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COMMUNICATIVE GRAMMAR TASKS

Reference Book

Посібник
для здобувачів ОС «Бакалавр»
закладів вищої освіти

Kremenchuk
Publishing House ‘NOVABUK’
2025

УДК 811.111'36(075.8)
С73

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Рекомендовано до друку вченою радою Уманського державного педагогічного університету імені Павла Тичини (протокол №9 від 25 листопада 2025 р.)

Postolenko I. S.

С73 Communicative grammar tasks = Завдання з комунікативної граматики : reference book : навч. посіб. для здоб. ОС «Бакалавр» закл. вищ. освіти / Iryna Postolenko, Yevheniia Protsko ; Ministry of Education and Science of Ukraine, Pavlo Tychyna Uman State Pedagogical University. – Kremenchuk : Publishing House ‘NOVABUK’, 2025. – 163 p.

The reference book includes grammatical explanations and tasks on the modules "Problem Tenses, Modals, Passives and Conditionals in Communication", "Linking Clauses, Noun Clauses and Parts of Speech" and "Relative Clauses, Emphasis, and Verb Complementation for Communicative Purpose" of the training course A Communicative Grammar of the English Language. The purpose of the reference book is to provide students with practical tasks that will help them to develop grammatically correct language behavior necessary for effective communication in various spheres of life. For students studying English at foreign language faculties of higher education institutions, language schools, as well as for advanced self-studying of authentic English language.

УДК 811.111'36(075.8)

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PREFACE

Communicative Grammar Tasks is the reference book intended for students of Bachelors level of higher education institutions for the work on the modules "Problem Tenses, Modals, Passives and Conditionals in Communication", "Linking Clauses, Noun Clauses and Parts of Speech" and "Relative Clauses, Emphasis, and Verb Complementation for Communicative Purpose" of the course A Communicative Grammar of the English Language. The purpose of the reference book is to provide students with practical tasks that will help them to develop oral and written communication skills. The material of the reference book is provided in a logical sequence, clearly structured and illustrated with appropriate examples. The criterion for the selection of practical material was its relevance to the tasks of language communication, as well as the frequency of use in both oral and written communication. The manual clearly outlines practical tasks taking into account modern trends in the development of English grammar, and also offers a system of exercises both from separate sections and for general revision, which are based on the material of authentic English language. The manual is intended for classroom and individual work of students of higher education.

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MODULE 1. PROBLEM TENSES, MODALS, PASSIVES AND CONDITIONALS IN COMMUNICATION

UNIT 1. PROBLEM TENSES

OVERVIEW

USES OF PERFECT TENSES

Present Perfect

We use Present Perfect to talk about things that took place:

- ✓ during a period that includes past and present: *They've been speaking here for an hour.*
- ✓ in the past, but we're not saying exactly when: *Don't tell me he's bought another new dress!*
- ✓ in the past with an effect or result in the present: *I'm afraid I've forgotten the name.*
- ✓ with the time adverb just meaning 'a short time ago' (American English uses Past Simple here): *She's just gone out.*

Past Perfect

We use Past Perfect to talk about things that took place:

- ✓ before something else in the past: *I took the decision after I had spoken to John.*
- ✓ during a period before an event in the past: *All day I'd been feeling nervous but the feeling vanished as soon as I saw her.*

Future Perfect

We use Future Perfect to talk about:

- ✓ something that will be finished before a specified time in the future: *I'll have signed nearly a hundred letters by tonight.*

For, since, already, yet, still, often, etc.

We often use Perfect tenses with these time words. Note important variations in their position:

We still haven't heard from Olena.

We'd still not heard from her by the time evening arrived. (= more formal)

I haven't heard a convincing explanation of her absence yet.

She's phoned already. Has she phoned already? She's already phoned. She hasn't already phoned, has she?

USES OF CONTINUOUS TENSES

We use Continuous tenses to talk about things:

- ✓ continuing over a period, and temporary. Continuous tenses show that we either view the event as incomplete, or that we don't know or don't need to say when it started or finished: *We're studying Perfect Tenses at the moment*. (= temporary activity during these weeks). *It was snowing when we left the building*. (= we don't know or aren't interested in when the snow started or when it will finish)
- ✓ that are in the process of changing: *Jane's violin playing was improving every day. I think I'm getting more forgetful as I grow older.*
- ✓ With verbs that describe a short action, e.g. ***hit, knock, blink***, the action is repeated rather than continuous: *I've been ringing him all morning but he never seems to be in.*
- ✓ We often use Past Continuous and Past Perfect Continuous to set the background to narrative events. Because it may not be clear when the activity begins or ends, they give the impression you are arriving in the middle of a scene*: Larry had been working all morning and was now spending a happy half hour doing nothing more taxing than staring into space. She was looking forward to her holiday in Scotland in a few days' time.*

EXPRESSING THE FUTURE

English does not have one future tense. Instead, we use other tenses and modal verbs to refer to the future: *This time next week we'll be sitting our exams. (= we'll be in the middle of them). When you arrive, you are to go straight to the registration desk.*

We don't use Present Perfect when an exact past time is mentioned and there is no connection with the present: *John went to Rome in 2025.*

But we can use the Present Perfect if the period mentioned includes the past and present: *We've been here since half past six. I haven't done much work today. It's been raining for ages.*

We use Past Perfect for something that happened before something else. We can only use it with another Past tense: *I went to see him because his wife had asked me to.*

We omit **will** in time clauses: *I'll phone you as soon as we have arrived.*

SECTION 1. PRESENT PERFECT

TASKS

1. Tick (√) the sentences that are correct. Correct those that are

not.

1. Do you think Jane's always known the truth about us?
2. That's been the second time you've forgotten to post something for me.
3. I haven't seen Peter since he begins seeing his new girlfriend.
4. Ever since we met, you never asked me what I prefer to do.
5. In all my life, I never spoke to someone who is quite so stupid.
6. I don't think Jane and Carol have seen much of each other of late.
7. This is the only occasion that I've seen him wearing a tie.
8. Since he's lived here, he was usually extremely friendly.
9. They'll join us after they'll get a bite to eat.
10. He says he hasn't yet come to a final decision.

2. Fill each of the gaps in this passage with one suitable word.

I've often ..... (1) that John's success as a teacher is due to his eccentricity as much as his knowledge of the subject. From the first time he ever ..... (2) into a classroom, students have always loved him. They've probably ……..... (3) met anybody who displays such an extraordinary mixture of enthusiasm and great personal warmth. It ..... (4) also probably the first time they've ..... (5) somebody who always wears a leather jacket and a scarf even at the height of summer.

3. Fill each of the gaps in this passage with one suitable word.

'When did you really begin to feel at home here?' Paul asked. 'Oh, you've ..... (1) me there!' John replied. 'Let's just say you won't feel you truly belong until you've ..... (2) out with your colleagues and then made it up several times. Over the summer I've ..... (3) it with all of them countless times, often over quite trivial things. I've lost ..... (4) of the times I've said to myself - That's it! I've had ..... (5)! But I come back the next day, time after time. I've often ..... (6) why I do. As far as the boss goes, just wait until you make a major mistake. Your colleagues will go "Oooh, now you've ..... (7) it!" or "Um, that's ..... (8) it!", and the boss comes in and just smiles at you. Then you'll know you've ..... (9) it. Then you'll definitely have ..... (10).

4. Fill each of the blanks with a suitable word or phrase.

Example: I'm not going to go out again until *the storm has* blown over.

a) I'll phone him just as soon as ..... typing all these letters.
b) I looked for that book everywhere but I'm afraid ..... across it yet.
c) This isn't the first time he ..... away from home.
d) I spoke to Sylvia last night: she sounds …… had a hard time recently.
e) I went to the new pizzeria last night: it does the ..... eaten.
f) I've never understood what ..... football so popular.
g) Since he got home from the camp, he ..... but sleep.
h) I've yet ..... over the shock of seeing her there.

5. Finish each of the sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: Make sure you finish this book before you start on the others.

Don't start the other books until you have finished this one.

a. Nobody has seen Jo for over a month. Jo was .....
b. Beckham's goal was the most extraordinary one I have ever seen. I've yet .....
c. No one has asked me that before. This is the first time .....
d. The journey to Paris took much longer before they built the Channel Tunnel. Since the .....
e. It's almost a year since I stopped smoking. I gave .....
f. This café used to be a lot more popular before they opened the new one next door. Since .....

SECTION 2. OTHER PERFECT FORMS

TASKS

1. Match the beginnings (1-8) with a suitable ending (a-h).
Example: o + i

(o) After I'd finished teaching earlier that morning)

1. He told me that
2. I asked him
3. He explained how a young man
4. John had immediately assumed
5. So, before the young man had had a chance to say anything
6. John, who was in a terrible hurry, then left the man to it,
7. It wasn't until he returned ten minutes later
8. He was actually a school inspector

a) and had come to ensure that the school was run efficiently.
b) he had made a terrible mistake.
c) that he wanted to enroll as a student.
d) had come to reception.
e) that the man was able to explain there had been a misunderstanding.
f) what had happened.
g) John had given him an application form.
h) wondering why he looked so puzzled.
(i) I found John standing outside my classroom.)

2. Correct any sentences that are unacceptable.

1. By the time he is 50, he will live in this country for half his life.
2. It's a surprise party and they won't know anything about it until they got here.
3. They're probably planning a quiet evening together; I know they won't have guessed what we're doing.
4. The other seventy guests should be arrived before John and Maria.
5. By the time we will have finished, everybody will have eaten and drunk as much as they can.

3. Cross out and correct errors in this extract from a composition.

Dear Sir,

I had recently been on a two-week holiday with your company to the island of Thassos.

I am sorry to say that it was the worst holiday I've ever had. Over the years I went on many holidays to Greece, a country I have now come to know quite well. I think I can safely say that, until this year, all of those holidays were wonderful. For example I have once spent six weeks on Crete, which I had not visited before. I had loved that holiday so much that I returned every spring for the last four years. This year, however, was

different. I honestly consider this to had been the worst holiday of my life. This is not the fault of Thassos: the fault lies entirely with your company whose inability to organise the simplest thing is quite unbelievable. As both the outward and return flights have been delayed for several hours, there was nobody to meet us at the airport or transfer us to our hotel, and when we eventually did reach the hotel, we discovered it had been built over a mile from the beach. Reading your brochure carefully, we feel this was not what we have expected.

4. Finish each of the following sentences in such a way that it is as similar as possible to the sentence printed before it.

Example: Don't use that milk until you've finished this carton.
Make sure you've finished this carton before you use that milk.

a) I'm sure he will arrive before you get there. By the time .....
b) I reckon the journey to Cornwall is over 200 miles. By the time we get .....
c) After keying that report, could you perhaps check this order for me? When that .....
d) I'm sure Helen will have got there before everyone else. Helen is .....
e) We will send you further details on receipt of your completed application form. Having .....

5. Fill each of the blanks with a suitable word or phrase.

Example: All the best things will have gone if we don't get to the sale soon.

a) I was really happy when they announced ..... decided to get married.
b) She proceeded to fix the faulty wiring, having first ..... been switched off.
c) It wasn't until he mentioned the conference that I ..... met before.
d) By next Christmas we ..... decorating the house.
e) He is planning ..... completed all his coursework by next week.
f) It's six o'clock: I imagine they ..... for the airport by now.
g) The suspect is believed ..... fled the country.
h) After he had lost his glasses, he ..... but to buy another pair.

UNIT 2. PROBLEM TENSES

SECTION 3. CONTINUOUS FORMS

TASKS

1. **Tick (√) the correct sentence, a or b.**

Example: *Which sentence would be said after one particular meal?*

√ a I've eaten too much. b I've been eating too much.

1. Which sentence refers to a temporary situation?

a That lamp sits on that table over there.

b You're sitting in my seat.

2. Which activity is probably not completed?

a I've been writing this essay all evening.

b I've written to him asking for an appointment.

3. Which is a gradual process?

a The increase in traffic noise is becoming a real nuisance.

b John becomes President of Oxford Rotary Club in July.

4. Which would you say when you look out of the window early one morning?

a It's been raining.

b It was raining.

5 Which is a more certain plan?

a I was thinking of spending the weekend at my sister's.

b I'm planning to spend the weekend at my sister's.

6 You saw a colleague waiting for a bus on your way to work. Which would you say to your other colleagues when you get to the office to explain why she was there?

a She might have gone to see her dentist.

b She might have been going to see her dentist.

2. **Tick (V) the most suitable underlined verb. Sometimes both may be possible. The first has been done for you.**

I don't normally go to the cinema. Not because I don't like it but because it's just a habit I have never got into. However, on this occasion I decided (V) / was deciding to go because my friends had been constantly going / had constantly gone (1) on about this film all week and eventually wore me down. It starred / was starring (2) some ephemeral Hollywood actor whom I had vaguely heard of but couldn't put a face to. We got to the cinema early to find people were already waiting / already waited (3) outside which suggested that my friends weren't the only ones who thought it was worth seeing - although I could still think of several other things I

would rather having been doing / do (4) at that moment. In the end, the film turned out / was turning out (5) to be not half as bad as expected, though I would have preferred / would have been preferring (6) something with a bit more action. The plot centred on two men who were planning to carry out some immensely complicated robbery, though what they completely failed to realise / were completely failing to realise (7) was that all the time their plans were being closely monitored / were closely monitored (8) by the police. Somewhat unpredictably, however, they got away with it because they changed / were changing 9) their plans at the last minute. It was okay but I'm not thinking / I don't think (10) of going again.

3. Match the questions (1-8) with suitable answers (a-h).

1. Why didn't you call?
2. When do you think they'll be here?
3. Why did they look so hot and sweaty?
4. Why couldn't we use the rooms?
5. Why are they so exhausted?
6. Why didn't the students respond?
7. Why were they apprehended?
8. What time are they setting off tomorrow?

a) They could be arriving at any moment.
b) I think they'd been working out in the gym.
c) They must have been doing something wrong.
d) I was going to, but I clean forgot.
e) They weren't listening.
f) Well, they hope to have been driving for five hours by lunchtime.
g) They were being cleaned.
h) They've been working all day up in the attic.

4. Write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: My original intention was to drive all the way. **going**
I was going to drive all the way.

a) It occurred to me that you might like to come round this evening. **wondering** .....

b) Our arguments over politics go back years. **arguing** .....

c) My son has finally come to accept that there's no such thing as a free lunch. **dawning** .....

d) Who is the organiser of this event? **running** .....

e) I think he's at last beginning to agree with me. **round** .....

SECTION 4. THE FUTURE

TASKS

1. Tick (√) the most appropriate of the underlined words.

a) She looks very pale. I think she'll / she's going to faint.
b) I'll / I'm going to do that for you, if you like.
c) I'll be / I'm going to be a rocket scientist when I grow up.
d) 'Somebody's at the door.' 'I'll / I'm going to see who it is.'
e) I need to be home early today so I leave / am leaving at 4.00.
f) We'll be in plenty of time providing the traffic is not / will not be too bad.
g) She asked if I would / will be so kind as to give her a lift.
h) What sort of job do you think you will do / will be doing in a few years time?
i) By the time you get back, all the food will have gone / will go.
j) The two Prime Ministers are to / shall discuss the current economic crisis.

2. Fill each of the gaps in the following sentences with a suitable word or phrase.

Example: ***I was just about to have a cup of coffee when Sue called.***

a) He was ..... resigning when the news of his promotion came through.
b) Our builder told me he ..... best to get the materials as soon as he could.
c) I think we'd better leave this restaurant as soon ..... the bill.
d) If that little boy carries on like that, he ..... accident before long.
e) By the time I qualify, I ..... law for six years.
f) Our company is ..... over by a multi-national.

3. A word is missing from most of the numbered pairs of lines in the passage. Mark the place with a line /, and write the missing word

on the right. If a pair of lines does not need a word added, put a tick (V). The first two have been done for you.

Example: Despite all the lessons we have learned from history, ...V

it is difficult to conceive what people are likely / be doing …….. to.

1. a hundred years now. During this century, so many changes have .....
2. taken place that any idea as to what new invention is about become .....
3. an integral part of our lives has become more of a guessing game .....
4. than ever. For a start, in ten years' time, today's .....
5. innovations will probably have out of date. .....
6. There little doubt that many of our habitual, taken-for-granted .....
7. activities such as shopping and going to school will disappeared by .....
8. the year 2100, largely due to the growth of electronic media. But what .....
9. we have little idea about is how this affect our personal relationships. .....
10. Or rather, not ours as this will be long after we left this earth. What .....
11. concerns us is how our great-great-grandchildren be living .....
12. Will people still talking to each other face to face, or .....
13. only via computers? Will they still be able to find a friendly shoulder .....
14. to cry on when they feeling low? In the long run, who knows? .....

UNIT 3. PASSIVES

OVERVIEW

1. FORM OF THE PASSIVE

We form the passive using *be* in an appropriate tense or form + the past participle of a transitive verb:

A *small sum of money* ***was stolen*** *from the cash box.*

They ***ought to have been punished*** *more severely.*

Having been beaten *in the semi-final, she flew home* ***the next day.***

- In spoken English, we sometimes use *get* instead of *be* in the passive:

  They ***got told off*** *for making so much noise.*

- However, *get + -ed* is more common with an active meaning similar to 'become' in phrases like *get dressed*, *get married*, etc.

2. REASONS FOR USING THE PASSIVE

In English, the topic or subject matter is commonly at the beginning of the sentence, and new information about the subject is normally at the end. In an active sentence, the 'agent' (the person or thing that performs the action) usually comes first and is the subject of the sentence:

Subject (Agent)	**Action**	**Result**
Olympiakos	***scored***	***the first goal.***

This active sentence is principally about Olympiakos.

- In the passive, the result or thing affected by the action comes first and is the subject of the sentence:

Subject (Result)	**Action**	**Agent**
The first goal	***was scored***	***by Olympiakos.***

This passive sentence is principally about the goal.

We choose between active and passive because of the topic we are talking about, especially when reporting information. An English newspaper, assuming its readers are interested in the England football team, makes the England team the topic. It is likely to report:

England have been beaten by Germany *in a penalty shoot-out.*

A German newspaper, more interested in their own national team, is likely to report:

Germany has beaten England *in a penalty shoot-out.*

Other reasons for using the passive include:

- the agent is unknown or obvious:

  I ***was born*** *in 1982.*

*Coffee **will be made available** after the meal.*

the agent is 'people or things in general': *Some verbs **cannot be used** in the Continuous.*

- the agent is a long phrase:

*Helen was surprised **by all the messages of sympathy that she received.***

- avoiding references to ourselves and making a statement impersonal:

*We **can't** possibly **complete** this work overnight.* becomes: *This work **can't** possibly **be completed** overnight.* (= the work is the problem, not us)

- avoiding 'you' in orders and rules:

You must give in your application before the end of the week,

becomes: *All applications **must be given in** before the end of the week.*

- in factual writing when the focus is usually on events, achievements, etc. rather than agents: *Vaccination **had been pioneered** two hundred years earlier.*

- Not all *be + -ed* forms are passive. They may be adjectives:

*I **was worried** we would be late because of the traffic.*

- ***We*** avoid passive constructions with *be being or been being,* although they sometimes occur in spoken English:

Avoid: ~~*The road will have been being repaired for months.*~~

*/ They **will have been repairing** the road for months,* or: *The road **will have been under repair** for months.*

SECTION 1. AGENTS AND OBJECTS WITH THE PASSIVE

TASKS

1. Fill each of the gaps in the following sentences with one of the passive verb phrases below.

is deemed
could soon be fitted
were charged
has been held
has finally been elected
is expected
being caused
to be printed
is auctioned

being considered

a. High-tech Teg-irons'…… on violent suspects arrested by the police, under plans by chief constables.
b. Last week, police in Scotland called for the introduction of leg-restraints following concerns about the number of injuries …… during struggles in the back of police cars and vans.
c. Four people …… last night with public disorder offences after officers mounted dawn raids on suspected football hooligans.
d. Hugh Hefner, founder of 'Playboy', …… to the American Society of Magazine Editors' Hall of Fame.
e. A first edition copy of Chaucer's 'Canterbury Tales', the first book ……. in England, to …….. raise at least £500,000 when it ……. in July.
f. A British woman released early from an attempted murder sentence in the Unites States - a charge which she has always denied - …….. in prison because she …….. an illegal immigrant.

2. Add the appropriate extra information (a-e) to the passive sentences (1-5).

1. The news was leaked to the press by the minister .....
2. The minister was attacked by protesters, ...
3. I remember being sent a letter by a man in America .....
4. The winning goal was scored by Fausto Ferrini .....
5. A man was run over by a car, ...

a) in his first appearance for the club.
b) who had waited outside the building all day to voice their opposition to the policies.
c) in a deliberate attempt to boost his popularity.
d) who complained my article was prejudiced against his country.
e) which witnesses said was being driven at very high speed.

3. **Where possible, rewrite each of the following sentences in two different ways, using a different subject each time. Some**

sentences may be rewritten only one way.

a. The police showed the victim a picture of the suspect.
b. People used to sell the tourists fake antiques.
c. Why didn't they offer the customers a refund?
d. They didn't guarantee every participant a free lunch.
e. They reported the incident to the police.
f. People suggested to us that the Internet would be a good source of information.
g. They promised us full compensation if the scheme fell through.
h. The referee declared the boxing match a draw.
i. We'll give the new members of staff all the help they need.
j. The incident earned him the reputation of being unreliable.

4. **Fill each of the numbered blanks in the following passage with one suitable word.**

Twenty-four hours after arriving in the country, I … (1) told to leave. The security police, the country's largest employer, came to my hotel, politely asked me what I thought of the city and then recommended that I leave on the morning plane. I asked them why I was … (2) expelled and they said it was not a question of my being '… (3) out', they were simply recommending that I leave. I refused and the problems started. My passport and plane ticket … (4) stolen from my room after my key 'disappeared'. The police shrugged their shoulders and decided not to interview the leather- jacketed youth who I … (5) been pressed up against in the lift. For three days I was … (6) by two not very secret policemen everywhere I went. I visited a fellow-journalist whose address I had… (7) given. He lived in a beautiful old house which would … (8) demolished the following year by the government to make way for a block of 'modern' flats. Everybody would be … (9) in it as soon as it was ready but where they would live in the meantime had not been … (10) out. Massive taxation was … (11) imposed on the people to pay for these supposed improvements. I went back to the hotel, still … (12) followed by the two

policemen, and felt very depressed.

SECTION 2. INFINITIVES AND ING-FORM PASSIVES

TASKS

1. Fill each of the blanks with a suitable word.

Example: New measures to combat crime *are* to be introduced at the end of the year.

a) We …….. strongly advised …… reconsider our position.
b) He is known ……. hidden large sums of money in his orchard.
c) They are understood …… have …….. offered over £5000 for their story.
d) I …….. always made …… apologise to my little sister after an argument.
e) It's too late now: there's nothing more ……. be …….
f) I left with the distinct feeling of …… been …….. for granted.
g) I used to steal walnuts from my grandfather's garden and never worried about ……. out.
h) There are …… any survivors from yesterday's aircrash.

2. Finish each of the following sentences in such, a way that it is as similar as possible to the sentence before it.

Example: Many people believe that Stonehenge was built as some kind of time-keeping device. Stonehenge *is believed* by *many people to have been built as some kind of time-keeping device.*

a) They made me tell them everything I knew.
I.....
b) Nobody ever let me study the piano at school.
I .....
c) It is often said that Shakespeare never revised anything he wrote.
Shakespeare ……...
d) There were once thought to be canals on Mars.
It ..... …….
e) From what we understand, there was an attack last night in the vicinity of the beach.
There is …….
f) It's a widespread assumption that George was wrongly accused.
George ……..
g) You have to clean these football boots until they shine.

These football boots are ..... …….

h) Under no circumstances should you cross this line.
This line is ……

3. For each of the sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: A lot of people are saying that he's working undercover.
rumoured

Its rumoured that he's *working undercover.* / He's rumoured *to be working undercover*.

a. She wants it to be clear to people that she's fair.
seen ……

b. He often says to people how much of his success is down to you.
heard ……..

c. The theory is that she fell overboard at night and drowned.
fallen ……..

d. We certainly don't want any repetition of such a ridiculous spectacle ever again.
repeated …….

e. The plan was originally to complete the building by June.
due ……

f. When I was a child, I was never allowed to play with the children next door.
let ……

UNIT 4. PASSIVES

SECTION 1. STRUCTURES WITH *GET* AND *HAVE*

TASKS

1. Fill each of the numbered blanks in the passage below with a form of *have* or *be.*

It was last May, while we were taking our annual late-spring break on Lindos that we …….. (1) our house broken into. All our TV and video equipment …….. (2) stolen, but what was worse was when we discovered that the final draft of my husband's latest novel…… (3) …….(4) torn into pieces and the disks he…… (5)…….(6) writing it on ……. (7) disappeared. Of course, you hear about people who ……. (8) ……. (9) their properties vandalised and others whose most prized possessions ……. (10) ……. (11) taken, but it's a terrible shock when it happens to you, when you know that your home…….. (12)……(13) invaded, and that you…….(14)…….(15) your most intimate belongings handled and examined by strangers.

2. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence before it.

Example: Hasn't that film been developed yet?
Haven't you *had the film developed* yet?

a) Can it be true that you're really going to deliver my sofa today?
Can it be true that I'm …….

b) One of the others agreed to post my letters for me.
I got .....

c) My dentist is supposed to be capping my two front teeth this morning.
I'm.....

d) My car really needs servicing.
I really .....

e) Why did you let them go without signing the receipt?
Why didn't you ……

3. Fill the blanks with a suitable word or phrase.

Example: His arm is in a sling after he got it *stamped* on.

a) I keep getting headaches so I'm going…… tested.

b) It's unpleasant for children when they……. names by other

children.

c) I've just …… taken for my new passport.

d) My handbag was completely flattened after it …….. on in the bus.

e) My husband's been to the hairdresser: I really wish he ……..so short.

f) I know you don't approve of my new hair colour but you'll just…….. to it.

4. For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. The words must not be altered in any way.

Example: Computing is just something you take for granted after a while. **get**

Computing is just something you get used to after a while.

a) The whole of my sister's class spent last weekend redecorating her flat. **had**

b) We couldn't find our way out of the woods. **got**

c) Do you think there's any chance of this new party winning the election? **get**

d) I can't say I enjoy the teacher reading out my work in front of the class. **having**

e) It's quite simple for a locksmith to copy one or more of your keys. **copied**

5. Rearrange the words to make coherent sentences inside the first and last words given.

Example: film to has just be

That ..... seen. That film just has to be seen.

a) your ever your house belongings into any and had broken of you

Have ..... stolen?

b) fingerprints police your on you never had files have can put you

Once ..... relax.

c) something get got have done just about this to

You ..... office.

d) your I not passport help would got have my for

But ..... stamped.

e) us organised get at can the everything of all same

All ..... time.

f) care any take to must such involved dangerous in family your not get

You ..... situations.

g) arrested taxed if will get you car be almost and certainly don't your

You ..... insured.

h) interest government seems to never to brought get under able rates be

The ..... control.

SECTION 4. NOT USING THE PASSIVE: TRANSITIVE TO INTRENSITIVE

TASKS

1. In the following pairs of sentences, a, b or both are correct. Put a cross (X) next to every sentence that is incorrect. Write the correction.

Example:

a Drop a line when you get there.

b He was upset to discover he dropped from the team. (X) ***(had been/ was dropped)***

1. **a** The Titanic was sunk by an iceberg.

   b The boat sank without trace.

2. **a** This shirt dries extremely quickly.

   b Her hair soon dried by the wind.

3. **a** The hole soon filled with water.

   b The room was filled with hundreds of people.

4. **a** The western shore washed by warm currents.

   b Fertile soil washes down into the valleys.

5. **a** My dress ripped when it caught in the car door.

b His newspaper had been ripped into shreds.

6. **a** The sacked workers compensated for the loss of earnings.

b He was compensated for his injuries.

7. **a** My chair tipped backwards until it fell over.

b All the left-overs were tipped into a bin liner.

8. **a** Inflation was increased over the last six months.

b My salary was increased by just over 5%.

9. **a** They've expanded production facilities at the old factory.

b Metal is expanded when heated.

10. **a** The white Mercedes turned into the car park.

b The sign had been turned to face the opposite direction.

2. Rewrite each of the following sentences changing the object to subject without using the passive. Add any prepositional phrases necessary.

Example: The sun has melted the chocolate.
The *chocolate has melted in the sun.*

a. The DJ dimmed the lights during the last dance.

b. Darren improved his performance in the 100 metres by a tenth of a second.

c. An iceberg sank the Titanic in 1911.

d. Tears filled his eyes.

e. The committee gradually developed the plan.

3. For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: The first act of your play is very well written. **reads**
The first act of your play reads very well.

a Initially, I think you develop the plot very convincingly.
unfolds

b You step up the tension in the third scene,
increases
c But then everything seems different.
change
d You put in melodrama instead of real drama, don't you?
replaces
e Why do you close the first act with only a vague suspicion of murder in the air?
does
f Why don’t you open the second act with the actual killing?
doesn’t
g And why does the third act end on such an anticlimax?
do
h It’s difficult to see tickets being bought for a play like this.
selling

4. Fill each of the gaps in these extracts from a report with an appropriate word from the list.

Example: The amount we can spend on technical equipment has fortunately ***increased***.

grown expanded fallen contracted widened intensified folded changed dried (increased)

a. It’s sad that the number of students considering a career in teaching has…… off a lot.
b. Consequently, the teacher training faculty has……. by about 25%.
c. Attitudes towards the teaching profession have……considerably.
d. However, in other departments options have……greatly.
e. Inevitably some departments have …….. completely.
f. Interest in Latin, for example, has……up.
g. And competition with other colleges has, it must be admitted, …….
h. But, the curriculum has…….. into new areas such as media studies.
i. Interest in computer studies has……beyond all expectations.

UNIT 5. MODALS

OVERVIEW

1. THE BASICS

The ten modal auxiliaries are:

Can may must will should could might ought to shall would

- Modals come before the infinitive form of a verb without to (except *ought to):*

  *I **may** meet her tomorrow.*
- Modals never change form. They do not have *-ed, -s, or -ing* endings:

  *Maria **may** join us.*
- Modals never use *do* when forming questions or negatives. To form negatives we use not after the modal and before the verb:

  ***Will** you come?*

  *You **mustn't** worry so much.*
- We can use modals with the Continuous form of a verb:

  *She **should be arriving** soon.*
- We can use modals with the passive form of a verb:

  *The interview **can be arranged** for another day.*
- Modals are used in short answers and question tags:

  *You **will** apply for the job, **won't you?** Well, I **might.***
- Modals usually refer to events in the present or future:

  *I **can** come immediately, if you like.* present)

  *I **may** ring you later. (=* future)
- However, some modals refer to the past:

  *I **could** read before I went to school.*
- Other modals need the addition of *have* to make a modal Perfect:

  *I **should have realised** earlier.*
- Sometimes it's necessary to choose another verb:

  *I **was able to** finish before I went out.*

  *We **managed to** find the right address.*
- We use other verbs with similar meanings to modals. These verbs always use to. They include *be able to, have to, used to, are / is / was to, be allowed to, be supposed to, manage to:*

***I'm supposed to** have let them know my decision by today.*

*Will we **be allowed to** bring our own food?*

Ought to always uses to. Other modals never use to:

~~*Yeu oughtn't speak to your mother like that.*~~

~~*You must to go and see that film.*~~

*You **oughtn't to** speak to your mother like that.*

*You **must** go and see that film.*

- *Dare* and *need* sometimes act like modals without to:

  *I **dare** say. I never **need** see her again.*

- More often, they are ordinary verbs with to:

*He **dared** me **to** jump over the edge. Do you **need to** know now?*

2. MAIN USES OF MODALS

Here is a list of uses dealt with in this Unit.

Predicting

*I **shall** be in Paris next week. A live concert in Athens **would** be extremely popular. You **won't** like this food: it's very spicy. They **ought to / should** win the next game easily.*

True, untrue, possible

*The fare **may not** be cheaper on Sundays but it's worth checking. I'm afraid you **may** have broken your wrist. Well actually, you **could** be right. He **ought to have** got home by now. You'll all know what I'm talking about, I'm sure. She **won't** have arrived yet.*

Deduction

*It **must** be right: there's no other explanation. That **can't** be Monica: she's in Spain. You **couldn't have** seen her - she left three days ago.*

Necessity

*You **must** leave immediately. We **mustn't** be late.*

*You **needn't** pay me now. I **didn't need** to take so much money. I **have to** get there for eight o'clock.*

Duty and advice

*What **shall** I do? **Should** I tell her she's made a mistake?*

*You **should** always pay your bills on time. You really **shouldn't have** done that. **Ought** I **to** tell him I can't come?*

SECTION 1. PREDICTING

TASKS

1. Tick (V) the sentences that are acceptable. Correct the others.

Example: You might as well come with us if you've nothing better to do.
V

1. I won't be in the country when you two are tying the knot.
2. How much longer do you think that noise will be going on?
3. I don't think I shall be able to join you until 8.30.
4. Shall I look OK if I wear this?
5. You shall have to put two first-class stamps on this envelope.
6. I think a weekend away would be a good idea.
7. Presumably we would be laughed at if we tried it in public.
8. If he maintains his current rate of progress, he should sail through the exam.
9. Looking like that, he should compare unfavourably with the other candidates.
10. According to statistics, smokers shouldn't live as long as non-smokers.

2. Which of the professions said what? Write the number of the profession next to the letter for the statement. Then, write what you think the 'it' refers to where it's underlined.

Example: i It may be necessary to take it away to put more memory in.

You write: i 0 (computer)

(0 computer engineer) 1 lawyer 2 barman
3 hotel receptionist 4 gardener 5 sailor
6 dentist 7 teacher 8 pilot

a. It may have to come out; we might well not be able to save <u>it</u>.

b. <u>It</u> should only be about ten minutes; then we expect the all-clear for take-off.

c. With any luck we'll get a centimetre or two over the weekend. We could certainly do with <u>it</u>.

d. Very light now, yes, but it might just get up later on, in which case...

e. We may be able to get it overturned on appeal.

f. It certainly won't be ready until the maid has been in.

g. Is that it, or will you be wanting another?

h. It will certainly improve if you try harder to imitate the patterns that native speakers use.

(i. It may be necessary to take it away to put more memory in.)

3. Underline the option that can best complete each of the following sentences. Sometimes only one, sometimes both, are possible.

Example: They *won't most certainly / most certainly won't* approve of the scheme.

a) *He'll no doubt be / He should be* late for the meeting,
b) *She shall / She will* go on to greater things, I have no doubt.
c) The whole team *may as well / might as well give* up and go back to carpentry.
d) *Will / Shall* I in any way be exploited in this new position?
e) I reckon they *ought to* / *might* just down tools and go home.
f) It *shall / will* be touch and go whether she survives.
g) The outcome *might / can* rest on this last handful of votes.
h) I have to say that I *won't definitely / definitely won't* attend the meeting.

4. For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence but using the word given.

Example: It's pointless going home now: it would be simpler to stay the night.

well

You might as well stay the night.

a. He's unlikely to have the common sense to ask for directions.

suppose

b. I wouldn't have thought there's much chance of the package being

here before Friday.

doubt

c. I don't think we could expect that much of him.

asking

d. I suppose it's possible that she will break the world record at the next meeting.

conceivably

e. I can't see them finding the task insurmountable.

ought

f. I think it's really quite likely that attitudes towards sunbathing will have to change soon.

well

g. Might it be an idea if we pay the deposit for you?

like

h. I don't foresee there being any major problems.

think

SECTION 2. TRUE, INTRUE, POSIBLE: PRESENT AND PAST

TASKS

1. **Tick (V) the pairs of sentences that express approximately the same idea. Put a cross (X) by those where there is a clear difference in meaning.**

Examples: I may well have been a little bit late in arriving.
It's quite possible I was a little bit late. **V**
We may not get there in time for the speeches.
We couldn't get there in time for the speeches. X

a) This could be the chance we've all been waiting for.
This might be the chance we've all been waiting for.

b) This may very well be the last chance for peace.
This might very well be the last chance for peace.

c) That's probably the postman dropping in the weekly free newspaper.
That'll be the postman dropping in the weekly free newspaper.
d) They won't have read our fax yet.
I doubt if they've read our fax yet.
e) The exam results should be here by now.
The exam results should be here any day now.
f) They must have taken a short cut to get here.
They had to take a short cut to get here.
g) You could have done yourself a nasty injury.
You might have done yourself a nasty injury.
h) The washing machine shouldn't be making such a strange noise.
The washing machine couldn't be making such a strange noise.

2. Tick (V) the modal verbs that complete each of the sentences in this passage. One, two or all of them may be possible.

There *shouldn't / might not / ought* not (1) be a comma before the 'who' in this sentence, Kostas. Oh yes, you *may well / might well / will well* (2) say that writing English is not important for you. But you *could / may / might* (3) have to write a dissertation in English one day. Punctuation and spelling *should / could / may* (4) be quite a serious problem for you. But it *can / should / could* (5) always be possible for you to get full-stops in the right place. And it *can't / shouldn't / mustn't* (6) be that difficult to spell most short words more or less correctly. You *may / must / might* (7) not have realised how flexible English is. For example, you *may / should / can* (8) find 'organisation' spelt with an 's' or a 'z'. It makes life easier, doesn't it?

3. Combine each question and answer using *for* to make one sentence.

Examples: 'Was it a serious crime?' 'Well, the police have put quite a lot of men on the case.'
It must have been quite a serious crime for the police to *have put so many men* on the *case.*

'Does he work many hours?' 'I don't know, but I do know his wages are very low.'

He can't work very many hours for his wages to be so low.

a) 'Was very much stolen?' 'Well, the bank's offering a reward of £50,000.'
b) 'Was it an exciting match?' 'Well, half the spectators left at half-time.'
c) 'Is it a good show?' 'Well, people have travelled an awfully long way to see it.'
d) 'Is it a big school?' 'Well, there are over sixty teachers working there.'
e) 'Has something serious gone wrong?' 'Well, the boss is ranting and raving like a madman.'
f) 'Was it a major operation?' 'Well, they let her out of hospital the following day.'

4. Fill each of the blanks with a suitable word or phrase.

Example: I think ***you may very*** well have put your finger on the problem there.

1. Our neighbours must ……. fortune on that new garden furniture of theirs.
2. It couldn't ……. you spoke to; I wasn't even in the country at the time.
3. It's well past dinner-time; surely the conference should ……. by now.
4. She can't …… very well to have left the party so early.
5. I might …….. like this would happen.
6. You could …… know beforehand that you couldn't come.

UNIT 6. MODALS

SECTION 3. NECESSITY, DUTY AND ADVICE

TASKS

1. Tick (V) the sentences below which express necessity, duty or advice.

Example: It must be hard work on an oil rig, mustn't it? X

I must be on my way if you don't mind. V

1) The filler must be hard before you can paint over it.
2) You must be joking.
3) It must have been offside because the goal was disallowed.
4) Having to get up so early every morning is really getting me down.
5) A bike is sometimes worth having to beat traffic jams in towns.
6) Do you think I ought to give Dad a ring?
7) Should you have any problems with your computer, give me a call.
8) Doctors should respect their patients' wishes.
9) Are you saying we needn't have gone to all this trouble anyway?
10) He'd better not be late again!

2. **Fill each of the gaps with *must* or a form of *have to* followed by a suitable verb.**

Example: I really dislike *having* to *go* shopping at the weekend.

a) Just recently I …….. down on my spending,
b) You really ……. me to your life.
c) We …….. through the window because I had left my key inside.
d) One day everyone ……. at the age of fifty, whether they like it or not.
e) This exercise is so difficult one ……... a genius to do it.
f) I didn't take the job because I …….. 50 hours a week.
g) Come on, you ……. me drive you home.
h) You …….. at your desk at nine sharp or else part of your salary……
i) You …….. for 26 weeks in the previous year to qualify for unemployment benefit.
j) I find I …… longer and longer on my homework at the moment just to keep up.

3. **Finish each of the following sentences in two different ways so that they are as similar in meaning as possible to the sentence**

printed before them.

Example: If I were you, I'd have the lobster.

a I think you *ought to have* the lobster.

b You really *should have* the lobster.

1 Why ever did you go to so much trouble with the refreshments?

a You really needn't .....

b It really .....

2 There is to be no talking whatsoever during the examination.

a Candidates will not .....

b Silence is to .....

3 I really must be going now.

a I've absolutely .....

b I really mustn't .....

4 She should take some form of identification with her, shouldn't she?

a She'd .....

b It might be .....

5 It may be possible for you to go there without a visa after all.

a It may not .....

b You might not .....

6 Don't you think it's time we made our excuses and left?

a Hadn't .....?

b Oughtn't .....?

SECTION 4. POSSIBILITY, PROBABILITY AND CERTAINTY

TASKS

1. **Tick (V) the sentences in which the speakers are optimistic that the project will go ahead.**

a) I have little doubt that the project has great potential.

b) I must confess to a few reservations concerning the ultimate success of the project.

c) I have my doubts as to the wisdom of going ahead with such a project.

d) There's every chance that the doubts being expressed about the project will be unfounded.

e) The odds are against such a project getting off the ground.

f) It's odds on that the project will fall flat on its face.

g) I do believe that, contrary to public opinion, the project has every

chance of success.

h) There's no way this project is going to see the light of day, I assure you.
i) I wouldn't bet against this project being the best thing to happen to us since the Euro.
j) Barring a miracle, this project is bound to hit the dust almost immediately.

2. **Tick (V) which two options in each item are possible to complete the sentences.**

Example: I reckon there's a good *possibility V / chance V/ likelihood / odds* the match will be cancelled.

a) You'll have the *chance / possibility / occasion / opportunity* to look over the house tomorrow.
b) I have my *doubts / uncertainties / beliefs / reservations* as to this applicant's suitability.
c) The *chances / odds / possibilities / probabilities* are she will reject him.
d) I'd *stake / offer / bet / invest my* mortgage on the fact that she's honest.
e) Our new gardener's *bound / convinced / hoped / certain* to make a good job of cutting the hedge.
f) The new student's *bound / likely / sure / confident* of passing the initial test.
g) She's in *any / little / no / full* doubt as to the identity of the intruder.
h) It doesn't look as *whether / though / how / if* the meeting's going to take place.
i) There's a *distant / remote / far / distinct* possibility that I'll be able to help after all.
j) There will almost *inevitably / probably / certainly / inconceivably* be some teething troubles initially.

3. **Write full sentences from the prompt words, adding any necessary words and putting the verbs into a suitable form. (All the sentences contain the word *chance(s)*, not always expressing likelihood.)**

Example: I / never / chance / go / university /I /your age.

I *never had the chance* to *go to university when* I *was your age.*

a) He / no chance / ever / persuade / her / marry / him.
b) They / stand / much chance / A grade / as / I / become / Prime Minister.
c) There / a chance / that / my company / send / United States / for a year.
d) There / little chance / of / management / agree / employees' demands.
e) No-one / have / a chance / yet / predict / outcome / this dispute / certainty.
f) Is / there / chance / of my borrow / your bicycle / half an hour?
g) The chances / that / the match / cancel.
h) you / a chance / speak / the Personnel Manager / yesterday?

SECTION 5. OBLIGATIONS

TASKS

1. Fill in each of the following sentences with an appropriate word from the list.

Compulsory obligatory illegitimate permissible illicit permitted illegal forbidden

a) Psychologists maintain we are all tempted by the concept of ……. fruit.
b) The referee deemed the punch ……. and disqualified him.
c) It's …… for children to buy cigarettes.
d) The driver was found to have above the ……. level of alcohol in his blood.
e) Were ……. affairs more or less common centuries ago than they are now, do you think?
f) There are three ……. questions in the exam.
g) Do you think 'I didn't see him yet' would be …….. in a composition?
h) Is the use of hyphens in 'two-year old child' ……?

2. **Rewrite each of the following sentences using the two prompts that follow them so that it is as similar in meaning as possible to the sentence printed above it.**

Example: You are responsible for ensuring that your equipment is in full working order.

down / make

It's down to you to make sure your *equipment is in full working order.*

a. No one is going to force you to do anything you don't feel capable of.

compelled / up

b. If he's broken the law, he can expect to be punished.

something / punishment

c. You don't have to pay now if you would rather not.

under / prefer

d. 'You mustn't pick things up and you really shouldn't touch anything at all,' the curator told us.

allowed / supposed

e. The choice of restaurant for tonight's meal is entirely yours.

which / up

f. Nobody's going to push you to decide here and now which college to go to.

pressure / choice

g. 100% attendance on the course is not something we ask of you.

expect / all

h. There are several bars that Richard is not allowed into any more.

number / barred

i. The entertaining of guests in private rooms is strictly prohibited.

you / allowed

j. Because you're the senior member of staff here, you should make the presentation.

being / up

UNIT 7. MODALS

OVERVIEW

MAIN USES OF MODALS

Intention, willingness

*If you **would** step this way.*
***Shall** I help, or can you manage?*
*I'**ll** give you a hand with that.*
*I **will** finish this, I promise.*
*You **couldn't** give me a hand, **could** you?*
*The horse **wouldn't** jump the fence.*
*I'**ll** resist their attempts to take over for as long as I have to.*

Frequency, habit

*He **will** often stop to chat and see how we are.*
*When I was at university, I **would** sometimes work all night.*
*I **used to** love cooking, but I never get the time nowadays.*

Ability

***Can** you swim? I **could** if I tried.*
*They thought they **could** persuade me, but they **can't.***

Permission

May** I **go?** Yes, of course you **can.
Could** I possibly use your phone. I'm sorry, you **can't.

Special uses of *should*

I *suggested they **should** try again later.*
I ***should** imagine we'll be home in time for dinner.*

Key difficulties with meanings:

- The same modal can express different meanings or perform different functions:
  *You **must** phone me as soon as you get back.* (= giving orders)
  *He's not here he **must** have left.* (= expressing certainty)
- Different modals can express similar meanings:
  ***Shall** I carry that for you?* (= willingness)
  ***Would** you like me to carry that for you?* (= willingness)
- The exact meaning can change according to context or intonation:
  ***Would** you open the window for me, please?* (= polite request)
  ***Would** you stop making that noise immediately!* (= order)

- Modals can affect the level of formality and politeness:
  ***May** I leave early today?' 'Of course you **can. ' Could I possibly** use your phone?*
  ***I wonder if I might** have your attention for a moment.*
- A sentence can have two possible meanings according to the way it is spoken, or the knowledge people have of the situation:
  ***You might have** told me. (*= 'Perhaps you did, I can't remember' or: 'Why didn't you? You should have')

SECTION 1. INTENTION, WILLINGNESS, FREQUENCY, HABIT

TASKS

1. Match the direct speech (1-6) **with the report** (e-f).

Example: 0 I'll give you a lift. g She offered to ...

You write: 0 *g*

(0 I'll give you a lift.)

1 I'll write to you every day.
2 No, I won't pay and that's that.
3 I'll report you to the authorities!
4 You'll be sorry if you touch that.
5 Could you take the other end of this for me?
6 Couldn't you possibly for once turn a blind eye, please?

a He begged me to ...
b They warned me not to ...
c She just asked me to ...
d She promised to ...
e He threatened to ...
f She refused to ...
(g She offered to ...)

2. In each item below one or two options may be possible to complete the sentence. Underline those that are possible.

Example: I *may I might / will* be willing to spare you half an hour this afternoon.

a. *Might / Can / Would* you mind lifting your feet for a moment while I hoover?
b. *May / Could / Would* you be so kind as to give me some advice?

c. *Shall / Will / Can* I carry that rather heavy-looking case for you?
d. Will / *Could / Can* you possibly come back a little later?
e. *May / Would / Might* you be willing to refund the money we have already paid you?
f. Do you think you *will / may / could* stand a little further away?

3. Fill each of the blanks with the appropriate animal from the list. Write which use of *will* or *would* the sentences illustrate.

Example: Eels will often swim thousands of miles in the course of a year. ***Typical behaviour***

(eels) pigeons bees whales rhinoceroses cats

a. Poachers will do almost anything to get hold of the horn of white …….
b. ……. will usually lick their kittens almost non-stop in the early days of their lives.
c. Hundreds of years ago, passenger ……. would blacken the skies of North America.
d. ……. will occasionally be found beached on a shore, having lost the rest of the school.
e. There's a theory that ……. will never sting you unless provoked.

4. Put a tick (V) beside the sentences in which *would* could replace *used to.* Put a cross (X) beside the others.

Example: Switzerland used to be part of Austria. X
In the past several families used to live in the same house. V

a) Family values used to be quite different in those days.
b) It used to be quite normal for cousins to marry.
c) Generally speaking, these marriages used to succeed as well as any others.
d) People used to have different ideas about family relationships then.
e) The father used to farm and hunt and the mother used to look after the home.

5. Rewrite each of the following sentences using the two prompt words printed underneath it.

Example: I’d like to help but unfortunately it’s not possible. **wish / I**

I wish I ***could help but unfortunately*** I ***can't.***

a. Could you possibly help me with the dishes? **possible / hand**
b. Our previous cat would only go out if the door was opened specially for him. **used / unless**
c. He threatened to tell my wife unless I admitted to everything, **said /if**
d. Shall I pay by cheque or would you rather I paid cash? **like / prefer**
e. I'd be very grateful if you could forward any letters to the above address. **appreciate / kind**

UNIT 8. MODALS

SECTION 2. ABILITY, PERMISSION

1. **Rewrite the following sentences using a modal. More than one modal may be possible.**

Example: Is there any chance of me borrowing your Walkman tomorrow afternoon?

Can / *Could* / *May I* borrow your Walkman tomorrow afternoon?

a) Is it all right if I miss the first few minutes of tomorrow's meeting?
b) I wish my writing in English was better.
c) One day soon, Internet access is sure to be available to every schoolchild.
d) I knew how to swim before I was three.
e) A wasp sting was sometimes a cause of death in those days.
f) These photocopiers have proved to be quite temperamental.
g) The journey here took us twice as long as it needed to.
h) Even if they'd wanted to land at Heathrow, it was impossible because of the fog.
i) And what is this baby doing sitting on my desk, if you don't mind my asking?

2. **The outgoing President is in bullish mood. Complete his claims with *could, was / were able to, have been able to* or *could have* plus an appropriate verb.**

Example: No one ***could have done*** more than I have to increase this country's standing in the world.

a. In my first term of office I …….. this country back on its feet after my predecessor's mistakes.
b. In this second term I ……. in the most exciting new legislation this country's seen for decades.
c. With anyone else in power, there …… economic chaos.
d. I ……. my head up high throughout my presidency.
e. I …… any allegations you care to make against me.
f. I ……. new measures which will eventually make the world a far better place.

3. **Rewrite the sentences twice using the words given.**

Example: He was only able to throw a tantrum like that because he was the boss.

couldn't wouldn't

He couldn't have **thrown** ***a tantrum like that if he*** **hadn't** ***been the*** **boss.**

He wouldn't have ***been able to throw a tantrum like that if he hadn't been the boss.***

a) I hope one day we can meet again in more favourable circumstances.
possible able

b) Some supermarket beef tends to be rather tough.
can tendency

c) Would you be so kind as to send this out to all your major clients?
enough wonder

d) Maybe I could have helped you.
able possible

e) In the end we were able to communicate with sign language.
managed succeeded

SECTION 3. SPECIAL USES OF SHOULD; MODALS IN THE PAST

TASKS

1. **Rewrite each of the following sentences in each pair** (a-b) **using** ***should*** **and one of the words listed. You may want to change the form of verbs.** *Example:* **incredible**

a The new trainer wants to hand in his notice already? I just don't believe it. –

It's ***incredible that the new trainer should want to hand in is notice already.***

1. **important normal**

a Some students tend to feel a little homesick in their first week here. I can understand that.

b Children must be taught the difference between right and wrong. I believe that strongly.

2. **odd bewildering**

a Why has he complained now, right at the end of his course? I just can't work it out.

b I wonder why she left without saying anything. I'd really like to know.

3. **insisted warned**

a 'Don't let your feelings run away with you, will you?' said the youth club leader.

b 'We simply must go to the police about this latest attack,' said a bystander.

2. Match each of the half-sentences (1-6) **with** (a-f) **and connect them using one of the following conjunctions**

Example: 0 so that *g*

lest *so that* *in case*

(0. Many people want to be pop stars)

1. But the Spice Boys don disguise when they go out
2. One group singer goes around in a Mickey Mouse mask
3. They always lock their bedroom doors at night
4. They never announce their immediate plans
5. Girlfriends are out of the question
6. They're not allowed to read the papers

a ... female fans should become jealous.
b ... someone should try to come in.
c ... fans should recognise them.
d ... nobody should be able to guess who he is.
e ... no one should know where they're heading.
f ... they should read a bad review.
(g ... people will recognise them in the street.)

3. Rewrite each of the following sentences using the two prompt words given.

Example: He promised to be here by ten o'clock without fail.

said / definitely

He ***said he*** would ***definitely be here by ten*** o'clock.

a) Don't you regret reacting in the way you did?

think / should

b) I bet she felt a bit of a fool when she realised who she had been speaking to.
must / dawned

c) I expect you'll be at Heathrow before me.
should / do

d) Do you think I should have given her a set of keys?
ought/left

e) Our stubborn young son always refused to treat visitors to the house with respect.
would / respectfully

f) It's possible that she put those goods in her bag accidentally.
may/mistake

4. Fill each of the gaps with a suitable word or phrase.

1. It shouldn't ……. us more than half an hour to get to the airport.
2. Last night's match could …… into a complete fiasco.
3. The chairman insisted that all shareholders should …….. of the board's decision in writing.
4. She just …… mind despite all our pleas, would she?
5. You should …….. that into account before you went and spent all your money.

UNIT 9. SUBJUNCTIVES AND UNREAL PAST; CONDITIONALS

OVERVIEW

1. SUBJUNCTIVES

The subjunctive has limited uses in English.

- The Present subjunctive consists of the infinitive without *to* in all persons. In British English, it is often very formal:

  *I suggest he **stop** as soon as he becomes tired.*

- The Past subjunctive exists only in *were* in all persons - *I were, he were, we were*, etc.:

  *I wish she **weren't** so shy. (*= but she is)

2. UNREAL PAST TENSES

The Unreal Past is similar to the Past subjunctive.

It involves using Past tenses to propose impossible, unlikely or hypothetical conditions, to discuss imaginary situations, to express wishes, and to make proposals and polite requests:

*I wish he **wasn't** so shy. (*= but he is)

*I wish I **didn't have to go** to work. (*= but I do)

*If only I **hadn't listened** to you. (*= but I did)

3. CONDITIONALS

We commonly express a condition using an if-clause with a main clause. Conditional sentences are often categorised as:

Zero Present + Present

*If you **press** this button, the engine **stops**.*

First Present + *will*

*If she **rings** this evening, I'll **let** you **know.***

Second Past + *would*

*What **would** you **do** if you **became** President?*

Third Past Perfect + *would have*

*If I **hadn't seen** her, she'd **have** drowned.*

Note: the Past and Past Perfect in Second and Third conditionals are 'Unreal' Pasts.

- These are useful patterns to learn when studying conditionals, but they are not the only patterns.

  In this Unit, conditionals are categorised as:

Likely conditionals

These refer to past, present and future. They include 'Zero' and 'First' conditionals:

If you were working *late last night, how come I didn't see your light on?* (= past)
If you feel *disappointed, that's natural. (*= present)
If you do *that again, I'm going to tell mum. (*= future)
If you can meet *me at the car, that's easiest for me. (*= future)

False conditionals

Included in likely conditionals are what we call false conditionals. These are called 'false' because the speaker knows that the condition has already been fulfilled:

If you don't like *opera, why are you here?*
If you didn't like *the film, you should have left.*

'It's locked. ' 'Well if ***that's the case*** *we'll have to go round the back.'*

Unlikely conditionals

- Unlikely conditionals also refer to the past, present and future. They include what we call 'Second' and 'Third' conditionals:

It would be easier if ***Leeds were on a direct rail link to Oxford.*** (= present)
If you were going to travel to Tibet, *when would be the best time to go?* (= future)
If I'd listened more carefully to his directions, *I wouldn't have got lost. (*= past)

When **and** ***if***

These words are similar in some languages but very different in English:

If *Sally comes this evening, we'll talk it over with her.* (= she may come)
When *Sally comes this evening, we'll talk it over with her. (*= she is coming)

- We sometimes use *if and when* as a phrase to say we are fairly certain a condition will be fulfilled: *We'll buy it* ***if and when*** *our income improves.*

Alternatives to *if* in conditionals

So / As long as *you promise not to tell, you can come too.*
You can drive this car ***provided / providing (that)*** *you're fully insured.*
Suppose / Supposing *something goes wrong, what then?*
I think I'll accept it, ***assuming*** *the offer's still there.*
Mario can't come with us, ***even if*** *he is your best friend.*
If only *we'd got there sooner, the accident would never have*

happened.
You can come in ***on condition*** *that you don't stay long.*
Unless *Peter changes his attitude, he's going to find himself in trouble.*

SECTION 1. SUBJUNCTIVES AND UNREAL PAST

TASKS

1. Fill each of the gaps with one suitable word. (In this exercise, words such as *didn't* and *weren't* count as one word.)

Example: Imagine we hadn't met all those years ago!

a) I can't tell you how much I wish the architect …….. here to see the results of his work.
b) It's time you …… able to take full responsibility for your own actions.
c) If he ……. so self-righteous, he'd realise he was wrong.
d) Imagine you …… completely blind: how would it affect your life?
e) He looked for all the world as though he …….. been sleeping in his clothes.
f) I really wish I ……. always in so much of a hurry these days.
g) If only she ……. so impossibly beautiful.
h) I'd rather you …… talk so loudly, if you don't mind.

2. Rewrite each of the following sentences using the Present subjunctive.

Example: The commanding officer gave the order for them to go forward.

The commanding officer gave the order that they go forward.

a) Their decision that he should be promoted is a good one.
b) It is essential that we are kept fully informed of any developments.
c) The UN's insistence that he accepts the terms of the cease-fire seemed inflexible.
d) Whether the referee is right or not, the decision cannot be overturned.
e) Whatever she decides, we cannot change our plans.
f) She insisted that I didn't talk to anyone else about what I saw.

3. Add one of these common phrases to each of the sentences.

come what may	*suffice it to say*	*be that as it may*
God forbid	*so be it*	*far be it from me*

a) If, …….. , you were to die, who'd run the business?
b) I don't want to explain. …….. Aunt Sarah is coming to stay after all.
c) If you really want to drop out of college, then ……
d) ……., I'm determined to finish decorating my room this weekend.
e) …… to tell you what to do, but you'd be mad to marry him.
f) 'This medicine tastes horrible!' '……., it will cure your cough.'

4. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: I'll get annoyed if you keep asking me every time you have a problem.

I'd rather **you *didn't keep asking me every time*** **you *have a problem.***

a) Should they strike the consultant off, she'll never work again.
If she be .....
b) Our neighbour talks as if he owned half the county, doesn't he?
To hear our .....
c) That cocky new boy talks like someone with years' experience.
That cocky new boy talks as .....
d) Could you work this out without that calculator?
Suppose .....
e) It's you not thinking carefully that caused us to have these problems.
If……

SECTION 2. LIKELY CONDITIONALS IN THE PAST, PRESENT AND FUTURE

TASKS

1. In each of the following sentences, cross out any of the underlined verb forms that we cannot use.

a) If you <u>leave</u> / <u>will leave</u> your things lying around, you shouldn't be surprised if you <u>lose</u> / <u>will lose</u> them.
b) If you <u>wait</u> / <u>will wait</u> here a moment, I'll tell Mr Brown you're here – assuming he's / <u>will be</u> in.
c) If you <u>trust</u> / <u>will trust</u> me, I <u>take</u> / <u>will take</u> the money to him,

providing you have / will have it with you now.

d) If the unit fits / will fit in the corner there, I think it is / will be the best place, unless you can / will think of anywhere else.

e) If you help / will help me work out whether we need to make another order at the moment, I spend / will spend some time tomorrow helping you with your statistics, if you like / will like.

2. Fill each of the numbered blanks in the passage with one word.

'A cat? All right,' I said, 'on …… (1) that you look after it, …….. (2) that you feed it and as ……. (3) as you don't expect me to clear up after it.' If …….. (4) I had been more firm! The animal is never fed …… (5) I do it; …… (6) for me, it would have starved to death months ago. ……. (7) I known that the children's interest in the beast would wane as soon as it arrived, I would have answered differently. The poor thing is ignored by them ……. (8) if it springs into their laps. ……. (9) I to kidnap the thing, I don't think they would notice. Should they …….. (10) ask for a dog, I think I've got my answer ready.

3. **Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.**

Example: Having been to London, you should be able to tell us what it's like.

If you've *been to London, you should be able to tell us* what *it's like.*

a) Assuming everything goes according to plan, we'll be with you by six o'clock.
Unless ……

b) The Finn is almost certain to win, unless his engine blows out during the race.
The only way …….

c) I'll lend you my car for your holiday on condition you get it serviced afterwards.
If you'll pay for ……

d) d) You giving him your number suggests you did want to see him again.
   Why did you ……..
e) You'll find your dinner in the oven.
   If you …….
f) There's clearly nothing I can do to stop you leaving.
   If you're determined …….
g) I think I'll go swimming after school, despite the likelihood of rain at that time.
   Even if ……...

UNIT 10. SUBJUNCTIVES AND UNREAL PAST; CONDITIONALS

SECTION 3. UNLIKELY CONDITIONALS
IN THE PRESENT AND FUTURE

TASKS

1. **Fill each of the numbered blanks with one suitable word.**

In accordance with your recent request, we are pleased to supply the following reference. Miss Baiocci …… (1), I am sure, be a real asset to your organisation, knowing as she does a great deal about the way a company such as yours operates. There are very few duties here that I could …….. (2) confidently entrust her with, and if she were …… (3) join you, you ……. (4) soon come to …….. (5) her organisational and interpersonal skills. If it …….. (6) not clear that she is determined to move away from this area, we would ……. (7) everything we ……. (8) keep her here. Assuming we …….. (9) to lose her, I …… (10) be happy to know that she …… (11) being taken on by a company with a reputation such as you enjoy. …… (12) any further information be required, please do not hesitate to contact me.

2. **Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.**

Example: I don't know if we're late because I don't have a watch.

If I had a watch, I'd know whether we were late.

a) Nico's not very good at maths so he can't become an accountant.
   Were ……
b) Should anything happen to make you change your mind, let me know.
   If by ……
c) Supposing the world was going to end tomorrow, what would you do tonight?
   Were ……
d) Kindly calm down so I can explain what I mean.
   If you would ……
e) I can't go and work in France because I can't speak French very well.
   If ……
f) I think you should complain to the manager.

If …….

g) Supposing we do go ahead with the building, it can't be before June.
If we are …….

h) I think not having school on Mondays and having shorter holidays sounds quite a good idea.
I think it might be quite nice if …….

3. Fill each of the blanks with a suitable word or phrase.

a) If this scheme …… ground, everyone will have to pull their weight.

b) Your brakes are making an odd noise; I …….. to if I were you.

c) Supposing someone told you that you weren't fit to do your job, …… react?

d) Considering his age and the seriousness of the operation, it would be a ……. survived it.

e) Should you ever …… of a helping hand, remember where I am.

f) If that wisdom tooth is giving you trouble, I ……. out.

g) If by any …… into Mrs Hebden while you're out, could you give her this note?

h) If we …… Friday deadline, some overtime may be necessary.

SECTION 4. PAST CONDITIONALS

TASKS

1. Fill each of the blanks with a suitable word or phrase.

a) If …… for the postal strike, the cheque would have arrived today.

b) In those days you would have been breaking …… ID card on you at all times.

c) If you had been in my shoes, …… done?

d) Had we …… misinformed about the bus times, we wouldn't have been late.

e) In retrospect you might ……. advised to get a lawyer.

f) If John stayed that long at the party, …… been having a good time.
g) But …… fire alarm alerting us, the building would have gone up in flames.

2. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: The young lad wasn't looking where he was going and tripped over that wire.

If the young lad had been looking where he was going, he would not have tripped over the wire.

a. The only thing that made the show worth watching was the visual effects.
   If it …….
b. I would never have got so far if my parents hadn't encouraged me.
   Had it ……
c. You're lying in this hospital bed because you forgot the most basic rule of Safety First.
   If you …….
d. Taking that job would have meant her working from 8 till 8 every day.
   She …….
e. But for the goalkeeper's brilliance, we could have lost by many more.
   If the ……
f. Turning left at the lights would have got you here ten minutes earlier.
   Were you ……
g. The only reason the child hasn't been prosecuted is the fact that he's only twelve.
   Were it …….
h. The police showed great restraint and avoided a potentially very ugly incident.
   There could ……...

3. Write sentences that are a part of a chain, as in the examples.

Examples: I cheated from him in the Entry Test. We finished up in the same class.

If* I *hadn't cheated from* him in the Entry fest, *we* wouldn't *have finished up* in the *same class.

We used to do our homework together.

***If we* hadn't *finished up* in the *same class, we wouldn't have done our* homework together.**

1. We started to find out quite a lot about each other. (Begin: *If we ... homework together, ...)*
2. We discovered that we had a lot in common.
3. He invited me to go to the National Gallery.
4. We saw the most incredible paintings.
5. I'm a true art-lover now.
6. I went to the National Gallery again yesterday.
7. I met another art-lover there,
8. I'm going out to dinner tonight.
9. I didn't phone you.
10. You haven't warned me yet about going out with art-lovers.

MODULE 2. LINKING CLAUSES, NOUN CLAUSES AND PARTS OF SPEECH

UNIT 11. LINKING CLAUSES

OVERVIEW

1. TYPES OF LINKING CLAUSES

Apart from conditional clauses, there are other types of clause we can use to show the relationship between statements in a sentence.

Time clauses

Time clauses are adverbial clauses which state whether one thing happened after, before or at the same time as another. We introduce them using a conjunction, e.g. *when, after, while, once,* etc.:

As *soon as* *I've finished reading the newspaper, I'll wash up.*

I'll make the salad ***while*** *you're getting on with the pasta.*

Reason clauses

Reason clauses are adverbial clauses which state why something is the case. We introduce them using a conjunction, e.g. *because, since, as,* etc.:

Because *this TV is old, we're having problems with it.*

You try to fix it ***since*** *you think you're so clever!*

Result clauses

Result clauses state the result of a situation. We use *so, such,* etc.:

My mobile phone wouldn't work in the mountains ***so*** *we had to find a callbox.*

His reputation is ***such that*** *his competitors are in awe of him.*

Purpose clauses

Purpose clauses show why people do things, or what their intention is when they do them. We use a *to-* infinitive, or a conjunction e.g. *in order to, so as to,* etc.:

They stopped ***to look*** *at the map.*

Vehicles have been fitted with catalytic converters ***in order to*** *reduce pollution.*

Concession clauses

Concession clauses link statements which contrast with one another in a surprising way, often expressing something unexpected. We use conjunctions such as *however, although, etc.*:

Even though *it's freezing cold, Pam insists on wearing a miniskirt.*

*I love travelling, **though** I find airports tiring.*

-*ing* clauses

We can also use -*ing* clauses to express time and reason relationships:

***Watching** the advert for digital TV, Ben wondered about the technology involved.*

***Having realised** that you were going to be late, you should have phoned to change your appointment.*

1. REASONS FOR USING LINKING CLAUSES

Using different structures to show the relationship between events allows us to be more precise about the relationship. It also adds variety to simple or dull language. Compare the following examples:

a *She walked into the room with the stolen picture **and** looked around carefully. She established that she was alone **and** walked over to the window. She opened it **and** immediately it started to rain heavily.*

b ***Walking** into the room with the stolen picture, she looked around carefully. **Once** she had established that she was alone, she walked over to the window. **Hardly** had she got it open **when** it began to rain heavily.*

2. POSITION OF LINKING CLAUSES

The order of the two clauses can change as long as the relationship remains clear. We commonly place the more important information at the end:

*I carried on working, **although** I felt really tired.* (= focus on feeling tired)

***Although** I felt really tired, I carried on working.* (= focus on working)

SECTION 1. TIME AND REASON

TASKS

1. Write a correct version for each of the following sentences.

Example: As soon as I will get the answer, I'll let you know.

As soon *as* I *get the answer, I'll let you know.*

1. After 1997, exports have been booming.
2. When I'll get back, I'll tell you all about it.
3. When examining it more closely, he realised that the ticket was for the next day.
4. Once she will have understood the procedures, she'll work much faster.

5. I'd no sooner taken my seat when the fire alarm went off.
6. As our bus didn't leave for another hour, so we didn't have to rush.

2. Match the first halves of sentences (1-5) with the second halves (a-e) **and connect them with one of the linking words listed below.**

Example: **0** ***by which time*** ***f*** (0 We played tennis from three until six,)

while ***on*** ***now that*** ***the minute*** ***once*** ***(by which time)***

1. I understand why you don't like her
2. I think I must have dropped my keys
3. She was bound to contact the police
4. He phoned his wife immediately
5. I began to enjoy the novel

a) I had read the first few chapters.
b) hearing the result of the tests.
c) I was walking to work this morning.
d) I've finally met her.
e) she discovered her diamonds missing.
(f) I was exhausted.)

3. Fill each of the numbered blanks with one suitable word.

I had no …… (1) sat down and opened the menu than she came in, smiling, slightly swaying, her arm outstretched. …….. (2) catching sight of her, I realised that all the time I had been half hoping for this, …….. (3) since I boarded the plane. And the …….. (4) she sat down, it was as if she had been expecting me, as if we had arranged to meet the night before. We had ……. (5) exchanged opening pleasantries when behind me I heard the waiter, with remarkable intuition, ask whether he should bring champagne. We began talking wildly, questioning and answering, laughing between smiles. ……(6) I complimented her on her English, she pouted, …….. (7) it was nowhere near as fluent as it had been. It was not …….. (8) the first bottle of champagne had been emptied that the conversation drifted inexorably to the past and it was only …… (9) that awkwardness and tentativeness crept in. …… (10) time passed, an air of unreality seemed to descend upon the proceedings. By the …….. (11) we had finished our starters, our bursts of conversation had become shorter, less animated, and the

pauses between them correspondingly longer. We finished the second bottle in resigned silence, at …….. (12) point her eyes were clearly filling up with tears.

4. **Rewrite each of the following sentences using the words given in such a way that it is as similar in meaning as possible to the sentence printed before it.**

Example: The training covered all the techniques and was therefore pretty comprehensive. **(insofar)**

The *training was pretty comprehensive insofar as it covered all the techniques.*

a. I'm half German and so can speak the language fluently. **(being)**
b. The traffic may be heavy on the motorway so let's avoid it. **(in case)**
c. You're not busy so come and give me a hand. **(seeing)**
d. Their failure to implement even one item in their manifesto would seem to indicate that this government is ineffective. **(inasmuch)**

5. **Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.**

Example: When she finds out what you've done, she'll immediately inform the police.

The moment *she finds* out what you've *done, she'll inform the police.*

a) Daniel was busy with his computer game, giving me time to look round his room.
While ……..
b) Finish eating first. Then you can watch television.
You can't ……
c) The missing boy was last seen just before Christmas.
Nobody ……
d) After the first few minutes, I began to enjoy the film.
Once ……
e) I turned on the TV and the doorbell rang a moment later.
I'd no .....

SECTION 2. CONCESSION CLAUSES

TASKS

1. **Rewrite each of the following sentences using the words given. Make any necessary changes to punctuation.**

a) We've got no money but we're very happy. **(even)**

b) The wind blew all the time, but we still managed to enjoy ourselves. **(nevertheless)**

c) I like her new boyfriend but I don't trust him. **(however)**

d) I know there's an economic recession, but our profits should still be higher. **(all the same)**

e) Reorganisation is a good idea but it would cause friction in this department. **(while)**

f) I love Sting's music, but I still thought his latest CD was disappointing. **(much)**

g) In spite of her inexperience, I still think we should take her on. **(and yet)**

h) My grandad's over ninety, but still manages to remain active. **(even so)**

2. **Combine each pair of sentences using the linking word given.**

Example: Alan's behaved terribly towards me. Nevertheless, I still feel something for him.

even

1 ***still feel*** **something** ***for Alan even*** **though he's** ***behaved terribly towards*** **me.**

a) There has been strong European competition. We have secured the order, all the same.

yet

b) The future for rain forests looks bleak. However, no one is giving up.

although

c) There are many dissenters, yes. At the same time, there are many who think as we do.

despite

d) I've always been honest about my feelings. You, on the other hand, have not.

whereas

e) I know there is a moral code with regard to customers. Even so, I think in this case we might go ahead.

spite

3. **Finish each of the following sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.**

a) Grey is this year's colour. Even so, I look dull in it.
Although .....

b) It didn't matter how hard we tried, we still couldn't get him to lower the price.
Hard .....

c) I love chips, but my doctor says they're bad for me.
Much .....

d) They'd never agree to sell their land even if you offered them substantial sums.
However .....

e) I'm not working overtime, however often they ask me.
No .....

f) My car still runs surprisingly well considering it is over ten years old.
Even .....

g) I like the lyrics, despite the fact that I think the music is dreadful.
While .....

h) His daughter has startling intelligence, though she wastes most evenings playing computer games.
Intelligent …….

UNIT 12. LINKING CLAUSES

SECTION 3. RESULT AND PURPOSE

TASKS

1. **Rewrite each of the following sentences using the word given.**

Example: I've left this because I want you to finish it. **(for)**

I've ***left this for*** you to finish.

a) I felt really ill and had to leave. **(that)**
b) It was a really boring film and I walked out half way through. **(such)**
c) If we don't get there soon there won't be any seats left. **(otherwise)**
d) Let's meet tomorrow to sort out any remaining difficulties. **(in order that)**
e) I took the country roads because I didn't want to get stuck in traffic. **(so as)**

2. **Fill each of the gaps with a suitable word or phrase.**

a) The minister was forced to resign, such …….. weight of public opinion against him.
b) We need to win at least one of our last three matches or else …… to Division 3.
c) My brother only dressed up as a girl …… bet.
d) The President's explanation was phrased in such …….. to various interpretations.
e) Such fun …… by all that we decided to have another party the following Saturday.
f) I'll give you this microphone in …… say can be heard by everyone.
g) I always take my mobile phone so as …….. lost.
h) The judge gave him so long …….. out of prison until he was 110 years old.

3. **Finish each sentence in such a way that it is as similar in meaning as possible to the sentence printed before it.**

Example: Nicholas hadn't worked there for long, so not many people knew him.

Nicholas had been there for so short ***a time that not many people knew him.***

a) Let's remind ourselves of the agenda before we forget the purpose of this meeting.

In order that .....

b) The elephant's strength means that it's in great demand when any heavy work is required.
Such.....

c) Bill had a very strong personality and many of us were frightened of him.
So .....

d) I'll call you Phil, and you Philip, so that we don't get totally confused.
So as to .....

e) The illegal immigrants gave false names because they didn't want to be identified.
For fear ……..

SECTION 4. EXPRESSING PURPOSE AND EFFECT

TASKS

1. Tick (V) the verbs and phrases below that express cause. Put a cross (X) against those that describe result.

Examples: *sets off X* *stems from X*
is the source of V *fosters V*

sparks (off)
can be traced back to
gives rise to
is due to
derives from
dates back to
sows the seeds of
has its roots in
brings with it
engenders
breeds
has its origins in
brings about
springs from
originates from

2. Complete each of the following sentences with a suitable word or phrase.

a) I have no intention …….. out of my own home by you or anyone.

b) After his stupidity I have half …….. lend him any money.
c) In the hope ……. her mind, he sent her some flowers.
d) There's not much point ……. if he's not at home.
e) The latest directive from above may give …….. a certain amount of discontent.
f) I'm toying …….. a bank loan.
g) But surely the whole point …… lose some weight.
h) His arrogance probably stems …… father is a diplomat.
i) His rebelliousness dates …… mother left home.
j) His interest in acting can ……. when he was at school.

3. For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

Example: Paying for the damage seems to be the last thing on his mind,
thoughts
He seems to have no thoughts *of paying for* the *damage.*

a) She gave in her notice, planning to start her new job in January.
view
b) If I offended you, it was certainly unintentional,
purpose
c) The trouble all came about because our computers crashed.
stemmed
d) Stray goats on the motorway didn't in itself cause the massive tail-back.
due
e) The changes in climate should have no effect whatsoever on our coastline.
affected
f) The large amount of cash in his pocket is totally unconnected with the matter in hand.
bearing
g) The question of medical costs often makes old people become anxious.
common
h) Even further confusion was caused by the witness's latest statement.
led
i) The consequence of changing the venue for the event was absolute chaos.

resulted

i) Their insular attitudes date back to medieval times.

roots

4. Underline the option, a, b, c or d, that best completes each sentence.

1. Was it just poor time-keeping that resulted …… his dismissal?
   a from **b** to **c** of **d** in
2. Where do you think his new enthusiasm ……. from?
   a sources **b** leaps **c** springs **d** traces
3. What were some of the things that brought …… the French Revolution?
   a up **b** about **c** around **d** on
4. The whole problem has its ……. in the late 1980s.
   a stem **b** roots **c** cause **d** spring
5. The group's had five consecutive No. 1 hits, as a(n) ……of which they're extremely rich.
   a cause **b** reason **c** effect **d** result
6. Can you shed any light on the reason ……. his appalling behaviour?
   a why **b** for **c** of **d** about
7. References can have a considerable ……. on employment prospects.
   a cause **b** decision **c** weight **d** bearing
8. Accessing information from the World Wide Web …… basic computer skills.
   a engenders **b** arouses **c** entails **d** accompanies

UNIT 13. ADJECTIVES AND ADVERBS

OVERVIEW

1. ADJECTIVES

Adjectives describe nouns. We normally use adjectives in two positions - before nouns and after 'link' verbs *(be, seem, appear, become, feel, look, taste, sound, smell, get,* etc.):

*What a **pleasant** man! He seemed **pleasant**.*

- *We* can use many adjectives in both positions, but we use others in either one position or the other: *It was an **outright** victory. I'm **glad** you could come.*
- Here are more examples of adjectives commonly used before nouns:
  countless indoor neighbouring maximum northern
- Here are examples of adjectives used after verbs:
  awake content asleep aware glad afraid alive sure alone alike

2. FORMING ADVERBS FROM ADJECTIVES

We can turn most adjectives into adverbs by adding *-ly.* There may be spelling variations:

slow ***slowly***
quick ***quickly***
possible ***possibly***
automatic ***automatically***
easy ***easily***
satisfactory ***satisfactorily***
true ***truly***
full ***fully***

- We can also form some adverbs from nouns by adding *-ly:*
  hour ***hourly*** *part* ***partly***

Adjectives and adverbs with the same form

Some adjectives have the same form when they are adverbs:

Adjective	**Adverb**
*I was the **first** person there.*	*I arrived **first**.*
*That's a **fine** distinction.*	*That suits us **fine**.*
*The truck hit the **low** bridge.*	*The plane swooped **low**.*

* Some adjectives end in *-ly*, like *monthly* and *early*, and have the same form as adjective and adverb. Others can't be transformed into adverbs. Instead we have to use a phrase:

*He had a **friendly** attitude.*

*He behaved **in a friendly way.***

- Other adjectives like this include:

costly cowardly deadly likely lively lonely silly ugly lovely

3. ADVERBIAL PHRASES

An adverbial phrase (an 'adjunct') is a group of words that works like an adverb to say when, how, etc. something happens. They can be:

- prepositional phrases:

*Why don't you leave all that **on the table?***

- noun phrases:

*I wouldn't have put it **that way.***

- adverb phrases:

*I think you've all done **very well indeed.***

4. POSITION AND ORDER OF ADVERBS

We usually put an adverb after an object:

~~*I play very well the piano.*~~

*I play the piano **very well.***

- Adverbs and adverbial phrases usually go at the end of the sentence, and usually in the order 'how' →'where' → 'when':

*They were playing **quietly in** the **garden last night.***

- We can move one of these adverbs to the beginning of the sentence for emphasis or focus:

Last night** they were playing **quietly in the garden. (= focusing on 'when')

***In the garden,** they were all playing **quietly. (**= focusing on 'where')

- Adverbs of manner can also go before the verb: *The villagers **slowly** walked round the square.*

OTHER ADVERBS

We usually put adverbs of frequency *(always, often,* etc.) before the verb or at the end of the phrase:

*I **quite often** drive past their house.*

*I drive past their house **quite often.***

- These adverbs usually go after the first auxiliary verb:

*I've **just** seen Dominic.*

*I've **frequently** been swimming with him.*

Note the variety of positions of *still, already,* and *yet:*

*I **still** haven't finished.*

*I've **still** not finished.*

*Is she **still** here?*

*They've **already** been here.*

*They've been here **already.***

*Are they here **already?** Are they **already** here?*

*I haven't finished **yet.** Haven't you finished **yet?** I haven't **yet** finished.*

We use *only* and *even* in two main positions:

- before the subject they focus on:

*I think **only** John really understands this point.*

***Even** Simon is a bit confused.*

- before the verb:

*I **only** like the green ones.*

*I **even** think that the red ones are ugly.*

SECTION 1. ADJECTIVE STRUCTURES; ADJECTIVES OR ADVERBS?

TASKS

1. Fill each of the blanks with a suitable adjective from the list.

devoid free certain inclined liable concerned filled elect

a) Those …….. with the political implications of the new policy are very worried.
b) The outgoing President was accompanied by the President ……
c) I'm …… to think that it would be better to finish this later.
d) These buildings are ……. to collapse in a strong earthquake.
e) I was absolutely ……. I'd left it on the table.
f) The landscape was completely ……. of any sign of human habitation.
g) Please feel …….. to use the phone if you need to.
h) The ex-prisoner is ……. with remorse for what he has done.

2. Underline the appropriate adjective or adverb.

a) They drove under a *low / lowly* bridge.
b) She has travelled *wide / widely.*
c) Make sure you're here at seven o'clock *sharp / sharply.*

d) She loved him *dear / dearly.*
e) We'll be there *short / shortly.*
f) Three-toed sloths live *deep / deeply* in the Amazon forest.

3. Put one of these words in each of the gaps below, using each as many times as you want to.

that to with at of on for in by

a) I am relieved …….. see that they are pleased ……. their accommodation. It seems entirely compatible …… their wishes.
b) I am almost embarrassed ……. admit that I feel extremely ashamed ……. my fellow-countrymen on occasions such as this, particularly when they seem utterly devoid ……. any manners at all.
c) I'm afraid …… speak to her about this because I'm frightened …… upsetting her.
d) It is probable …… he will prove to be the most likely person …… the job and the one most likely …….. do it properly.
e) I am aware …… your deficiencies and the areas you are lacking practice …… just as I am aware …….. you share these weaknesses with many others.
f) I know he's very sure ……. himself and is intent …….. proving he can pass, but we are not convinced …… his success can be taken for granted.
g) I was interested ……. read that many fans had expressed amazement ……. the result. Isn't it amazing …… so many people take an interest …….. such obscure sports?
h) I know I should be ashamed ……. admit that I am saddened ……. young Paula's being written out of my favourite soap. It's a pretty awful thing…….have to admit, but I really am upset ……. she's leaving.

SECTION 2. INVERSION AFTER NEGATIVE VERBS

TASKS

1. Finish each of the sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

Example: The full story did not emerge until somebody leaked

information to the press.

Only when somebody ***leaked information to*** the press did ***the full*** story ***emerge.***

a) He walked through the door and was immediately met by a barrage of questions.
No sooner .....
b) He wouldn't agree to the changes until I pointed out that his job depended on them.
Not until .....
c) You don't often hear of such selfless actions.
Seldom .....
d) I have never been so insulted.
Never .....
e) The only way he could get in was to break a window.
Only .....
f) You must never talk to the press about this, whatever happens.
Under .....

2. Match the first (1-10) and second (a-j) parts.

Examples: 1 + j 2 + i

Inconsistent advice about a new husband!

(1On no account should)
(2Not only should he be allowed to give his opinions,)
3. Under no circumstances is he to
4. Only by constantly nagging will he be
5. Only after weeks of rigorous training will he
6. Rarely will a man respond to a request the first time unless
7. No way should his laundry be done for him unless
8. Only very rarely should a garment be ironed for him
9. In exceptional circumstances
10. But, only if he seems really desperate

a. learn how to switch on the vacuum cleaner.
b. should you try to solve his problems for him.
c. without the assurance that next time he will do it himself.
d. you may take what he says seriously.
e. it is in his own interests to do so.
f. he is prepared to lend a hand with the washing up.

g. be disturbed while watching a football match on television.
h. persuaded to pick his clothes off the floor.
(i. he should also be deluded into thinking you agree with him.)
(j. you let him realise he isn't the boss.)

3. Fill each blank with a suitable word.

Memo to teaching staff

We have a problem. Rarely …… (1) we had a student population like this one. …… (2) since the 1980s can I remember so many troublesome students in our school at any one time. Not only …….. (3) some of them treat the staff with absolute scorn, …… (4) they are also clearly …… (5) on causing as much trouble as possible among their peers.

On …….. (6) account can such behaviour be allowed to continue. And not for one ……. (7) should the ringleaders think they will not be punished. Only ……. (8) such punishment is carried out will confidence return to the student body and …… (9) then will school life return to some kind of normality. Under no circumstances …… (10) we allow the present state of affairs to continue.

UNIT 14. ADJECTIVES AND ADVERBS

SECTION 3. MAKING COMPERISONS

TASKS

1. Correct these sentences.

a) They are quicker doing this as I am.
b) I got there more earlier than everyone else.
c) They are not as good at using a computer than me.
d) I don't think this novel is so good than his last one.
e) I ate pretty the same much as the last time I went to his restaurant.
f) The longer I sit here, less I feel like moving.
g) I prefer Tarantino's films than Oliver Stone's.
h) He ran as the wind.
i) He has worked like a clerk for the same bank for most of his life.
j) They seemed as they didn't really understand what was going on.

2. Fill each of the numbered blanks with a suitable word.

a. I went to the conference but for most of the time I felt …….. (1) a fish out of water. I knew nobody there and everyone else behaved ……. (2) if they had all known each other for years. I left just …….. (3) soon as I could and arrived home …… (4) than planned.
b. I've always preferred classical music …….. (1) pop music. I'd much …… (2) listen to a 45-minute symphony …… (3) a three-minute song. Pop songs seem so …… (4) less interesting, harmonically and melodically, and the insistent, repetitive drumming is about …… (5) much fun …….. (6) banging your head against a wall.
c. My father was a jack of all trades in those days, as …….. (1) all village school headmasters: digging holes for swimming pools …….. (2) a full-time labourer, marking out athletics tracks in the manner …… (3) a professional, teaching arithmetic to the top class in ……. (4) time as he had free. The ……. (5) he did, the more was expected of him by the village community, as if he should …… (6) every waking hour to the well being of his pupils. And he did. Nowadays one hears people talk of headmasters as if they …… (7) accountants, balancing their …….. (8) as efficiently ……. (9) they can. I think I'd …… (10) have been a headmaster in the old days.

3. Finish each of the following sentences in such a way that it is as similar as possible to the sentence before it.

a) The Alps are a lot higher than the Pindus range.
The Pindus range is nothing ..

b) For me doing menial tasks from 9 to 5 would certainly be preferable to being out of work.
I'd far .....

c) We used to be much closer than we are now.
We're nowhere .....

d) To hear him talk you'd think he owned the place.
He talks as .....

e) They're by no means as intelligent as their father.
They're far.....

f) Our special offer was taken up by as many as 70,000 people.
No .....

g) I'm not too keen on watching football but I really enjoy playing it.
I much prefer.....

h) Like many of my friends, I've given up smoking.
I've given up smoking, as.....

4. Fill each of the gaps in the sentences with a suitable word or phrase.

a) She looks much the …… did ten years ago.

b) The longer I study …… I realise what an interesting language it is.

c) I don't spend anything …… money as my husband.

d) I'd sooner have ten …… children at all.

e) They accepted their award much ……. expected it all along.

f) He staggers around nowadays as …… weight of the world on his shoulders.

SECTION 4. DIFFERENCES AND SEMILARITIES

TASKS

1. Underline the option, a, b, c or d, that best completes each sentence.

1.The celebrations were somewhat ……. by the announcement of her resignation.

a outshone **b** overshadowed **c** overcast **d** outweighed

2. What would be the …… qualification in your own country?
   a equivalent **b** same **c** similar **d** corresponded
3. I feel a(n) …….. better after a night's sleep.
   a shade **b** degree **c** iota **d** note
4. Many would argue that modern pop compares ……. with that of ten years ago.
   a closely **b** nearly **c** unfavourably **d** accurately
5. There is unfortunately a …….. between the petty cash slips and the actual money in the tin.
   a difference **b** variance **c** discrepancy **d** differentiation
6. Don't you think she bears an …… resemblance to his first wife?
   a identical **b** uneasy **c** uncanny **d** indifferent
7. At 45, the ex-heavyweight champion is a(n) …… of his former self.
   a reflection **b** image **c** shadow **d** miniature
8. Unfortunately they …… us in the auction to the tune of £500.
   a outbid **b** outweighed **c** overdid **d** underwrote

2. Fill each of the blanks with one of the words from the list:

a. cheese similarities common against totally
b. opposed unlike whereas differ contrast

b) The twins are as different as chalk and ……
c) They really haven't got a lot in …… at all.
d) They're …….. different.
e) There are very few …… between the two of them.
f) They ……. in just about every way.
g) You've got Paul's generally pleasant acquiescence as …… Peter's open rebelliousness.
h) There's Paul, the model son, as ……. to Peter, the black sheep.
i) You have Peter's darkened brow in …… to Paul's open smile.
j) ……. Paul beams, Peter glowers.
k) But …….. Paul, Peter is successful.

3. Fill each of the gaps with one suitable word.

a) Letting them off with a suspended sentence is …….. to saying their crime is insignificant.
b) I don't think you can equate this crime ……. what is understood by 'aggravated burglary'.
c) I would challenge your assumption that blame can be attributed

…… to both sets of lawbreakers.

d) As far as I can see, both cases have a remarkable number of details in ……

e) I don't think this case ……. comparison with the one you are referring to.

2. Fill each of the numbered blanks with an appropriate form of a verb from the list. The first (0) has been given as an example.

discriminate differ vary differentiate
diverge liken contrast (compare)

British vs. American English

Millions of words have been written in an attempt to ***compare*** (0) the two languages, pointing out how they …… (1) but are still recognisably the 'same' language. Clearly no one should …… (2) against the American species just because it is the younger partner. Some people have …….. (3) the difference to that between a horse and a mule, but that does not go very far towards …… (4) between the two languages. They are rather two breeds of horse that have ……. (5) very slightly over the years. Some points of British English grammar ……(6) quite sharply with American English, but the fact remains that accent …….(7) as much within each country as between the two.

3. For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence but using the word given.

a) It's difficult to imagine her performance being improved on by anyone.
bettering

b) No one to this day has equalled her achievement.
unsurpassed

c) Our rivals are a long way behind at the moment.
streets

d) His performance made all the others in the cast look quite ordinary.
shade

e) In my opinion she's nowhere near as proficient as she used to be.
anything

UNIT 15. NOUNS AND ARTICLES

OVERVIEW

1. COUNTABLE AND UNCOUNTABLE NOUNS

We use uncountable nouns to talk about things we think of as a mass, rather than countable individual things. We use them with singular verbs.

• It may not be immediately obvious whether nouns are countable or uncountable, and some uncountable nouns in English are countable in other languages. Logic and grammar seem to produce contradictions. Here are a few examples:

Uncountable	**Countable**
rice	*lentils*
bread / macaroni	*four potatoes*
advice	*a few suggestions*
knowledge	*ideas*
news /	*these facts*
hair	*a wig*
money	*a dollar*
marketing	*an advertisement*
luggage	*two suitcases*
flu / cancer / measles	*a cold / a headache / a heart attack*
strawberry jam	*a traffic jam*

• Many nouns can be countable or uncountable depending on the context:

Uncountable	Countable
*He's a danger to **society.***	*Britain is a multi-racial **society**.*
*I never eat **lunch.***	*He's grown fat through eating so many business **lunches**.*
***Work** is starting to take over my life.*	*Beethoven's later **works** are startingly original.*

2. *A / AN, THE* OR NO ARTICLE?

A / an are determiners. Determiners are words we use before a noun to show whether the noun is specific or general, singular or plural, etc.

A / an

We use *a* or *an* with singular countable nouns only.

- *A* and *an* are indefinite articles. We use them to talk about one of something when we assume that the listener / reader doesn't know which specific thing:
  A car drove past. (= we don't know exactly which car)

The

We use *the* with countable nouns (singular or plural) and uncountable nouns:

*A man is coming round to fix **the** television.*
*Let's sit on **the** grass over there.*

- *The* is the definite article. We use it to talk about a specific example of something we think is known to both ourselves and the listener / reader:
  ***The** cars were parked illegally in **the** city centre.* (= we know which cars and which city)

No article

To talk about things generally, we use uncountable or plural nouns without *a / an* or *the:*

Money** doesn't necessarily bring **happiness.
*It's easy to blame **minorities** for all the problems of **society.***
***Paperclips** were a brilliant invention.*

In these examples we are talking generally, and not thinking of an individual item or example.

- We never use *a / an* with nouns which are used uncountably:
  *He shows **an** impressive understanding of the principles of marketing.*

3. OTHER DETERMINERS

Other determiners such as *my*, *your*, *his*, etc., *this*, *that*, *these*, *those*, have a similar function to *the* and make the meaning specific:

***Your happiness** is of great concern to me.* (= happiness specific to you)

***Those holidays we** had in the South of France were the best.* (= specific holidays)

***That money** was meant for paying the phone bill.* (= a specific sum)

Singular countable nouns must always have *a / an, the* or another determiner:

~~*Why don't you pull up chair and sit down?*~~
Why don't you pull up a chair and sit down?

SECTION 1. USING *THE* OR *NO ARTICLE*

TASKS

1. In the following sentences *the* is missing in one or more cases. Write in *the* where necessary.

1. There are countless varieties of English in use in English-speaking world.
2. Concepts of language vary from country to country and from generation to generation; English you hear spoken nowadays is in no way recognisable as language used by last generation, let alone in time of Shakespeare.
3. Government is now insisting that mathematics is taught with methods reminiscent of 1950s.
4. Government is only possible if majority accept law of land.
5. When Julie walked into room, you could have cut atmosphere with a knife.
6. Music of today deserves a different name from music of Beethoven, Bach and other comparable geniuses.
7. People living inside Arctic Circle have a very different view of year from those living in, say, Belgium.
8. Many people in public sector of work are just looking for sun, sand and relaxation when they go on holiday, and why not?

2. Correct the 8 errors in this extract from a composition.

The war takes over when politics fails. It is always frightening and unpleasant and the society does everything it can to avoid clashes between countries, but there often comes a point where avoidance is no longer an option. In the past, the mankind has fought wars for many different reasons but the history shows that one side always blames the other for starting it. Aggression starts because one side accuses the other of doing something aggressive. The other side denies it. The argument gets louder and more heated until suddenly patience are at an end, the time for talk is over, and military power replaces spoken argument. Wars can be justified if they are fought for good reasons, but who is to say what is a good reason?

History is written by the winners, and it is their version of the truth that we tend to work from. Our knowledge of the whole history of any war are

likely to be limited by the lack of complete informations but if we are to learn any lessons for future, we must try to understand what happened.

3. **Fill each gap with one of the nouns. In three sentences you will need to add *the.***

poetry chaos progress fortune strength
dudgeon beauty frustration violence advice

a) ……. is said to be skin-deep.
b) If you ask, I'm sure your uncle will give you sound …….
c) Marta's been known to dabble in lyrical …….
d) My next-door neighbour feels ……. of not having worked for three years.
e) Domestic …….. is a frightening concept.
f) The protest meeting ended in total ……..
g) Carlos has proverbial …… of a lion.
h) Steady …….. is being made.
i) At the concert Anka had good …….. to be sitting close to the stage.
j) The foreman stomped off in high ……..

4. **Rewrite these headlines as normal written sentences, adding *the* as appropriate, and making any other suitable changes.**
Example: **TV corrupts young Says Minister of Education**
The Minister ***of*** Education has said that television ***corrupts*** the young.

a) death of President leaves country in chaos
b) big business hit by inflation
c) *United manager faces sack after latest defeat*
d) COMPUTERS BLAMED FOR RECORD NUMBER OF JOB LOSSES
e) **water people drink not fit for animals say environmentalists**
f) *level of unemployment highest since mid nineteen nineties*

SECTION 2. SINGULAR, PLURAL, UNCOUNTABLE

TASKS

1. **Correct any mistakes in these sentences. Tick (V) sentences that are correct.**

a) Can you explain why my best trousers have a hole in them?
b) The scissors in the sewing box needs sharpening.
c) This pair of binoculars have been in this drawer for as long as I can remember.

d) Half the audience were asleep by the interval.
e) I can't say that economics are a subject I've ever been very interested in.
f) There're one potato and two onions in the recipe.
g) Where has those kitchen scales gone that we used to have?

2. **Tick (V) the following sentences that are acceptable. Correct the others.**

a) Did Mozart have an unhappy childhood?
b) After interesting travel to Los Angeles, he wanted to live in the USA.
c) An undiagnosed illness in his twenties has left him with virtually no hairs.
d) We learn many things throughout the life,
e) Her face shone with an unearthly beauty.

3. **In the following old person's recollections, articles are missing. Put in *a / an* and *the* as appropriate.**

I remember in dim and distant past my children being obsessed by man called Bob Dylan. I have no idea if he's still alive, but impact he had in sixties and seventies was incredible. I remember one song called 'Blowing in Wind'; my son - he's in his fifties now - sang it all day and all night, month in month out, for several years. And it was so silly: 'How many times must man look up before he can see sky?' I mean, question like that can't be taken seriously, can it? And 'How many times must white dove fly before it sleeps in sand?' And then answer to profound questions: 'Answer, my friend, is blowing in wind'. Generation after mine didn't know what life was all about, did they? We did, of course. 'Very thought of you'. 'Just way you look tonight'. 'Night they invented champagne'. They were real songs. But what came next? 'How many years can mountain exist before it is washed to sea?' And there was whole generation singing along to song. Funny world we live in, I say it's funny world we live in.

UNIT 16. NOUNS AND ARTICLES

SECTION 3. CLASSIFYING

TASKS

1. Tick (V) the underlined alternative that best fits the meaning of each sentence.

a) Accidents / The accident will happen, I'm afraid.
b) A tortoise is a / the sort of reptile.
c) My dog has hurt the / his leg.
d) Look me in the / my eye and tell me what you're saying is true.
e) A / The liver is used to help purify the blood.
f) Can't you think of anything else? You've got food on the / your brain.
g) Have you ever considered taking up a / the musical instrument?
h) What on earth is a / the CD Rom?
i) I used to play a / the trumpet when I was younger,
j) Frank Wittie invented a / the jet engine.

2. Underline and correct any errors in this passage.

A Great black-backed gull is the largest of the North Atlantic gulls. It can be a terrible killer in the seabird colonies, tearing its victims inside out. Formidable beak and great weight can be frightening, especially as it will swoop low to defend its territory from a human intruder. A duckling which strays from its parents are among its favourite prey; it can gulp them down in a single mouthful.

Like its close relative, herring gulls, the Lesser black-backed gull is a scavenger; it sometimes follows the ship for offal thrown into the sea, and inland it searches a rubbish tip for anything edible.

3. Here are key words for quiz questions. Write out the questions in full, then see how many answers you can find.

Example: What / call / mixture / beer / lemonade?

What do you call a mixture of beer and lemonade? (Shandy)

a) What / name / cross / donkey / horse?
b) What / proper name / 'funny bone'?
c) What / another expression / 'put / foot / it'?
d) What / call / young / of / kangaroo?
e) What / ostrich / emu / in common?
f) What / one word / 'pain / neck'?
g) Where / human body / 'femur'?

4. Choose one of these nouns to complete each of the following sentences. (You will need to use one of the words twice.) Write *the* or a possessive before it.

Example: Their letting me go after ten years' service was a real kick in the teeth.

back head stomach foot eye hair toes throat (teeth)

a) Now he's released from the responsibilities of office, he can really let ……. down.
b) The new male supervisor will really have to be on ……..
c) A lot of young vandals who go looking for trouble are not right in…….
d) Can you do this calculation in ……..?
e) Wasn't it Goethe who said that a meal should please…….. first and then …….?
f) By having to go back on his tax pledges so soon, the Chancellor has shot himself in …….?
g) He was obviously stabbed in …….. by some of his so-called friends.
h) My intended apology stuck in …… as I saw him smirk.

5. Add *the* where necessary before the endings to make complete sentences.

1.John plays...
a bass guitar in a rock group.
b bandura in his spare time.
c goalkeeper for his school team.
d fool in class.
e lead in his new film.

2. Life would seem strange now without...
a telephone.
b video.
c camera.
d cinema.
e e-mail.
f computer.
g satellite television.
h Internet.

i aeroplane.

6. Add *the* where necessary to these sentences.

a) I haven't got his address to hand.
b) A bird in hand is worth two in bush.
c) They lived from hand to mouth.
d) He gained upper hand.
e) They walked along hand in hand.
f) On other hand, perhaps he was right.

SECTION 4. ADJECTIVES AND VERBS AS NOUNS

TASKS

1. Tick (✓) the sentences which are acceptable. Correct the mistakes in any that are not.

a) The sick and elderly were helped out of the building.
b) A deceased has not been named until relatives have been informed.
c) The extremely rich tends to live in one of the suburbs in the hills above the town.
d) This new research is venturing into the unknown.
e) You are asking me to do the impossible: I simply can't find them.
f) I am asking you to resign for the good of the company.
g) For a Hollywood film, it is definitely out of ordinary.
h) The supernatural are something I've always been interested in.

2. For each of following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

Example: The plight of those in need of accommodation has been given extensive exposure in the media for some years. **homeless**

The plight of the homeless has been given extensive exposure in the media for some years.

a) You have to learn to accept the ups and downs of life.
rough
b) Pilots have to be prepared to be surprised.
unexpected
c) Living away from home will do him an enormous amount of good.
making
d) Teams will not be allowed to broadcast their national anthems at this

tournament.

playing

e) This should be returned to the sender of this letter as soon as possible.

undersigned

f) ‘Never mock those people who have serious problems’, my mother used to say.

afflicted

3. Circle the word that best completes each sentence.

1.He’s a rumbustious character who always tries to live life to the ……

a full **b** extent **c** fun **d** end

2. The escaped prisoner remained on the …… in the hills.

a free **b** liberty **c** loose **d** open

3. As computer games go, this one's not particularly out of the ……

a normal **b** usual **c** average **d** ordinary

4. I found his remarks offensive in the …….

a intense **b** most **c** extreme **d** whole

5. This ward has been reserved for the …….. ill.

a terminally **b** deeply **c** terribly **d** deathly

4. Cross out *the* in the following sentences when it cannot be used.

a) The sending-off was the turning-point of the match.
b) The lying around in the sun is many people’s idea of the happiness.
c) It’s just the travelling that would put me off a job like that.
d) The accused was finally convicted of the breaking and entering.
e) I prefer the listening to opera to the watching it.
f) It’s not so much the washing of his shirts I mind, it’s the ironing of them.
g) The fighting that occurred today broke out after a three-day stand-off.
h) If there’s one thing I hate, it's the shopping for Christmas presents.

5. Fill each of the numbered blanks in the passage with one suitable word.

Political correctness has made and continues to make a significant impact on our language as we are all encouraged, for the common ……. (1), to make increasing use of euphemistic paraphrase. We should turn our backs on expressions like 'the

…… (2)' and embrace '…….. (3) economically disadvantaged'. 'The ……(4) challenged' is recommended in place of 'the blind'; 'the chronically …….. (5) of hearing' is suggested as a substitute for 'the …… (6)'. This is all very well and not asking the ……. (7) of us. It is rather when the trend is taken to the …… (8) and 'the ……. (9)' find themselves referred to as 'the challenged' that there is a risk of things getting out of hand. 'Out with the …….. (10) and in with the new' may have its virtue as a saying, but so does 'Let sleeping dogs lie'.

UNIT 17. DETERMINERS AND PRONOUNS

OVERVIEW

This Unit deals with

- general pronouns and determiners:
  all, the whole, none, no, both, neither, either
  each, every
  one(s), another, other(s), one another, each other
- quantifying pronouns and determiners:
  much, many, a lot of, (a) few, (a) little, most
  some, any, somewhere, anywhere, somebody, nothing etc.

1. PRONOUN OR DETERMINER?

We use most of the above words as either pronouns or determiners.

Pronouns

We use pronouns:

- on their own instead of a noun:
  *'Which **one** do you want?' **'Either** is fine by me.'*
- with *of* before the pronoun:
  *They ate nearly **all of** it.*
- with *of* before *the, this, those*, etc. + noun:
  *They haven't looked at **any of the** alternatives.*

Determiners

We use determiners:

- before nouns:
  *Have you got **some money?***
  ***Both candidates** were under-qualified for the job.*
  ***Most homes** have a washing machine.*
  *Have you seen my **other glove?***
  *I see **no objection** to doing it.*

  Note: *no* and *every* are determiners, never pronouns.

  None and *somebody, everyone, nowhere, anywhere,* etc. are pronouns, never determiners.
- While most determiners follow the same patterns as pronouns with *of,* there are some exceptions:
  ~~*I don't like either the films.*~~
  *I like **both the films,** or: I like **both of the films.***
  *I don't like **either of the films,** or: I don't like **either film.***

2. USING MORE THAN ONE DETERMINER

We can sometimes use more than one determiner before a noun:

No other *book gives quite so much detail.*

They kept checking on us ***every few*** *hours.*

I'd like ***another five*** *minutes, if you don't mind.*

- Many combinations of determiners are not possible because they contradict or repeat each other:

~~*I'd like another one ice-cream, please.*~~

~~*Hike some most types of music.*~~

I'd like ***another ice-cream,*** *please,* or: *I'd like* ***another one,*** *please.*

I like ***most types*** *of music.*

3. SINGULAR, PLURAL, UNCOUNTABLE

We use some determiners before singular nouns,

e.g. *neither, either, each, every, one, another,* etc.:

Neither *type is particularly nice.*

- others before plural nouns, e.g. *all, both, other, some,* etc.: .

Both *children are at school now.*

- others before uncountable nouns, e.g. *all, a lot of, a little, most, some, etc:*

All *chocolate tastes are the same to me.*

- We can use some determiners before more than one type of noun, e.g. *all, some, no,* etc.:

I dislike almost ***all*** *green* ***vegetables.*** (= plural noun)

All work *and no play makes Jack a dull boy.* (= uncountable noun)

Some *wines are best drunk young. (=* plural noun)

There seems to be ***some*** *doubt about it.* (= uncountable noun)

4. COMMON PHRASES

We use many determiners and pronouns in common phrases:

We've been working on this ***all day.***

They were late, ***each and every*** *one of them.*

All hell broke loose *when the news first came out.*

SECTION 1. ALL, BOTH, THE WHOLE, NIETHER, EITHER, NO, NONE

TASKS

1. Correct the following sentences.

Example: Guess who took my chocolate? No other *(None other)* than

Dimitra.

a) All of chocolate comes from cocoa beans.
b) Both of ordinary and white chocolate are made from cocoa butter.
c) There are very few people who like neither them.
d) I have no particular preference: I'll eat the either.
e) Yesterday, in fact, I ate all a 400 gm bar.
f) My friends bet me I couldn't eat it whole.
g) No one of them believed I could do it and not be sick.
h) Chocolate is eaten all over the whole America.
i) All the people love chocolate.
j) For everything we know, chocolate may be the elixir of life.

2. Fill each of the numbered blanks with one of the words listed.

all whole none no both neither either

Life has slowly changed for the ……. (1) of our family. We were ……. (2) very close once, my wife and I and our two daughters. Aged 12 and 11, they were …… (3) angels, keen, enthusiastic, communicative, ……. (4) of them, nearly ……. (5) the time. When we meet up nowadays ……. (6) of us feels that comfortable. Oh yes, there are a few moments when we …… (7) hug and ask each other for an update. Then when we …… (8) sit down to either lunch or dinner - …… (9) of my daughters seems very keen to eat at the same time as us anyway - ……. (10) of us seems to have that much to say. …… (11) my daughters resent questions about their activities and I can't ask ……. (12) of them about their current boyfriends without …….. (13) of them ganging up on me and telling me to be quiet. On the …… (14), I find eating while watching a soap with them the best way out. ……..... (15) of the girls seems at all interested in what …… (16) my wife or I is doing. …… (17) I can say is that life was much easier and more comfortable when …….. (18) of them could utter anything more than 'goo-goo' and 'da-da' and ……. (19) my wife and I could settle down for a meal without feeling strangers in our own home. I suppose that time and tide wait for …… (20) man.

3. In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1-16), **write the unnecessary word in the space. Indicate correct pairs with a tick (V). The exercise begins with two examples.**

If I say 'I always tell lies', am I telling the truth?

This is known … V

as the Liar's Paradox. It has been around

for all millennia and is ... all

1. usually attributed to Epimenides the
   Cretan who said All of Cretans are liars'
2. Logicians call this a circular argument or
   problem to which there is no the
3. solution. The quick answer is that while
   either the question is valid from a
4. grammatical viewpoint, from both a
   logical point of view it is a contrived
5. contradictory nonsense, though this
   didn't stop the philosopher Bertrand
6. Russell spending two whole of summers
   trying to solve the contradiction.
7. The theological answer is that the human
   race is made up of all three ..
8. types of people: neither saints who always
   tell the truth, devils who always tell
9. lies and sinners who sometimes tell either
   the truth and sometimes tell .
10. lies. Logically a saint cannot say 'I always
    tell lies' since this would be.
11. a lie. A devil cannot logically say 'I always
    tell lies' since all this would be
12. the truth. Only a sinner can logically say
    'I always tell lies', and this would
13. be a lie. It is essentially both the same as
    the dilemma faced by the barber
14. who shaves all the men who don't shave
    themselves. The whole question is: who
15. shaves the barber? Clearly he cannot shave
    himself because he only shaves
16. those who don't shave themselves. However,
    neither he cannot remain unshaven as he
    would then have to shave himself.

SECTION 2. EACH AND EVERY

TASKS

1. In some of the following sentences *each* and *every* are possible; in others we can use only one of them. Cross out any words we cannot use.

a) You will *each / every* receive a name badge on arrival.
b) Not every / *each* participant will necessarily be interested in *each / every* seminar.
c) Nearly every / *each* time I see her, she's wearing that blue and yellow floral dress.
d) You can record *each / every* event that takes place in this little book.
e) *Each / Every* of these containers contains something, but not *every* / *each* one has something valuable in it.
f) You have *every* / *each* right to be dissatisfied with *every* / *each* member of your team.
g) If you don't listen carefully to his *every* / *each* word, he'll twist you around his little finger.
h) As *every* / *each* day passes, the situation seems to grow worse.

2. Fill each of the blanks with one suitable word.

Example: He's late *practically every* time we go out.

a) I don't go out …… evening. Every …… evening perhaps.
b) He bought a present for …… of the children.
c) Every culture …….. its own different customs and traditions.
d) Every so ……. my sister calls from Australia.
e) He bought an enormous cake and ate ……. last crumb.
f) In fact he had three different kinds of cake, two of ……
g) He gave us …….. one slice and kept the rest for himself.
h) He had …… intention of going to the party but in the end just fell asleep.
i) He is every …… as good as you.
j) I like going to the cinema every …….. and then.

3. Would you choose *each* or *every* if you were writing a song? Here are some lyrics to complete.

a) ……. of us was mischievous
b) I say 'Please stay' to you - …….. single day, I do.
c) We were ……... out of reach.
d) …….. few years I remember your tears.

e) …….. once in a while I remember your smile.
f) ……. time I ever need a dime …

4. Fill each of the numbered blanks with one of the words listed.

each every all whole none no

I was telling you about my family, wasn't I? It seems that not …… (1) family is having the same problems. Since last week, I have spoken to nearly …….. (2) my colleagues and ……. (3) other one says that …….. (4) is sweetness and light in their family. …….. (5) of them – the …….. (6) family - sit down and …… (7) of them takes turns to say something about what they're doing or have been doing and nearly …… (8) other member of the family hangs on their …… (9) word. There's ……. (10) aggression; …… (11) of the others shows anything but total interest in the others' …… (12) story. …… (13) of them takes his or her turn and …….. (14) of them listen -…… (15) of them resents it. …… (16) I can say is, they're lucky. Almost …… (17) meal we have together is spoilt because there's …… (18) contact with anyone else and ……. (19) of us remains a little island. ……. (20) wonder my daughters don't come and visit very often.

UNIT 18. DETERMINERS AND PRONOUNS

SECTION 3.ONE(S), ANOTHER, OTHER(S), ONE ANOTHER, EACH OTHER

TASKS

Underline the best alternative.

a) These trousers are better than the other *one / ones.*
b) I don't like them. Let's choose *another / the other* pair.
c) Well, hurry up - *the others / another* are waiting.
d) I suppose one pair is as good as *another / one.*
e) You've tried on so many, one after *the other / others.*
f) Can I try just *one / another* more pair?
g) OK, but let's stop arguing with *each / one another.*
h) Give me *another / the other* few minutes.

2. Fill each of the gaps with *other, another, others, or other's.*

Left-handedness is a fascinating phenomenon unless you are trying to undo a knot that a left-handed person has tied the ……. (1) way round. It is surprising that left-handers have not protested more about how the physical world has been constructed around the '……. (2) lot'. Though the days have gone when children were forced to change to the ……. (3) way, we still don't make enough concessions. Surely lefties should be encouraged to greet one ……. (4) by shaking the ……. (5) left hand. Why don't they always stick out their left hand anyway and surprise all us …… (6) once in a while? I've seen some lefties writing like crabs and producing handwriting from …….. (7) planet and I've see …….. (8) who produce better writing than any …….. (9) person I know. And ……. (10) thing: why don't left-handed waiters tease us by laying the table 'back to front'? They've as much right as the right-handers.

3. Fill each of the numbered blanks with one suitable word.

Raising …….. (1) child at a time is hard enough; parents of twins have an even more difficult job. It is important that they don't become so bonded that …… (2) becomes merely a missing part of …….. (3) other. Parents have to help their children grow up together, but realising that they are individuals first and twins second. The sibling rivalry may be avoided by encouraging them to develop different interests from one …… (4) to help to preserve their identities. But the special intimacy that twins share can lead to problems. As they grow older they may find it hard to develop close relationships with

…… (5) because they think no person will ever know them as well as their twin. They think like ……. (6) other and do the same things, marry similar partners and live in virtually identical houses. In one study, a twin declared that losing the ……. (7) would be like losing a part of her own body. In ……. (8), a pair separated at birth and brought up in different towns, unaware of ……. (9) another's existence, moved into houses in Florida with their families, only to discover that the person next door was …….. (10) other than their twin.

SECTION 4. QUANTIFIERS: MUCH, MANY, A LOT OF, (A) FEW, (A) LITTLE, MOST

TASKS

1. Correct these sentences.

a) Much of the Holland is below sea level.
b) Not many of people know much about him.
c) Don't hurry: we have little time left before we have to leave.
d) The most of people complain about the weather here.
e) A quite few people came to his party.
f) He's had very much good luck in his life.
g) I've been to visit him many the time.
h) We've put in good many hours to get this work finished.

2. Fill each of the numbered blanks in the passage with one suitable word.

There is, remarked George Bernard Shaw, no subject on which more dangerous nonsense is talked than marriage. He was right: …… (1) paper has been wasted on the subject and …… (2) a newspaper columnist has felt impelled to share with us their thoughts on the subject, a …… (3) of which are laughable rubbish. But the question still remains: why do ……. (4) of us still want to get married? Traditionally, it has been seen as necessary to social cohesion and inheritance, but today, these factors carry …… (5) importance and it is the psychological aspects which dominate ……. (6) of the discussion. The psychologist Carl Jung claimed that whereas man's most important business was his work, for a woman 'man is her work'. Home, continued Jung with the bland confidence of a man who knows how to ……. (7) the most of his domestic arrangements, 'is like a nest - not enough room for both birds at once. One sits inside, the other perches on the side and looks about and attends to all outside business.' ……. (8) modern marriages are more equal, involving partners

who start out having …… (9) in common, particularly social class and educational attainment. Indeed, it might even be said that marriages that do not involve these stand …… (10) chance of long-term success.

SECTION 5. ANY, SOME, SOMEWHERE, NOWHERE, ETC.

TASKS

1. Underline the better alternative. Sometimes both are possible.

Example: Have you heard *any / some* news today at all?

a) The news should be on *any / some* minute now.
b) I'd like to be a newsreader *some / any* day.
c) I'm not sure this one is *any / some* improvement on the others.
d) She appears to be having *some / any* difficulty reading her auto cue.
e) In fact she's getting *anywhere / nowhere.*
f) If she gets *any / some* worse, they'll have to sack her.
g) Why doesn't she do *anything else / something else?*
h) Aren't there *any / some* other jobs she could do better?

2. Fill each of the numbered gaps with one suitable word.

The BBC World Service on radio claims a regular worldwide audience of …….. (1) 25 million for its English language programmes. It is funded directly by the British Foreign Office, though …… (2) Government attempt to control the content of programmes is vigorously fought off. It is broadcast around the world and …… (3) who has access to a radio with short wave need be without it. The archetypal listener today is under 30, male, likely to be relatively well-educated, for whom English is likely to be a second or even third language. Few women tune in, which is why there is no women's programme ……. (4) in its 24-hour service. The biggest and most important of the news programmes is Newshour, a 60-minute survey of world news which goes out …….. (5) night at 10 p.m. British time. This slot cannot please …… (6) but is the optimum time to catch …….. (7) listeners having breakfast in Hong Kong or settling down for the night in West Africa. It can be recommended to …… (8) who wants to understand the world, not just Britain. At …… (9) rate, that is its aim and certainly by comparison, …… (10) British domestic news programmes seem trivial and parochial.

UNIT 19. NOUN CLAUSES

OVERVIEW

1. WHAT ARE NOUN CLAUSES?

Noun clauses (sometimes called 'nominal clauses') are groups of words within a sentence referring to a fact - they can sometimes be replaced by a noun. We can use pronouns like *it* and *that* to refer to these clauses:

*I know that **you didn't mean to do it** but **I'm afraid that's** not so obvious to everyone else.*

***To stop and think about things for a while** is something, we all need to do, but it is something few of us have time for.*

*I understand **what you are saying** but I disagree with it.*

***Going shopping** is something I hate; I always try to avoid it.*

***How well we do** remains to be seen. **That** depends on you.*

- Noun clauses normally refer to abstractions (ideas, processes, events, facts) rather than to things or people.

2. TYPES OF NOUN CLAUSE

Noun clauses use these structures:

Type	Example
that-clauses	**That he is not the best choice** goes without saying.
wh-clauses	I'm not really sure **what he's talking about.**
exclamation clauses	I can't believe **how quickly he learned the language.**
to-infinitive clauses	I like **to get up early**.
-ing-clauses	**Driving too fast** is something most new drivers tend to do.
nominal relative clauses	That is exactly **what I've been trying to tell you all day.**

3. POSITION

We use noun clauses in these positions in a sentence:

Postion	Example
as subject of the sentence	**Where we go next** depends on you. **To run as fast as that** takes a lot of training.
as object of a verb	He phoned me to ask **what we should do**. I love **showing people my home town**.

after *be*	The question is **who will take over when he retires**. My first job every morning is **getting the breakfast ready**.
after some nouns	His first excuse, **that he had been caught in traffic,** was untrue. I don't like his claim **that we have no freedom of choice**.
afier some adjectives	I'd be very happy **to be of any assistance**. I'rn very disappointed **that I didn't get any promotion this year**.
after prepositions	The traffic warden came over to **where I was parked**.

SECTION 1. THAT-CLAUSES

TASKS

1. **In some of these sentences, both the adjective and the noun are possible. In others only one will do. Cross out any options that cannot complete the sentence.**

a) It's *ridiculous / a ridicule* that he should be allowed to get away with it.
b) It's *factual / a fact* that she put colleagues' backs up in nearly everything she did.
c) It's *legal / a rule* that no-one under 18 should be involved in such social activities.
d) It's *absurd / an absurdity* that men are permitted into such clubs and women are not.
e) It's *comfortable / a comfort* that you are here in our time of need.
f) It's *inconvenient / an inconvenience* that we have to go up three flights of stairs for a bath.

2. **In each group below, cross out any sentences that are not correct.**

1 a. Paul gave the impression that he hates pop music.
b. That he hates pop music is well known.
c. He was talking about that he hates pop music.
d. The thing is that he hates pop music.
e. I'm certain that he hates pop music.
f. He explained that he hates pop music.
g. The thing that he hates is pop music.

2 a. He explained that he had been held up.
b. She excused that she was late.
c. That he was late was really inexcusable.
d. His excuse that he got lost was accepted.
e. It wasn't that surprising that she was late.
f. The fact of the matter was they were both late.
g. The fact that neither was on time that was extremely annoying.

3. Rewrite each of the following sentences with that-clauses starting with the words given.

Example: It's a complete waste of time, I think.
I think that it's *a complete waste of* time.

a. People have completely distorted views about the European Union. That is my experience.
It's .....
b. We may get there in time. It's certainly possible.
It's .....
c. New members have to buy the first round. It's an old tradition.
It's .....
d. My brother completely forgot about my birthday, which upset me.
The fact .....
e. William believes in ghosts, which I find ridiculous.
I find it.....
f. The new government would make radical changes. That is what people believed.
It.....
g. They are not going. That was their answer.
Their .....
h. The company runs at a loss. That is the truth.
The truth .....

4. In the following passage, ten phrases have been taken out and listed below. Decide where they have been taken from and write the appropriate capital letter in the numbered gap.

A. the fact that so many people
B. or at least an absence of rain
C. it's a pity
D. that people have stopped caring
E. that people have put up with it

F. that action will be taken
G. it's absurd
H. that good weather
I. the fact that this has not happened here
J. here we are

I sit here shivering in July. This is the month that should see us prancing along beaches and complaining of the oppressive heat. And …….(1), contemplating whether to turn the central heating on. No, that's not an option. Not in July. Yet we have suffered day after day of drizzle mixed in with occasional thunderstorms. It's amazing …… (2). In any civilised country it would have led to demonstrations. People would have marched with posters demanding sunshine …….. (3). Is …… (4) a testimony to our resigned attitude to the weather? Can it be true …… (5) ? Surely not. And yet, …… (6) have been grinning and bearing it these past few weeks suggests it may be so. How can any nation sit back and accept the climate it is given year in, year out? We need motions passed ……. (7) be shared about more evenly. We need assurances …….. (8). …… (9) that some people should go on ad nauseam about deforestation and global warming and things like that …… (10) those same people don't take our bitterly cold Julys more seriously. I can't stand another one like this.

SECTION 2. WH-CLAUSES

TASKS

1. **Fill each of the gaps in the following sentences with two suitable words.**

a) It's not a question of how big your camera is; it's ….. do with it that counts.
b) How soon they'll operate on you depends on ….. your condition is.
c) Annie was curious to know ….. of the shops in the centre I had bought my skirt …….
d) I wouldn't know who ….. to in an emergency like that.
e) Sometimes I don't ….. to express myself.
f) The game will definitely go ahead ….. is raining or not.
g) Our cleaning lady told me about ….. wonderful time she had had.
h) ….. like it or not, you'll never play properly unless you practise.

2. **For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using**

the word given.

Example: The editor wanted to know the earliest I could let him have the proofs back.

soon

The *editor wanted to know how soon I could let him have* the *proofs* back.

a. The landlord demanded to know the extent of the damage done at the previous night's party.

much

b. The book-keeper asked for consideration to be given to the probable cost of such a venture.

how

c. The board were unable to agree on the best person for the job.

who

d. No one seems too sure as to the actual frequency of earthquakes in the area.

often

e. The police need to establish the vehicle's precise speed at the moment of impact.

fast

f. How heavy the package is obviously determines the postage required.

weight

g. I wonder how Peter and Anne are related.

relationship

h. Do you happen to know when trains leave from here to Edinburgh?

departure

i. I'd be interested to find out how badly she wants the job.

strength

3. Rewrite the following as sentences starting with the words given.

Example: I've no idea of the way there, I'm afraid.

How *to get there I've* no *idea,* I'm *afraid.*

a) He didn't even phone me at Christmas which made me really angry.
What .....

b) We have a choice: either we can get it finished now or we can leave it until Monday.
We have to decide .....

c) When does our flight leave? I'm a little unsure of the time.

I'm .....

d) I've been wondering whether or not I should ask her.
I've been wondering if……..

e) I don't mind going now: it's up to you.
When .....

f) They accused me of something. I could only describe it as an appalling crime.
They accused me of .....

g) He looked very well, which I was relieved to see.
I was relieved to see .....

h) We might go there again or we might not. It's a good restaurant, nevertheless.
Whether.....

4. Complete each of the following sentences with a suitable word or phrase.

a) What the verdict hinges …… reliable the landlady's testimony is seen to be.

b) Whether the imprisoned serial killer will ever …… only the Justice Minister can answer.

c) They put the girl's string of thefts …….. she had been treated badly at school.

d) Why he suddenly threw …….. promising career in the police is anybody's guess.

e) How ……becoming overcrowded is obviously a consideration when judges are sentencing.

f) What to …….. regular recidivists is clearly a problem.

g) People are thinking constantly about how …….. punishment fit the crime.

h) The state really has to decide once and for all what is to ……. with juvenile offenders.

UNIT 20. NOUN CLAUSES

SECTION 3. TO-INFINITIVE AND ING-CLAUSES

TASKS

1. Change the verb in brackets to a to-infinitive or *-ing* form as appropriate. Add any other preposition that is needed.

a) Have you ever considered (**move**) to York; it is considered **(be)** one of the nicest cities in England.
b) I like **(leave)** home before 8.15 in the morning. I don't like (**sit**) in traffic when I know I could be doing something useful at work.
c) We were meant **(leave)** at seven but that would have meant (**get**) up at 5.30.
d) I'm rather afraid **(bring)** the subject up with her because I'm afraid **(upset)** her.
e) As you're so keen **(follow)** fashions, you'll probably be keen **(visit)** this exhibition.
f) I regret **(inform)** you that I already regret **(enrol)** for this course.
g) Fortunately I remembered **(bolt)** the door, but to be honest, I don't remember (**do**) so.
h) She stopped **(shout)** for a moment and he decided **(have)** a cigarette.
i) My intention was **(stay)** single; I really had no intention **(get)** married.
j) This guitar needs **(tune)** and you also need **(do)** something about your piano.

2. Rewrite each of the following as one sentence with a to-infinitive clause or *-ing* noun clause starting with the words given.

Example: I wish he wouldn't put that music on when I'm trying to sleep.

I object to his ***putting that music on when I'm trying to sleep.***

a) I understood the plot. It wasn't a problem for me.
Understanding …….
b) The kidnapper said that he would shoot the hostages if food wasn't sent.
The kidnapper threatened ……
c) It's not often that I get the chance of going to the USA.
The opportunity ……
d) Seeing you again after all this time is wonderful.
It's ……..
e) The audience couldn't understand everything she said because the subject was so difficult.

For the audience ……..

f) I think it's brilliant that you've got such a good job.
I think your …….

3. **At the end of all these openings, add a form of *come / coming / for coming, etc. to England.* Write out the sentences in full using the opening given.**
Example: At first, I was reluctant ***to come to England.***
   a) I had no desire...
   b) In fact, I was dead set against...
   c) But my parents wanted me...
   d) Of course, my boyfriend wouldn't let me...
   e) But then my boss insisted on me...
   f) I wasn't too keen...
   g) But he made me...
   h) Anyway, I began to have second thoughts about...
   i) And finally, I came round to the idea of...
   j) And I must say I don't regret...

4. **Fill each of the gaps with a suitable word from the list. Some, but not all, of the words are given.**

regret delight sue broadening entitles managed pride resented objected protest subjected

Dear John,
It is with great …….. (1) that I have to herewith give you notice that I …… (2) to leave the organisation at the end of next month. I would like to say that it has been a ……. (3) working for you and I have …… (4) being part of the team. I know we have had our ups and downs and at times I must confess I …… (5) being called a liar and being ……. (6) to apologise for mistakes I had not made. However, overall, the experience has been good for me and I have taken great …… (7) in …… (8) that experience in many ways. As you know, I have never ……..... (9) to being made the scapegoat whenever one was needed and I think you will ……... (10) that I have …….. (11) to keep up a brave face even when I was being …….. (12) of all kinds of heinous crimes. I have taken great ……. (13) in doing my work well, despite your ……. (14) that I was as much good as a fart in a colander. But I know for me to ……. (15) about your treatment is pointless.

…….. (16) the boss of such a department gives you the right to be aggressive, boorish and ill-mannered. It allows you to treat your employees as if they did not exist. Whether it …… (17) you to call me an incompetent twit only the courts will decide. My …… (18) now are to have a holiday and then to look for a position in which I will not be ……. (19) to continual abuse and bullying. My next step will be to …….. (20) you for constructive dismissal. Thank you for giving me three wonderful years of employment.

SECTION 4. REFERENCE: THIS, THAT, THESE, THOSE, SUCH, SO

TASKS

1. **Complete each of the sentences with *so, such, that, this, these* or *those.***

Example: You were told to wear a tie. Why didn't you do ***so***?

a) I'm always out when my favourite TV programme is on. …….'s why I bought a VCR.
b) Different channels seem to have different weather forecasts. How can …….. things happen?
c) Channel 4 is supposed to be for people who like documentaries while Channel 3 is for …… who enjoy soap operas.
d) Cheap programmes, amateur production values, unimaginative programming: …… are just some of the reasons for the channel's failure.
e) Videotape is a thing of the past – or ……. they say.
f) Commercial television needs to satisfy the advertisers with its programming. State television has no ……. obligation.
g) Satellite and cable have led to a massive increase in the number of channels. Many would say that …….. has also led to a reduction in quality.
h) 'It looks like digital television will be taking over.' 'It certainly seems …….'

2. **Match the five sentences** (1-5), **with the most appropriate response** (a-e).

1. Will it be all right to borrow his paper?
2. Thanks for putting me up at such short notice.
3. Would they dare to put us on a three-day working week?
4. They're finally going to get married then.
5. Sorry, they've decided to give the job to Anna and not you.

a) That's all right.
b) I should think so.
c) That's that, then.
d) I sincerely hope not.
e) So it seems.

3. Match the five sentences (1-5), **with the most appropriate response** (a-e).

1.I've been here getting on for a year now.
2.You've got a stain on your sleeve.
3.Could you lend me your bike this afternoon?
4.So you didn't win the lottery then?
5.He can't have left the office, yet, can he?

a) Only too happy to.
b) So have I.
c) So I have.
d) I wouldn't have thought so.
e) No such luck.

4. Fill each of the numbered gaps with one of the words listed. More than one word may fit.

this that these those so such as

The events that have rocked Europe in the past fifty years and had a profound effect on ……(1) who witnessed them have to a certain extent passed me by. …… (2) a statement by a fifty-year-old man may seem rather silly but …… (3) it seems to me. 1 was too young to appreciate what was happening in Hungary in 1956. In ……. (4) days we had no television at home and I was too young to read newspapers. ……. (5) was an event I discovered through history books rather than the media. Prague in 1968 found me on a remote island with no TV; ……. (6) is why the tanks in the square I only really remember from black and white front-page photos. Even ……. (7) memories have faded to sepia, as it were. Then there was Gdansk and the shipyards. Again at …….. (8) time I was living without the benefit of moving pictures and gained a rather vague impression of events from the radio. Many other …… (9) landmark events have not left me with clear animated images. I never really 'saw' the momentous Berlin Wall destruction in 1989. ……. (10) with the other occasions, ……. (11)

was one that I experienced through words rather than pictures, even more ……. (12) than Czechoslovakia ’68. The effect was …….. (13) of reading a novel as opposed to watching a play and, despite my now having seen some news footage, has remained ……. (14) to …….. (15) day. All ……. (16) events have entered my subconscious, …… (17) have countless others, but they have done …….. (18) with my own subjective impressions of them and in …….. (19) day and age, when truth and objective reality are so important, I'm not sure that 1 really like …… (20).

MODULE 3. RELATIVE CLAUSES, EMPHASIS AND VERB COMPLEMENTATION FOR COMMUNICATIVE PURPOSE

UNIT 21. RELATIVE CLAUSES

OVERVIEW

1. DEFINING AND NON-DEFINING RELATIVE CLAUSES

A defining clause (also called 'an identifying clause') gives essential information about a noun:

*People **who talk too much** annoy me intensely.*

*I'd like to marry someone **whose star-sign is Libra.***

- Without the clause, the meaning of the sentence is different:

People annoy me intensely. I'd like to marry someone.

A non-defining (or 'non-identifying') clause gives additional information about a noun:

*My younger brother, **who is painfully shy**, rarely speaks to anyone.*

*This watch, **which I was given for Christmas,** keeps perfect time.*

- Without the clause, the main information of the sentence remains the same:

My younger brother rarely speaks to anyone.

This watch keeps perfect time.

- In writing, we use commas to separate non-defining clauses from the rest of the sentence.

That

We often use *that* in defining relative clauses instead of *which or (more* informally) *who:*

*It's the dark blue top **that** really appeals to me.*

*There are loads of people **that** believe in UFOs.*

2. PEOPLE OR THINGS?

We use *who* and *whom* for people, and *that* or *which* for things, or for groups of people (a team etc.). We use *whose* for both:

*It's usually the mother **who** has most influence on young children.*

*Nepal is a country **that / which** has always interested me.*

3. *WHO* OR *WHOM?*

Whom is an object pronoun, *who* is a subject pronoun:

*I had further discussions with Andreas, **whom** I had met the previous week. I don't like men who wear perfume.*

- However, *whom* is now considered very formal and we often use *who*

instead:

*I saw John, **who** I had met the previous week.*

4. *WHERE, WHEN* AND *WHY*

With relative clauses of place and time, we can use *where* and *when* instead of a preposition + *which:*

*Tuesday is the day **when (**or: **on which)** I go to the fitness club.*
*The school **where** (or: **at which)** I first studied English is in Thassos.*

5. POSITION OF RELATIVE PRONOUNS

Relative pronouns usually immediately follow the noun they refer to:

~~*The film was very interesting that we saw.*~~

The film that we saw was very interesting.

- *A* common exception, especially in newspaper reports, is when the noun and relative clause(s) are separated by another noun phrase:

*Is Richard Branson, **the Virgin boss, whose attempts to fly round the world in a hot air balloon have all ended in failure,** a better businessman than pilot?*

6. *WHOSE*

Whose is a possessive relative pronoun. It's a determiner and so can only be used before a noun:

*My uncle, **whose house we stayed in every summer**, never had any children of his own.*

- We use *whose* with both people and things, but *of which* is more common with things:

*The house, **the gardens of which** sloped down to the beach, was enormous. The house, **whose gardens** sloped down to the beach, was enormous.*

- We commonly use *with:*

*The house, **with gardens** that sloped down to the beach, was enormous.*

SECTION 1. WORDS USED WITH RELATIVE PRONOUNS

TASKS

1. In each of the gaps in the following sentences, write in as many of the five words as possible.

Example: The team ***who*** / ***which*** / ***that*** wins will qualify for the final.

who ***whom*** ***that*** ***whose*** ***which***

a) Wasn't there some German or Czech author beginning with a K in …….. novels individuals got lost in bureaucratic mazes?
b) We are blessed with good health, for …….. we should all be grateful.
c) Anything …….. you want you can have.
d) Anyone …….. wants to help should leave their contribution in this box.
e) Much ……. has been said will soon be forgotten.
f) We bought six loaves of bread for the party, half of ……. weren't touched.
g) My daughter invited five of her friends to dinner, none of …… expressed any kind of thanks.
h) We had quite an informal supper actually, …….. is what may not have pleased them.

2. Rewrite each of the following sentences to include the word *which* and another *wh-* word.

Example: I had a holiday in Rome last year and that's the place it all began.

I had a holiday in Rome last year, which is where it all began.

a) I met him in May and it was then that I fell in love with him.
b) We met because a friend introduced us.
c) He had the most beautiful smile and that was what attracted me initially.
d) We spent a weekend in Venice and that was the place we decided to get engaged.
e) We had a big white wedding and that was something I'd always wanted.

3. Underline the options that can complete each sentence. In each case, one, two or three may be possible.

1. My tennis-playing friend retired in 1996, …… he had earned over £3 million.
   a by which time **b** since when **c** at which point **d** when
2. Over there are the 12th century dungeons, ……. hundreds of well-known people were tortured.
   a when **b** where **c** in which **d** from whose
3. My parents, ……. speak fluent French, are off to Paris for a week.
   a that **b** neither of who **c** both of whom **d** who

4. There is a company, …….. escapes me, that sells such things.
   a the name of which **b** its name **c** whose name **d** that
5. I was interested to see that …….. who felt strongly about the issue were getting very worked up.
   a many **b** all **c** those **d** these

4. Complete each of the following sentences so that it is as close in meaning as possible to the sentence printed before it.

a) There were a lot of survivors and most of them were in pain.
   There were a lot of survivors, the ……
b) We are holding a series of meetings to acquaint the general public with the facts.
   We are holding a series of meetings, the …….
c) When the fire spread, the theatre was cleared.
   The fire spread, at ……..
d) The full-time librarian will lend you up to five books at any one time.
   There is a full-time librarian, from …….
e) Numerous witnesses of the robbery were unable to identify the two men.
   Many who ……..

5. Rewrite each sentence using the words printed below it.

Example: My thanks to my family, who made all of this possible.
without / none

My thanks to my amily, without whom none of this would have been possible.

a) Since writing a best-seller in 1995, Joe has hardly produced any good work at all.
   wrote / since / very
b) He hasn't written much recently that's been appreciated by those attracted by his early style.
   Little / who
c) Not only his appearance but also his manners leave great scope for improvement.
   He / man / both / desired
d) By the time he realised where his career was going in the late nineties, it was too late.
   In / which

e) He now regrets writing the article because it was that that caused him all the problems he's had.
now wishes / but for / not

SECTION 2. OMITTING RELATIVE PRONOUNS

TASKS

1. **In each of the following sentences there is one word missing. Mark the place with / and write the word in the space given.**

Example: The third person / finish will get a bronze medal. …to …

a) Most of the dates were suggested simply weren't practicable. …
b) The police are looking for a man a pale blue denim jacket. …
c) Children up in this day and age are surrounded by information technology. …
d) Houses a hundred years ago are generally sturdier than more modern ones. …
e) She's such an honest girl, of ever telling a lie. …
f) The next pupil make that noise will be sent out of the classroom. …
g) He's the first rower to won four consecutive gold medals. …
h) The match, by millions on television, was not particularly good. …

2. **Fill each of the numbered blanks in this passage with one suitable word.**

The first few days were some of the worst …….(1) I have ever experienced. I had known homesickness before but nothing …….. (2) was remotely like this. The …….. (3) of spending three months there, …… (4) I loved - family and friends - nearly a thousand miles away, filled me with absolute terror. I spent hours staring at notices in the corridors, ……. (5) desperately that no one would ask me what I was doing. ……. (6) to bring myself to talk to anyone, I lived completely cut off from the rest of the trainees, …… (7) outsider ……. (8) must have been a source of great concern to the staff, …… (9) around like a little boy …….. (10). In my new 'family' I could only grin, …… (11) extremely embarrassed at my inability to communicate. I left the house early each morning, eager to get away from a situation in ……. (12) I could not express anything …… (13) I might want to. I was always the first …….. (14) arrive at the office and always the last …… (15) left in the afternoon, ……..... (16) my way 'home' slowly, ……. (17) the moment of arrival. At my desk I just didn't know what to do with myself; I just sat there, hoping not to be the one ……. (18) be asked the next question, not knowing where to put myself. As time wore on, it did get slightly better.

3. Fill each of the gaps with one suitable word.

a) The houses ……. into last night had all had their back doors forced open.
b) Three youths ……. possession of firearms were apprehended early this morning.
c) Two other suspects ……. into custody were later released.
d) Four more men ……. the description ……. by witnesses are still at large.
e) The occupants reported a number of valuable articles to be ……. this morning.
f) In one house a jewelry box ……. a priceless diamond ring is known to have been taken.

UNIT 22. RELATIVE CLAUSES

SECTION 3. NOMINAL RELATIVE CLAUSES

TASKS

1. Fill each of the blanks in the following sentences with one of the words listed.

who whoever what whatever
which where how whichever

a) That's exactly …….. I was going to suggest we stayed.
b) According to her, ……. I do is wrong.
c) We're not fussy here; we take on …….. shows any talent whatsoever.
d) Putting an even heavier tax on petrol is …….. I think we can solve our traffic problems.
e) ……. hand she writes with, her handwriting is perfectly legible.
f) Can you advise me …….. to go and see with this problem?
g) I offered her ……. little I had.
h) I spoke to John this afternoon, …….. is something I've been meaning to do for ages.

2. Rewrite each sentence using the words that follow so that it is as similar in meaning as possible to the one printed above it.

Example: I was so shocked I was lost for words.

aback / know

I was so taken aback, I didn't know what to say.

a) She said something that was not at all polite.
what / extremely
b) I can't decide on the best way of telling her what's happened.
how / break
c) No matter what the outcome of the general election, things will go on more or less the same.
Whichever/ change
d) I'm not sure what level of difficulty to pitch the test at.
decide / how
e) You could write what I know about computers on a postage stamp.
What / knowledge / written
f) I always thought San Francisco would look and feel exactly like this.
how / imagined / be
g) Can you remember the subject of our conversation last week?
recall / what / was / talking

3. Fill each of the blanks with *which, that* or *what.*

a) Do you remember …… he was found guilty of in the end?
b) Anything …….. goes wrong will be your responsibility.
c) The pace of life in the city is …….. puts me off.
d) I can't decide …… of these two CDs to buy.
e) I'd really like to be a tax inspector, …… you may think is a little foolish.
f) ……. to do next is our main problem.
g) The little …….. remained was thrown away.
h) …….. little I happened to have I would give someone like that.
i) This isn't …… I expected at all.
j) There's sport on all three channels; I don't know …….. to watch.

4. Underline the options that can complete each sentence. One, two or three may be acceptable. Writing - as an option means that no word is necessary.

1. You can say ……. you like, there's no substitute for hard work.
   a what **b** that **c** whichever **d** whatever
2. The only way …….. you'll be able to contact her is by e-mail.
   a that **b** which **c** what **d -**
3. That's about all ……. I have to say.
   a which **b** this **c -** **d** that
4. I can't believe …… these students have learnt.
   a how much **b** the little **c** what **d** whichever
5. I don't think he's …… he claims to be.
   a what **b** whoever **c** that **d** the man
6. They all passed ……. is considered an extremely difficult exam.
   a what **b** that **c** this **d** which
7. You can come …… you like.
   a the day that **b** when **c** whenever **d** whichever day
8. …….. you need is a holiday.
   a That **b** What **c** Which **d** That which
9. I'm beginning to think that …….. people say about him is true.
   a which **b** things **c** what **d -**
10. ……. we extricate ourselves from this with any dignity is anybody's guess.
    a However **b** That **c** Whenever **d** How

SECTION 4. REFERENCE WORDS

TASKS

1. Fill each of the numbered blanks with one suitable word.

As a follow-up to our series on the two major football clubs in Manchester, …… (1) United and City, we …….. (2) attention this week on the big two North London teams, ……. (3) Arsenal and Tottenham Hotspur. For the uninitiated, the …… (4) are referred to as 'Spurs', while the …….... (5) glory in the nickname 'The Gunners'. In the 1997-98 season, they finished first and seventeenth ……. (6) in the Premiership. What is …… (7), Arsenal went on to win the Double, that is to …… (8) the League Championship and the FA Cup, while Spurs struggled. To make matters even ……. (9), apart from …… (10) afore-mentioned titles going Arsenal's way, Tottenham fans had to watch as their West London neighbours, Chelsea, carried off the European Cup-winners Cup. And to …… (11) it all, their team finished below their East London rivals, West Ham, in the league. The reasons for ……. (12) mixed fortunes are hard to …… (13). …… (14) paper both first-team squads looked strong. In financial …… (15), both were reasonably secure and when it …… (16) to cash for buying new players, the money was generally available. So why did one team prosper and one all but give up the ghost? Pundits make …… (17) of long injury lists, unforgiving fans harp ……. (18) about bad refereeing decisions in key matches, others just ……. (19) it down to luck. As …… (20) the current season, Arsenal are looking ominously strong again while Spurs look distinctly vulnerable, to say the least.

2. Rewrite each of the sentences in a more formal style using the prompt words in the order given.

a) About this letter you wrote to us on 19 October last, there's no way we can agree.
reference / October / regret / inform / unable / demands

b) Well, first of all, you've got to realise that Rome wasn't built in a day, haven't you?
first / make / such projects / time

c) He spent a while trying to lay down the law and then he walked out.
opening / half an hour / attempted / assert / authority / after / left / room

d) You know you were saying about the garage, well, I think it's all right as it is.

regard / we / opinion / action / necessary

e) When it comes to experience you've got to plump for Ian rather than Mike.

terms / obviously / stronger candidate

f) So that you know what's going on, Dave and Maria haven't quite made it this term.

I ought / make / clear / two / namely / failed / expectations

3. Underline the word, a, b, c or d, that best completes each sentence.

1. The …… are of the opinion that they have been badly treated.
   a underwritten **b** undersigned **c** below **d** initialled
2. As a partner I accept full responsibility but by the same …….. I feel others should too.
   a sign **b** reference **c** token **d** meaning
3. When it …… to helping with the housework, he is absolutely hopeless.
   a refers **b** goes **c** comes **d** amounts
4. We …….. to your communication of 5 May.
   a reply **b** respond **c** refer **d** answer
5. Be ……. as it may, I am afraid any kind of financial compensation is out of the question,
   ..... **a** it **b** that **c** this **d** which
6. He had an awful crash when he was about 25, since ……. he has been a model driver.
   a this **b** when **c** that **d** then
7. It would be useful if we could …….. the reasons for our failure.
   a pinpoint **b** answer **c** underline **d** focus
8. We need to ……. the main points of our argument.
   a pin **b** highlight **c** spotlight **d** enlighten

UNIT 23. EMPHASIS

OVERVIEW

We can emphasise words or parts of sentences in a variety of ways.

1. STRESS AND INTONATION

When speaking, we stress a word and give it a higher pitch. In writing, we use italics or underline the word:

I said I liked the blue ones, not the green.

Oh, for goodness' sake, what is it this time?

2. USING STRONGER WORDS

We can emphasise our feelings by using nouns, adjectives, verbs, etc. with a much stronger meaning than normal, neutral words:

*Our team **hammered** the opposition 5-0. (* = defeated**)**

*I found her life-story **absolutely riveting.*** (= very interesting)

3. ADDING OTHER WORDS

We can emphasise our feelings by adding words and phrases. For example:

- by adding *do: But it's true! I **did** give it back to you!*
- by adding intensifying words and phrases:

  *My son's **really** good at basketball.*

  *My hosts **went to considerable lengths** to make **sure** I was comfortable.*
- by adding reflexive pronouns: *He managed to do it **himself.***
- by adding other pronouns:

  *Fredricks and Boldon **both** finished with a time of 10.02 seconds.*
- by adding link words and phrases:

  ***Both** Simon and Bernardine are pushing 60.*

  *They **not only** look similar, they sound the same **as well.***

4. REPETITION

We can also repeat words in order to emphasise them:

*That was the worst song I've **ever** heard or **ever** want to hear.*

*The pile gave off a terrible **smell, a smell** which reminded her of her husband's socks.*

- We can repeat words linked with *and* or a preposition:

  He ***ran and ran** until he could go no further.*
- This is especially common with time phrases:

  *I've told you **time and time again** not to pick your nose.*

  *This question keeps coming up **year after year.***

5. SENTENCE ADVERBS

We also use adverbs that emphasise the whole sentence:

Above all, *we must stay calm.*

You look a complete mess, ***to put it mildly.***

6. PASSIVES

By changing the order of subject and object, and by sometimes omitting the agent, the passive helps us change the emphasis of a sentence from who did it, to what happened:

Manchester United have beaten Arsenal again.

becomes: *Arsenal have been beaten again.*

7. OTHER GRAMMATICAL CHANGES

The following Sections of this Unit describe other grammatical changes we make to emphasise words or parts of a sentence:

fronting

introductory *it* and *there*

cleft sentences

nominalisation.

SECTION 1. FRONTING

TASKS

1. Change the order of information in these sentences to emphasise a different part. Make any other necessary changes.

a) He burst in through the window.
b) They crossed the Atlantic in record time.
c) He destroyed the first letter.
d) He put the second letter into his pocket.
e) The letter was on the table.
f) It is terrible that he was punished so severely.
g) It is very difficult to imagine him failing.
h) It's perhaps not surprising that he's done so well.
i) I can't imagine how he got here so fast.
j) He's useless; that's the problem.

2. Match the prompts (a-f) **with those** (1-6) **and write complete sentences using all words in the order given.**

Example: All films / last month's / festival / good
best of all / Polish cartoon

All the films at last month's festival were good, but best of all was

a Polish cartoon.

a) Many qualities / required / this job
b) The pizza / excellent
c) Ivan / range / linguistic skills
d) Water-skiing / exciting
e) All / dishes / good / that restaurant
f) All / departments / busy

1. particularly delicious / lasagne
2. by far / hectic / casualty
3. more exhilarating / parascending
4. even better / cannelloni
5. absolutely vital / a / humour
6. exceptionally impressive / letter-writing

3. Rewrite each of the following sentences using two of the adverbial particles listed with *went* and / or *came.*

Example: As the rain started, people opened their umbrellas.

Down *<u>came</u> the rain and <u>up went</u> the umbrellas.*

down up out in back over on off across

a) When the value of the pound increased, the volume of exports fell.
b) The new technocrats took over when the old guard retired.
c) When she walked in, all those old forgotten feelings returned.
d) The witches leave the stage and Macbeth enters.
e) As the ball was crossed, the goalkeeper fell to the ground.

4. Rearrange the words in each line to make one sentence.

Example: that is incredible it it happened

It *is incredible that it happened.*

a) incredible happened is that this
b) amazing to want it so leave is soon she that should
c) soon she leave want amazing that should so is to
d) mystery party went after he a is where the
e) escaped police mystify continues how the to he
f) believed find that incredible I him you.

SECTION 2. INTRODUCTORY *THERE* AND *IT*

<u>TASKS</u>

1. **Write *there's* or *it's* in each of the gaps to complete the following sentences.**

Example: It's a good job you told me when you did.

There's little point in going back over the same old ground.

a) ……just as well we brought our umbrellas.
b) ……... a strong possibility of the Chairman not making the meeting.
c) I gather ……also doubtful whether his deputy will be there.
d) ……. not thought to be any serious risk involved in the operation.
e) …….. no use pleading with me; I have no say in the matter whatsoever.
f) ……. no shame attached to being beaten by a player of his calibre.
g) Don't you think …….. any chance at all that he was unfairly dismissed?
h) …… no good feeling sorry for yourself; what's done is done.
i). ……a lot to be said for vegetarianism, in my opinion.
j). …….a shame you won't be able to see your own son receive his degree.
k) …… generally believed to be a good thing to get eight hours' sleep a night.
1) Wouldn't you say …….. all a question of habit how long you need to sleep?

2. **For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.**

Example: It's no good sitting feeling sorry for yourself.

point

There's no point in sitting feeling sorry for yourself

a) I've only just realised what our director meant by that comment.

dawned

b) You should have been at the party; you would have enjoyed it.

pity

c) People are optimistic that this new drug will be a success.

hoped

d) I realised all of a sudden that we had been stitched up.

occurred

e) We discovered eventually that all the goods had been stolen.

transpired

f) The polls point towards a landslide victory for the presidential party.
indication

3. Complete each of the following sentences with a suitable word or phrase.

Example: It is common knowledge that superstitious people live longer, isn't it?

a) I …….. absolutely amazing that in this day and age superstitions are so rife.
b) It strikes ……. so odd that people still fret for days.
c) Restaurants are half full of people …… necessary to throw a few grains of any spilt salt over their shoulders.
d) Most of the people I know believe …… be an unnecessary risk to walk under a ladder.
e) It is widely …… grown men and women that cracks in the pavement should not be stepped on.
f) But I must confess I consider …… be my major ambition in life to find a four-leaf clover.

4. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence before it.

Example: Showers are known to be better for you than baths.
It is common ***knowledge that showers are better for you than baths.***

a) It looks as if there's been an accident over there.
There ……
b) I'm glad we decided to come by train.
It's ……
c) The speed at which young children acquire language is quite incredible.
It's ……
d) No doubt there was a terrible row when the mistake was discovered.
There is sure ……
e) Such behaviour is totally inexcusable.
There …….
f) The choice of restaurant is entirely yours.
It's entirely up ……..

UNIT 24. EMPHASIS

SECTION 3. EMPHASIS ON USING *WHAT, ALL* AND *IT*

TASKS

1. In each sentence one of the underlined words or phrases does not fit. Write the number beside it in the space and the correct word or phrase.

Example: All you (1) have to do is tell me (2) everything what (3) happened once you (4) left the hotel. ***3. that***

a) What you did (1) wrong was that (2) you started on the top coat before (3) the undercoat that was (4) dry. ……

b) All that (1) happened that I (2) told him what I thought of (3) him in no uncertain (4) terms. ……..

c) It was (1) while trying (2) to mend the window when (3) I fell off the ladder. ……

d) He claimed to like (1) music but it was (2) literature what (3) he loved more than anything else (4). ……..

e) All (1) I love most about the weather (2) in this country is that (3) it is totally unreliable. ……..

f) He left the country at the age of (1) twenty and it was (2) only after several years when (3) he returned. ……

g) I mislaid my wedding ring once and it (1) wasn't before (2) we eventually moved house that it (3) came to light (4) again. …… .....

h) It's (1) not learning (2) new words that I find (3) difficult, and (4) remembering them. ……

2. Rewrite each of the sentences in such a way that it is as similar as possible in meaning to the sentence before it. The first word and one other is given as guidance.

Example: I know what you did to her. You broke her heart. **(What / break)**

What you *did* to her *is break her heart.*

a) I know what happened. You lost your nerve, didn't you?

What / chickened .....

b) I know what she did. She upset all her colleagues by being so arrogant.

What / arrogance .....

c) I know how you feel after getting your results. Many others are feeling the same way.

How / how .....

d) I know where you made your mistake; you underestimated the competition.

Where / appreciate .....

e) I know why he was attracted to this job; he wanted to give people orders.

What / authority .....

3. Rewrite each sentence in three different ways. Begin with the words given.

Example: The rising tide frightened me.

a. *What* ***frightened me was the rising tide.***
b. I *was* ***frightened by*** **the** ***rising tide.***
c. It was the ***rising tide that frightened me.***

1. We took him to the hospital.
   a Where… **b** It was… **c** The hospital is…
2. I went to see my GP.
   a My GP... **b** It was my GP... **c** The person...
3. The spices are amazing.
   a It's the... **b** What... **c** The spices are what...
4. The location was important.
   a It's the... **b** What... **c** The location...
5. I spent £15 on the ticket.
   a £15 was how... **b** It was £15... **c** The amount I...
6. He looks amazing for his age.
   a How... **b** What is... **c** lt is...

4. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: We only noticed the stain on the carpet when all the guests had gone.

It wasn't ***until all the guests had gone that we noticed the stain on the carpet.***

a) In some organisations what you know is not important; who you know is.
   In some organisations it's not ……
b) He took his hat off and then I recognised him.
   It wasn't ……
c) I only realised she was a foreigner when she opened her mouth.
   It was ……
d) Your place of birth doesn't determine your accent; the place you

spend your childhood in does.
It's not where …….

e) His actions didn't bring about his downfall; lying about them did.
It wasn't what ……..

f) You don't know who your real friends are until a time like that.
It's only ……

g) His jokes in themselves are not funny; his manner of telling them is.
It's how …….

h) The salary increase wasn't why I stayed on; you were the reason.
It wasn't ……

SECTION 4. NOMINALISATION

TASKS

1. Rewrite these questions starting with *What.*

Example: How old do you have to be to hire a car?
What ***is*** the minimum ***age for hiring a car?***

a) How big is the room exactly?
What ……?

b) How fast are you allowed to drive on motorways in Britain?
What …….

c) How do you think you would react if such a thing happened?
What …….

d) How tall are you precisely?
What …….

e) How far is it from your house to the school?
What …….

f) Do you know how heavy this package is?
What ……..

g) Where does he stand officially in the firm's hierarchy?
What ……..

h) Where do the government stand officially on capital punishment?
What ……..

2. Fill the gaps in these sentences with a form of one of these verbs.

Example: The doctor wanted to ***have / take*** a look at my chest.

give make take have

a) Can I ……. a word with you in private?

b) The boy …… a deep breath and dived in.

c) Come on, …… me a cuddle.

d) Can I …… a suggestion?
e) She …… me a telling-off.
f) I'm sure he'll …….. a good account of himself in the match.
g) She always manages to …….. a success of thgs.
h) Sometimes if you …… a good cry you feel better.
i) He …….. the trouble to visit her later in hospital.
j) They ……... us a wonderful send-off.

3. Finish each of the following sentences in such a way that it is as dose as possible in meaning to the sentence printed before it.

Example: My father finds much of modern society incomprehensible.

My father has ***difficulty understanding much of modern society.***

a) Any traveler to the sub-continent obviously has to have a valid passport.
Possession …….
b) Beethoven's late quartets have been very influential on modern composers.
Beethoven's late quartets have exerted ……
c) I wasn't at all surprised to find the builders had already gone home.
It came ……..
d) One is constantly threatened by violence in some large cities.
There …….
e) I explained what had happened but they totally refused to accept what I said.
They found ……
f) The article only referred briefly to the problem of inner-city crime.
There .....
g) Everyone approved of the decision to implement tougher parking restrictions.
There ……..

4. Rewrite each sentence using all the prompt words printed below it.

Example: A lot of people have complained in writing to us about how bad the food was.

received / number / written / standard

We have received a large number of written complaints about the poor

standard of the food.

a) I'm shocked that most members have responded so negatively to what we proposed.
   shock / response / proposals / majority
b) The mayor is reputedly proud of the way he looks,
   reputation / pride / appearance
c) A soldier must be brave, level-headed and obedient.
   qualities / paramount importance
d) What we spend doesn't always tally with what we earn.
   sometimes / discrepancy / outgoings / earnings
e) It's distinctly possible that she will not recover from her illness very rapidly.
   distinct / rapid
f) You needn't pay anything until you've received the goods.
   There / make / before / of
g) She could do with being more confident.
   suffers / of
h) I really did intend to try harder this term, but I haven't succeeded.
   every / more / effort / met / no

UNIT 25. REPORTED SPEECH

OVERVIEW

1. GRAMMAR AND VOCABULARY CHANGES

When we report what somebody says or thinks, we commonly make changes in vocabulary and grammar:

Reason	***Changes***	***Examples***
We are reporting what somebody else said	Change personal pronouns, or use other nouns to make the reference clear	*'**I** love **you**.'* becomes: ***He** said **he** loved **me**. **'You**'re being ridiculous. '* becomes: *He told **Roula** she was being ridiculous.*
We are reporting the original saying or thought in a different place	Change words referring to place or other things that are no longer there	*'I love it **here.'*** becomes: *She told me she loved it **by the sea.*** *'Hey! Look at **this**!'* becomes*: She drew **my** attention **to the headline in the Paper.***
We are reporting the statement at a different time	Change tenses and words referring to time	*'I only got here yesterday.'* becomes*: She said she **had** only **got** here **on Wednesday**.* *'I am coming **tomorrow**.'* becomes: ***He said he** is coming **today**.*

2. REPORTING ORDERS AND QUESTIONS

- We usually report orders using verbs such as *ask, tell, forbid,* etc. with a to-infinitive:

  *He told me **to be there at nine o'clock sharp.***

- We report questions using verbs such as *ask, want to know,* etc. with wh-clauses or if-clauses:

  *He asked me **where I'd been.***

  *She enquired **whether I wanted to wait for a reply.***

3. FLEXIBLE CHANGES

The changes we make to tenses and vocabulary when reporting are not fixed transformations. The possible variations in who we are talking to, and where and when we are speaking, mean we must be flexible. All references to place and person and time, including tense, must make sense to the speaker and listener at the time and place in which they are speaking. Here are some examples to show how report words and structures can change according to the situation:

Situation	***Report***	***Examples***
Person joins a group of people chatting at a party	*'Hello. I **was just saying** to George **here** that they'**ve given** the go-ahead for that new airport.'*	*'They've given the go-ahead for that new airport.'*
Shouting to somebody in another room	*'What did you say? I can't hear you.' '**I said your** dinner's ready!'*	*'Your dinner's ready!'*
Impatiently waiting for somebody	*'**He said he would be here** at eight o'clock.'*	*'I promise I'll be there at eight o'clock. '*
Sitting in a café, telling a friend about a long discussion you had a couple of days ago with a colleague	*'Anyway, **then she said she was thinking** of leaving work and going abroad for a year.'*	*'I'm thinking of leaving this place. I may spend a year abroad.'*

SECTION 1. TENSES IN REPORTED SPEECH

TASKS

1. Put a cross (X) by any of the options below that cannot complete the sentence. Put a question mark (?) beside any that are possible but very unlikely.

a) Tom just told me he *is / was* going home because he doesn't feel well.

b) According to Shakespeare, life *is / was* nothing but a walking shadow

c) It's reported that there *has been / had been* a massive earthquake in Indonesia.

d) Shakespeare wrote that all the world *is / was* a stage.

e) Would you believe it, he's told the others he *has / had* passed Proficiency.
f) Ali says *he'd / he'll* see you later.
g) He told me just now he *is / was* definitely going to resign.
h) My mother was always saying that you *can / could* take a horse to water but you *can't / couldn't* make it drink.

2. Fill each of the numbered gaps with one suitable word.

It was quite an emotional day, I …… (1) admit. A few of the younger clerks just …… (2) me good luck and …….. (3) I would be happy in my new job. Some of the farewells from older colleagues were quite touching; one said I …….. (4) been a kind of model for him, ……. (5) I ……. (6) rather nice. The managing director made a speech at lunchtime, the usual gushing stuff about all I ……. (7) done for the firm, how much I had …….. (8) to its ethos and how the place ……. (9) be the same without me. Fortunately he omitted to recall a conversation in which he had …… (10) me an incompetent idiot who ……. (11) deserve to be working in a company as good as his. When it was my turn to respond, I couldn't believe the cliches I ……. (12) out with: about what a pleasure …… (13) had been to work in a firm that ……(14) such high standards and …….. (15) stand comparison with any company in the country; about how I …….. (16) miss everybody and how I really ……. (17) their kindness in presenting me with a pen. The cleaning lady was the last person ……. (18) say goodbye to me. She just said she'd always …….. (19) me as a gentleman. I thought that ……. (20) sweet.

3. Write the appropriate form of the verbs in brackets. More than one form is often possible.

Example: He asked me if I **(be)** going to the party tonight. ***am, was***

a) William says he **(want)** to be a policeman when he grows up. ……
b) Jenny called after me to ask if I **(be)** going to the party the following evening. ……..
c) At lunchtime my wife called to ask me where I **(be)** all morning. …… …..
d) She called me on my mobile and asked me where I **(be)**. ……
e) She demanded to know why I **(not come)** home last night. ……..
f) She demanded to know why I **(not come)** home the night before.

…… ……

g) Nikos asked if I **(ever visit)** Thessaloniki before. …….

h) The teacher wanted to know if I **(can take)** his class for him that evening. ……

4. Report what the assistant said to you in each shop when you were hunting for a particular piece of computer software.

Example: John Brown's Software Store: 'I've never heard of that particular product. I'm not sure it exists'

In John Brown's Software Store the man said he'd never heard of the product, adding that he wasn't sure it existed.

a) Softly Softly: 'We don't actually stock what you want but there is a shop down the road that does.'

b) Disk Jockey: 'We normally keep them but we've had a run on them and I'm afraid we've sold out. We're expecting some in sometime next week.'

c) Apple Core: 'We only deal with Apple Mac, so we won't be able to help you.'

d) Surf'n Byte: 'We've got something very similar but I can't guarantee that it will do what you want it to do.'

e) Graphics Unlimited: 'I think there's a place not far from here where they may be able to help you. A friend of mine bought something similar from them last week.'

f) Softly Softly: 'You were here a few hours ago. We still don't stock them.'

SECTION 2. REPORT STRUCTURES

TASKS

1. Match the comments, (a-e) with the openings 1 (1-5). Make a report combining the two.

Example: I didn't know…'Are you really going to Berlin?'

I didn't know you ***were going to Berlin.***

1. 'The president wanted it to be known ….
2. Fortunately Jane let me know ….
3. The police wanted to know ….
4. My angry boyfriend wanted me to know ….
5. A client just wanted to check ….

a) 'Why haven't you got a road tax disc?'

b) ‘I don’t care whether you come or not.’
c) ‘Do you know when we’re meeting next?’
d) ‘I won’t be able to pick you up.’
e) ‘I am definitely not resigning.’

2. Underline all the options that can complete each sentence:

1. My lawyer …… me to be on time.
   a wanted **b** offered **c** asked **d** told
2. Many people …….. to help.
   a offered **b** agreed **c** didn’t mind **d** promised
3. Their teacher …… against talking to strangers.
   a advised **b** recommended **c** suggested **d** warned
4. My girlfriend suggested …… alone.
   a I go **b** going **c** I went **d** to go
5. Many people …… on Rita’s new hairstyle.
   a complimented **b** talked **c** commented **d** remarked
6. In the end they agreed to our ……. two teams for the tournament.
   a entered **b** enter **c** entry **d** entering
7. I tried to …… Tara from having her nose pierced.
   a persuade **b** discourage **c** encourage **d** dissuade
8. The actress …… to having had first-night nerves.
   a admitted **b** agreed **c** accepted **d** confessed

3. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

a) A man called Jorge is allegedly the ringleader.
   A man called Jorge is suspected ……..
b) People say the alleged terrorist is leaving the country tomorrow.
   The alleged terrorist is believed ……...
c) People say the total amount collected is nearing £100,000.
   The total amount collected is reckoned ……
d) It’s often said that science has done more harm than good.
   Science is often ……
e) The government has been dropping hints to the effect that unemployment benefit may have to be cut.
   In government circles it ……

4. Rewrite each sentence in two ways, a and b. You will need to use that-clauses, wh-clauses, infinitive clauses or *-ing* clauses.

Example: ‘I’ve done nothing to be ashamed of,’ she sobbed.

a She denied ***having done anything to be ashamed of.***

b She refused to admit that ***she had been in any*** way responsible.

1.‘I’ll be there with you lot before you can blink,’ the sergeant told them.

a The sergeant said …… next to no time.

b The sergeant promised ……. a matter of minutes.

2.‘I don't think employees should be forced to work overtime,’ he said.

a He disapproved …… made to work overtime.

b He was opposed …… obligatory.

3.‘Either you hand over those photos, or I’ll tell the Tax Office everything.’ B J said to her.

a B J threatened …….. photographs.

b B J said that he …….. have the photos.

4.‘Do I really need to stay?’ she said.

a She enquired ……. Stay.

b She asked to be ……. leave.

5.‘I have been unfairly treated,’ the number nine complained.

a The number nine felt ……. treated.

b The number nine claimed to …….. treatment.

UNIT 26. REPORTED SPEECH

SECTION 3. QUOTING, REPORTING AND INTERPRETING

TASKS

1. **Fill each of the gaps in the dialogue below with one of the verbs listed in an appropriate form.**

read imply quote put infer jump make

judge conclude interpret assume confirm

ME: If I ……. (1) between the lines, you're …… (2) that I'm incompetent.

BOSS: No, I wouldn't say that. You're …….. (3) a false interpretation on what I said.

ME: So, I shouldn't …….. (4) in any way from your remarks that you want to get rid of me, then?

BOSS: …….. (5) what you will of my comments.

ME: I …….. (6) from what others are saying that you think things have been getting rather slack. And your monthly report ……. (7) that. According to that, I'm useless.

BOSS: I think you're being over-sensitive.

ME: But others have …… (8) your text in the same way.

BOSS: They're just ……. (9) to conclusions.

ME: ……. (10) by your comments I think I can safely …….. (11) you wouldn't be averse to losing me.

BOSS: To …….. (12) somebody or other: 'No one's indispensable.'

ME: Enough said.

2. **Underline the option, a, b, c or d, that best completes each sentence.**

1. The police ……. me about my missing road tax disc.
   a suspected **b** accused **c** queried **d** questioned
2. He will be hard pressed to …… these latest allegations.
   a refute **b** restrain **c** object **d** dissent
3. We'll have to take what he says on ……..
   a trust **b** faith **c** belief **d** confidence
4. Coming from him that is …….. indeed.

a praise **b** congratulations **c** comment **d** compliment

5. What did you infer …….. what he said?

a from **b** up **c** of **d** out

6. Don't ……. me, but I think most modern art is a load of rubbish.

a report **b** paraphrase **c** quote **d** attribute

7. What ……. does this word have in this context?

a connotations **b** purposes **c** meanings **d** proposals

8. They say that under pressure from the authorities Galileo ……..

a repudiated **b** rebutted **c** recanted **d** renounced

9. Under pressure from his peers, Big Billy ……

a denied **b** admitted **c** confessed **d** withstood

10. I think we can take what he says with a …….. of salt.

a grain **b** pinch **c** carton **d** speck

3. Fill each of the gaps in the following sentences with one suitable word.

Example: I couldn't work out what his message was.

a) What did you make ……. what he said?
b) I couldn't make …….. what he had written.
c) I think she saw ……. his promises immediately.
d) His assurances certainly didn't take me ……
e) I couldn't make head nor …… of what he was saying.
f) I'm afraid his lecture on astrophysics went right over my ……
g) There was so much information being thrown out I just couldn't take it all …….
h) How would you sum ……. what he said?
i) I still have no idea what he was getting ……

4. Rewrite the following sentences using the one, two or three prompt words that follow.

Example: My mother really scolded me. **real**

My mother *gave me a real telling off.*

a) She insisted that I should be silent.

silence

b) She talked to the others about me behind my back.

spread / gossip

c) He denied categorically that he had been involved.

denial / involvement

d) He issued an ultimatum that the others ignored.

paid / demand

e) When she put her foot down regarding his timekeeping, he acquiesced.

strong / toe

f) When he announced the redundancies, everyone was astonished.

announcement / caught

g) He criticised us constantly until we just had to retaliate.

kept / at / answer

h) He mocked her mercilessly until she simply blew her top.

merciless / resulted / temper

SECTION 4. COMMUNICATING TASKS

1. Replace a 'speaking' verb (underlined) with one of the words or phrases listed. The meaning of the sentence must not be changed.

Example: **'Shoot as soon as they come round the corner,' Bond whispered.** ***breathed***

(breathed) said under his breath enquired snapped roared chanted said with a smirk chortled declared hinted admitted stammered shrieked

a) 'Get out of my office!' he bellowed.
b) 'Can I help you in any way?' she asked.
c) 'Was it 20 or 25% you got in the test?' he sneered.
d) 'That's so typical of my young grandson,' the old man chuckled.
e) 'You'll regret this,' he muttered.
f) 'I want you in my office in two minutes,' he said angrily and sharply.
g) She confessed that she had been economical with the truth.
h) 'You did what?' he exclaimed loudly.
i) 'Jobs not hand-outs! Jobs not hand-outs!' they repeated together.
j) He insinuated that things had gone wrong because of me.

k) ‘But, but, but. But surely not!’ he stuttered.
1) She announced that she would be leaving within the month.

2. Fill each gap in the sentences below with one word.

a) 'Let’s not speak ill …… the dead.’ she said under her breath.
b) She poured …….. her heart to him.
c) He blurted ……. the names of his accomplices with a shrug of his shoulders.
d) The third candidate clammed ……., either through nerves or stubbornness.
e) Don’t keep me …….. the dark any longer. Tell me what’s going on.
f) He reeled …… the names of all the people involved by heart.
g) They’ll be trying to build this group …….. as the new Spice Girls, won’t they?
h) It says here ……... black and white that you have to give three months' notice.
i) How do you propose to put your message ……?
j) ‘I just can’t get ……. to my parents any more,’ he said with a shake of his head.
k) I feel gratified that you have confided …… me.
l) ‘I’m sorry, I’d like to take ……. what I said,' she said tearfully.
m) I think it’s time I put you all …….. the picture regarding future prospects.
n) The minister trotted …… the usual assurances in typical fashion.
o) He dredged …….. the normal accusations against the opposition.
p) He dwelt …….. the past achievements of the government rather too long.
q) Do you mind if I butt …….? It's just that this is item 17!!!

3. Rewrite each of the sentences using the prompt word given. This word must not be changed in any way.

Example: I’d like to make a few suggestions. **forward**
I'd like to put forward a few suggestions.

a) Can I give you an update on the latest figures?

fill

b) The actor suddenly couldn't remember what he was supposed to say.

dried

c) She found it impossible to apologise.

herself

d) She specifically stressed the need for absolute confidentiality.

emphasis

e) I tried to dissuade him from making any rash promises.

talk

f) I finally managed to persuade her to sell her collection.

talk

g) I couldn’t work out what he was trying to say.

driving

UNIT 27. VERB COMPLEMENTATION 1.

OVERVIEW

1. TRANSITIVE AND INTRANSITIVE VERBS

Transitive verbs must be followed by an object. The object is usually the thing or person affected by the action. We can use intransitive verbs without an object:

~~*Dominic kicked. When he fell flat on his back, I laughed him.*~~

*Dominic **kicked** the ball. When he fell flat on his back, I **laughed**.*

2. STRUCTURES AFTER TRANSITIVE VERBS

As well as using nouns and pronouns as the object of transitive verbs, we can use noun clauses:

*I knew **what he was going to say.***

*I think **that it's a waste of time.***

- Some transitive verbs can have two objects, the first of which is usually a personal object:

*Harry gave **me a call** later that evening.*

*Pass **me the salt,** would you?*

*I offered **him what he had asked for** but he didn't hear me.*

- With some verbs, we can use either two objects or an object + prepositional phrase:

*I sent **you the package.** I've sent **the package to you.***

- With other verbs, e.g. *explain, report, describe,* we can only use object + prepositional phrase:

~~*He explained me the procedure.*~~

*He explained **the procedure to me.***

3. STRUCTURES AFTER INTRANSITIVE VERBS

We can follow some intransitive verbs with prepositional phrases or words referring to place or time:

*It occurs **to me** that my licence is due for renewal soon.*

*I used **to** live **here.***

*They're coming **tomorrow,** or so they say.*

4. LINK VERBS

We can follow link verbs, e.g. *seem, sound* and *be,* with adjectives and noun phrases:

*I must say I feel **a little nervous** about the concert this evening.*

*I'm frankly **astonished** that someone so mediocre can end up as President.*

*The whole thing seems **a waste of time to** me.*

SECTION 1. REFLEXIVE AND RECIPROCAL VERBS

TASKS

1. Rewrite each of the following sentences using one of the verbs listed reflexively (in an appropriate form).

Example: Do as you please. ***Suit yourself.***

repeat distance assert exert draw up blame busy pride (suit)

a) He took full responsibility for the contract being lost.
b) He got on with various mundane tasks.
c) She was very proud of her reputation as an old dragon.
d) He keeps saying the same thing all the time.
e) If you want to run 400 metres in under 48 seconds, you'll have to make more of an effort.
f) She stood as tall as she could in order to intimidate him.
g) You really ought to be more forceful in situations like that.
h) They claimed the project's failure was nothing to do with them.

2. Arrange these instructions into sensible pairs according to meaning.

Example: **Don't *demean yourself. - Assert yourself more.***

(Don't demean yourself.)
Don't belittle yourself.
Be yourself.
Keep calm.
Stop kidding yourself.
Don't push yourself so hard.
Pull yourself together.

Give yourself a break.
Stop deluding yourself.
Get a grip of yourself.
Stop putting on an act.
Don't put yourself down so much.
Don't get yourself worked up.
(Assert yourself more.)

3. Fill each of the numbered gaps with one of the verbs listed.

position ask let be make tell allow look rate control blame distinguish limit put

You must ……. (1) yourself that you are a winner. Don't …… (2) yourself get dragged down by self-pity. ……. (3) yourself in front of a mirror and …… (4) yourself in the eye. Don't …….. (5) too hard on yourself, don't ……. (6) yourself for things that have gone wrong, but at the same time, don't …… (7) yourself to be carried away; keep your feet on the ground. …… (8) yourself why you don't exactly ……. (9) yourself in class. If you feel you're getting angry, ……. (10) yourself. Never ……. (11) yourself down, but at the same time don't ……(12) yourself above the others. As for exercise, ……. (13) yourself to a couple of sessions in the gym every week and you won't ……. (14) yourself ill, I promise you.

4. Summarise each of the following situations using one of the verbs listed.

Example: Her lips met mine and mine met hers. ***We kissed.***

split up (*kiss*) *make up embrace collide fight marry*

a) She was coming from the left. I was coming from the right. Bang!
b) She held me. I held her.
c) She threw a cup at me; I grabbed her arm.
d) She sent me an 'I'm sorry' card; I sent her flowers.
e) She said 'I do' in 1992; I said 'I do' too.
f) She said, 'You go your way and I'll go mine,' in 1998; I said 'OK'.

5. For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

a) I couldn't face telling her what had really happened. **bring**
b) Of course, most heating systems come on and off automatically nowadays. **switch**
c) I simply lost all self-control when I saw them together. **contain**
d) It's very difficult to put together a convincing defence against such allegations. **yourself**
e) You can all of you take what you want from the fruit in that box. **help**
f) I'm so annoyed. **kick**

SECTION 2. VERBS FOLLOWED BY THAT-CLAUSES AND ADJECTIVES

TASKS

1. Underline every word that can complete each of the following sentences. One, two, three or four may be possible.

1. I …… the way certain birds make their way home from miles away incredible.
   a think **b** find **c** consider **d** make
2. She ……. that she had had enough of that kind of life.
   a expressed **b** ignored **c** concluded **d** recognised
3. I …… that she wasn't totally honest with us.
   a reckon **b** can't bear **c** question **d** couldn't stand
4. We …… that you intend to give less than the statutory period of notice.
   a conclude **b** infer **c** assume **d** estimate
5. I think his presence in the side will …… a big difference.
   a have **b** do **c** become **d** make
6. They …… him guilty of grievous bodily harm,
   a said **b** found **c** told **d** charged
7. All of a sudden he went ……
   a blind **b** deaf **c** mad **d** crazy
8. Perhaps in the end it was best that he died ……
   a suddenly **b** young **c** intestate **d** happily
9. Your presence here is …… me nervous.
   a getting **b** turning **c** making **d** having
10. Everyone fell …… when the prince came in.
    a silent **b** quiet **c** asleep **d** over
11. You do …… to have coped extraordinarily well,
    a seem **b** feel **c** appear **d** sound
12. It is a fact that this kind of snakebite rarely …… fatal.
    a proves **b** emerges **c** grows **d** turns

2. A judge gives guidance to the jury. Combine the pairs of sentences to make one that includes the prompt words given.

Example: He's only fourteen. Bear that in mind.

should /borne

The fact that he's only fourteen should be borne in mind.

a) Maybe he didn't do it alone. Don't rule it out.
   possibility / that
b) He's never had a real father. Please consider that.

The / consideration

c) He's had fifteen different homes. Don't overlook that.
fact / overlooked

d) He's of royal blood. I know that's not important, but all the same ...
It / importance

e) People estimate his fortune as something in excess of $2 billion.
estimated / more

3. Underline every word or phrase that can complete each of the following sentences.

1.I consider this candidate …….
a unsuitable **b** a liability **c** to be the best **d** as a risk

2. I felt …….
a a fool **b** like a stranger **c** odd **d** as you did **e** strangely **f** out of place

3. You sound …….
a like a foghorn **b** as if you agree **c** happy **d** to be OK **e** as a foreigner

4. He turned ……..
a blue **b** into a frog **c** me a socialist **d** me into a nervous wreck **e** me down

5. She went …….
a blind **b** red **c** an idiot **d** like a fool **e** unnoticed **f** empty-handed

6. He died ……
a happy **b** suddenly **c** unexpected **d** a happy man **e** in his sleep

7. Just hold ……..
a on **b** conscious **c** me tight **d** responsible **e** tight **f** silent

8. He proved …….
a capable **b** a capable replacement **c** that he was capable **d** to be capable

9. You make …….
a a terrible baby-sitter **b** like a fool **c** me laugh **d** me to make mistakes **e** me nervous **f** her afraid **g** me awake **h** everything all right

10. We agreed …….
a to go **b** with them **c** that they were right **d** them right **e** to him coming **f** to the contract **g** on the price **h** the fact that it was cheap **i** about most things

UNIT 28. VERB COMPLEMENTATION 1.

SECTION 3. VERBS USED WITH PREPOSITIONAL AND ADVERBIAL PHRASES

TASKS

1. **A prison escape and each prisoner chose a different escape route. Write the letter for the appropriate verb (a-k) in the numbered blanks** (1-10) **in the passage. The first** (0) **is given as an example.**

a dived	(g climbed)
b leapt	h strolled across
c ambled through	i crept
d burrowed	j got on
e dug	k slid
f crawled	

One prisoner .... g .... (0) over the wall and …… (1) on to the ground below. Another ……... (2) along the length of the prison wall and …….. (3) into the river below. A third man …….. (4) a tunnel under the wall of his cell and ……. (5) his way out of the prison. The fourth prisoner ……. (6) up to the wire fence at the back and …… (7) through a hole in it. The last man to escape simply ……. (8) the gate, …… (9) the road and …… (10) a bus.

2. **Fill each of the blanks with one of the verb + adverb collocations listed.**

   You may need to change the form of the verb.

Example: *x smiled* sweetly y *records clearly*

(smile sweetly) *eat healthily* *run smoothly* *fall dramatically* *crease easily* *react badly* *behave badly* *rise steadily* *(record clearly)* *start promptly*

(x She simply ……. and left the room.)

(y Her voice always ……. remarkably …….)

a) This silk dress …….. very ……
b) I regret to say that orders ……. over the past few months.
c) Unfortunately he …….. to not getting the job last week.
d) More and more pressure is being put on people to ……
e) We want the festival to ……. through the whole weekend.
f) We mustn't get carried away yet but exports ……
g) Fans who …….. are something of a problem.
h) Lessons will …….. at 8.30 a.m.

3. **Fill each of the blanks with one of the verbs listed. You may need to change the form of the verb.**

worm find inch fight dig smash work lie

a) She rapidly …… her way up from Junior Assistant to Head of Department.
b) The couple were able to …… their way back to their hotel with the help of the new moon.
c) The doctor ……. his way most convincingly out of a potentially embarrassing situation.
d) He cleverly …….. his way into Sonia's affections with mock-humility and subtle flattery.
e) The gang ……... their way out of the gaol using wooden poles stolen from the workshop.
f) The fire officer …… his way along the ledge until he could just touch the girl's outstretched hand.
g) From 2-0 down, United bravely …… themselves out of a hole and emerged 2-3 winners.
h) The following week they …… their way back from 3-0 to earn a well-deserved draw.

4. **Two of these verbs or verb phrases can fill each numbered blank in the passage. Write the two letters (a-r) for them in each space.**

a ends	g extends	m stretches
b racing	h stay	n flooding
c meet	i begins	o racing in my direction
d don't die	j stops	p running towards me
e facing the	k remain	q looking out to
f starts	l live on	r converge

There is a point on the shore where paths seem to …… (1), where the land ……(2) and the sea …… (3). The beach …… (4) for miles on either side. I stood there last night …… (5) sea and all those memories came …… (6) back. For a moment I saw her …… (7). The memories …… (8). Such events …… (9) with you forever, don't they?

SECTION 4. DEPENDENT PREPOSITIONS AND PREPOSITIONAL PHRASES

TASKS

1. Fill each of the blanks with a suitable adjective from the list.

devoid prone incumbent impervious conducive
inherent intent reminiscent inclined conversant

a) I feel it is …… upon me, as director, to inform you of the company's financial difficulties.
b) My mother used to be …… to sudden fainting fits for no apparent reason.
c) The animals seemed …… on causing as much damage as possible.
d) My sister appears …… of even the most basic common sense sometimes.
e) My attempts at drawing are …… of those of an angry child.
f) I am more and more …… towards the idea of retiring early.
g) There is a fundamental flaw …… in what you propose and so it won't work.
h) You seem to be …… to any criticism.
i) I don't think the current climate is …… to much investment.
j) I'm not fully …… with the rules of basketball.

2. Use a suitable word to complete prepositional phrases in these sentences.

a) I think that …… all likelihood this car's had it.
b) …… an extraordinary coincidence, we bumped into each other again in Patras.
c) You must get that application off …… delay.
d) Their recording of the late Beethoven quartets is really something …… of the ordinary.
e) Do you realise that …… the new legislation you could be arrested for doing that?
f) Let's not discuss pay differentials again, at least not …… the time being.
g) The media seem to have blown the whole story up …… of all proportion.
h) I reckon George was the verge of tears when he realised his job was …… the line.
i) This film was produced …… Collaboration …… the Arts Council.
j) They've forgotten to include my name again: it's a case of ……

of sight, …… of mind.

3. **Underline the word or phrase that best completes each sentence.**

1. I really can't believe that anyone would …… to such underhand tactics.
   a dabble **b** stoop **c** reach **d** conceive
2. The crowds all …… towards the stadium as the time for kick off drew closer.
   a gravitated **b** entered **c** embarked **d** aspired
3. The whole situation has now deteriorated to the point where it is beyond a ……
   a control **b** joke **c** belief **d** help
4. The team were in remarkably high …… despite the appalling weather.
   a shape **b** standards **c** spirits **d** terms
5. I've never had much of a(n) …… for languages, unfortunately.
   a capability **b** tendency **c** ability **d** aptitude
6. It occurs to me that we need to make sure there are …… against potential abuse of the system,
   a preventions **b** provisions **c** safeguards **d** curbs
7. I think we should be …… of the potential implications of building on such a sensitive site,
   a conversant **b** mindful **c** answerable **d** attuned
8. Your participation is …… to the success of the whole project.
   a dependent **b** indicative **c** desirous **d** integral

UNIT 29. VERB COMPLEMENTATION 2.

OVERVIEW

1. TWO ACTIONS TOGETHER

When we want to talk about two actions together, we can use two verbs. The first verb follows the normal rules of person and tense, while the second verb is either an *-ing* form, a to-infinitive, or a bare infinitive:

*I've always **avoided visiting** my cousins.*
*My parents will never **agree to lend** us that much money.*
*My mother **made** me **stay** at home until I had finished clearing up.*
*We're going to have to **postpone visiting** your mother again.*
***Practise doing** that every morning.*
*It looks as if we'll **be forced to give in.***
*I **challenge** you **to prove** it.*
*I **heard** him **talk** to Colin.*
*Did you **see** that guy **run?***

- Verbs commonly followed by *-ing* include:
  imagine enjoy admit deny
- Verbs commonly followed by to-infinitive include:
  ask promise agree expect
- Some verbs can be followed by more than one form with little difference in meaning:
  *I **hope** they don't **intend to visit / visiting** me soon.*
- Here are some more examples:
  intend begin continue cease propose start

  We can also use *-ing or* to-infinitive after *love, prefer,* and *like.* The differences in meaning are sometimes very small:
  *I **love to lie on** the beach,* is virtually the same as:
  *I **love lying** on the beach.*
- *Like* + to-infinitive usually suggests a preferred routine; we use *like* + *-ing* to talk about something that pleases us:
  *I **like to listen** to music. (*= a pleasing routine)
  *I **like listening** to music. (*= I enjoy it)
- To talk about conditional and hypothetical preferences after *would,* we commonly use to-infinitive:
  ***I'd prefer to wait** a bit if you don't mind.*
  I'd love to visit you.
  ***I'd like to think** people trusted me.*

2. PREPOSITION + *-ING*

Verbs that follow prepositions are always *-ing* forms:

*I am totally fed **up with having** to cover for you when you're away.*
*Gill and Stratis always **insist on my visiting** them when I'm in the country.*

- Some verbs are followed by a to-infinitive and others by the preposition to. When *to* is a preposition, any following verb must be *-ing* form:
  *I'm afraid I have to **confess to (=** preposition) **being** completely ignorant about classical music.*
  *I can't believe they **intend to** (= to-infinitive) **demolish** such a historic building.*
- After some verbs, especially *stop*, the to-infinitive may be an infinitive of purpose. We can replace it with *in order to:*
  *I **stopped to ask** the way. **(= stopped in order to ask)***

SECTION 1. VERBS FOLLOWED BY -ING OR INFINITIVE

1. Match the first part (1-8) of each sentence with the most a ending (a-h).

***Example:* 0** i

(0. My four year old son can't bear)
1.I only have to mention
2.The problem is he dreads
3.Oddly enough, he absolutely adores
4.Some friends advised me
5.Somehow I didn't fancy
6.Strange as it may seem, I didn't want to risk
7.I didn't think he would appreciate
8.I dread

a) doing this.
b) swimming and playing around in water.
c) washing it and he goes and hides.
d) the water getting into his eyes.
e) dropping him on his head in the bath.
f) to hold him upside down while washing the shampoo off.
g) having a bruise on his head instead of water in his eyes.
h) to think what happens to my friends' children.
i) (having his hair washed.)

2. Tick (V) the correct form of the underlined verbs that completes each sentence.

a) I wouldn't advise any parent to take / taking their children to a zoo.
b) It was so horrible I couldn't bear watching / to watch.
c) I'll never forget to meet / meeting my all-time favourite author.
d) I dread to go / going back to see my dentist.
e) I only just remembered to warn / warning her in time.
f) When his playing career finished he went on becoming / to become a successful chat-show host.
g) You are recommended leaving / to leave your valuables at Reception.
h) It is strictly forbidden entertaining / to entertain guests in these rooms.
i) Your work is not up to standard, I regret to say / saying.
j) I saw him lose / losing his footing and fall / falling.

3. Fill each of the blanks with a suitable word or phrase.

a) I didn't remember …… play before until the very last scene.
b) I don't anticipate your …… than a few minor problems with Paper 3.
c) If the boss goes …… himself under so much pressure, he'll crack before long.
d) I resent …… all the menial tasks to do by my immediate superior.
e) I don't mind you …… me as long as you remember to pay me back.
f) You can't stop your …… grey, so why worry?
g) My dear old mother regrets never …… to drive.
h) He won't tolerate his employees …… in jeans.
i) Have you ever considered …… ears pierced?
j) We watched the two men in handcuffs …… away by the police.

4. Underline the word or phrase that best completes the sentences.

1. My cousin suggested …… together this weekend.
a getting **b** to get **c** having got **d** to getting
2. They are …… to build a new by-pass around the town.
a suggesting **b** planning on **c** proposing **d** advising
3. I think he really …… to go to the races last weekend.
a enjoyed **b** wanted **c** appreciated **d** adored
4. How can you bear him …… to tell such obvious lies to you, week after week?
a keeping **b** carrying on **c** continuing **d** going on
5. By the weekend, people had …… to worry about the volcano.

a finished **b** ceased **c** quit **d** given up

SECTION 2. VERBS FOLLOWED BY INFINITIVE

TASKS

1. Fill each of the gaps in these sentences with a correct form of the verb printed in bold and another verb of your own choice.

Example: I once met Tom Cruise, who just …… on the same plane as me. **(happen)**

I once met Tom Cruise, who just ***happened to be travelling*** *on the same plane as me.*

a) It was my English teacher who …… me …… acting. **(inspire)**
b) He …… me …… for drama school. **(encourage)**
c) However, I …… to University instead. **(decide)**
d) This …… the right decision. **(prove)**
e) I was given parts in several student productions because I as …… a professional actor in the past. **(claim)**
f) This was obviously not true, but I still ……professionally. **(long)**
g) I …… the attention of agents and directors by inviting them to these student productions. **(hope)**
h) However, I didn't ……. them I only had a walk-on part. **(dare)**

2. Tick (V) the options that can complete each sentence; in some cases both are possible, in others just one.

a) My little nephew proved / proved to be quite a handful throughout his stay.
b) I once dared / dared to let my pet rabbit into the house.
c) Do you need to / Need you be so aggressive all the time?
d) Lying behind the sofa, I hardly dared / dared to breathe.
e) My parents never let us / let us to watch 'Star Trek' when we were young.
f) Can you help me / help me to bring the washing in?
g) My teacher says I need / need to concentrate on my pronunciation.
h) We were made / made to go out of the room when the programme started.

3. Fill the gaps in the following sentences with a suitable word or phrase.

a) The builders undertook …… the whole job by the end of the

week.

b) This computer is programmed …… your password and nobody else's.
c) My father urged …… reconsider my decision.
d) New Zealand …… most people to have the best rugby team in the world.
e) The government is seeking …… down the rumours of mismanagement.
f) The proposal was deeply unpopular and the committee called ……. rejected.

4. Complete each sentence in such a way that it is as similar as possible in meaning to the sentence printed before it.

a) In my opinion, exercise is a waste of time.
I consider ……..
b) Retreat was the only option open to the troops.
The troops were …….
c) For their new chairman, the committee chose a relatively inexperienced candidate.
The committee opted ……..
d) My next-door neighbour is looking after the house while I'm away.
I've arranged ……..
e) I get the impression that she didn't understand exactly what is required of her.
She doesn't seem ……..
f) Most people think Pacino is one of the finest actors of his generation.
Pacino ……..
g) He requested the judge to take into account his good behaviour.
He asked the judge for ……
h) I can't imagine why anyone would want to go on a camping holiday.
Nothing would induce …….

UNIT 30. VERB COMPLEMENTATION 2.

SECTION 3. VERBS FOLLOWED BY *AS*

TASKS

1. Rewrite each of the following sentences using a form of the verb given and *as.*

a) People said she was happy and looking forward to the future.
describe

b) It's difficult to say whether the film is a comedy or a thriller.
categorise

c) I'd like you to carry on being my assistant if you can.
continue

d) I think The Avengers is the dullest film I've ever seen.
rate

e) She was a doctor before she became a politician.
practise

f) The papers called him a liar and a cheat.
dismiss

g) In law, manslaughter means killing someone without meaning to.
define

h) People thought his behaviour was irresponsible.
denounce

i) If you win the lottery, it is not taxable income.
count

j) The police think her disappearance is a serious matter.
treat

2. Fill each of the blanks with one of the words listed. Write a dash (-) if no word is needed.

as like for

a) Accept this ……. what it's worth.
b) Don't let's take anything ……. granted.
c) Accept it …….. a tribute.
d) Consider it ……. done.
e) He was treated …… a long-lost friend.
f) He'll end up …….. bankrupt.
g) I felt …….. unwanted.
h) He took me …… a foreigner.
i) Let's treat this …… a one-off.
j) He'll be remembered …….. a great leader.

k) She'll be remembered above all …… her smile.
l) He'll be remembered …… no other before him.

3. Rewrite each of the following sentences with the prompt words given. You will need to change the form of some of the words and add others.

a) A centre of learning and culture is the image of the town we should be striving for.
We / should / look / promote / town / centre

b) There's no reason why you shouldn't be an external candidate.
You / always / enroll / external

c) Some people might have thought from the way he behaved that he was arrogant.
manner / could / interpreted

d) In more than one novel, writers have used pigs to depict political leaders.
several / politicians / portrayed

e) A failed musician, Noel thought he would have a go at being an actor.
Having / as / musician / try / luck / actor

4. Underline the options that can complete the sentences. One, two, or three options may be possible.

1. He has been …… as the third man in the affair,
a named **b** published **c** termed **d** identified
2. You ought to ……. this as an opportunity to better yourself.
a view **b** regard **c** define **d** think
3. When he came to power, he was ……. as a saviour.
a thought **b** considered **c** hailed **d** classified
4. At a pinch this sofa could ……. as a bed.
a double **b** act **c** serve **d** practise
5. Could you ……. as a 'Don't know'?'
a notify me **b** put me down **c** note me down **d** write me up
6. …… a friend.
a Consider me **b** Think of me as **c** Regard me **d** Make me as
7. In many caricatures and cartoons he was …….. as a donkey.
a described **b** portrayed **c** depicted **d** treated
8. He emerged …….. from his ordeal.

a a better man **b** unscathed **c** as a hero **d** as undefeated

9. I don't think he'd ……. two weeks as a waiter here.
   a qualify **b** last **c** end up **d** keep
10. I can never …….. as 'madam'.
   a name her **b** think of her **c** refer to her **d** call her

SECTION 4. COMPETITION, OPPOSITION, DISAGREEMENT

TASKS

1. Put the words in brackets in a suitable form in the sentences.

a) There is a lot of friendly …… between the two teams. **(rival)**
b) Our …… are still some way behind us. **(competition)**
c) He was implacably …… to the plan. **(opposition)**
d) The match was fiercely …… **(competition)**
e) His achievement ……that of the world's greatest runners. **(rival)**

2. Fill each of the blanks in the following sentences with one of the words listed. Make any necessary changes to word formation. More than one answer is sometimes possible.

Example: It was a world-class field and the competition was *formidable / intense / fierce.*

stimulate intense brush violent raise formidable
object fierce meet beat come up against

a) I would like to …… a couple of objections to the scheme.
b) The local residents are …….. opposed to the plans to widen the road.
c) It seems we are …….. competition from several other companies for the contract.
d) As a team, they are ……. competitive.
e) They played so well they simply ……. aside all the competition.
f) There is ……. competition in the motor industry.
g) We are going to ……... stiff opposition in the next round.
h) We …… Real Madrid 3-2 in the final.
i) The government's policy is to …….. competition and therefore economic growth.
j) You can't really have any serious ……. to my going away for the weekend, can you?

3. For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, using the word

given. The word must not be altered in any way.

Example: I'm not at all in favour of longer prison sentences. **against**

I am totally against longer prison sentences.

a) The building development had to be abandoned because the locals totally opposed it.

outright

b) In the final they met strong competition from the Danish side.

came

c) Farmers have objected to the government's new agricultural policy.

voiced

d) They beat Holland in the final match.

won

e) Many people felt moved to oppose the building of the new motorway.

aroused

f) The defence lawyer convincingly proved the allegations to be false.

rebuttal

g) Their latest theories are in complete opposition to mainstream thinking.

fly

h) We decided to get away from the relentless fierce competition and retire to the country.

rat

4. Choose the word or phrase that best completes each sentence.

1. The two countries have been …… for months over the issue of trade.
   a face to face **b** at loggerheads **c** eye to eye **d** on tenterhooks
2. I find myself at …… with most of my colleagues on what is the best way forward.
   a conflict **b** disagreement **c** odds **d** friction
3. The issue of European unity remains a bone of …… among many political parties.
   a discussion **b** controversy **c** division **d** contention
4. There are still a number of apparently …… differences between the two sides in the dispute.
   a irreconcilable **b** unopposable **c** wide **d** narrow
5. The …… over pay that erupted over the summer was both petty and prolonged.
   a negotiation **b** disobedience **c** dispute **d** talks

6. His ideas on urban regeneration run …… to mainstream thought.
a counter **b** against **c** opposite **d** deviate
7. I feel I really must take ……. with your assertion that I am overpaid.
a dispute **b** differ **c** issue **d** discussion
8. Your results are at ……. with the official figures.
a difference **b** disagreement **c** variance **d** non-alignment
9. The advancing army wreaked terrible …….for their previous defeats.
a vengeance **b** reprisal **c** retaliation **d** vindictiveness
10. It was a furious argument and they …… into each other without mercy.
a argued **b** laid **c** attacked **d** crashed

GRAMMAR TERMS

adjective

Identifies, describes, limits or qualifies a noun or pronoun. For example, *awesome*, *best*, *both*, *happy*, *our*, *this*, *three*, *whose* and *yellow* are adjectives.

adverb

Identifies, describes, limits or qualifies a verb, an adjective, another adverb or a group of words. For example, *almost*, *also*, *eloquently*, *not*, *often*, *rapidly*, *really*, *someday*, *thus* and *very* are adverbs.

antecedent

Is a noun, noun phrase or pronoun referred to by a pronoun. The antecedent usually comes before the pronoun replacing it. For example, *Lexus* is the antecedent of *one* in the sentence *I wanted a Lexus for my birthday, but did not get one.*

case

Indicates how a noun or pronoun functions in a sentence. Personal pronouns have three cases: subject (for a subject or subject complement), object (for the object of a verb or preposition) and possessive. For example, for the pronoun *he*, *he* is the subject case, *him* is the object case, and *his* is the possessive case. Nouns and indefinite pronouns generally have two cases: the common case for both subject and object (e.g. *writer*, *someone*) and the possessive (e.g. *writer's, someone's*).

clause

Consists of a group of related words containing a subject and a predicate. For example, there are two clauses in the sentence *Although we looked for errors, we found none.* Note that *Although we looked for errors* is a dependent clause (i.e. it cannot stand alone) and *we found none* is an independent clause (i.e. it can stand alone).

collective noun

Represents a group of people, animals or objects. Collective nouns are singular in form and take a singular verb when they refer to the group as a single unit. Common collective nouns include *audience*, *government*, *herd* and *public*.

compound adjective

Identifies, describes, limits or qualifies a noun or pronoun. Contains more than one word (e.g. *bone-chilling*).

compound noun

Combines two or more words that are then used as a single concept.

conjunctive adverb

Joins two clauses together. Some of the most common conjunctive adverbs include *consequently*, *furthermore*, *hence*, *however*, *nevertheless*, *nonetheless* and *therefore*. Conjunctive adverbs are not strong enough to join two independent clauses without the aid of a semicolon.

definite article

Precedes a noun and restricts its meaning by referring to a specific thing (e.g. *the server crashed*) or person (e.g. *the minister spoke briefly*). The word *the* is the only definite article in the English language.

direct object

Receives the action of a transitive verb. The direct object answers the question *what?* or *whom?* after the verb. For example, the noun *report* is the direct object in the sentence *I handed in my monthly report*. It answers the question *I handed in what?*

gender

Refers to the classification of nouns and pronouns as masculine (e.g. *man*, *he*), feminine (e.g. *woman*, *she*) and neuter (e.g. *laptop*, *it*).

intransitive verb

Does not require a direct object to complete its meaning. Examples of intransitive verbs include *growl* (e.g. *The bear is growling*), *crash* (e.g. *My computer crashed*) and *ring* (e.g. *The bell rang*).

linking verb

Does not express an action. A linking verb connects the subject to its subject complement. The verbs *be* (e.g. *My team leader is efficient*), *become* (e.g. *Julia became a doctor*) and *seem* (e.g. *The customer seems satisfied*) are all examples of linking verbs. Verbs of sensing (*look*, *feel*, *smell*, *sound*, *taste*) can also be used as linking verbs: e.g. *This stew smells good*.

noun

Designates an idea (*immortality*), a person (*astronaut*, *Gretzky*), a place (*penalty box*), a thing (*canoe*), an entity (*Group of Seven*), a quality (*determination*) or a point in time (*tomorrow*).

noun phrase

Consists of a noun or pronoun and all of its modifiers, including articles, adjectives and other nouns (e.g. *a shiny new Lexus*, *a glass of chocolate milk*, *the emergency room*).

number

Refers to the form of a noun, pronoun, demonstrative adjective or verb indicating whether it is singular (e.g. *book*, *it*, *this*, *is*) or plural (e.g. *books*, *they*, *these*, *are*).

participle

Is a verb form that works with a helping (auxiliary) verb to create compound verb tenses or stands alone as an adjective.

- **past participle** often ends in *-ed* (e.g. *produced*), but may be formed irregularly (e.g. *eaten*).
- **present participle** ends in *-ing* (e.g. *reading*).

person

Refers to the form of a verb or pronoun indicating whether the subject is speaking (first person—*I am, we are*), spoken to (second person—*you are*) or spoken about (third person—*he, she*, or *it is; they are*).

phrase

Consists of a group of related words that does not have a subject, a predicate or both. Different types of phrases (e.g. noun phrase, verb phrase, prepositional phrase) frequently function as single parts of speech (e.g. noun, verb, adverb). In the sentence *They were arguing in a heated manner*, the prepositional phrase *in a heated manner* acts as an adverb modifying the verb phrase *were arguing*.

predicate

Makes a statement about the subject. The predicate consists of the verb and its objects, complements and modifiers. For example, *handed in my application for the job* is the predicate of the sentence *I handed in my application for the job.*

preposition

Precedes a noun or pronoun to form a phrase that identifies, describes, limits or qualifies a part of a sentence. Common prepositions include *about*, *before*, *except*, *for*, *into*, *near*, *of*, *to*, *underneath* and *via*. A preposition may follow a verb to form a phrasal verb: e.g. *make use of (something), run into (someone).*

prepositional phrase

Begins with a preposition; may include articles, adjectives or adverbs; and ends with a noun or pronoun (or a word or word group acting as a noun). Here are some examples: *for Sue, between us, in a surprisingly short time, without looking, by whatever means are available*.

pronoun

Generally, acts as a substitute for a noun. The words *I*, *you*, *it*, *me*, *them*, *mine*, *yours*, *herself*, *ourselves*, *someone*, *anything*, *few*, *each other*, *who* and *which* are all examples of pronouns.

relative pronoun

Relates a clause to its antecedent. For example, in the sentence *The book that won the award is non-fiction*, the relative pronoun *that* introduces the relative clause *that won the award* and relates it to its antecedent *the book*. *That*, *which*, *who* and *whoever* are all relative pronouns.

subject

Names what or whom a sentence is about. A subject is always a noun (or noun phrase), a pronoun, or a word or word group acting as a noun (such as a gerund or a noun clause). For example, the pronoun *I* is the subject of the sentence *I handed in my application for the job.* The noun clause *Whatever you want to do* is the subject of the sentence *Whatever you want to do is fine with me*.

subject complement

Follows a linking verb (e.g. *be*, *become*, *seem*) and completes the meaning of the subject by renaming it (e.g. *supervisor* in *Janet is my supervisor*) or describing it (e.g. *tired* in *Jack seems tired*). A subject complement may be a noun, a pronoun or an adjective.

transitive verb

Requires a direct object to complete its meaning. Some transitive verbs may also take an indirect object. The verbs *find* (e.g. *You found your keys*), *glue* (e.g. *He glued the parts together*), and *put* (e.g. *I put the file on the desk*) are all examples of transitive verbs.

verb

Expresses an action (*break*, *call*, *tremble*, *skate*), an occurrence (*happen*, *occur*) or a state of being (*appear*, *become*, *seem*). Auxiliary (or helping) verbs are placed in front of a main verb to form a verb phrase. They have

several functions; for example, they may help to create a different tense (e.g. *will* and *be* in the verb phrase *will be going*) or add an idea (e.g. the idea of obligation expressed by *must* in the verb phrase *must go*).

verb phrase

Consists of a verb and its auxiliaries. A verb phrase may also act as a predicate. For example, *can swim* is a verb phrase made up of the verb *swim* and its auxiliary *can*. This verb phrase also functions as the predicate in the sentence *Ray can swim*.

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