

A / an and one

A

We use **a** before nouns and noun phrases that begin with a consonant sound. If the noun or noun phrase starts with a vowel *letter* but begins with a consonant *sound*, we also use **a**:

a university (/ə ju:n .../) **a** European (/ə juə .../) **a** one-parent family (/ə wʌn .../)

We use **an** before words that begin with a vowel sound, including a silent letter 'h':

☐ **an** orange **an** Italian **an** umbrella **an** hour **an** honour

and abbreviations said as individual letters that begin with A, E, F, H, I, L, M, N, O, R, S or X:

☐ **an** MP (/ən em pi:z/) **an** FBI agent (/ən ef bi: ai .../) **an** IOU (/ən ai əv ju: /)

But compare abbreviations said as words:

☐ **a** NATO general (/ə neɪtəʊ ... /) **a** FIFA official (/ə fi:fə ... /) but **an** OPEC meeting (/ən əʊpek ... /)

Note that we say:

☐ **a** history (book) but **an** (or **a**) historical (novel)

B

We use **a / an** (not **one**) to talk about a particular but unspecified person, thing or event:

- ☐ I really need **a** cup of coffee.
- ☐ You never see **a** police officer in this part of town, do you?

We also use **a / an**, not **one**, in number and quantity expressions such as:

- ☐ three times **a** year half **an** hour a quarter of **an** hour a day or so (= 'about a day')
- 50 cents **a** (= each) litre (note we can also say '50 cents for one litre')
- a** week or two (= between one and two weeks; note we can also say 'one or two weeks')
- a** few **a** little **a** huge number of ...

We use **a** rather than **one** in the pattern **a ... of ...** with possessives, as in:

- ☐ She's **a** colleague **of** mine.
- ☐ That's **a** friend **of** Gabriel's.

C

Before a singular countable noun **one** and **a / an** both refer to one thing:

- ☐ We'll be in Australia for **one** year. (or ... **a** year.)
- ☐ Wait here for **one** minute, and I'll be with you. (or ... **a** minute ...)

Using **one** gives a little more emphasis to the length of time, quantity, amount, etc.:

- ☐ He weighs **one** hundred and twenty kilos! Would you believe it! (using **one** emphasises the weight more than using **a**)

However, we use **one** rather than **a / an** if we want to emphasise that we are talking about *only* one thing or person rather than two or more:

- ☐ Do you want **one** sandwich or two?
- ☐ Are you staying *only* **one** night?
- ☐ I just took **one** look at her and she started crying.

We use **one**, not **a / an**, in the pattern **one ... other / another**:

- ☐ Close **one** eye, and then the **other**.
- ☐ Bees carry pollen from **one** plant to **another**.

We also use **one** in phrases such as **one day**, **one evening**, **one spring**, etc. to mean a particular, but unspecified, day, evening, spring, etc.:

- ☐ Hope to see you again **one day**.
- ☐ **One evening**, while he was working late at the office ...



44.1 Write a or an in the spaces. A

- | | |
|---------------------------|----------------------------|
| 1 unpaid bill | 8 U-turn |
| 2 DIY shop | 9 heirloom |
| 3 MP3 player | 10 NASA space launch |
| 4 Euro | 11 UN decision |
| 5 MiG fighter plane | 12 SOS message |
| 6 Olympic medal | 13 F grade |
| 7 AGM | 14 hero |

44.2 If necessary, correct a / an or one in these sentences, or write ✓. In which sentences are a / an and one both possible? B & C

- I usually go to the gym four times one week.
- There's more than one way to solve the problem.
- I phoned the council to complain, but just got passed on from a person to another.
- The rate of pay is really good here. You can earn over £20 one hour.
- Maybe we could go skiing one winter.
- The apples are 90 cents one kilo.
- Are you hungry? Would you like one piece of cake?
- The rules say that there is only one vote per member.
- You can get seven hours of recording on one disc.
- a: What would Moritz like for his birthday?
b: Why don't you ask Leah? She's one good friend of his and will have some ideas.
- There's one pen on the floor. Is it yours?
- The library books are due back in one month.
- Do you want some of my chips? There are too many here for a person.
- I'm going to London for one day or two.
- Either I'll work late tonight or I'll come in early tomorrow, but the report's got to be finished by lunchtime a way or another.
- It will take more than one morning to finish the decorating.

44.3 Which is more appropriate, a / an or one? If both a / an and one are possible, write them both. B & C

- If you wait second I'll get my coat and come too.
- I want to see the river last time before I leave.
- The President is visiting the city day in November.
- It was announced that the plane would be approximately hour late.
- I could hear the sound of helicopter in the distance.
- I'd just like to say thing before I go.
- Misaki's baby is year old already.
- Dinner should be ready in hour or so.
- Hugo came over evening last week.
- I've painted wall already and I'll do the other tomorrow.
- I'd like to make point here, Carlos, if I may.
- large number of people had gathered in the square.



A / an, the and zero article 1

A

We usually use **the** when we talk about –

Reminder → I1–I9

★ things which are unique; that is, there is only one of them (or one set of them):

- ☐ **the world** **the sky** **the atmosphere** **the sun** **the ground**
☐ **the climate** **the horizon** **the human race** **the environment**
☐ **the travel industry** **the Internet**

★ general geographical areas with **the** as in:

- ☐ **the beach** **the town** **the sea(side)** **the land** **the country(side)**
 (where 'the country' or 'the countryside' means 'the area where there are no towns')

★ ☐ **the past** **the present** **the future**Note, however, that some nouns like this can be used with **zero article** (i.e. no article) to refer to a concept in general:

- ☐ **Climate** is one of the many factors involved in changing farming methods. (or **The climate** ...)
☐ These flowers grow best in sandy soil and **sun**. (= sunshine)
☐ In autumn the temperature difference between **land** and **sea** decreases. (or ... **the land** and **the sea** ...)

If we want to describe a particular instance of these we can use **a / an**. Compare:

- ☐ I could see the plane high up in **the sky**. *and*
☐ When I woke up there was **a bright blue sky**.
☐ What are your plans for **the future**? *and*
☐ She dreamt of **a future where she could spend more time painting**.

B

We can use **the** when we make generalisations about classes of things using singular countable nouns. (See also Unit 47A.) Compare the use of **the** and **a / an** in these sentences:

- ☐ **The computer** has revolutionised publishing. (this refers to computers in general) *but not*
 A computer has revolutionised publishing. (computers *in general* have done this, not an individual computer)
☐ **The computer** is an important research tool. *and*
☐ **A computer** is an important research tool. (this statement is true of both the general class and the individual item)

As an alternative to **the + singular countable noun** we can use a plural countable noun to talk about a class of things:

- ☐ **Computers** are an important research tool.

Note that if **the** is used with plural and uncountable nouns we refer to a specific thing or group:

- ☐ **The computers** have arrived. Where shall I put them?
☐ **The music** was wonderful. I could have listened to the orchestra all night.

When we define something or say what is typical of a particular class of people or things, we generally use **a / an** rather than **the**:

- ☐ **A corkscrew** is a gadget for getting corks out of bottles.
☐ **A garden** is there to give you pleasure, not to be a constant worry.

C

Some nouns can be used uncountably when we talk about the whole substance or idea, but countably when we talk about an instance or more than one instance of it. When these nouns are used countably we can use **a / an** (and plurals). Compare:

- ☐ I don't drink **coffee**. *and* ☐ Would you like **a coffee**? (= a cup of coffee)
☐ He shook with **fear**. *and* ☐ He has **a fear** of heights.

There are many other nouns like this, including **conversation, grammar, importance, iron, pleasure, shampoo, sound**. Some of these nouns (e.g. **grammar, iron**) have different meanings when they are used countably and uncountably.

Exercises

- 45.1** Complete both sentences in each pair using one word from the box. Add **the** or **a / an** in an appropriate place. **A**

beach future past world

- 1 a I think the best Australian wine is as good as any in
- b As a child, Dariya would often daydream about travelling forward in time to very different from the one she lived in.
- 2 a If we are elected, we will build our policies on the simple belief that our purpose is to create bright for our children rather than achieving short-term goals for ourselves.
- b Although our current financial position is worrying, we have many new orders for our products and is looking very positive.
- 3 a As I get older, I remember better than things that happened recently.
- b Many tourists come to the village looking for that never really existed.
- 4 a If you want to get away from it all, you can take a small boat to deserted on one of the islands.
- b Dear Mum and Dad, We're having a great holiday. The weather's wonderful and we're spending most of our time on

- 45.2** Underline the correct or more likely answer. If both answers are possible, underline them both.

B

- 1 We get some strange requests in our shop. We had *the customer* / *a customer* in the other day who wanted to buy chocolate-covered ants.
- 2 It often seems that *the individual* / *an individual* can have little impact on government policy.
- 3 The invention of *a car* / *the car* is normally attributed to the German engineer Gottlieb Daimler.
- 4 *The television* / *A television* has changed the way we think more than any other modern invention.
- 5 The campaign against smoking in public places argues that its harmful effects are not confined to *the smoker* / *a smoker*.

- 45.3** Complete the sentences using the nouns from the box. Use each noun twice. If necessary, insert **a / an** in the correct place. **C**

conversation grammar iron pleasure sound

- 1 My sisters were clearly having ^a serious conversation so I didn't like to disturb them.
- 2 It now gives me great to introduce that marvellous ventriloquist, Marco Lutman.
- 3 As we walked through the rainforest we heard we weren't expecting – the ring of a mobile phone.
- 4 The failure to teach in schools has affected people's ability to write well.
- 5 Most red meat is relatively high in
- 6 travels at different speeds, depending on the temperature of the air.
- 7 It's real to travel by rail in Sweden. The trains are clean and punctual.
- 8 I have of English printed in 1890 on very thin paper.
- 9 Although he's got he never seems to use it. His shirts are always creased.
- 10 As she walked into the party, ceased and everyone in the crowded room stared at her.



A / an, the and zero article 2

A

We use **a / an** to say what a person's job is, was, or will be:

Reminder → 11–19

- ☐ She was **a company director** when she retired.
- ☐ Against her parents' wishes, she wants to be **a journalist**.

However, when we give a person's job title, or their unique position, we use **the** or **zero article** (i.e. no article), not **a / an**. Compare:

- ☐ She's been appointed **(the) head of the company**. *and*
- ☐ I'm **a production manager** at Fino. (= there may be more than one production manager)

After **the position of**, **the post of**, or **the role of** we use **zero article** before a job title:

- ☐ Dr Simons has taken on **the position of** Head of Department.

B

We usually use **zero article** (i.e. no article) before the name of an individual person or place. However, we use **the** –

☆ when there are two people with the same name to specify which one we mean:

- ☐ That's not **the Stephen Fraser** I went to school with.

but compare 'There was a Stephen Fraser in my class.' (= a person named Stephen Fraser)

☆ when we want to emphasise that the person we are referring to is the most famous person with that name. Used this way, **the** is stressed and pronounced /ði:/:

- ☐ Do they mean **the Neil Armstrong**, or someone else?

☆ with an adjective to describe a person, or another noun which tells us their job:

- ☐ **the late Michael Jackson**
- ☐ **(the) artist Joseph Turner** ('the' is sometimes left out, particularly in journalism)

☆ when we talk about a family as a whole:

- ☐ **The Robinsons** are away this weekend.

C

Note that **a / an**, or sometimes **zero article**, is used with a name when referring to the particular excellent qualities of the person named:

- ☐ Majid plays tennis well, but he'll never be **(a) Roger Federer**.

We also use **a / an** when we refer to an individual example of a product made by a particular manufacturer (e.g. I've just bought **a Mercedes**) or a work by a particular artist (e.g. Do you think it could be **a Van Gogh / a Rembrandt?**).

You can use **a / an** before a person's name if you don't know the person yourself. Compare:

- ☐ Dr Lee is here for you. (= I know Dr Lee) *and*
- ☐ There's **a Dr Amy Lee** on the phone. (= I haven't heard of her before) Do you want to talk to her?

D

In stories and jokes in conversation, **this** is commonly used instead of **a / an** to introduce a new person or thing. Using **this** highlights the person or thing as the topic of what is to come next:

- ☐ As I was walking along, **this** spider (= a spider) landed on my head, and ...
- ☐ **This** man (= a man) goes into a chemist and he says ...

E

We use **the** before a *superlative adjective* (**the biggest**, **the most expensive**, etc.) when the superlative adjective is followed by a noun or defining phrase:

- ☐ He is **the finest young player** around at the moment.

However, we can often leave out **the**, particularly in an informal style, when there is no noun or defining phrase after the superlative adjective. Compare:

- ☐ A: Why did you decide to stay in this hotel?
B: It was **(the) cheapest**. *and* It was **the cheapest** I could find.

A / an, the and zero article 3

A

With plural and uncountable nouns, **zero article** (i.e. no article) is used to talk generally, without definite people or things in mind. **The** is used when we assume the listener or reader will understand who or what we are referring to, or when other words in the noun phrase make the reference specific. Compare:

Reminder → 11–19

- ☐ The government has promised not to tax **books**. (= books generally) *and*
- ☐ **The books** have arrived. (= the books you ordered)
- ☐ **Music** played an important part in his life. (= music generally) *and*
- ☐ I thought **the music** used in the film was the best part. (= that particular music)

B

We often use **zero article** with the names of holidays, special times of the year, months, and days of the week including **Easter**, **Ramadan**, **New Year's Day**. But compare:

- ☐ I'll see you on **Saturday**. (= next Saturday)
- ☐ We met on **Saturday**. (= last Saturday)
- ☐ They came on **a Saturday** as far as I can remember. (we are only interested in the day of the week, not which particular Saturday)
- ☐ They came on **the Saturday** after our party. (a particular Saturday, specifying which one)

With **winter**, **summer**, **spring**, **autumn**, and **New Year** (meaning the holiday period), we can use either **zero article** or **the**:

- ☐ In **(the) summer** I try to spend as much time as I can in the garden.

We use **the** when it is understood or we go on to specify which summer, spring, etc. we mean:

- ☐ I'd like to go skiing in **the autumn**. (= this year)
- ☐ I first went skiing in **the spring** of 2002.

We say 'in the New Year' to mean near the beginning of next year:

- ☐ I'll see you again in **the New Year**.

When we want to describe the features of a particular holiday, season, or other period of time and say that it was somehow special when compared with others, we can use **It / That was ... + a / an + noun + modifying phrase**. Compare:

- ☐ That was **a** winter I'll never forget. (= compared to other winters it was unforgettable) *and*
- ☐ That was **the** winter we went to Norway. (= a statement about a particular winter)

C

We use **zero article** with times of the day and night such as **midnight**, **midday**, and **noon**:

- ☐ If possible, I'd like it finished by **midday**.
- ☐ **Midnight** couldn't come quickly enough.

But note that we can say either **the dawn** or **dawn**:

- ☐ He got back into bed and waited for **(the) dawn**.

We use **the + morning / afternoon / evening** for a day which is understood or already specified:

- ☐ I enjoyed **the morning**, but in **the afternoon** the course was boring.

But compare:

- ☐ **Morning** is the time I work best. (= mornings in general; **The morning ...** is also possible)
- ☐ I'll be there **by (the) morning / evening**. (*but ... by the afternoon, not ... by afternoon*)
- ☐ I waited **all morning**. (*more usual than all the morning / afternoon, etc.*)
- ☐ 'You look upset.' 'Yes, I've had **a terrible morning**.' (= compared to other mornings)

D

We often use **by + zero article** to talk about means of transport and communication. Compare:

- ☐ I generally go **by bus** to work. *and* ☐ I generally take **the bus** to work.

Also: go / travel **by car / taxi / bus / plane / train / air / sea**; contact / communicate **by post / email / phone**

Exercises

47.1 Complete both sentences in each pair using one word from the box. Add **the** where necessary. **A**

agriculture children fire holidays islands money parents rain

- 1 a _____ as young as ten are working in the clothing industry.
b While you're painting the sitting room, I'll take _____ over to the park.
- 2 a As the soil quality deteriorated, so too did _____ on which the region depended.
b Around 60% of the labour force in the county is supported by _____.
- 3 a Around the world _____ are being threatened by rising sea levels.
b _____ off the east coast of Malaysia are beautiful.
- 4 a I've been really busy at work, so I'm really looking forward to _____.
b _____ in the Brazilian rainforests are now becoming popular with travellers.
- 5 a Farmers will be hoping for _____ in the next few weeks.
b Last night _____ was torrential.
- 6 a I've left _____ I owe you on your desk.
b It is said that _____ is the root of all evil.
- 7 a _____ will be able to use this software to check their child's use of the Internet.
b _____ of Paul Thomas claimed that he was at home at the time of the robbery.
- 8 a It isn't known how _____ started.
b Animals fear _____ more than anything else.

47.2 Complete the dialogues with **a / an, the** or **zero article (-)**, whichever is more likely. Where more than one answer is possible, consider any difference in meaning. **B & C**

- 1 A: What's the matter?
B: I've been working in the garden all _____ afternoon and my back aches.
- 2 A: Can you remember when we last saw Alex?
B: It was _____ Sunday in June, I think.
- 3 A: When did you get your laptop?
B: July 15th last year. I remember because it was also _____ day I passed my driving test.
- 4 A: I haven't seen Subin for months. B: He's been away in South Africa for _____ winter.
- 5 A: I've spent _____ afternoon on the phone to my mother. B: Why? Is there a problem?
- 6 A: Shall we go out walking on _____ Sunday? B: No, I'm busy this weekend.
- 7 A: Do you remember when Mateo did all the cooking?
B: Of course. It was _____ Christmas the rest of us had flu.
- 8 A: I'll see you again after _____ Christmas. B: Okay. Have a good holiday.
- 9 A: That old coat of yours won't be warm enough for _____ winter.
B: You're right. I need a new one.
- 10 A: Remember when Lars and Ella had that terrible row?
B: How could I forget? That was _____ day I wouldn't want to go through again.

47.3 Complete the sentences using the words from the box (more than once). Add any other necessary words. **D**

air car email post

- 1 A: I got _____ from Carla yesterday. B: How is she now?
- 2 The train was cancelled so I had to come _____.
- 3 Research has found that living plants are efficient at absorbing pollutants in _____.
- 4 The application forms came in _____ this morning.
- 5 The exam results will be sent _____ on 24th August.
- 6 It's raining so I think I'll take _____.
- 7 A: Shall I send Goran a letter? B: No, the quickest way to get in touch with him is _____.
- 8 Thailand – Getting there _____: The main international airport in Thailand is Suvarnabhumi Airport ...

Some and any

A

Some

Reminder → I10–I21

Before plural and uncountable nouns we sometimes use **some** or **zero article** (i.e. no article) with very little difference in meaning:

- ☐ 'Where were you last week?' 'I was visiting (**some**) friends.'
- ☐ Before serving, pour (**some**) yoghurt over the top.

With both **some** and **zero article** we are referring to particular people or things but in an indefinite way. When it is used in this way, **some** is usually pronounced /səm/.

We don't use **some** to make general statements about whole classes of things or people:

- ☐ **Machinery** can be dangerous unless used properly.
- ☐ **Babies** need a lot of attention.

B

Some is used before a number to mean 'approximately':

- ☐ **Some** eighty per cent of all residents took part in the vote. (= approximately eighty per cent; beginning 'Eighty per cent ...' suggests a more precise figure)

When it is used in this way, **some** is usually pronounced /sʌm/.

C

When we can't say exactly which person or thing we are talking about because we don't know, can't remember, or want to emphasise that it is not important, we can use **some** instead of **a** / **an** with a singular noun. When it is used in this way, **some** is usually pronounced /sʌm/.

- ☐ He was interrupted twice by **some** troublemaker in the audience.

We use the phrase **some (thing) or other** in a similar way:

- ☐ I bought them from **some** shop **or other** in New Street. (*not ... from a shop or other ...*)

D

Any

We usually use **any** not **some** (and **anyone**, **anything**, etc. not **someone**, **something**, etc.) –

☆ in non-affirmative contexts; that is, lacking positive, affirmative meaning.

☆ to refer to non-specific, unspecified things.

For example, we generally use **any** in sentences with a negative meaning:

- ☐ There's *hardly* **any** sugar left.
- ☐ I closed the windows to *prevent* **any** flies getting in.
- ☐ It was *impossible* to see **anything** in the dark.
- ☐ We got to the airport *without* **any** difficulty.

Also when sentences include: **barely**, **never**, **rarely**, **scarcely**, **seldom** (= negative adverbs); **deny**, **fail**, **forbid**, **prohibit**, **refuse** (= negative verbs); **reluctant**, **unable**, **unlikely** (= negative adjectives)

However, we use **some** with these negative words–

☆ when **some** (pronounced /sʌm/) has the implication 'not all':

- ☐ I talk to colleagues *before* I make **some** decisions, but I had to make this one on my own.

☆ when the basic meaning is positive:

- ☐ **Somebody** isn't telling the truth. (= There is some person [who isn't telling the truth])

☆ when we are talking about a particular but unspecified person or thing:

- ☐ I was *reluctant* to repeat **something** so critical of Paul. (= a specific criticism)

E

We often use **any** in clauses that begin with **before**, and with comparisons:

- ☐ I cleared up the mess *before* **anyone** saw it. ('... before someone saw it' suggests that I have a particular person in mind who might see it)
- ☐ The material felt *softer than* **anything** she had ever touched before.

Exercises

48.1 If necessary, correct these sentences by writing **some** in an appropriate place or crossing it out. If the sentence is already correct, write ✓. **A & Reminder 110–114**

- 1 If you're going to the library, could you take back books that I've finished reading?
- 2 The price of some coffee is at an all-time low.
- 3 Tony knows more about some jazz than anyone I've ever met.
- 4 The door kept flying open in the wind so I tied it up with string.
- 5 Sports are dangerous.
- 6 I need to get some bread from the supermarket.
- 7 Money can't buy you some happiness.
- 8 Children are taller than expected at a given age.

48.2 Rewrite these news headlines as full sentences using **some** to mean 'approximately'. **B**

- 1 **250 people charged with assault following Molton riots**
Some 250 people have been charged with assault following the Molton riots.
- 2 **30% OF ALL CITY BUSES FOUND TO BE UNSAFE**
- 3 **Unexploded bomb found 5 miles from Newham centre**
- 4 **25% OF ELECTRICITY FROM WIND BY 2025**
- 5 **200 jobs to be lost at Encon steelworks**

48.3 Complete the sentences in any appropriate way using **some + singular noun** or **some + singular noun + or other**. **C**

- 1 I don't know where I got the information from. I must have heard it *on some radio programme (or other).*
- 2 I don't know where Jakub is. He's probably
- 3 I don't know where the book is. Maybe I lent it
- 4 I don't know where Zuzanna works. I think it's in
- 5 I don't know why Nika is still at work. Perhaps she's got to

48.4 Complete these sentences with **some, someone, something, any, anyone** or **anything**. Where both **some(one / thing)** or **any(one / thing)** are possible, write both and consider any difference in meaning. **D & E**

- 1 Elias worked hard at learning Japanese but failed to make real progress.
- 2 I was unable to eat of the food.
- 3 I always offer to help organise school concerts, but there is seldom for me to do.
- 4 Fiona Jones is I rarely see these days.
- 5 He denied that he had done wrong.
- 6 I always get to work before else.
- 7 The theatre is unlikely to have tickets left for tonight's performance.
- 8 Despite rowing as hard as we could, we had gone barely distance from the shore.
- 9 parents never seem to have time to sit down and talk to their children.
- 10 When I last lent my laptop out it got damaged, so I'm reluctant to lend it to else.

No, none (of) and not any

A

We can use **no** and **none (of)** instead of **not a** or **not any** for particular emphasis. Compare:

Reminder → 129–134

- ☐ There **isn't a** train until tomorrow. *and* There's **no** train until tomorrow. (more emphatic)
- ☐ Sorry, there **isn't any** left. *and* Sorry, there's **none** left.
- ☐ He **didn't have any** of the usual symptoms. *and* He had **none of** the usual symptoms.

We use other pairs of negative words and phrases in a similar way:

- ☐ There **isn't anyone / anybody** here. *and* There's **no one / nobody** here. (more emphatic)
- ☐ She **wasn't anywhere** to be seen. *and* She was **nowhere** to be seen.
- ☐ Why **don't you ever** call me? *and* Why do you **never** call me?

B

We don't usually use **not a / any, not anyone**, etc. in initial position in a sentence or clause, or straight after **and, but** or **that** at the beginning of a clause. Instead we use **no, none of, no one, no one of**, etc.:

- ☐ **No** force was needed to make them move. (*not* Not any force was needed ...)
- ☐ Most players are under 16 *and* **none of** them is over 20. (*not* ... and not any of them ...)
- ☐ I'm sure *that* **nothing** can go wrong. (*not* ... that not anything can ...)

C

In a formal or literary style we can use **not a** in initial position or after **and, but** or **that** (see also Unit 100):

- ☐ **Not a** sound came from the room. (*less formally* There wasn't a sound from the room.)
- ☐ She kept so quiet *that not a* soul in the house knew she was there.

D

After **no**, we can often use either a singular or a plural noun with little difference in meaning, although a singular noun is usually more formal:

- ☐ **No answers** could be found. (*or more formally* **No answer** ...)
- ☐ We want to go to the island but there are **no boats** to take us. (*or more formally* ... there is **no boat**.)

However, we use a *singular* noun in situations where we would expect one of something, and a *plural* noun where we would expect more than one. Compare:

- ☐ I phoned Sarah at home, but there *was* **no answer**. (*not* ... but there were no answers.) *and*
- ☐ He seems very lonely at school, and *has* **no friends**. (*not* ... no friend.)

E

We can give special emphasis to **no** or **none of** using phrases like **no amount of** with uncountable nouns, **not one ... / not a single ...** with singular countable nouns, and **not one of ...** with plural nouns:

- ☐ The company is so badly managed that **no amount of** investment will make it successful.
- ☐ **Not one person** remembered my birthday. (*or* **Not a single person** ...)
- ☐ **Not one of the families** affected by the noise wants to move.

F

Some phrases with **no** are commonly used in informal spoken English: **No wonder** (= it's not surprising); **No idea** (= I don't know); **No comment** (= I have nothing to say); **No way, No chance** (= emphatic ways of saying 'no', particularly to express refusal to do or believe something);

No problem, No bother (= it isn't / wasn't difficult to do something):

- ☐ 'The computer's not working again.'
'**No wonder**. It's not plugged in!'
- ☐ 'Thanks for the lift.' '**No problem**.
I had to go past the station anyway.'



Exercises

- 49.1** Complete the sentences with a word or phrase from (i) followed by a word or phrase from (ii). Use each word or phrase once only. **A-C**

(i)

no ~~none~~ none of no one nothing nowhere never not

(ii)

a drop else going to get heard the hotels
~~in the cupboard~~ point wrong

- 1 Where are the biscuits? There are none in the cupboard.
- 2 We left the house as quietly as possible and us.
- 3 was spilt as she poured the liquid into the flask.
- 4 She was determined to leave and I knew there was in protesting.
- 5 The door was locked and he had to go.
- 6 I found that in the city centre had any rooms left.
- 7 Liam's so lazy. Is he a job?
- 8 The doctors reassured Emily that they could find with her.

- 49.2** Look again at the sentences in 49.1. Which of them can you rewrite to make less emphatic using **not (n't) any / anyone**, etc.? **A & B**

- 49.3** If necessary, correct the italicised parts of this email. **D**



Hi. Just back from a week on the island of Lumos – but I certainly wouldn't recommend it! Their economy is in a really bad way. A lot of people just sit around all day – there (1) *is no job* to be found outside the main town. I had to hire a car because there (2) *is no train or bus* on the island. But it was incredibly old – it's ages since I've seen a car with (3) *no seatbelt*. And then when I had a puncture I discovered there (4) *were no spare tyres* either. It was in the hills in the north, and as there (5) *were no people* around to help, I phoned the car hire company and had to wait hours for someone to turn up. It was hot and there (6) *was no shade* as there (7) *is no tree* in that part of the island. The hotel wasn't much better. There (8) *were no swimming pools* – even though it showed one on its website! There (9) *were no televisions* in my room, and on the first night there (10) *was no hot water*. But when I phoned down to reception to complain, there (11) *were no replies*. The food was awful at the hotel, but as there (12) *were no restaurants* for miles around there (13) *were no choices* – I had to eat there. But I don't think I'll be going back! Speak soon,
Karl

- 49.4** Complete these sentences in any appropriate way beginning **not one (of)** or **no amount of**. **E**

- 1 I made lots of cakes for the party but not one of the children liked them.
- 2 Mr Carlson didn't want to sell the painting, and ...
- 3 I sent job applications to over a hundred companies, but ...
- 4 Smallpox used to be common all over the world but since 1978 ...
- 5 The floor had dirty black marks all over it, and ...

- 49.5** Choose one of the **No ...** phrases from section F opposite to complete these dialogues. **F**

- 1 A: Can you give me a lift to the station? B: I'll pick you up at eight.
- 2 A: I've got a headache.
B: You've been in front of that computer screen for hours.
- 3 A: Do you think Kim will pass her maths?
B: She just doesn't work hard enough.
- 4 A: Where's Stefan?
B: Last time I saw him he was in the kitchen.
- 5 A: I'm from News World, Dr James. Do you have anything to say about the accusation that you stole from your patients? B: Goodbye.

Much (of), many (of), a lot of, lots (of), etc.

Reminder → 138–142

A

In affirmative sentences we generally use **a lot of** and **lots (of)** rather than **much (of)** and **many (of)**, particularly in informal contexts. However, there are a number of exceptions –

- ☆ In formal contexts, such as academic writing, **much (of)** and **many (of)** are often preferred. We can also use phrases such as **a large / considerable / substantial amount of** (with uncountable nouns), or **a large / considerable / great / substantial number of** (with plural nouns):
 - ☐ **Much** debate has been heard about Thornton's new book.
 - ☐ There could be **many** explanations for this.
 - ☐ **Much of** her fiction describes women in unhappy marriages.
 - ☐ **A large amount of** the food was inedible. (or **Much of** ...)
 - ☐ The book contains **a large number of** pictures, many in colour. (or ... **many** ...)
- ☆ In formal contexts we can use **much** and **many** as pronouns:
 - ☐ There is no guarantee she will recover. **Much** depends on how well she responds to treatment.
 - ☐ **Many** (= many people) have argued that she is the finest poet of our generation.
 - ☐ Not once did I see a tiger in the jungle, although I heard **many**. (referring back to 'tiger(s)')
- ☆ We usually use **many** rather than **a lot of** or **lots of** with time expressions (**days, minutes, months, weeks, years**) and **number + of** (e.g. **thousands of voters, millions of pounds**):
 - ☐ We used to spend **many hours** driving to Melbourne and back.
 - ☐ He was the founder of a company now worth **many millions of pounds**.

B

We can use **many** following **the, my, its, his, her**, etc. and plural countable nouns:

- ☐ Among **the many unknowns** after the earthquake is the extent of damage to the foundations of buildings.
- ☐ The gallery is exhibiting some of **his many famous paintings of ships**.

We can use the phrase **many a** with a singular noun to talk about a repeated event or a large number of people or things:

- ☐ **Many a pupil** at the school will be pleased that Latin is no longer compulsory.

C

To emphasise that we are talking about a large number we can use **a good / great many** with a plural noun:

- ☐ She has **a good / great many friends** in New Zealand.

To emphasise that we are talking about a large amount we can use **a good / great deal of** with a singular or uncountable noun:

- ☐ **A good / great deal of the exhibition** was devoted to her recent work.

D

We use **far** (not 'much' or 'many') before **too many + a plural countable noun** or **too much + an uncountable noun**:

- ☐ **Far too many students** failed the end-of-year maths exam. (not *Much / Many too many* ...)
- ☐ **Far too much time** is wasted filling in forms. (not *Much / Many too much time* ...)

E

We often use **plenty of** instead of **a lot of** or **lots of** with uncountable and plural countable nouns. However, **plenty of** means 'enough, or more than enough' and is therefore not likely in certain contexts. Compare:

- ☐ We took **lots of / plenty of** food and drink on our walk through the hills. *and*
- ☐ Nina doesn't look well. She's lost **a lot of** weight. ('plenty of' is unlikely here)

50.1 Make corrections or improvements to these extracts from conversations (1–3) and from academic writing (4–6). **A, C, D & E**

1 Lola's had many problems with her back for a lot of years. She's having an operation next week and she won't be back at work for a good deal of weeks afterwards.

2 A: There's bound to be much traffic on the way to the station. Perhaps we should leave now.

B: No, there's plenty time left, and at this time of day many people will already be at work.

3 Many think that hedgehogs are very rare nowadays, but when I was in Wales I saw many.

4 A lot have claimed that Professor Dowman's study on current attitudes to politics is flawed. One criticism is that much too many people questioned in the survey were under 18.

5 A lot of research has been conducted on the effects of diet on health, with a lot of studies focusing on the link between fat intake and heart disease. However, a lot remains to be done.

6 While it is true that a lot of thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of advantages have also followed. Much too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of hi-tech companies have moved in to take advantage of the newly available workforce.

50.2 Complete the sentences with either **the / my / its / his / her many** or **many a / an** and one item from the box. **B**

coffee shops expeditions ~~German relatives~~ golf courses
emails ship sunny afternoon teacher

- 1 She went to stay in Munich with one of her many German relatives.
- 2 I spent sitting on the terrace looking out over the hills.
- 3 has been lost in the dangerous waters off the south coast of the island.
- 4 The area is most famous for that attract players from all over the world.
- 5 Since the end of last year he has refused to speak to me on the phone or answer
- 6 Oliver Svensson accompanied Colonel Colombo on to the Himalayas and the Andes.
- 7 will be looking forward to the start of the school holidays.
- 8 I went into the first of along New Street and ordered an espresso.

50.3 If possible, complete these sentences using **plenty of**. If not, use **a lot of**. **E**

- 1 It will be very hot on the journey, so make sure you bring drinking water.
- 2 staff at the hospital have come down with a mysterious illness.
- 3 He didn't have money, so he decided to catch the bus rather than take a taxi.
- 4 We were surprised when students failed to attend the lecture.
- 5 I'm looking forward to a relaxing holiday, and I'm taking books to read.

All (of), whole, every, each

A

All (of)

Reminder → I43–I46

We sometimes use **all** after the noun it refers to:

- ☐ *His songs **all** sound much the same to me. (or **All [of]** his songs sound ...)*
- ☐ *We **all** think Kushi's working too hard. (or **All of** us think ...)*

Note that we usually put **all** after the verb **be** and after the first auxiliary verb if there is one:

- ☐ *They **are all** going to Athens during the vacation. (not They all are going ...)*
- ☐ *You **should all** have three question papers. (not You all should have ...; however, note that we can say 'You all should have ...' for particular emphasis in spoken English)*

B

To make negative sentences with **all (of)** we usually use **not all (of)** rather than **all ... not** (although **all ... not** is sometimes used in informal spoken English):

- ☐ ***Not all (of)** the seats were taken. or The seats were **not all** taken.*

Note that **not all (of)** and **none of** have a different meaning. Compare:

- ☐ ***Not all (of)** my cousins were at the wedding. (= some of them were there) and*
- ☐ ***None of** my cousins were at the wedding. (= not one of them was there)*

C

All and whole

Before singular countable nouns we usually use **the whole** rather than **all the**:

- ☐ *They weren't able to stay for **the whole** concert. (rather than ... for all the concert.)*

However, we can say **all + day / week / night / month / winter**, etc. (*but not usually all October / 2001 / 21st May*, etc.; **all Monday / Tuesday**, etc. are only usually used in informal contexts); **all the time**, **all the way**; and in informal speech we can use **all the** with things that we see as being made up of parts (**all the world / house / city / country / department**, etc.):

- ☐ *After the fire **the whole** city was covered in dust. (or ... **all the** city ... in informal speech)*

Note that we can use **entire** instead of **whole** immediately before a noun:

- ☐ *The **whole / entire** building has recently been renovated.*

Before plural nouns we can use **all (of)** or **whole**, but they have different meanings. Compare:

- ☐ ***All (of) the towns** had their electricity cut off. (= every town in an area) and*
- ☐ *After the storm, **whole towns** were left without electricity. (= some towns were completely affected; note that we don't say '... whole the towns ...')*

D

Every and each

Often we can use **every** or **each** with little difference in meaning. However, we use **every** –

- ☆ with **almost**, **virtually**, etc. + noun to emphasise we are talking about a group as a whole:
 - ☐ ***Almost every** visitor stopped and stared. (not Almost each visitor ...)*
- ☆ with a plural noun when **every** is followed by a number:
 - ☐ *I go to the dentist **every** six months. (rather than ... each six months.)*
- ☆ with abstract uncountable nouns such as **chance**, **confidence**, **hope**, **reason**, and **sympathy** to show a positive attitude to what we are saying. Here **every** means 'complete' or 'total':
 - ☐ *She has **every** chance of success in her application for the job.*
- ☆ in phrases referring to regular or repeated events such as: **every other (kilometre)**, **every single (day)**, **every so often**, **every few (months)**, and **every now and again** (= occasionally).

We use **each** –

- ☆ before a noun or **one** to talk about both people or things in a pair:
 - ☐ *I only had two suitcases, but **each** one weighed over 20 kilos.*
- ☆ as a pronoun:
 - ☐ *I asked many people and **each** gave the same answer. (or ... **each / every** one gave ...)*

51.1 Put **all** in the more appropriate space in each sentence. **A**

- 1 They were sitting around the table waiting for me.
- 2 You can stay for dinner if you want.
- 3 It had happened so quickly, I couldn't remember much about it.
- 4 We are going to be late if we don't hurry.
- 5 the children started to speak at once.
- 6 We have been involved in the decision.

51.2 Underline the more appropriate answer. If both are possible, underline them both. **C**

- 1 *All the process* / *The whole process* takes only a few minutes.
- 2 *All areas of the country* / *Whole areas of the country* have been devastated by the floods, although others haven't had rain for months.
- 3 *All the trip* / *The whole trip* cost me less than \$1,000.
- 4 The new rail network links *all of the towns* / *whole towns* in the region.
- 5 When I picked up the book I found that *all of the pages* / *whole pages* had been ripped out. There wasn't a single one left.
- 6 The new heating system makes *all the building* / *the whole building* warmer.
- 7 *All the room* / *The whole room* was full of books.

51.3 Complete these sentences with **every** or **each**, whichever is more appropriate. If you can use either **every** or **each**, write them both. **D**

- 1 I had reason to believe that she would keep my secret.
- 2 The ten lucky winners will receive £1,000.
- 3 We've discussed the problem in virtually meeting for the last year.
- 4 Hugh sends us a postcard from place he visits.
- 5 In a rugby league game side has 13 players.
- 6 They had to take out single part of the engine and clean it.
- 7 Antibiotics were given to child in the school as a precaution.
- 8 The two girls walked in, one carrying a bouquet of flowers.
- 9 household in the country is to be sent a booklet giving advice on first aid.
- 10 You should take two tablets four hours.

51.4 Find any mistakes in the italicised parts of this blog post and suggest corrections. **A-D**

(1) *Each so often* I like to invite (2) *my entire family* – my parents, six brothers and their families – over for dinner on Saturday evening. My parents are quite old now, so I like to see them (3) *each few weeks*. It's quite a lot of work and I usually spend (4) *all Friday* shopping and cooking. Some of my family are fussy about what they eat, so I generally have to cook different things for (5) *every of them*. Fortunately, (6) *all the food doesn't usually get eaten*, so I have plenty left for the rest of the week. (7) *None of my brothers always come*, but the ones who live locally usually do. Last Saturday (8) *Neil and his family all were on holiday* so they couldn't make it. Anyway, (9) *the rest of us had all a great time* and we spent (10) *the whole evening* talking about when we were children.

Few, little, less, fewer

A

We often use (a) **few** and (a) **little** with nouns. However, we can also use them as pronouns:

- ☐ It is a part of the world visited by **few**. (= few people)
- ☐ Do you want a chocolate? There's still **a few** left. (= a few chocolates)
- ☐ **Little** is known about the painter's early life.
- ☐ 'Do you know anything about car engines?' '**A little**.' (= I know a little about car engines)

Note that **quite a few** means 'quite a large number':

- ☐ She's been away from work for **quite a few** weeks.

Reminder → 147–152

B

We can use **the few** and **the little** followed by a noun to suggest 'not enough' when we talk about a group of things or people (with **few**) or part of a group or amount (with **little**):

- ☐ It's one of **the few** shops in the city centre where you can buy food.
- ☐ We should use **the little** time we have available to discuss Jon's proposal.

Instead of **the few** / **little** we can use **what few** / **little** to mean 'the small (number / amount)':

- ☐ She gave **what little** money she had in her purse to the man. (or ... **the little** money ...)
- ☐ **What few** visitors we have are always made welcome. (or **The few** visitors ...)

Note that we can also say 'She gave **what / the little** she had ...' and '**What / The few** we have ...' when it is clear from the context what is being referred to.

We can use **few** (but rarely **little**) after personal pronouns (**my**, **her**, etc.) and **these** and **those**:

- ☐ I learned to play golf during **my few** days off during the summer.
- ☐ **These few** miles of motorway have taken over ten years to build.

C

In speech and informal writing, we use **not many** / **much** or **only** / **just** ... **a few** / **little** to talk about a small amount or number, and we often use **a bit (of)** instead of **a little**:

- ☐ Sorry I haven't finished, I **haven't had much** time today. (*rather than* ... I had little time ...)
- ☐ I won't be long. I've **only got a few** things to get. (*rather than* ... I've got few things ...)
- ☐ Want **a bit** of chocolate? (*rather than* ... a little chocolate?)

In more formal contexts, such as academic writing, we generally prefer **few** and **little**:

- ☐ The results take **little** account of personal preference. (*rather than* ... don't take much ...)

D

Less (than) and fewer (than)

We use **less** with uncountable nouns and **fewer** with plural countable nouns:

- ☐ You should eat **less pasta**.
- ☐ There are **fewer cars** on the road today.

Less is sometimes used with a plural countable noun (e.g. ... **less cars** ...), particularly in conversation. However, this is grammatically incorrect.

We use **less than** with a noun phrase indicating an amount and **fewer than** with a noun phrase referring to a group of things or people:

- ☐ I used to earn **less than a pound a week** when I first started work.
- ☐ There were **fewer than 20 students** at the lecture. (*or informally* ... **less than** ...; but note that some people think this use of 'less than' is incorrect)

When we talk about a distance or a sum of money we use **less than**, not **fewer than**:

- ☐ The beach is **less than** a mile away.

To emphasise that a number is surprisingly large we can use **no less than** or **no fewer than**:

- ☐ The team has had **no fewer than** ten managers in just five years. (*or* ... **no less than** ...)

Note that we prefer **no less than** with percentages, periods of time and quantities:

- ☐ Profits have increased by **no less than** 95% in the last year. (*rather than* ... no fewer than ...)

52.1 Complete the sentences with (a) few, (a) little, the few, the little, what few or what little, giving alternatives where possible. **A & B**

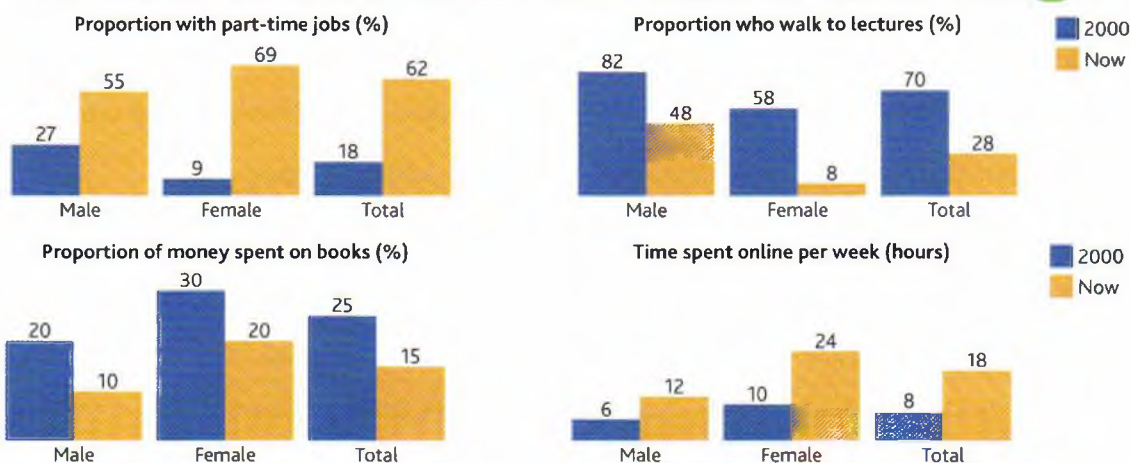
- 1 Thomas was named sportsperson of the year, and _____ would disagree.
- 2 _____ remains of the old castle walls except the Black Gate.
- 3 She called her _____ remaining relatives together and told them she was leaving.
- 4 Simpson is among _____ foreign journalists allowed into the country.
- 5 A: Has my explanation helped? B: _____, yes.
- 6 _____ belongings she had were packed into a small suitcase.
- 7 Maya hasn't been looking well recently, and I'm _____ worried about her.
- 8 A: Have there been many applications for the job? B: Yes, quite _____.
- 9 The children weren't well so I had to take _____ days off.
- 10 I don't have much money, but I'm happy to lend you _____ I have.

52.2 Suggest changes to the italicised text in these examples from conversations (1–4) and from academic writing (5–8). **C**

- 1 A: Did you do anything last night? B: I just watched *a little* TV and then went to bed.
- 2 Take some sweets if you want, although *there are few* left.
- 3 I've tried to help her, but *there's little more* I can do.
- 4 See that old car over there? There's *few like that* left now.

- 5 The country *hasn't had many* female politicians since independence.
- 6 It is thought that the two leaders *didn't exchange many words* on their first meeting.
- 7 Teachers were found to be *a bit more confident* after the extra training.
- 8 *There doesn't seem to be much prospect* of ever recovering the missing manuscript.

52.3 A survey of British university students was conducted in 2000 and recently repeated. Some of the results are given below. Comment on them in sentences using **fewer (than)** or **less (than)**. **D**



- 1 Proportion with part-time jobs (%)
Fewer students had a part-time job in 2000 than now.
- 2 Proportion of money spent on books (%)
- 3 Proportion who walk to lectures (%)
- 4 Time spent online per week (hours)

Are there any results that surprise you? Comment on them using **no less than** or **no fewer than**.

Relative pronouns

A

Defining and non-defining relative clauses begin with a *relative pronoun*, which can sometimes be omitted:

Reminder → J1–J5

- ☐ We went to a beach (**which** / **that**) Ali had recommended to us.
Here the relative pronoun refers to 'a beach', and the subject of the relative clause is 'Ali'. Compare:
- ☐ I know a man **who** / **that** ran in the New York Marathon last year.
where the relative pronoun refers to 'a man', and the subject of the relative clause is also 'a man'.
In this case, the relative pronoun can't be omitted.

B

Relative pronouns are used to add information in *defining relative clauses* as follows:

adding information about things

subject	which	that	
object	which	that	no relative pronoun

adding information about people

subject	who	that		
object	who	that	no relative pronoun	whom

- ☆ When we add information about things, we can use **that** (or **no relative pronoun**) as object in conversation and **which** in more formal contexts:
 - ☐ Decorating's a job (**that**) I hate. (*rather than* '... which ...' in this informal context)
- ☆ When we add information about people, we generally prefer **that** (or **no relative pronoun**) as object in informal contexts rather than **who** or **whom**:
 - ☐ He's the man (**that**) I met at Aisha's party (*rather than* ... who / whom I met ...)
- ☆ **whom** is very formal and rarely used in spoken English:
 - ☐ The boy **whom** Elena had shouted at smiled. (*less formally that, no relative pronoun or who*)
- ☆ We use **that** as subject after: **something** and **anything**; words such as **all**, **little**, **much**, and **none** used as pronouns; and noun phrases that include superlatives. **Which** is also used as subject after **something** and **anything**, but less commonly:
 - ☐ These walls are *all that remain* of the city. (*not* ... which remain of the city.)
- ☆ Note that we can use **that** (or **no relative pronoun**) as object after **something** / **anything**; **all**, etc.; and noun phrases with superlatives. For example:
 - ☐ She's one of *the kindest people (that)* I know. (*not* ... one of the kindest people who I know.)

C

Relative pronouns are used to add information in *non-defining relative clauses* as follows:

adding information about things

subject	which	that
object	which	that

adding information about people

subject	who	
object	who	whom

- ☆ Note that we must include a relative pronoun in a non-defining relative clause.
- ☆ We can use **who** or **whom** as object, although **whom** is very formal:
 - ☐ Professor Johnson, **who(m)** I have long admired, is to visit the university next week.
- ☆ When we add information about things, we can use **which** as subject or object. **That** is sometimes used instead of **which**, but some people think this is incorrect:
 - ☐ The Master's course, **which** I took in 2001, is no longer taught. (*or* ... **that** I took ...)

Exercises

53.1 Put brackets around the italicised relative pronoun if it can be omitted. **A**

- 1 We talked about the party *which* Natalia wants to organise for my birthday.
- 2 To get to Maxim's house, take the main road *that* bypasses the village.
- 3 The paintings *which* Mr Flowers has in his house are worth around £100,000.
- 4 Let's go through the main points *that* he made in his lecture.
- 5 He received a low mark for his essay, *which* was only one page long.
- 6 Mrs Yang, *who* is 42, has three children.
- 7 Dev is a friend *who* we stayed with in Australia.
- 8 In the shop window there's a sign *that* says '10% off'.
- 9 The couple *who* live next to us have 16 grandchildren.
- 10 There was little *that* we could do to help her.

53.2 Rewrite these sentences including the information in brackets as relative clauses (defining or non-defining). Give alternative relative pronouns if possible. (Use (–) to indicate 'no relative pronoun'). **B & C**

- 1 Oliver said something. (I couldn't hear it clearly) Oliver said something that / which / – I couldn't hear clearly.
- 2 Eva's father has just come back from a skiing holiday. (he is over 80)
- 3 The problems faced by the company are being resolved. (I'll look at these in detail in a moment)
- 4 She was greatly influenced by her father. (she adored him)
- 5 He pointed to the stairs. (they led down to the cellar)
- 6 These drugs have been withdrawn from sale. (they are used to treat stomach ulcers)
- 7 The singer had to cancel her concert. (she was recovering from flu)
- 8 The minister talked about the plans for tax reform. (he will reveal them next month)
- 9 I have two older sisters. (I love them very much)

53.3 If necessary, correct or make improvements to these sentences. If they are already correct, write ✓. **A–C**

- 1 There's something which I should tell you.
- 2 The doctor whom Ingrid went to see was very thorough.
- 3 Yesterday was the hottest day I can remember.
- 4 There isn't much can go wrong with the machine.
- 5 Thieves whom stole paintings from Notford art gallery have been arrested in Paris.
- 6 It may be the most important decision which you will ever take.
- 7 The boy took the photograph was paid £100.
- 8 I heard many different accents in the room, but none which I could identify as Polish.
- 9 He just said anything which came into his head.
- 10 There's this dream which I have every night about falling downstairs.



Other relative words: **whose**, **when**, **whereby**, etc.

A

Clauses with **whose**

Reminder → J1-J5

We use a relative clause beginning with the relative pronoun **whose** + **noun**, particularly in written English, when we talk about something belonging to or associated with a person, animal or plant:

- ☐ Stevenson is an architect **whose designs** have won international praise.
- ☐ Suzy was taking care of a dog **whose ears** were badly damaged in a fight with a cat.

We can use **whose** in both *defining* and *non-defining relative clauses*.

We generally avoid using **whose** to talk about something belonging to or associated with a *thing*:

- ☐ I received a letter, and its poor spelling made me think it was written by a child. (*more natural than* I received a letter, **whose** poor spelling made me think ...)

However, we sometimes use **whose** when we talk about towns, countries, or organisations:

- ☐ The film was made in *Botswana*, **whose wildlife parks** are larger than those in Kenya.
- ☐ We need to learn from *companies* **whose trading** is healthier than our own.

In academic writing **whose** is used to talk about a wide variety of 'belonging to' relationships:

- ☐ Students have to solve *problems* **whose** solutions require a knowledge of calculus.

B

Clauses with **when**, **whereby**, **where** and **why**

We can begin relative and other clauses with **when** (referring to time), **whereby** (method or means; used mainly in formal contexts), and **where** (location). In formal English in particular, a phrase with **preposition + which** can often be used instead of these:

- ☐ The camera records the time **when** the photo is taken. (*or ... the time at which ...*)
- ☐ Do you know the date **when** we have to hand in the essay? (*or ... the date on / by which ...*)
- ☐ We need to develop a system **whereby** workers and management can communicate more effectively. (*or ... the system in / by which workers ...*)
- ☐ This was the place **where** we first met. (*or ... the place at / in which we ...*)

In academic English, we can also use **where** to refer to features other than location, particularly after words such as **case**, **condition**, **example**, **situation**, **system**:

- ☐ Later in this chapter we will introduce cases **where** consumer complaints have resulted in changes in the law. (*or more formally ... cases in which ...*)

We can also use a / **the reason why** or a / **the reason that** or just a / **the reason**:

- ☐ I didn't get a pay rise, but this wasn't **the reason why** I left. (*or ... the reason (that) I left.*)

C

Clauses with **who** and **what**; **whatever**, **whoever** and **whichever**

Some clauses beginning with a **wh-word** are used like a noun phrase in a sentence. These are sometimes called *nominal relative clauses*:

- ☐ Can you give me a list of **who's** been invited? (= the people who have been invited)
- ☐ I didn't know **what** I should do next. (= the thing that I should do next)

Note that we can't use **what** in this way after a noun:

- ☐ I managed to get all the *books* **that** you asked for. (*not ... all the books what you asked for.*)

We use clauses beginning with **whatever** (= anything or it doesn't matter what), **whoever** (= the person / group who or any person / group who), or **whichever** (= one thing or person from a limited number), to talk about things or people that are indefinite or unknown:

- ☐ I'm sure I'll enjoy eating **whatever** you cook.
- ☐ **Whoever** wins will go on to play Barcelona in the final.
- ☐ **Whichever** one of you broke the window will have to pay for it.

Exercises

54.1 Combine a sentence from (i) with a sentence from (ii) to make new sentences with **whose**. **A**

(i)

- 1 Dr Rowan has had to do all her own typing.
- 2 The newspaper is owned by the Mears group.
- 3 Parents are being asked to take part in the survey.
- 4 Children do better in examinations.
- 5 My aunt is now CEO of a department store.
- 6 I enjoy growing plants.

(ii)

- a Its chairperson is Miss Jiu Kim.
- b Their diets contain high levels of protein.
- c Their flowers are attractive to bees.
- ~~d Her secretary resigned two weeks ago.~~
- e Her first job was filling shelves in a supermarket.
- f Their children are between four and six.

1 + d Dr Rowan, whose secretary resigned two weeks ago, has had to do all her own typing.

54.2 Define the words using **whose** (1–3) and **in which** (4–6). You may need to use a dictionary.**A & B**

- 1 A lexicographer is a person whose job is to write dictionaries.
- 2 A widow is a woman
- 3 An actuary is a person
- 4 A furnace is a container
- 5 A gazebo is a small garden building
- 6 Polo is

54.3 Complete these sentences using phrases from the box and **when**, **whereby**, **where** or **why**. **B**

the area an agreement a condition a method the moment the reason

- 1 Sunset is defined in astronomy as the whole of the sun's disc disappears below the horizon.
- 2 In 1951, China and the Soviet Union signed China provided uranium ore in exchange for technical assistance.
- 3 The coastline is the land meets the sea or ocean.
- 4 The river is prone to sudden flooding which is there are no major towns along its banks.
- 5 Freeze-drying is water is rapidly evaporated from frozen food in order to preserve it.
- 6 Hypoglycaemia is the level of sugar in the blood drops suddenly.

54.4 If the italicised word is correct, write ✓. If not, suggest another word. **C**

- 1 I think *whatever* was responsible for damaging the trees should be fined or sent to prison.
- 2 Do they really understand *that* they are doing?
- 3 I don't envy *whoever* buys that house. It's in a terrible condition.
- 4 Now that I no longer have to wear a school uniform, I'll be able to wear *which* I want.
- 5 I think the government should improve the health service, *whichever* the cost.
- 6 It's a question *that* I've been asking for many years.
- 7 The clock makes a noise *what* keeps me awake at night.
- 8 I'm sure that Rashid will do well at university, *which* one he goes to.

Reflexive pronouns: **herself, himself, themselves, etc.**

A

In addition to the usual reflexive pronouns (**myself, yourself, etc.**) some people use **themselves** to refer to the person who is the subject of the sentence, to avoid saying whether the subject is male or female:

Reminder → K1-K4

- ☐ *The author of the letter describes **themselves** as 'a senior government official'.*
- ☐ *Who wants to go through life by **themselves**, without friends?*

Oneself (or less formally **yourself**) is used to refer to people in general:

- ☐ I think *one* has to have the courage to be **oneself** and say whatever comes naturally. (*less formally* I think *you* have to have the courage to be **yourself** ...)

B

We can use reflexive pronouns for emphasis in various ways. We also use reflexive pronouns to emphasise that the subject caused a certain action. Compare

- ☐ Salma worked hard and *got promoted*.
- ☐ Salma worked hard and *got **herself** promoted*. (emphasises that it was through her own efforts)
- ☐ Salma encouraged me to apply for the senior manager position, but she *got promoted **herself***. (emphasises that Salma got promoted, not me)

C

If the object of a transitive verb refers to the same person or thing as the subject, then that object must be a reflexive pronoun. Compare:

- ☐ **He** walked around the golf course to **familiarise himself with it**. *and*
- ☐ **We** walked around to **familiarise the children with** their new surroundings.

Also: absent ... from, avail ... of, busy ... with, concern ... with, occupy ... by / with, pride ... on, tear ... away from, trouble ... about / with

With some verbs we can use a reflexive pronoun or leave it out with little difference in meaning:

- ☐ We are confident that both sets of fans will **behave (themselves)** at the match.

Also: acclimatise, adapt, (un)dress, hide, move, prepare, shave, wash

We include the reflexive pronoun if we want to emphasise that the person or thing referred to in the subject is affected by the action:

- ☐ Although she helped other athletes in their preparations for competing at high altitudes, she found it difficult to **acclimatise herself**.

D

When the subject and object after a preposition refer to the same person or thing we use a reflexive pronoun after the preposition:

- ☐ **He** was pleased *with himself*. (*not ... pleased with him.*)

If the verb has a direct object we use a personal pronoun, not a reflexive pronoun:

- ☐ I remember closing *the door behind me*. (*not ... closing the door behind myself.*)

However, if we need to make it clear that the subject and prepositional phrase refer to the same person or thing, we use a reflexive pronoun after the preposition:

- ☐ **She** bought *the bracelet for herself*. ('... for her' suggests it was bought for someone else)

E

Myself is sometimes used after **and** and **or** rather than 'I' or 'me', although some people consider this use incorrect and avoid it:

- ☐ I believe that Lizi **and myself** have done a pretty good job.
- ☐ When you've finished the job can you send the bill either to Mrs Petrov **or myself**?

Using **myself** reduces focus on the speaker or writer and so sounds less forceful or more polite.

Exercises

60.1 Complete each sentence with a suitable form of a verb from the box followed by a reflexive pronoun and, if necessary, a preposition. If the reflexive pronoun can be omitted, put brackets around it. **C**

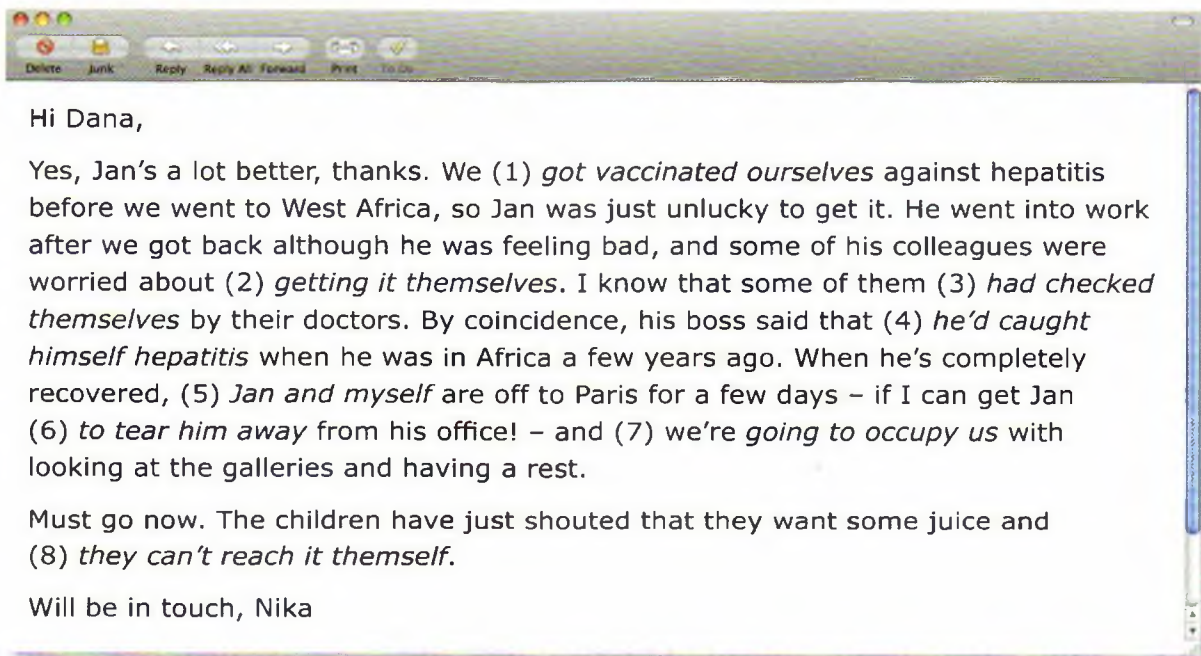
absent adapt ~~concern~~ dress occupy prepare pride trouble

- 1 She works for a charity which concerns itself with the welfare of children.
- 2 She _____ for the interview by reading the job description again.
- 3 It is a town that _____ being welcoming to visitors.
- 4 While I was working, the children _____ playing computer games.
- 5 It will take you some time to _____ to the pace of life in Tokyo.
- 6 Jack just expects to be given a job without making any effort. He won't even _____ filling in any application forms.
- 7 When Jade broke her arm she couldn't _____ properly, so I had to go round each morning to help.
- 8 Peter arranged to _____ the company for the first time in his life so that he could spend time with his father in hospital.

60.2 Underline the correct option. If both options are possible, note the difference in meaning. **D**

- 1 Can you post this letter for *myself* / *me*, please?
- 2 All my friends were away, I was bored, and I just didn't know what to do with *myself* / *me*.
- 3 We put the voice recorder on the table between *ourselves* / *us*.
- 4 They dragged the tree behind *themselves* / *them* all the way to the trailer.
- 5 Now that you're a famous actor, you must hear a lot about *yourself* / *you* in the media.
- 6 He ought to be ashamed of *himself* / *him*, being rude to his parents like that.
- 7 She should take care of *herself* / *her* better. She's looking really ill.
- 8 I opened the window in front of *myself* / *me* and took a deep breath of fresh air.

60.3 If necessary, correct the italicised parts of this email or write ✓. Give alternatives where possible. **A-E**



Hi Dana,

Yes, Jan's a lot better, thanks. We (1) *got vaccinated ourselves* against hepatitis before we went to West Africa, so Jan was just unlucky to get it. He went into work after we got back although he was feeling bad, and some of his colleagues were worried about (2) *getting it themselves*. I know that some of them (3) *had checked themselves* by their doctors. By coincidence, his boss said that (4) *he'd caught himself hepatitis* when he was in Africa a few years ago. When he's completely recovered, (5) *Jan and myself* are off to Paris for a few days – if I can get Jan (6) *to tear him away* from his office! – and (7) *we're going to occupy us* with looking at the galleries and having a rest.

Must go now. The children have just shouted that they want some juice and (8) *they can't reach it themself*.

Will be in touch, Nika

Position of adjectives

A

Many adjectives can be used either before the noun they describe, or following linking verbs such as **appear**, **be**, **become**, **feel**, **get**, and **seem** (see Unit 21). Compare:

- ☐ The **high** price surprised him. *and* ☐ The price **seemed** high.

B

Some adjectives are seldom or never used before the noun they describe. These include –

☆ some 'a-' adjectives:

- ☐ The horse **was alone** in the field.
(*but not* The alone horse ...)

Also: afraid, alike, alive, ashamed, asleep, awake, aware

Some have related adjectives that can be used before a noun or after a linking verb. Compare:

- ☐ The animal **was alive**. *and* A **living** animal.
(*or* A **live** animal. / The animal **was living**.)

Also: afraid – frightened, alike – similar, alone – lone, asleep – sleeping

☆ some adjectives used to describe health and feelings:

- ☐ My son **felt unwell**. (*but not* My unwell son ...)
These are sometimes used between an adverb and noun e.g. 'a terminally **ill** patient'.

Also: content, fine, glad, ill (but 'ill health'), sorry, (un)sure, upset (but 'an upset stomach'), well (but 'He's really not a well man')

C

Emphasising adjectives are used to emphasise your feelings about something. Compare:

- ☐ I felt a fool. *and* ☐ I felt a **complete** fool. (for emphasis)

Some emphasising adjectives (such as **complete**, and also **absolute**, **entire**, **mere**, **sheer**, **total**, **utter**) are seldom or never used after a linking verb:

- ☐ It was a **total** failure. (*but not usually* The failure was total.)

Classifying adjectives are used to say that something is of a particular type. Like emphasising adjectives, classifying adjectives are seldom or never used after a linking verb:

- ☐ a **nuclear** explosion (*but not usually* 'The explosion was nuclear', unless we particularly want to emphasise a contrast with other kinds of explosion)

Also: atomic, chemical, digital, domestic, environmental, medical; general, occasional, northern (etc.), maximum, minimum, underlying

Qualitative adjectives are used to give the quality that a thing or person has. We use them either directly before a noun or after a linking verb. Compare:

- ☐ a **beautiful** sunset ☐ The sunset **was beautiful**.

Note that some classifying adjectives can also be used with different meanings as qualitative adjectives and placed after a linking verb. Compare:

- ☐ The country's **economic** reforms. *and*
☐ The process isn't **economic**. (= not profitable)

Also: academic, conscious, educational, (il)legal, scientific

D

Many adjectives can be used immediately after a noun, at the beginning of a reduced relative clause (see Unit 69B). For example –

☆ adjectives before a **to-infinitive**, or a prepositional phrase as part of the adjective phrase:

- ☐ It was a **speech calculated** to appeal to the unions.
☐ He is a **manager capable** of making difficult decisions.

☆ some **-ible** and **-able** adjectives such as **available**, **imaginable**, **possible**, **suitable**. However, we use these adjectives immediately after a noun *only* when the noun follows **the** or when the noun is made definite by what follows in a relative clause:

- ☐ This was *the* most difficult **decision imaginable**.
☐ It is a **treatment suitable** for all children with asthma.

☆ the adjectives **concerned**, **involved**, **opposite**, **present**, **proper**, **responsible**. These words have different meanings when they are used *before* a noun and immediately after it. Compare:

- ☐ All the **people present** (= who were there) approved of the decision. *and*
☐ I was asked for my **present** address. (= my address now)

Exercises

66.1 If necessary, correct these sentences, or write ✓ if they are already correct. **B**

- 1 After the accident I tried to comfort the upset driver of the car.
After the accident I tried to comfort the driver of the car, who was upset.
- 2 In the distance I could see an alone figure walking towards me.
- 3 It wasn't a great surprise when Rahim died as he hadn't been a well man for years.
- 4 I remember her as a glad person who was always smiling.
- 5 He stood at the bedroom door, looking at his asleep daughter.
- 6 The fire on the ship is under control, but there are still many afraid passengers on board.
- 7 She spent most of her life nursing seriously ill children in the hospital.
- 8 The two children were of an alike age.
- 9 We were unsure which way to go.
- 10 The sorry girls apologised to their teacher for their behaviour.

66.2 Complete each pair of sentences using one pair of adjectives from the box. If an adjective can be used in both sentences, write it in both; if not, write it only in one. (Use a dictionary if necessary.) **C**

domestic – unsafe educational – entertaining
inevitable – utter legal – stupid serious – underlying

- 1 a The experiment was a / an _____ failure.
b After Dr Owen left the project, its failure was _____.
- 2 a None of the equipment in the warehouse is _____.
b The shop doesn't sell _____ equipment.
- 3 a The trip to the wildlife park was a / an _____ experience.
b The toys were _____ and the children played with them for hours.
- 4 a The computer fault was _____ enough to disrupt all the work in the office.
b The _____ problem has not yet been solved.
- 5 a He was involved in a _____ argument with his neighbour over a tree in the garden.
b It's completely _____ to charge a fee for entry into the museum.

66.3 Write the word in brackets in one of the spaces in each sentence, either before or after the noun (or both if possible). (Use a dictionary if necessary.) **D**

- 1 The party was excellent, and I'd like to thank all the _____ people _____.
(concerned)
- 2 As the _____ minister _____ for the health service, I think he should resign.
(responsible)
- 3 The new machinery was intended to increase output, but it seems to have had the _____ effect _____.
(opposite)
- 4 Children are only admitted when accompanied by a / an _____ adult _____.
(responsible)
- 5 It's the only _____ room _____ in the hotel that night. (available)
- 6 The pond on the village green was filled in with the _____ approval _____ of local residents. (apparent)
- 7 Cars drive too fast past the school and _____ parents _____ have complained to the police. (concerned)
- 8 For those who need it, there is _____ financial advice _____.
(available)

Gradable and non-gradable adjectives 1

A

Gradable adjectives can be used with *grading adverbs* such as **very** or **extremely** to say that a thing or person has more or less of a particular quality. Here are some examples of adjectives used as gradable in their most common meanings:

*Grading
adverbs*

a bit, dreadfully, extremely,
hugely, immensely, intensely,
rather, reasonably, slightly, very

+

angry, big, busy, clever, common,
different, fast, friendly, happy,
important, low, popular, quiet,
rich, strong, weak, young

*Gradable
adjectives*

- ☐ She was *extremely* rich.
- ☐ It's *hugely* popular.

- ☐ The people there are *reasonably* friendly.
- ☐ They're *slightly* different.

Non-gradable adjectives are not used with adverbs such as **very** or **extremely** because these adjectives do not refer to qualities which have different degrees. With non-gradable adjectives we can use *non-grading adverbs* which emphasise their extreme or absolute nature, such as **absolutely**, **completely**, etc. Many classifying adjectives (see Unit 66) are usually non-gradable. Adverbs such as **almost**, **exclusively**, etc., which indicate the extent of the quality, are commonly used with classifying adjectives. Here are some examples of non-gradable adjectives in their most common meanings:

*Non-
grading
adverbs*

absolutely, completely, entirely,
perfectly, practically, simply,
totally, utterly, virtually;
almost, exclusively, fully,
largely, mainly, nearly, primarily

+

awful, excellent, huge,
impossible, superb, terrible,
unique, unknown, wrong;
domestic, environmental,
agricultural (see Unit 66C)

*Non-
gradable
adjectives*

- ☐ She's *completely* wrong.
- ☐ He was *practically* unknown to the public.

- ☐ It was *absolutely* superb.
- ☐ The region is *largely* agricultural.

Gradable adjectives are sometimes used with non-grading adverbs, and non-gradable adjectives with grading adverbs to give special emphasis or to be humorous:

- ☐ What you're asking isn't just difficult – it's *extremely impossible*! (*grading adverb* + *non-gradable adjective*)
- ☐ You've won a hundred pounds? Wow, you're *virtually rich*! (*non-grading adverb* + *gradable adjective*)

Note that not all the adverbs can go with all the adjectives given in each of the tables above. For example, we can say 'absolutely huge', but we wouldn't usually say 'completely huge' unless it was for particular emphasis or for humour.

B

The adverbs **fairly** (= to quite a large degree, but usually less than 'very'), **really** (= 'very [much]') and **pretty** (= similar to 'fairly'; used in informal contexts) are commonly used with both gradable and non-gradable adjectives:

- ☐ She's *fairly* popular at school.
- ☐ I'm *really* busy at the moment.
- ☐ It's a *pretty* important exam.
- ☐ It was a *fairly* awful film.
- ☐ The flooding was *really* terrible.
- ☐ The bill was *pretty* huge.

However, note that we don't generally use **fairly** (or **very**) with gradable adjectives which indicate that something is very good or necessary:

- ☐ Experience is *really* / *pretty* essential for the job. (*not* ... fairly essential ...)
- ☐ The weather was *really* / *pretty* perfect. (*not* ... fairly perfect.)

Also: invaluable, superb, tremendous, wonderful

- 67.1** Complete the four sentences which contain gradable adjectives using **very**. Complete the remaining sentences with the adverbs from the box. Try to use a different one each time. **A**

absolutely almost completely exclusively mainly practically

- 1 The bridge is now _____ complete.
- 2 The material is _____ cotton.
- 3 The food was _____ excellent.
- 4 Her explanation was _____ clear.
- 5 Their actions were _____ illegal.
- 6 The new restaurant is _____ popular.
- 7 I was in a / an _____ permanent state of suspense.
- 8 I thought she was _____ attractive.
- 9 Until last year the club was _____ male.
- 10 Small black cars are not _____ visible.

- 67.2** Answer the questions using an adverb + adjective. **A** How would you feel if ...

- 1 ... a friend said s/he had just won a million pounds? *I'd be absolutely delighted.*
- 2 ... your best friend told you s/he was emigrating to Australia?
- 3 ... someone broke a window in your house or flat?
- 4 ... a complete stranger told you that you were very beautiful / handsome?
- 5 ... you lost some airline tickets you had just bought?

- 67.3** If necessary, correct the italicised parts of this email. If they are already correct, write ✓. **A**

Dear Nathan,

I'm writing this email in my new flat in Stratford. It's in an (1) *absolutely old* building which was (2) *totally renovated* last year. Fortunately, I didn't have to do much decorating when I moved in. As you know, I'm (3) *hugely useless* at DIY so I was (4) *absolutely happy* about that. The building is (5) *reasonably unique* in this part of Stratford, as most others around are (6) *rather modern*, and the view across the river from my sitting room is (7) *simply superb*. The flat's (8) *simply small*, but (9) *completely comfortable* for me.

My neighbours are (10) *very friendly* and usually (11) *fully quiet*. The only problem is that the woman upstairs plays the trumpet and I find it (12) *a bit impossible* to read when she's playing. I get (13) *slightly angry* about this, but she doesn't play for long each time, so it's not an (14) *extremely terrible* problem.

I know that the weather has been (15) *dreadfully awful* recently, so it's been difficult for you to get here, but you must come over one evening. There's an (16) *absolutely marvellous* restaurant nearby that we could go to.

Hope all is well,

Lea

- 67.4** Cross out any incorrect or unlikely alternatives. **B**

- 1 Her advice was *fairly* / *really* invaluable.
- 2 Our neighbours are *really* / *fairly* friendly.
- 3 I thought his performance as Hamlet was *fairly* / *really* tremendous.
- 4 The children kept *pretty* / *very* quiet during the concert.
- 5 The view from the window was *very* / *pretty* wonderful.
- 6 Their cooperation is *pretty* / *very* essential if we want the project to go ahead.
- 7 The weather was *really* / *fairly* perfect for a long walk.
- 8 In this photograph she looked *really* / *very* young.
- 9 The workmanship in the furniture was *pretty* / *very* superb.
- 10 The disease is *fairly* / *pretty* common in this part of the country.

Gradable and non-gradable adjectives 2

A

Some adjectives have both gradable and non-gradable senses.

(i) Some adjectives have different senses when they are gradable and non-gradable. Compare:

- ☐ Smith is a very **common** name. (= frequently found; gradable) *and*
- ☐ We have a lot of **common** interests. (= shared; non-gradable; not very)
- ☐ The house is very **old**. (= existed many years; gradable) *and*
- ☐ I met my **old** politics professor the other day. (= former; non-gradable; not very)

Also: **civil, clean, critical, electric** (= 'exciting' when gradable),
empty, false, late, odd, original, particular, straight

(ii) Some adjectives have similar meanings when they are gradable and non-gradable. However, when they are gradable we talk about the quality that a person or thing has (i.e. they are *qualitative* adjectives and therefore can be used with an adverb), and when they are non-gradable we talk about the category or type they belong to (i.e. they are *classifying* adjectives). Compare:

- ☐ I don't know where he came from, but he sounded **slightly foreign**. (= not from this country; gradable) *and*
- ☐ She is now advising on the government's **foreign** policy. (= concerning other countries; non-gradable)
- ☐ They had a very **public** argument. (= seen / heard by a lot of people; gradable) *and*
- ☐ He was forced to resign by **public** pressure. (= from many people in the community; non-gradable)

Also: **academic, adult, average, diplomatic, genuine, guilty, human, individual, innocent, mobile, private, professional, scientific, technical, true, wild**

B

In spoken English in particular, we can use **good and ...**, **lovely and ...**, and **nice and ...** followed by another gradable adjective in order to emphasise the second adjective. Possible patterns include –

☆ **good and ready** and more colloquially **good and proper / relaxed / strong** (*but not usually good and beautiful / rich / tall*):

- ☐ If you're all feeling **good and relaxed** after the break, let's get on with the meeting.

☆ **lovely and dry / soft / sunny / warm** (*but not usually lovely and decent / empty / short*):

- ☐ It's **lovely and warm** in here. Freezing outside, though.

☆ **nice and bright / clean / cold / comfortable / early / fresh / quiet / simple / soft / tidy / warm** (*but not usually nice and interesting / handsome / exciting*):

- ☐ 'Shall we get some strawberries?' 'Yes, they look **nice and fresh**.'

We can also link comparative adjectives (see Unit 72) with **and** to talk about an increasing degree of the quality described in the adjective. We use **more and more + adjective** in a similar way:

- ☐ As she got **more and more excited**, her voice got **higher and higher and louder and louder**.
- ☐ The taxi driver just drove **faster and faster and faster** until I told him to stop, and I got out.



Exercises

68.1 Complete the sentences using each of the adjectives from the box twice, once with a gradable sense (adding *very*) and once with a non-gradable sense. (Use a dictionary if necessary.) **Ai**

critical false late original straight

- 1 The novel was praised by the judges for its very original use of language.
- 2 The train is again. I wonder if the bad weather has delayed it.
- 3 The report was of the police officers involved in the investigation.
- 4 I had a / an choice between working for my father and having no job at all.
- 5 She was accused of giving information during the trial.
- 6 The driver of the overturned lorry was in a / an condition in hospital last night.
- 7 I was given the oil painting by my uncle Simon.
- 8 The fireplaces had been removed and replaced by more modern ones.
- 9 The path to the summit of the hill was and steep.
- 10 Many of the people I met were quite sincere, but some seemed, so that I could never be sure if they meant what they said.

68.2 Complete each pair of sentences using the adverb + adjective pairs from the box. Use the adjective in both sentences, but include the adverb in only one. **Aii**

(largely) academic (fairly) average (extremely) diplomatic
(very) human (intensely) private (highly) technical

- 1 a The average temperature on the island is a pleasant 23.4 °C.
b Brecston is a / an fairly average town in the south of England.
- 2 a The instructions were and clearly meant for an expert.
b Fiona got a job providing support for people having computer problems.
- 3 a Being frightened in this situation is a response and nothing to be ashamed of.
b Near the top of the mountain there were signs of habitation, perhaps centuries old.
- 4 a I found it difficult to understand the talk that Professor Downs gave.
b The standards at the school are very high.
- 5 a He worked hard to afford a education for his three children.
b She was a / an person and had few close friends.
- 6 a After Mara left university she worked in the service for a number of years.
b When he was asked to comment on the French President's decision he gave a / an answer, not wanting to appear critical.

68.3 Complete the sentences with phrases beginning with **good / lovely / nice + and + an appropriate adjective.** **B**

- 1 Now that the room is painted yellow, it looks lovely and bright.
- 2 I've put you in the spare room at the back of the house, so it'll be
- 3 A: Have you felt the material my new coat's made of? B: Oh, it's
- 4 The oranges looked quite old, but when I cut into them they were
- 5 There's no point in trying to persuade Gustavo. He won't make up his mind until he's

Participle adjectives and compound adjectives

A Participle adjectives

Some **-ing forms** (present participles) and **-ed forms** (past participles) of verbs can be used as adjectives. Most of these *participle adjectives* can be used before the noun they describe or following linking verbs (see Unit 21):

- ☐ The hotel had a **welcoming** atmosphere.
- ☐ I found this **broken** plate in the kitchen cupboard.
- ☐ The students' tests results were **pleasing**.
- ☐ My mother seemed **delighted** with the present.

B We can use many participle adjectives *immediately* after nouns when they identify or define the noun. This use is similar to *defining relative clauses* and they are often called 'reduced relatives':

- ☐ We had to pay for the **rooms used**. (or ... the **rooms that were used**.)

Some of these are rarely used before the noun:

- ☐ My watch was among the **things taken**.
(but not ... the taken things.)

Also: **applying, caused, found, included, provided**

Others can be used before or immediately after nouns:

- ☐ The **crowd watching** grew restless. or
- ☐ The **watching crowd** grew restless.

Also: **affected, alleged, allocated, broken, chosen, identified, infected, interested, remaining, resulting, stolen**

C In formal English, **that** and **those** can be used as pronouns before a participle adjective:

- ☐ The flour is of a higher quality than **that produced** by other varieties of wheat. (= the flour which is produced)
- ☐ The touchscreens perform less well than **those manufactured** elsewhere. (= the touchscreens which are manufactured elsewhere)
- ☐ Here is some advice for **those** (= people) **preparing** to go on holiday.

D Compound adjectives

Many *compound adjectives* include a participle adjective. Common patterns are:

- | | |
|------------------------------------|--|
| adverb + -ed participle | <input type="checkbox"/> They are well-behaved children. |
| adverb + -ing participle | <input type="checkbox"/> Social networking is a fast-growing activity. |
| adjective + -ed participle | <input type="checkbox"/> She seems to live on ready-made meals. |
| adjective + -ing participle | <input type="checkbox"/> He's the longest-serving employee in the company. |
| noun + -ed participle | <input type="checkbox"/> The public square was tree-lined . |
| noun + -ing participle | <input type="checkbox"/> I hope it will be a money-making enterprise. |
| -ed participle + particle | <input type="checkbox"/> Did it really happen, or was it a made-up story? (from two-word verbs) |

We can use some participle adjectives **only** in adjective compounds. For example, we can't say '... behaved children' or '... a making enterprise' as the sense is incomplete without the adverb or noun.

Also: **New York-based, Paris-born, brick-built, easy-going, peace-keeping, long-lasting, good-looking, home-made, hair-raising, far-reaching, well-resourced, sweet-smelling, strange-sounding, soft-spoken, sour-tasting, nerve-wracking**

Note that many other compound adjectives do not include participle adjectives:

- ☐ The problem is **short-term**.
- ☐ It was just a **small-scale** project.

Exercises

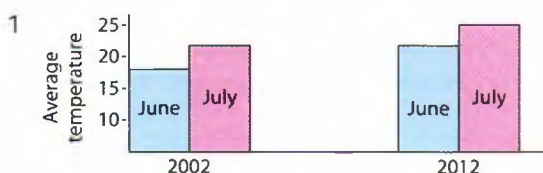
- 69.1** Replace the italicised parts of these sentences with present or past participle adjectives formed from the verbs in the box. Give alternative positions for the adjective if possible. **B**

~~cause~~ identify include interest provide remain result

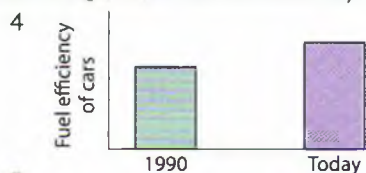
- 1 I offered to pay for any damage *that was the result*. caused (not ... any caused damage.)
- 2 Steps are being taken by telephone engineers to solve the problems *which have been noticed*.
- 3 Visitors *who want to find out more* can buy a booklet with further information.
- 4 Please answer the questions on the sheet *that has been given to you*.
- 5 The holiday cost £1,200, with flights *which were part of the total*.
- 6 I didn't want to be on TV but the publicity *that was the consequence* was good for business.
- 7 Just before serving the pasta, sprinkle over any cheese *that is left over*.

- 69.2** Write a sentence to describe each set of information using either **that** or **those** followed by one of the participle adjectives from the box. **C**

earned found grown manufactured ~~recorded~~



Average temperatures in June and July 2012 were higher than those recorded in June and July 2002. (or ... in the corresponding months in 2002.).



- 69.3** Complete each second sentence using a compound adjective from D to replace the italicised information in each first sentence. **D**

- 1 The company *is organised from New York*. It is a New York-based company.
- 2 The school *has all the things it needs*, with sufficient books and computers. The school is _____, with sufficient books and computers.
- 3 I found that the whole experience *made me tense and worried*. I found the whole experience _____.
- 4 The proposed changes will *have a major influence on a large number of people*. The proposed changes will be _____.

- 69.4** Match the words to form compound adjectives and use them to rewrite the italicised parts of these sentences. **D**

clean eye ~~ill~~ wide catching ~~equipped~~ ranging shaven

- 1 At the age of 16 children *do not have the ability or experience* to take on the role of parents. are ill-equipped.
- 2 The discussions *dealt with a great variety of topics*.
- 3 When I last saw him he had a beard, but now he *has no beard*.
- 4 The advertisements for the new car are *very noticeable*.

Adjectives and adverbs

A

Some adverbs of manner (saying how something is done) are formed from an **adjective + -ly**: **sudden** → **suddenly**, **happy** → **happily**, etc. When an adjective already ends in **-ly** (e.g. **cowardly**, **elderly**, **friendly**, **kindly**, **lively**, **lonely**, **lovely**) we don't add **-ly** to it to make an adverb. Instead we can use a prepositional phrase with **fashion**, **manner**, or **way**:

- ☐ He smiled at me in a **friendly way**.
- ☐ She waved her hands around in a **lively fashion**.

Most participle adjectives ending in **-ed** (see Unit 69) don't have an adverb form and so we use a prepositional phrase instead:

- ☐ They rose to greet me in a **subdued manner**. (*not ... subduedly*.)

or we use a preposition and a related noun if there is one:

- ☐ She looked at me **in amazement**. (*not ... amazedly*.)

However, some do have an adverb form with **-ly**. Compare:

- ☐ The storm was **unexpected**. *and*
- ☐ The weather turned **unexpectedly** stormy.

Also: agitatedly, allegedly, deservedly, determinedly, disappointedly, excitedly, hurriedly, pointedly, repeatedly, reportedly, reputedly, supposedly, worriedly

B

Some adverbs have two forms, one ending in **-ly** and the other not. We can sometimes use either form without changing the meaning, although the form ending in **-ly** is grammatically correct and more formal:

☐ She ran **quick** / **quickly** towards the door.
and must be used if the adverb comes immediately before the verb:

- ☐ She **quickly** ran towards the door. (*not She quick ran ...*)

Also: cheap(ly), clean(ly), clear(ly), fine(ly), loud(ly), thin(ly), slow(ly)

C

Some adverbs have different meanings with and without **-ly**. Compare:

- ☐ She gave her time **free**. (= for no money) *and* She gave her time **freely**. (= willingly)
- ☐ I arrived **late** for the concert. (= not on time) *and* I haven't seen Amy **lately**. (= recently)

Compare also:

<input type="checkbox"/> He wandered deep into the forest and got lost. (= a long way)	<input type="checkbox"/> He felt deeply hurt by her criticisms. (= very) <input type="checkbox"/> They loved each other deeply . (= very much)
<input type="checkbox"/> You don't have to change trains. You can go direct . (= without stopping)	<input type="checkbox"/> I'll be with you directly . (= very soon) <input type="checkbox"/> He saw Hassan directly ahead. (= straight)
<input type="checkbox"/> It sounded awful – one of the choir members was singing flat .	<input type="checkbox"/> This time I flatly refused to lend him any money. (= definitely; completely)
<input type="checkbox"/> He kicked the ball high over the goal.	<input type="checkbox"/> Everyone thinks highly of her teaching. (= they think her teaching is very good)
<input type="checkbox"/> 'Is Emil here yet?' 'He's just arrived.' <input type="checkbox"/> She looks just like her mother.	<input type="checkbox"/> You can be justly proud of your musical achievements. (= rightly; justifiably)
<input type="checkbox"/> Which of these cheeses do you like most ?	<input type="checkbox"/> Her novels are now mostly out of print. (= most of them) <input type="checkbox"/> We mostly go on holiday to France. (= usually)
<input type="checkbox"/> They cut short their holiday when Lina fell ill. (= went home early)	<input type="checkbox"/> The speaker will be arriving shortly (= soon). Please take your seats.
<input type="checkbox"/> The door was wide open so I just went straight in. (= completely)	<input type="checkbox"/> You won't have any problems getting the book. It's widely available. (= in many places)

Exercises

- 71.1** Rewrite the italicised words using a **-ly** form of the participles in the box. If a **-ly** form isn't possible, use a prepositional phrase or a preposition + related noun. **A**

agitated anticipated despaired determined disappointed
organised relaxed repeated reputed satisfied

- I warned him *again and again* of the dangers on the mountain, but he insisted on going on.
- The class was out of control and he put his head in his hands *feeling that he could do nothing*.
- As his mother took the roast chicken out of the oven, Rod licked his lips *because he was looking forward to eating it*.
- It is *said to be*, *although no one knows for certain*, the smallest post office in the country.
- 'Still no news from Paul,' she *said in a sad way*.
- He ran the company *in a calm way* and rarely let anything annoy him.
- She shook her head *as if she had made a firm decision*.
- When he had finished the painting, he looked at it *in a way that showed he was happy*.
- Vicky runs the office *carefully and tidily*, so I don't think we should change things now.
- Sofia paced about *in an anxious way* as she waited to go into the interview.

- 71.2** Complete the sentences with suitable pairs of adverbs from C. Use the form with **-ly** in one sentence and the form without **-ly** in the other. **C**

- What she hated was having to get up at 5:30 every morning.
 - We don't go out much in the evening. We watch television.
- The firm paid compensation, but stopped of admitting they were to blame.
 - The book is due to be published
- I'm not in my office at the moment, but if you leave your name and number I'll get back to you [Message on a telephone answering machine]
 - I used to have to change in Amsterdam to get to Moscow, but now I can fly
- I got very little sleep on the flight, but I felt awake when I arrived in Tokyo.
 - French is spoken in North Africa.
- She is one of the most regarded researchers in the university.
 - We could just see the plane flying overhead.

- 71.3** Correct any mistakes in these sentences. If there are no mistakes, write ✓. **A-C**

- The rise in car crime in the area is deeply worrying.



- She waved friendly to me.
- Cut the onions up finely and fry them with garlic.
- I asked the boys to move their bicycles off the football pitch but they flat refused.
- I couldn't understand what he was saying. He didn't speak very clearly.
- He was accused of behaving cowardly in the battle.
- Pierre Evene manufactured the glass for which the town became just renowned.
- I called Elena and she slow turned to face me.
- Spread some butter on the bread as thin as possible.
- The prime minister was loud applauded by her audience.

A

Comparatives: -er vs more / less ... than

Reminder → L7–L8

We usually add **-er** to one-syllable adjectives and adverbs to make their comparative form.

However, we use **more + adjective** –

- ☆ with one-syllable past participle adjectives (see Unit 69) such as **bored**, **creased**, **pleased**, **worn**:
 - ☐ After I'd ironed my shirt it looked **more creased** than before. (*not ... creaseder ...*)
 - ☆ with **fun**, **real**, **right** and **wrong**:
 - ☐ I expected the film to be rather dull, but I couldn't have been **more wrong**. (*not ... wronger.*)
 - ☆ when we are comparing two qualities:
 - ☐ 'Wasn't he brave to swim across?' 'I think he was **more mad** than brave.'
 - ☐ Although the paint was called 'Sky Blue', I thought it was **more green** than blue.
- We can also use '... he wasn't **so much brave as mad**' and '... it was **blue rather than green**'.

We can sometimes use **more** as an alternative to the **-er** form to emphasise the comparison:

- ☐ You might think it's dark here but it's **more dark** in the cellar. (*or ... darker ...*)

Also: **clear**, **cold**, **deep**, **fair**, **rough**, **soft**, **true**.

B

Some adjectives with two syllables are most commonly used with **more / less**, particularly:

- ☐ **participle adjectives** (e.g. **worried**, **boring**)
- ☐ **adjectives ending in -ful and -less** (e.g. **careful**, **careless**)
- ☐ **afraid**, **alert**, **alike**, **alone**, **ashamed**, **aware**
- ☐ some other adjectives, including **active**, **cautious**, **certain**, **complex**, **direct**, **eager**, **exact**, **formal**, **frequent**, **modern**, **special**, **recent**

Most two-syllable adjectives ending **-y**, **-ow**, **-er** and **-ure** can take either an **-er** or the **more + adjective** form, although the **-er** form is more frequently used.

Some adjectives (e.g. **complete**, **equal**, **favourite**, **ideal**, **perfect**, **unique**) have a comparative or superlative meaning so are not often used with **-er / more / less** or **-est / most / least**. However, we can use comparative or superlative forms for special emphasis:

- ☐ The weather today was good, but **less perfect** than yesterday.

C

Superlatives

We usually use **the**, a possessive form (with **-s**), or a possessive pronoun before a superlative adjective or adverb. In informal contexts we sometimes leave out **the** before an **-est** or **most + adjective** superlative after a linking verb, particularly at the end of a sentence:

- ☐ 'Why did you go by bus?' 'It was **(the) cheapest**.'
- ☐ Which was **(the) most expensive**?

However, we can't leave out **the** when we go on to say what group of things is being compared:

- ☐ 'Why did you buy these oranges?' 'They were **the cheapest ones I could find**.' (*not They were cheapest ones ...*)

When **most + adjective / adverb** is used without **the**, **most** means something like 'very':

- ☐ I checked the form **most carefully** (= very carefully) but didn't notice the mistake.

D

After a superlative we use **of + a plural noun phrase** to name the objects being compared:

- ☐ Adam's **the oldest of my three brothers**.

Note that we can put the **of-phrase** at the beginning to emphasise it:

- ☐ **Of my three brothers**, Adam's **the oldest**.

When we give the location or context within which the comparison is made we usually use **in + a singular noun phrase**:

- ☐ It was **the tallest tree in the forest**. (*not ... the tallest tree of the forest.*)

72.1 Complete the sentences with a comparative adjective from the box, using an -er or more + adjective form. Use both if possible. **A**

deep hard long naughty pretty scared strong true

- 1 It was almost as if the wolf was of us than we were of it.
- 2 The river was than I expected so I decided to turn back.
- 3 I think I'd describe her as than beautiful.
- 4 I bought this tennis racket because it's
- 5 Sam isn't a bad boy really. He's than dishonest.
- 6 The exam was than I thought it would be.
- 7 We need to take responsibility for elderly neighbours, and in a cold winter like this it is than ever.
- 8 We took the path up the hill as the other one was very steep.



72.2 If necessary, correct or improve the comparative adjectives. **B**

- 1 I may not be much of a cook, but Nina is even ~~uselesser~~ in the kitchen than I am.
more useless
- 2 When I took the washing out of the machine it looked *dirtyer* than when it went in.
- 3 A: The painting is from the 17th century.
B: Really? It looks *recenter* than that.
- 4 The film starts slowly, but gets *excitinger* after the first half hour.
- 5 Louis is already rich, but his aim in life seems to be to become even *more wealthy*.
- 6 All of us are unique, but some of us are *more unique* than others.
- 7 Most research in this area uses simple interviews, but we used a *complexer* methodology.
- 8 I didn't do well at school, and my fellow students all seemed *cleverer* than me.
- 9 For an extra \$500 you could buy a much *powerfuler* motorbike.
- 10 Curiously, many people say they feel mentally *alerter* if they eat very little for a day.

72.3 Put brackets around **the** if it can be omitted in these sentences. **C**

- 1 It was the sweetest orange I'd eaten for ages.
- 2 Anna, Beth and Clara were all excellent musicians, but Clara was the most creative.
- 3 He's the fastest runner in his class.
- 4 We get lots of birds in our garden, but blackbirds are the most common.
- 5 A: Shall we go by train, bus or car?
B: Well, going by bus is actually the easiest.

72.4 Complete the sentences with **in** or **of**. **D**

- 1 The building is said to be the highest Europe.
- 2 The Democrats are the smallest the four main political parties.
- 3 Parmesan is perhaps the most famous all Italian cheeses.
- 4 For many people, it is the most important day the whole year.
- 5 She's without doubt the best swimmer my school.

Comparative phrases and clauses

A We use **as + adjective / adverb + as** to say that something or someone is like something or someone else, or that one situation is like another:

- ☐ Was the film **as funny as** his last one? ☐ I came round **as quickly as** I could.

Negative forms of sentences like this can use either **not as** or **not so**. In formal speech and writing it is more common to use **less + adjective + than**:

- ☐ The gap between the sides is **not as / so wide as** it was. (*or ... is less wide than it was.*)

B If we put a singular countable noun between an adjective and the second **as**, we use **a / an** in front of the noun:

- ☐ Despite his disability, he tried to lead **as normal a life as** possible. (*not ... as normal life as ...*)

The negative form of sentences like this can use either **not as** or sometimes **not such**:

- ☐ It's **not as quiet a place** (*or ... not such a quiet place ...*) as it used to be.

Note that we use **not as + adjective + a / an + noun** but **not such a / an + adjective + noun**.

We can use **so**, **too** and **how** followed by an adjective in a similar way:

- ☐ It's not quite **so straightforward a problem as** it might at first seem.
☐ 'Conspiracy' is perhaps **too strong a word**. ☐ **How big a piece** do you want?

C We also use **as much / many as** or **as little / few as** to say that a quantity or amount is larger or smaller than expected. **Many** and **few** are preferred before numbers; **much** and **little** are preferred with amounts (e.g. \$5, 20%) and distances (e.g. 3 metres):

- ☐ There are a small number of people involved, possibly **as few as** twenty.
☐ Prices have increased by **as much as** 300%.

D We can use **not + adjective / adverb + enough + to-infinitive** to mean that there isn't as much as is necessary to do something:

- ☐ I'm not **tall enough to reach**. ☐ He didn't speak **loudly enough to be heard**.

We can use **sufficiently** before adjectives to express a similar meaning to **enough**. **Sufficiently** is often preferred in more formal contexts:

- ☐ She didn't play **sufficiently well** to qualify. (*or ... well enough to qualify.*)

E We can use **too + adjective / adverb + to-infinitive** to mean 'more than necessary, possible, etc.' to do something:

- ☐ They arrived **too late to get** seats. ☐ It moved **too fast to see** it clearly.
☐ The suitcase was **too small (for him) to get** all his clothes in.

In rather formal English we can use **too + adjective + a / an + noun**:

- ☐ I hope you haven't had **too tiring a day**. (*not ... a too tiring day.*)

(In a less formal style we might say 'I hope your day hasn't been too tiring.')

F We can use **so + adjective / adverb + that-clause** to say that something existed or happened to such a degree that a specified result occurred (see also Unit 81):

- ☐ It's **so simple that** even I can do it. ☐ He came in **so quietly that** I didn't hear him.

Less often we use **so + adjective / adverb + as + to-infinitive** with a similar meaning. Compare:

- ☐ The difference was **so small that** it wasn't worth arguing about. *and*
☐ The difference was **so small as to not be** worth arguing about. (= Because the difference was so small, it wasn't worth arguing about)

We can use **go so / as far as + to-infinitive** to talk about actions that are surprising or extreme:

- ☐ One furious woman **went so / as far as to throw** tomatoes at the minister.

Exercises

73.1 Complete these sentences with **as ... as** or **not as / such ... as** (or both if possible). Use the words in brackets and add any other necessary words. **B**

- 1 It's not such a polluted city now as / not as polluted a city now as it was ten years ago. (*not / polluted / city now*)
- 2 The Downtown Hotel is _____ Strand Hotel. (*not / pleasant / place to stay*)
- 3 The President's address to the nation is _____ he is ever likely to make in his career. (*important / speech*)
- 4 It was _____ I first thought. (*not / big / problem*)
- 5 Theresa's dog is _____ I've ever seen. (*ferocious / animal*)
- 6 She's _____ she claims to be. (*not / fluent / Greek speaker*)

73.2 Complete these sentences with **as much as**, **as many as**, **as little as**, or **as few as**. **C**

- 1 When it was really hot I was having _____ four showers a day.
- 2 The elephant population may soon fall to _____ 1,000 from 5,000 ten years ago.
- 3 At the end of the 200-metre race there was _____ 50 metres between the first and second runners.
- 4 _____ 5,000 people phoned in to complain about last night's TV programme.
- 5 Lit continuously, the life of a light bulb varies from _____ two weeks to three months.
- 6 Some days there were _____ three or four students at his lectures.
- 7 We don't use much electricity. Sometimes our bill is _____ £40 a month.
- 8 The country spends _____ 25% of its income on defence.

73.3 Join the sentences using **so + adjective + as + to-infinitive**. **F**

- | | |
|---|--|
| 1 The noise from the factory was loud. | a It was nearly illegible. |
| 2 Her handwriting was untidy. | b It was insignificant. |
| 3 The bookcase was heavy. | c It was unplayable. |
| 4 The CD was badly scratched. | d It prevented me sleeping. |
| 5 The plot of the novel was complicated. | e It was almost impossible to move it. |
| 6 The difference between the results was small. | f It was completely incomprehensible. |
- 1 + d The noise from the factory was so loud as to prevent me sleeping.

73.4 Correct any mistakes in the italicised parts of this interview with a football manager. **A-F**

- INTERVIEWER: (1) *How serious injury* is it? Is it (2) *so serious as* has been claimed in the newspapers? Some people are saying Franz Kahn will never play international football again.
- MANAGER: Well, it's certainly (3) *enough bad to* keep him out of football for at least six months. He's obviously (4) *not so fit as* he used to be and even he would admit that he's (5) *not such good player as* he was in his twenties. But I wouldn't (6) *go so far to say* that he'll never play for the national team again. I know him (7) *sufficiently well enough* to say that he will consider his future carefully before making any major decisions.
- INTERVIEWER: Well, we all wish him (8) *as speedy recovery as possible* ...



Position of adverbs 1

A

There are three main positions for adverbs which modify a verb: *end*, *front* and *mid* position –

☆ In <i>end position</i> , the adverb comes after the verb – either immediately after it or later in the clause.	<input type="checkbox"/> They <i>played</i> quietly all day. <input type="checkbox"/> He <i>tried to leave</i> quietly . <input type="checkbox"/> He <i>sat</i> in the corner quietly .
☆ In <i>front position</i> the adverb comes before the subject.	<input type="checkbox"/> Finally he could stand the noise no longer. <input type="checkbox"/> Sometimes I feel like leaving.
☆ In <i>mid position</i> the adverb comes between the subject and verb, immediately after be as a main verb, or after the first auxiliary verb.	<input type="checkbox"/> He usually plays better than this. <input type="checkbox"/> She <i>is</i> usually here by ten. <input type="checkbox"/> They <i>would</i> usually come by car.

Many adverbs can go in any of these positions, depending on context or style. For example:

- ☐ He turned round **slowly**. (*end*) ☐ **Slowly** he turned round. (*front*)
☐ He **slowly** turned round. (*mid*)

B

End position

In end position, we usually put an adverb *after* an object rather than immediately after the verb:

- ☐ We considered *the problem* **briefly**. (*not* We considered briefly the problem.)

However, if an object is very long other positions are possible:

- ☐ We considered **briefly** *the long-term solution to the problem*. (*or* We **briefly** considered ...)

C

We avoid putting an adverb between a main verb and a following **-ing** form or **to-infinitive**:

- ☐ He began running **quickly**. *or* He **quickly** began running. (*not* He began quickly running.)
☐ She tried to leave **quietly**. *or* She **quietly** tried to leave. (*not* She tried quietly to leave.)

The position of the adverb can change the meaning of the sentence (see Unit 75A). Compare:

- ☐ I recall telling him **clearly** that he had won. (= I told him clearly; 'clearly' modifies 'telling him') *and*
☐ I **clearly** recall telling him that he had won. (= I clearly recall it; 'clearly' modifies 'recall'.)

'I recall **clearly** telling him that he had won' is also possible, but is ambiguous; it can have either of the two meanings given above. In speech, the meaning intended is usually signalled by intonation.

D

When there is more than one adverbial in end position, the usual order in written English is **adverbial of manner** (= saying *how* something is done), **place**, and then **time**:

- ☐ In the accident she was thrown **violently forwards**. (= manner + place)
☐ We arrived **here on Saturday**. (= place + time)

For special emphasis we can move an adverbial to the end:

- ☐ In the accident she was thrown **forwards, violently**.

If one adverbial is much longer than another then it is usually placed last:

- ☐ They left **at three with a great deal of noise**. (= time + manner)

An adverb usually comes before a prepositional phrase when these have the same function (i.e. when they both describe manner, or place, or time):

- ☐ She went **downstairs to the cellar**. (= place + place)

E

End position is usual for many adverbials of **place**, **definite frequency**, and **definite time**:

- ☐ They live **upstairs**. (*not* They upstairs live.)
☐ She goes **weekly**. (*not* She weekly goes.)
☐ Have you heard the good news? Eva had a baby **in May**. (*not* Eva in May had a baby.)

However, adverbs of indefinite time usually go in mid position (see Unit 75).

Note that in journalism, other adverbs of time are often used in mid position, where we would normally place them in end (or front) position:

- ☐ The government **yesterday** announced an increase in education spending.

Exercises

74.1 Put the adverb in brackets in an appropriate position in each sentence. In some cases both positions are possible. **C**

- 1 I expect Catalina to win the race (*easily*)
- 2 He regretted missing the concert (*greatly*)
- 3 I hated playing the piano , although my parents thought I loved it. (*secretly*)
- 4 He started to walk across the bridge over the gorge. (*calmly*)
- 5 She offered to do the work (*kindly*)
- 6 Bruno finished speaking and sat down. (*hurriedly*)
- 7 I don't remember putting it down (*simply*)
- 8 We look forward to hearing from you (*soon*)
- 9 They tried to ignore me (*deliberately*)
- 10 I don't pretend to understand the instructions (*completely*)

74.2 Complete this email using the words and phrases from the box below in the correct order. **B & D**

We had a great time driving (1) around Switzerland in July . We flew into Zurich and hired (2) We drove (3) , and stayed (4) Every morning we got up (5) and went down to the nearby lake for a swim – freezing, but wonderful! The next week we drove east and stayed (6) It's in a spectacular part of the country, but we had to drive (7) Finally, we drove back to Zurich and caught (8) We enjoyed (9) and we're looking forward to going back (10)

- | | |
|---|----------------------------|
| 1 in July / around Switzerland | 2 a car / at the airport |
| 3 towards the lakes / south | |
| 4 in a beautiful cottage belonging to some friends of Kim's mother / for a week | |
| 5 early / at about six o'clock | |
| 6 in the village where Kim had spent some time when she was a student / briefly | |
| 7 carefully / on the narrow winding roads | 8 home / the train |
| 9 in Switzerland / enormously / ourselves | 10 before too long / there |

74.3 If necessary, rewrite these sentences putting the italicised word or phrase in a more appropriate position. If the sentence is already correct, write ✓. **B–E**

- 1 I try to visit *every week* my parents. I try to visit my parents every week. / Every week I try to visit my parents.
- 2 Next, beat the eggs *vigorously* in a small bowl.
- 3 I thought I'd locked *securely* the luggage.
- 4 I stopped *regularly* playing tennis after I broke my wrist.
- 5 Lee was *easily* beaten in the final.
- 6 Matias never eats in the canteen at work. He always brings *from home* sandwiches.
- 7 A: Do the Patel family still live next door? B: No, they moved last year away.
- 8 The local residents welcomed the decision to introduce a new bus service from their village into the nearby town *warmly*.
- 9 We have to hand the homework in *on Tuesday*.

Position of adverbs 2

A

Front position

Most types of adverb commonly go in front position in a clause (see Unit 74A). In particular –

☆ <i>connecting adverbs</i> , which make immediately clear the logical relation to the previous sentence.	<input type="checkbox"/> The value of the yen has fallen. As a result , Japan faces a crisis.
☆ <i>time and place adverbs</i> , which give more information about a previous reference to a time or place.	<input type="checkbox"/> The last few days have been hot. Tomorrow the weather will be much cooler.
☆ <i>comment and viewpoint adverbs</i> , which highlight the speaker's attitude to what they are about to say (see Unit 78).	<input type="checkbox"/> She has just heard that her sister is ill. Presumably , she will want to go home.

Note, however, that other positions are possible for these adverbs.

Some words can be used both as comment adverbs or adverbs of manner. As comment adverbs they usually go in front position (but can go in other positions) and relate to the whole of the clause; as adverbs of manner they usually go in end position and modify the verb. Compare:

- ☐ **Naturally**, I'll do all I can to help. *and*
☐ The radioactive gas *occurs* **naturally** in many areas.

Also: **clearly, curiously, frankly, honestly, oddly, plainly, seriously**

Note that for special emphasis or focus, adverbs that usually go in mid position (see B) and end position (see also Units 74 and 76) can sometimes be put in front position:

- ☐ **In May**, Maxine had a baby. ☐ **Regularly**, Helena works on several paintings at once.

B

Mid position

The following types of adverb usually go in mid position (see Unit 74A) –

- ☆ *degree adverbs* (e.g. **almost, hardly, nearly, quite, rather, scarcely**):
☐ The street lighting was so bad that we **almost** missed the turning.
 although some (e.g. **completely, enormously, entirely, greatly, slightly**) can go in end position:
☐ I **admire** your work **greatly**. (or I **greatly** admire your work.)
 Note that some degree adverbs are not usually used in mid position with some verbs. For example, **enormously** is not usually used in mid position with **develop, differ, go up** or **vary**; **greatly** is not normally used in mid position with **care** or **suffer**.

- ☆ *adverbs which indicate the order of events*, such as **first, last** and **next**. These can also go in end position, but if there is a phrase giving the time of an event they usually go before this:
☐ I **first** met her in 1997. (or I met her **first** in 1997.)
 We don't usually put these in front position, except to list actions (see also Unit 76B):
☐ **Next**, add three teaspoons of sugar.
- ☆ *adverbs of frequency* which say in an indefinite way how often something happens, including **hardly ever, often, rarely, regularly, seldom** (see also Unit 76B); and also the frequency adverbs **always** and **never**:
☐ We **hardly ever** see Kaspar nowadays, he's so busy at the office.
 Note, however, that adverbial phrases of indefinite frequency (e.g. **as a rule, on many occasions, from time to time, every so often**) usually go in front or end position:
☐ **As a rule**, I go every six months. (or ... every six months, **as a rule**; not I as a rule go ...)

C

We rarely put long adverbials (including clauses; see Units 58 and 59), and prepositional and noun phrases in mid position. Usually they go in end position or front position for emphasis:

- ☐ She phoned home, **anxious for news**. (or **Anxious for news**, she phoned home.)
☐ He picked up the vase **with great care**. (or **With great care** he picked up the vase.)
☐ I'd seen Tarik **the day before**. (or **The day before**, I'd seen Tarik.)

Exercises

- 75.1** Complete each pair of sentences using one adverb from the box. Put the adverb in front position (as a comment adverb) in one sentence, and in end position (as an adverb of manner) in the other. **A**

clearly ~~curiously~~ frankly honestly plainly seriously

- 1 a Curiously, the house has two chimneys _____, although there's only one fireplace.
b _____, Esther looked at him curiously, trying to work out whether he was being serious or not.
- 2 a _____, I was brought up to earn money _____, not to steal it from others.
b _____, I'm perfectly capable of putting up the shelf myself _____.
- 3 a _____, she admitted _____ that she felt she wasn't doing a good job.
b _____, I went to sleep during his lecture _____, it was so boring.
- 4 a A: Thanks for looking after the children for me.
B: That's okay.
A: _____, I don't know what I'd have done if you hadn't been around to help.
b _____, I tried to speak _____ to him about his bad behaviour, but he kept making me laugh.
- 5 a The chief executive of Eclom has phoned me every day this week to ask whether I've made my mind up. _____, he wants me to take the job _____.
b _____, I'd had very little sleep and was having difficulty thinking _____.
- 6 a Lucas fidgeted in his seat and kept looking nervously at the door. _____, he was feeling ill at ease _____.
b _____ she always dressed _____ at work in a white blouse and grey skirt.

- 75.2** Cross out any adverbs or adverbials that are incorrect / unlikely in these sentences. **B & Unit 74E**

- 1 Asthma rates in cities do not *enormously* / *significantly* differ from those in rural areas.
- 2 Now that Lorna has moved to Kuala Lumpur, I *from time to time* / *rarely* see her.
- 3 I could see them *easily* / *scarcely* in the bright sunshine.
- 4 It was snowing and I was *almost* / *by an hour* late for the interview.
- 5 Carmen had *often* / *on many occasions* spoken at meetings before, so it was no surprise when she stood up.
- 6 I play chess with Lorenzo *hardly ever* / *every week*.
- 7 Although he had to lift heavy boxes in the factory, he *greatly* / *rarely* suffered from backache.
- 8 I forgot about the meeting *nearly* / *entirely* and my boss was really angry with me.

- 75.3** Which of the positions [1], [2] or [3] can the adverb or adverbial in brackets go in? **A-C**

- 1 [1] He [2] moved to New Zealand [3]. (*the following year*)
- 2 [1] The children [2] walked along the road [3]. (*in single file*)
- 3 [1] We [2] see Alex [3] any more. (*seldom*)
- 4 [1] He [2] complained to his physics teacher [3]. (*unhappy with the result*)
- 5 [1] I [2] agree with you [3]. (*entirely*)
- 6 [1] I [2] meet [3] Emma at school. (*often*)

A

Adverbs of **place** and **direction** (or adverbials, particularly prepositional phrases) usually go in end position, but we can put them in front position to emphasise the location. The effect may also be to highlight what comes at the end (e.g. 'a body' in the example below). This order is found mainly in formal descriptive writing and reports. Compare:

- ☐ The money was eventually found **under the floorboards**. (= end) *and*
- ☐ The police searched the house. **Under the floorboards** they found a body. (= front)

If we put an adverb of place in front position we put the subject *after* the verb **be** (see also Unit 99A):

- ☐ **Next to the bookshelf** *was* a fireplace. (or *less formally* **Next to the bookshelf** there *was* a fireplace; *not* Next to the bookshelf a fireplace *was*.)

We can also put the subject after the verb with intransitive verbs (except with a pronoun subject) used to indicate being in a position or movement to a position:

- ☐ Beyond the houses **lay** open fields. *but*
- ☐ Beyond the houses **they lay**. (*not* ... lay they)

Note that '... open fields lay' might be used in a literary style.

Also: hang, live, sit, stand; come, fly, go, march, roll, run, swim, walk

However, we don't usually put the subject after the verb when we talk about actions: if one of these intransitive verbs is followed by an adverb of manner; with other intransitive verbs; or with transitive verbs:

- ☐ Through the waves the boy **swam** *powerfully*. (*rather than* ... swam the boy *powerfully*.)
- ☐ Outside the church the choir **sang**. (*rather than* ... sang the choir.)
- ☐ In the garden Nik **built** *a play house* for the children. (*not* In the garden built Nik ...)

B

When we put certain adverbs of time in front position the subject must come *after* an auxiliary verb or a main verb **be** (see also Unit 100):

- ☐ **At no time** would *he* admit that his team played badly. (*not* At no time he would admit ...)
- ☐ **Not once** was *she* at home when I phoned. (*not* Not once she was ...)

If the main verb is not **be** and there is no auxiliary, we use **do**, although inversion is not necessary in this case:

- ☐ **Only later** **did** *she* realise how much damage had been caused. (or Only later she realised ...)

Adverbs like this include negative time adverbials such as **at no time**, **hardly ever**, **not once**, **only later**, **rarely**, and **seldom**. Note also that we can put **first**, **next**, **now** and **then** in front position with the verb **come** to introduce a new event, when the subject follows the verb. But if a comma (or an intonation break in speech) is used after **first** (etc.) the verb follows the subject. Compare:

- ☐ At first there was silence. **Then** *came* a voice that I knew. (*not* Then a voice came ...) *and*
- ☐ At first there was silence. **Then**, a voice *came* that I knew.

C

Adverbs of **time** which indicate a definite point or period in time or a definite frequency usually go in end position, or front position for emphasis, but not in mid position. Note that when these adverbs are in front position there is no inversion of subject and verb:

- ☐ I went to Paris **yesterday**. (or **Yesterday** I went to Paris.)
- ☐ We meet for lunch **once a week**. (or **Once a week** we meet for lunch.)

The adverbs **daily**, **hourly**, **monthly**, **weekly**, **annually**, **quarterly** (= four times a year), etc. only go in end position:

- ☐ I pay my subscription **annually**. (*not* Annually I pay ...; *not* I annually pay ...)

Exercises

76.1 Rewrite the sentences putting the italicised adverbs of place or direction at the front of the clause. If possible, invert the order of subject and verb. **A**

- 1 A dark wood was *at the bottom of the garden*.
At the bottom of the garden was a dark wood.
- 2 The car stopped suddenly and Daniel jumped *out*.
- 3 Two small children stood *outside the door*.
- 4 The boys were playing cricket *in the park*, despite the muddy conditions.
- 5 A jade necklace hung *around her neck*.
- 6 The man released the monkey and it climbed *up the tree*.
- 7 The door burst open and a delegation from the striking workers marched *in*.
- 8 While Marko was looking around for his net the fish swam *away*.
- 9 Most of the furniture was modern, but a very old grandfather clock was *in the corner*.
- 10 Lea found it difficult to concentrate *in the office*, but she worked more efficiently *at home*.

76.2 If possible, rewrite the italicised parts of these sentences putting the time adverbial in front position. Where you can, invert subject and verb, and make any other necessary changes.

B & C

- 1 I trusted Dan completely, and *I realised only later that he had tricked me*.
I trusted Dan completely, and only later did I realise that he had tricked me.
- 2 After working so hard all summer, *I had a holiday last week*.
- 3 Professor Coulson was to give the initial paper at the conference, but *a welcoming address came first by the head of the organising team*.
- 4 The area was cleared before the explosion, and *members of the public were in danger at no time*.
- 5 I've got high blood pressure and *I have to take tablets daily* for it.
- 6 When it became clear that he was in danger of losing the election, *a politician can seldom have changed his views so quickly as Beckett*.
- 7 After a few days of relative calm, *a blizzard came next, preventing us from leaving the hut*.
- 8 It's hard to imagine that *we'll be in Japan by next Friday*.
- 9 You won't have long to wait as *trains for Rome leave hourly*.
- 10 My grandfather was a gentle man, and *I hardly ever heard him raise his voice in anger*.

76.3 If necessary, correct the word order in these sentences. **A-C**

- 1 I walk to work for the exercise, and I twice a week play squash.
- 2 If you take the job, monthly your salary will be paid into your bank account.
- 3 Down the hill the horse ran quickly.
- 4 Through the window Megan watched sadly.
- 5 Around the town drove she for hours looking for the gallery, until she spotted in a side street the place.
- 6 I tripped over the cat, dropped the tray, and across the room flew it.



Degree adverbs and focus adverbs

A

Degree adverbs can be used before adjectives, verbs, or other adverbs to give information about the extent or level of something:

- ☐ They're **extremely** happy. ☐ I **really** hate coffee. ☐ He **almost** *always* arrived late.

Some degree adverbs, such as **almost**, **largely**, **really** and **virtually**, are usually used before the main verb, and others, such as **altogether**, **enormously**, **somewhat**, and **tremendously**, are usually used after the main verb. Degree adverbs are rarely used in front position (see Unit 75B).

Focus adverbs draw attention to the most important part of what we are talking about. Some (e.g. **especially**, **even**, **mainly**, **mostly**, **particularly**, **specifically**) make what we say more specific:

- ☐ There is likely to be snow today, **particularly** in the north.

and others (e.g. **alone**, **just**, **only**, **simply**, **solely**) limit what we say to one thing or person:

- ☐ Many people offered to help me invest the money, but I **only** trusted Rick.

B

Much and very much

In affirmative sentences in formal contexts, **much** can be used as a degree adverb before the verbs **admire**, **appreciate**, **enjoy**, **prefer** and **regret** to emphasise how we feel about things:

- ☐ I **much** enjoyed having you stay with us. ☐ Their music *is* **much** admired.

Much is used in this way particularly after **I** and **we**. Note that we don't usually use this pattern in questions (e.g. *not* Did you much enjoy ...?).

We can use **very much** in a similar way before the verbs above and also before **agree**, **doubt**, **fear**, **hope**, **like** and **want**. Note, however, that we don't use **much** before this last group of verbs. Compare:

- ☐ I **much** prefer seeing films at the cinema than on DVD. (or I **very much** prefer ...) and
☐ We **very much** agree with the decision. (or We agree very much ...; but *not* ... much agree ...)

We can also use **much** or **very much** before a past participle which is part of a passive:

- ☐ The new by-pass was (very) **much** needed.

We don't use **much** but can use **very much** before past participle adjectives (see Unit 69A):

- ☐ I was **very much** surprised by her news. (or I was surprised ...; but *not* I was much surprised ...)

and we don't use either **much** or **very much** before present participle adjectives:

- ☐ The hotel was (very) *welcoming*. (but *not* The hotel was (very) much welcoming.)

In negative sentences in informal contexts we can use (very) **much** before verbs such as **appreciate**, **enjoy**, **like**, and **look forward to** to emphasise a negative feeling about something:

- ☐ I didn't (very) **much** enjoy the film.

C

Very and too

Before an adjective or another adverb we use **very** when we mean 'to a high degree', and **too** when we mean 'more than enough' or 'more than is wanted or needed'. Compare:

- ☐ The weather was **very** hot in Majorca – perfect for swimming. (*not* ... too hot ...) and
☐ It's **too** hot to stay in this room – let's find somewhere cooler. (*not* ... very hot ...)

In negative sentences in informal spoken English we can use **not too** to mean 'not very':

- ☐ I'm **not too** bothered about who wins. (or I'm **not very** bothered ...)

D

Even and only

Even and **only** usually go in mid position (see Unit 75), but if they refer to the subject they usually come before it. Compare:

- ☐ My mother has **only** brought some food. (= She hasn't brought anything else) and
☐ **Only** my mother has brought some food. (= My mother and nobody else)
☐ Aya can **even** speak French. (= in addition to everything else she can do) and
☐ **Even** Aya can speak French. (= you might not expect her to) (*rather than* Aya even ...)

Exercises

77.1 Cross out any incorrect answers. B

- 1 We *very / much / very much* hope that the striking workers will now resume negotiations.
- 2 Thanks for organising the quiz night. Your help was *very / much / very much* appreciated.
- 3 I felt *very / much / very much* intimidated by some of the questions in the interview.
- 4 I had always *very / much / very much* admired her work, and it was great to meet her.
- 5 As a child, I *very / much / very much* wanted to be an artist.
- 6 I would *very / much / very much* prefer to be remembered as kind rather than wealthy.
- 7 It was *very / much / very much* thrilling to get Marie's news.
- 8 When I was travelling in India I became *very / much / very much* interested in regional foods.
- 9 Kristof says that he wants to go into politics, but I *very / much / very much* doubt that he's serious.
- 10 I *very / much / very much* regret not being able to hear Dr Greco when she gave her lecture.

77.2 Write **very**, **too**, or **very / too** if either is possible. C

- 1 Leo was in a wheelchair as he was still _____ weak to walk far.
- 2 Ellie has agreed to start work earlier, but she's not _____ enthusiastic about it.
- 3 The instructions are _____ easy. You'll have no trouble understanding them.
- 4 It was _____ alarming to learn that one of the plane's engines had stopped.
- 5 We'll be at the cinema well before the film starts. It won't take _____ long to get there.
- 6 It was snowing _____ heavily for us to climb further up the mountain.
- 7 He revised _____ hard and did well in his exams.
- 8 The old bridge in town was _____ narrow for the coach to drive across, so we had to go an extra 50 miles to the new one.

77.3 Put **even** or **only** in the most appropriate place in each sentence. D

- 1 Ben offered to let me stay with him while I was in Glasgow, and _____ he _____ offered to pick me up from the station.
- 2 _____ I will _____ be in my office on Monday next week as I'm going to Poland for a business meeting on Tuesday.
- 3 Every penny the charity raises helps the homeless, and _____ the smallest donation _____ can make a vital difference.
- 4 Jan seems to have invited everyone to the party. _____ he has _____ asked Ann, and they haven't spoken to each other for years.
- 5 _____ Louis _____ knew where the keys were kept, and nobody else.
- 6 I don't get home from work until late, so _____ I _____ cook at the weekend.

Comment adverbs and viewpoint adverbs

A

We use some adverbs to make a *comment* on what we are saying.

<i>some comment adverbs:</i>	<i>examples</i>
☆ indicate how likely we think something is	apparently, certainly, clearly, definitely, obviously, presumably, probably, undoubtedly
☆ indicate our attitude to or opinion of what is said	astonishingly, frankly, generally, honestly, interestingly, luckily, naturally, sadly, seriously, surprisingly, unbelievably
☆ show our judgement of someone's actions	bravely, carelessly, foolishly, generously, kindly, rightly, stupidly, wisely, wrongly

Comment adverbs often apply to the whole sentence and are most frequently used in front position (see Unit 75A), although they can also be used at the end of the sentence and in other positions.

At the beginning and end of sentences we usually separate them from the rest of the sentence by a comma in writing or by intonation in speech:

- ☐ **Presumably**, he didn't hear me when I called.
- ☐ The book was based on his experience in China, **apparently**.
- ☐ If you practise continuously, you will **undoubtedly** get better.

Comment adverbs which show judgement usually follow the subject, although they can be put in front position for emphasis:

- ☐ He **kindly** offered to give me a lift. (or **Kindly**, he offered ... to emphasise 'Kindly')

If comment adverbs apply to only part of the sentence they can be used in other positions. Compare:

- ☐ **Astonishingly**, she did well in the exam. (= I was surprised that she did well) *and*
- ☐ She did **astonishingly** well in the exam. (= she did extremely well)
- ☐ You've had a major operation. **Obviously**, it will be very painful for a while. (= I expect you to know this already) *and*
- ☐ When he stood up it was **obviously** very painful. (= the pain was clear to see)

B

Some adverbs are used to make clear what *viewpoint* we are speaking from; that is, identifying what features of something are being talked about:

- ☐ **Financially**, the accident has been a disaster for the owners of the tunnel.
- ☐ The brothers may be alike **physically**, but they have very different personalities.

Also: biologically, environmentally, financially, ideologically, industrially, logically, medically, morally, outwardly, politically, technically, visually

A number of phrases are used in a similar way:

- ☐ **Politically / In political terms**, this summer is a crucial time for the government.

Also: politically speaking, in terms of politics, from a political point of view, as far as politics is / are concerned

Some adverbs or phrases are used to say *whose* viewpoint we are expressing:

- ☐ The head of National Bank is to receive, **according to reports**, a £1 million bonus.
- ☐ **In my view**, the foreign minister should resign immediately.

Also: to my / his / her (etc.) knowledge, from my / his / her (etc.) perspective, personally, in my / his / her (etc.) opinion

Exercises

- 78.1** Rewrite the italicised words using an adverb from the box. Choose the most likely position for the adverb. **A**

~~astonishingly~~ bravely carelessly generously
 interestingly obviously presumably rightly

- 1 It was very *surprising indeed* that no paintings were destroyed by the fire in the gallery.
Astonishingly, no paintings were destroyed by the fire in the gallery.
- 2 As you drive off the ferry, there are lots of different flags flying by the side of the road.
It seems likely that the idea is to welcome visitors from other countries.
- 3 *Acting more kindly than they needed to*, the builders agreed to plant new trees to replace the ones they had dug up.
- 4 Most people believe *in a correct way* that the prisoners should be released.
- 5 *It was easy to see that* she knew more about the robbery than she told the police.
- 6 He broke the window when he was painting *because he wasn't paying attention to what he was doing*.
- 7 She picked up the spider and put it outside, *showing no fear*.
- 8 *I found it strange that* the road didn't appear on the SATNAV.

- 78.2** Complete the sentences with an appropriate viewpoint adverb from (i) and an ending from (ii).

B

(i)

environmentally financially
 industrially medically
 outwardly politically
 technically visually

(ii)

... we'd be much better off if we moved there.
 ... the performance was stunning.
 ... it is relatively undeveloped.
 ... she looked remarkably calm.
 ... she could be sent to prison.
~~... the doctors can't find anything wrong.~~
 ... it is no longer the problem it once was.
 ... he claims to be a socialist.

- 1 Thomas says that he is still getting severe headaches, although ...
medically the doctors can't find anything wrong.
- 2 As she stepped onto the stage she felt terrified, but ...
- 3 Now that lead is no longer added to most petrol, ...
- 4 The country earns most of its income from agriculture and ...
- 5 The band didn't play terribly well, and the singing was awful, but ...
- 6 The cost of living is much lower in the north, so ...
- 7 Hansen is one of the richest men in the country, although ...
- 8 Julie is likely to be fined for failing to pay her gas bill, although ...

- 78.3** Complete the sentences using the phrases from B either with the words from the box (or adjectives or adverbs formed from them) or your own words. **B**

architecture democracy geology grammar ~~history~~

- 1 *Historically speaking*, in what ways has disease affected the development of Western civilisation?
- 2 _____ limestone is a relatively new rock.
- 3 The building is similar to the opera house in Milan _____
- 4 _____
 the essay was well written, but its style was inappropriate.
- 5 The election was clearly rigged and the result is a severe blow to the country _____

A

As, when and while

Reminder → M1 & M8

We can often use **as**, **when** or **while** to mean 'during the time that', to talk about something that happens when something else takes place:

- ☐ **As / When / While** Miguel was eating, the doorbell rang.

We use **when** (*not as* or *while*) to introduce a clause which talks about –

- ☆ an event that takes place at the same time as some longer event (in the main clause):
☐ They were playing in the garden **when** they heard a scream.
- ☆ the circumstances in which the event in the main clause happens:
☐ **When** they are fully grown these snakes can be over two metres long.

We also use **when** to mean 'every time', and we prefer **when** to talk about past periods of our lives:

- ☐ I still feel tired **when** I wake up in the morning. (= 'every time')
- ☐ His mother called him Robbie **when** he was a baby. (= a past period)

We prefer **when** if one event happens immediately after another, particularly if one causes the other:

- ☐ You'll see my house on the right **when** you cross the bridge.
- ☐ **When** the lights went out, I lit some candles.

In the first sentence, 'as' or 'while' would suggest 'during the time that' and the continuous would be more likely ('... as / while you are crossing ...'). In the second sentence 'as' or 'while' would be very unlikely because lights usually go out instantaneously.

We prefer **as** to say that when one thing changes, another thing changes at the same time:

- ☐ **As** the cheese matures, its flavour improves. (*rather than* When the cheese ...)

We can also use 'While ...', particularly with a continuous tense: 'While the cheese is maturing ...'.

We prefer **while** or **as** (rather than **when**) to talk about two longer actions that go on at the same time, although **while** is more common than **as** in informal speech:

- ☐ I went shopping **while** Liam cleaned the house. (*or ... as* Liam cleaned ...)

We use **while** or **when** (rather than **as**) to avoid ambiguity where 'as' could mean 'because':

- ☐ **While** you were playing golf, I went to the cinema. (As you were playing ... = Because ...)

B

Before, after and until

We use **before** or **after** to talk about an event happening earlier or later than another event:

- ☐ I put on my coat **before** I went out.
- ☐ The message arrived **after** I'd left.

We can often use either **until** or **before** when a situation continues to happen up to a time indicated in the adverbial clause:

- ☐ I had to wait six weeks **until** / **before** the parcel arrived.

However, we use **until** to talk about an action that continues to a particular time and then stops:

- ☐ They sat on the beach **until** the sun sank below the horizon, and then they went home.

and when the adverbial clause describes the *result* of an action in the main clause:

- ☐ He cleaned his shoes **until** they shone. ('shining' is the result of 'cleaning').

C

Hardly, no sooner, scarcely

When we say that one event happened immediately after another we can use sentences with **hardly**, **no sooner**, and **scarcely** (see also Unit 100). After **hardly** and **scarcely** the second clause begins with **when** or **before**; after **no sooner** it begins with **than** or **when**:

- ☐ The concert had **hardly** begun *before* all the lights went out.
- ☐ I had **no sooner** lit the barbecue *than* / *when* it started to rain.

We often use a past perfect in the clause with **hardly** (etc.), **no sooner** or **scarcely** and a past simple in the other.

Exercises

79.1 Complete these sentences with **as**, **when** or **while**. If possible, give alternative answers and notice any differences in meaning. **A**

- 1 She fell over she kicked the ball.
- 2 we were younger our parents had to pay for our music lessons.
- 3 I speak Spanish, I talk slowly to help people understand me.
- 4 I packed all the books away, Lana made a note of their titles on her laptop.
- 5 She stayed at home watching television her brother was at school.
- 6 Where did you live you got married?
- 7 the results started to come in, it became clear that President Como had lost the election.
- 8 The humidity started to increase the day wore on.
- 9 The snow was getting deeper and deeper we waited for the train to arrive.
- 10 the paint dries it changes colour from a light to a deep red.

79.2 If necessary, correct or improve these sentences. **A**

- 1 As I'm older I'd love to be a dancer.
- 2 When the boy watched in fascination, the ants picked up the dead beetle and carried it off to their nest.
- 3 The disk drive makes a buzzing sound while I switch my PlayStation on.
- 4 As the car went by, someone waved to me from the back seat.
- 5 While Kasem had finished, he tidied up the room and left.
- 6 I was in the shower as the phone rang.

79.3 Complete this talk about the life and work of a professor with **before** or **until** or both if possible. **B**

- 1 He continued to work at London University he retired in 2007.
- 2 he left his native country, he learned English by listening to the radio.
- 3 It wasn't long he was appointed Professor of Chemistry.
- 4 He married Martha he moved to England in 1960.
- 5 he came to England he worked in his father's grocery shop.
- 6 He applied for research positions he was appointed to a post at London University.
- 7 He was almost unknown outside his field he was awarded the Nobel Prize.
- 8 He would work in his lab for days at a time he had completed an experiment.

79.4 Complete the sentences in any appropriate way. **C**

- 1 The paint on the sitting room wall had scarcely dried ...
before my daughter put her dirty hands all over it.



- 2 Martin had no sooner recovered from a broken ankle ...

- 3 He had hardly put down the phone ...

- 4 We had no sooner eaten ...

- 5 Lisa had hardly finished speaking ...

- 6 I had scarcely driven to the end of the street ...