise 2
1. down.
2. up my earing, it up?
3. up all the things I do that get me down.
4. on.
5. for a new bike.

Exercise 3
1. Can you come and pick me up from Lara’s?
2. Please try not to wake us up.
3. Jacob’s looking for his phone in the café.
4. You mustn’t give in to temptation!
5. Have you found out when Rick is coming to stay?
6. I’ve never before come across this type of dance music.

Exercise 4
1. at, for 3. after, for
2. him, it 4. back it, out it

Exercise 5
1. The concert organizers have decided to put it off until the singer has recovered.
2. Please go away until I’ve finished my work.
3. I hope they never find out who made the mistake.
4. My grandparents brought me and my brothers up.
5. I know I can always count on Tom.
6. She filled in the form very quickly.

Exercise 6
1. e 3. b 5. d
2. c 4. f 6. a

26 Phrasal verbs (2)

Exercise 1
1. It down to
2. looking forward to a break
3. it up with her
4. out for students
5. up for what he believed in
Exercise 2
1 back 4 college
2 up 5 his stuff
3 him 6 me

Exercise 3
1 away with it
2 up on your news
3 him out of
4 get on with her
5 you up to
6 run out of them

Exercise 4
1 I need to cut down on the amount of money I spend.
2 Be off with you!
3 She wrapped the broken vase up in newspaper and threw it away.
4 Get on with it!
5 When do you set off for work?
6 He gets annoyed if you don’t go along with his wishes.

Exercise 5
1 No 3 No 5 Yes
2 Yes 4 No

Exercise 6
1 high was the mountain
2 did Jan
3 was our
4 does physics
5 expensive was the restaurant
6 does my father

Exercise 4
1 Yes 3 No 5 Yes
2 No 4 No 6 Yes

Exercise 5
1 I couldn’t afford the bus fare and neither could Amy.
2 So delicious were the cakes that I ate far more than I should have done.
3 Such was the force of his anger that we were quite frightened.
4 The bank isn’t open today and neither is the post office.
5 Such were the dangers faced by these soldiers that many of them never recovered.
6 So outrageous did his behaviour become that even his family grew tired of him.

Exercise 6
1 have I felt so
2 will you succeed
3 would he hurt his
4 were there any windows in the
5 had I finished my dinner
6 did she thank us

29 Inversion (3)

Exercise 1
1 f 3 d 5 a
2 e 4 c 6 b

Exercise 2
1 Henry always gave his children stunning birthday presents, as did his mother and father.
2 Bus ticket prices will rise in the new year, as will train and underground prices.
3 Pedro and Nina have just started going dancing on a Friday night, as have their friends Mike and Tanya.
4 The vegetables we get from Mr Tyson’s shop are fresher than those we buy anywhere else.
5 Facial expressions can communicate more feelings than can words.
6 My sister has got a boyfriend at the University of Hong Kong, as has my friend, Natasha.

Exercise 3
1 as 3 did 5 would
2 as 4 do 6 did

Exercise 4
1 eat
2 has
3 increased
4 known
5 taught
6 ‘I’m still waiting or am still waiting

Exercise 5
1 Yes 3 Yes 5 No
2 No 4 Yes 6 Yes

Exercise 6
1 Yes 3 Yes 5 Yes
2 No 4 No 6 No

Exercise 7
1 as was √
2 as will do your lower arm X
3 than do √
4 as did √
5 as are X
6 than do retain those X

30 Inversion (4)

Exercise 1
1 a 3 b 5 f
2 e 4 c 6 d

Exercise 2
1 In 3 Out 5 Along
2 Off 4 Up 6 Beside

Exercise 3
1 Beside me, my daughter was sleeping peacefully.
2 There you are, playing computer games as usual.
3 Out you get, and don’t go in there again!
4 Down he fell from his horse.
5 Under the floorboards, we found what looked like a hand-drawn map.
6 There goes our bus!

Exercise 4
1 Beside X 3 Out √ 5 Off √
2 along X 4 Where X 6 Into √

Exercise 5
1 No 3 No 5 No
2 Yes 4 No 6 Yes

Exercise 6
1 you are 4 standing a stranger
2 you get 5 you go
3 the farm flows 6 you come