Dedication

To John Eckersley, who first encouraged my interest in this kind of thing.
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Introduction

The purpose of this book

English, like all languages, is full of problems for the foreign learner. Some of these points are easy to explain – for instance, the formation of questions, the difference between since and for, the meaning of after all. Other problems are more tricky, and cause difficulty even for advanced students and teachers. How exactly is the present perfect tense used? When do we use past tenses to be polite? What are the differences between at, on and in with expressions of place? We can say a chair leg – why not *a girl leg? What are the real rules for the use of like and as? When can we use the expression do so? When is the used with superlatives? Is unless the same as if not? What are the differences between come and go, between each and every, between big, large and great, between fairly, quite, rather and pretty? Is it correct to say There’s three more bottles in the fridge? How do you actually say $3 \times 4 = 12$? And so on, and so on.

This book is a practical reference guide to questions of this kind. It deals with over 600 points which regularly cause problems for foreign students of English. Most of the points treated are grammatical, but there are also explanations of a certain number of common vocabulary problems.

Level

The book is intended for intermediate and advanced students, and for teachers of English. Being a reference book, it contains information at various levels, ranging from relatively simple points to quite advanced problems.

Organisation

Problems are mostly explained in short separate entries; the book is more like a dictionary than a grammar in form. This makes it possible to give a clear complete treatment of each point, and enables the user to concentrate just on the question he or she needs information about. Entries are arranged alphabetically by title and numbered in sequence; a comprehensive index shows where each point can be found.

Approach and style

I have tried to make the presentation as practical as possible. Each entry contains an explanation of a problem, examples of correct usage, and (when this is useful) examples of typical mistakes. More complicated items are divided into separate entries: a general explanation first, followed by more complete information for advanced students and teachers. Explanations are, as far as possible, in simple everyday language. Where it has been necessary to use grammatical terminology, I have generally preferred to use traditional terms that are well known and easy to understand. Some of these terms (e.g. future tense) would be regarded as unsatisfactory by academic grammarians, but I am not writing for specialists. There is a dictionary of the language terminology used in the book on pages xxi–xxix.
The kind of English described

The explanations deal mainly with standard modern British English, and the examples are as realistic as I can make them. Stylistic differences (e.g. between formal and informal usage, or spoken and written language) are mentioned where this is appropriate. A good deal of information is given about American usage, but the book is not intended as a systematic guide to American English.

Correctness

If we say that a form is ‘incorrect’, we can mean two different things. We may be referring to a form like *I have seen her yesterday, which normally only occurs in the English of foreigners; or we may be talking about a form like ain’t, which is used in speech by many British and American people, but which does not occur in the standard dialects and is not usually written. In this book, I am mainly concerned with the first sort of ‘incorrectness’ (the differences between British or American English and ‘foreign’ English), but I have mentioned a few examples of the second kind. Sometimes a form is used by some educated people, but considered wrong by others (e.g. me in It was me that found your keys). When this is the case, I have said so, but I have not usually tried to suggest who is right.

How to use the book

This is a reference book, not a systematic course in English grammar. It will be most useful to a student who has made a mistake and wants to find out why it is wrong, or to a teacher who is looking for a clear explanation of a difficult point of grammar or vocabulary. The best way to find a point is to look in the index at the back: most problems are indexed under several different names, so it is not usually difficult to locate quickly the entry you need. (For instance, if you want to know why we say I'm not used to driving on the left instead of *I'm not used to drive on the left, you can find the number of the section where this is explained by looking in the index under ‘used’, ‘be used’, ‘to’ or ‘-ing forms’.)

Other reference books

This book gives explanations of individual points of usage, but does not show how the separate points ‘fit together’. For a systematically organised account of the whole of English grammar, students should consult a book such as A Student's Grammar of the English Language, by Greenbaum and Quirk (Longman), the Longman English Grammar, by L.G. Alexander, or the Oxford Guide to English Grammar, by John Eastwood. For a detailed treatment of English vocabulary, see the Oxford Advanced Learner's Dictionary of Current English, the Longman Dictionary of Contemporary English or the Collins Cobuild English Language Dictionary.
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Language terminology

The following words and expressions are used in this book to talk about grammar and other aspects of language. For more information about their meaning, see the sections where they are discussed.

**abstract noun** (the opposite of a **concrete noun**) the name of something which we experience as an idea, not by seeing, touching etc. *doubt; height; geography.*

**active** An active verb form is one like *breaks, told, will help* (not like *is broken, was told, will be helped*, which are **passive** verb forms). The subject of an active verb is usually the person or thing that does the action, or is responsible for what happens.

**adjective** A word like *green, hungry, impossible*, which is used when we describe people, things, events etc. Adjectives are used in conjunction with nouns and pronouns. *a green apple; she’s hungry.*

**adverb** A word like *tomorrow, once, badly, there, also*, which is used to say, for example, when, where or how something happens. There are very many kinds of adverbs with different functions; see sections 20–23.

**adverb particle** A word like *up, out, off*, used as part of a phrasal verb. *clean up, sold out, tell off.*

**adverbial** A group of words that does the same job as an adverb.

**affirmative** An affirmative sentence is one that makes a statement – not a negative sentence or a question. Compare *I agree* (affirmative); *I don’t agree* (negative).

**agent** In a passive sentence, the agent is the expression that says who (or what) an action is done by. *This picture was probably painted by a child.*

**article** *A, an and the* are called ‘articles’. *Alan is* called the ‘indefinite article’; *the* is called the ‘definite article’.

**assertive** The words *some, somebody* etc are used most often in affirmative sentences. In other kinds of sentence, they are often replaced by *any, anybody* etc. *Some, somebody* etc are called ‘assertive forms’; *any, anybody* etc are called ‘non-assertive forms’. Other non-assertive forms are *yet, ever.*

**attributive** Adjectives placed before nouns are in ‘attributive position’.

*a green shirt; my noisy son.* See also **predicative**.

**auxiliary verb** A verb like *be, have, do* which is used with another verb to make tenses, passive forms etc. *She was writing; Where have you put it?* See also **modal auxiliary verb**.

**bare infinitive** The infinitive without *to. Let me go.*

**clause** A part of a sentence which contains a subject and a verb, usually joined to the rest of the sentence by a conjunction. *Mary said that she was tired.* The word *clause* is also sometimes used for structures containing participles or infinitives (with no subject or conjunction).

*Not knowing what to do, I telephoned Robin; I persuaded her to try a new method.*

**cleft sentence** A sentence in which special emphasis is given to one part (e.g. the subject or the object) by using a structure with *it or what.*

*It was you that caused the accident; What I need is a beer.*
collective noun  a singular word used to refer to a group. family; team.
comparative  the form of an adjective or adverb made with -er (older, faster), also the structure more + adjective/adverb, used in the same way (more useful; more politely).
complement  (1) a part of a sentence that gives more information about the subject (after be, seem and some other verbs), or, in some structures, about the object. You’re *the right person to help*; She looks very kind; The President appointed Bristow his confidential adviser. (2) structure or words needed after a noun, adjective, verb or preposition. *the intention to invest; full of water; try phoning; down the street.*
compound  A compound noun, verb, adjective, preposition, etc is one that is made of two or more parts. bus-driver; get on with; one-eyed; in spite of.
concrete noun  (the opposite of an abstract noun) the name of something which we can experience by seeing, touching etc. cloud; petrol; raspberry.
conditional  (1) a verb form made by using the modal auxiliary would (also should in the first person). I would run; she would sing; I should think. (2) a clause or sentence containing if (or a word with a similar meaning), and often containing a conditional verb form. If you try you’ll understand; I should be surprised if she knew; What would you have done if the train had been late?
conjunction  a word like and, but, although, because, when, if, which can be used to join clauses together. I rang because I was worried about you.
continuous  the same as progressive.
contraction  a short form in which a subject and an auxiliary verb, or a verb and the word not, are joined together into one word. I’m; who’ll; can’t.
co-ordinate clause  one of two or more clauses of equal ‘value’ that make up a sentence. A co-ordinate clause does not function as a subject, object, complements or adverbial in another clause. *Shall I come to your place or would you like to come to mine? It’s cooler today and there’s a bit of a wind.* See also subordinate clause.
copular verb  be, seem, feel and other verbs which link a subject to a complement which describes it. *My mother is in Jersey; He seems unhappy; This feels soft.*
countable noun  a noun like car, dog, idea, which can have a plural form, and can be used with the indefinite article *a/an*. See also uncountable noun.
dangling participle  the same as misrelated participle.
declarative question  a question which has the same grammatical form as a statement. That’s your girl-friend?
definite article  *the.*
degree  saying ‘how much’ something is true. Adverbs of degree are, for example, quite, rather, very, too.
demonstrative  this/these; that/those.
determiner  one of a group of words that are normally used at the beginning of noun phrases. Determiners include *a/an, the, my, this, each, either, several, more, both, all.*
direct object  see object.
direct speech  speech reported ‘directly’, in the words used by the original speaker (more or less), without any changes of tense, pronouns etc. She looked me straight in the eye and said, *This is my money.*  See also indirect speech.
discourse marker a word or expression which shows the connection
between what is being said and the rest of the ‘discourse’ (e.g. what came
before or after, or the speaker’s attitude to what he/she is saying). on the
other hand; frankly; as a matter of fact.
duration the length of time something lasts. The preposition for can be used
with an expression of time to indicate duration.
ellipsis leaving out words when their meaning can be understood from the
context. (It’s a) Nice day, isn’t it? It was better than I expected (it would be).
emphasis giving special importance to one part of a word or sentence (for
example by pronouncing it more loudly; by writing it in capital letters; by
using do in an affirmative clause; by using special word order).
emphatic pronoun reflexive pronoun (myself, yourself, himself etc) used to
emphasise a noun or pronoun. I’ll tell him myself; I wouldn’t sell this to
the King himself. See also reflexive pronouns.
ending something added to the end of a word, e.g. -er, -ing, -ed.
first person see person.
formal the style used when talking politely to strangers, on special occasions,
in some literary writing, in business letters, etc. For example, commence is
a more formal word than start.
frequency Adverbs of frequency say how often something happens. often;
never; daily; occasionally.
fronting moving a part of a clause to the beginning in order to give it special
emphasis. Jack I like, but his wife I can’t stand.
future tense a verb form made with the auxiliary verb shall/will. I shall
arrive; Will it matter?
future perfect tense a verb form made with shall/will + have + past
participle. I will have finished by lunchtime.
future progressive a verb form made with shall/will + be + going. I will be
needing the car this evening.
gender the use of different grammatical forms to show the difference
between masculine, feminine and neuter, or between human and non-
human. he, she, it; who, which.
genitive the form of a noun made with ‘s or ’s, used to show (for instance)
possession. Also called possessive. the earth’s gravity; birds’ nests.
gradable Pretty, hard or cold are gradable adjectives: things can be more or
less pretty, hard or cold. Adverbs of degree (like rather, very) can be used
with gradable words. Perfect or dead are not gradable words: we do not
usually say that something is more or less perfect, or very dead.
grammar the rules that say how words are combined, arranged and changed
to show different meanings.
hanging participle the same as misrelated participle.
hypothetical Conditional verbs and structures are often used to talk about
hypothetical situations – that is to say, situations which may not happen,
or which are not real. What would you do if you had three months free?
identifying relative clause a relative clause which identifies the noun it refers
to – that is to say, it tells us which person or thing is being talked about.
There’s the woman who tried to steal your cat. (The relative clause who
tried to steal your cat identifies the woman – it tells us which woman is
meant.) See also non-identifying relative clause.
imperative the form of a verb used to give orders, make suggestions, etc.
Bring me a pen; Have a good holiday.
indefinite article  *a/an.*
indirect object  see object.
indirect speech  a structure in which we report what somebody said by
making it part of our own sentence (so that the tenses, word order, and
pronouns and other words may be different from those used by the
original speaker). Compare: *He said, ‘I’m tired’* (the original speaker’s
words are reported in direct speech); *He said that he was tired* (the
original speaker’s words are reported in indirect speech).

infinitive  the ‘base’ form of a verb (usually with *to*), used after another verb,
after an adjective or noun, or as the subject or object of a sentence. *I want
to go home; It’s easy to sing*; *I’ve got a plan to start a business; To err is
human, to forgive divine.*

informal  the style used in ordinary conversation, personal letters, etc, when
there is no special reason to speak politely or carefully. *Get* is used mostly
in an informal style; *start* is a more informal word than *commence.*

-ing form  the form of a verb ending in *-ing*. *finding; keeping; running; firing.*

initial  at the beginning. *Sometimes* is an adverb that can go in initial position
in a sentence. *Sometimes I wish I had never been born.*

intensifying  making stronger, more emphatic. *Very* and *terribly* are
intensifying adverbs.

interrogative  Interrogative words and structures are used for asking
questions. In an interrogative sentence, there is an auxiliary verb before
the subject (e.g. *Can you swim?*). *What, who and where* are interrogative
words.

intransitive  An intransitive verb is one that cannot have an object or be used
in the passive. *smile; fall; come; go.*
inversion  a structure in which a verb (or part of a verb) comes before its
subject. *Here comes John; Under no circumstances are visitors allowed to
feed the animals.*

irregular  not following the normal rules. An irregular verb has a past tense
and/or past participle that does not end in *-ed* (e.g. *swam, taken*); *children*
is an irregular plural.

main clause, subordinate clause  Some sentences consist of a main clause
and one or more subordinate clauses. A subordinate clause acts like a part
of the main clause (e.g. like a subject, or an object, or an adverbial). *Where
she is doesn’t matter.* (The subordinate clause *Where she is* is the subject
of the main clause.) *I told you that I didn’t care.* (The subordinate clause
that I didn’t care is the direct object in the main clause.) *Wherever you go,
you’ll find Coca-cola.* (The subordinate clause *Wherever you go* acts like an
adverb in the main clause; compare *You’ll find Coca-cola anywhere.*)

main verb  the verb which is used as the basis for the main clause in a
sentence. In the sentence *Running into the room, she started to cry*,
started is the main verb.

manner  an adverb of manner describes how something happens. *well; suddenly; fast.*

mid-position  If an adverb is in *mid-position* in a sentence, it is between the
subject and the main verb. *I definitely agree with you.*

misrelated participle  a participle which does not have a subject in the
sentence. *Looking out of the window, the mountains seemed very close.* The construction is usually avoided, because of the possibility of
misunderstanding.
modal auxiliary verb  one of the verbs can, could, may, might, must, will, shall, would, should, ought.
modify  An adjective is said to ‘modify’ the noun it is used with; it adds to or changes its meaning. An adverb can modify a verb (e.g. run fast), an adjective (e.g. completely ready) or other words or expressions. In sports car, the first noun modifies the second.
negative  a negative sentence is one in which the word not is used with the verb. I don’t know.
nominal relative clause a relative clause (usually introduced by what) which acts as the subject, object or complement of a sentence. I gave him what he needed.
non-assertive see assertive.
non-identifying relative clause a relative clause which does not identify the noun it refers to (because we already know which person or thing is meant). There’s Hannah Smith, who tried to steal my cat. (The relative clause, who tried to steal my cat, does not identify the person – she is already identified by the name Hannah Smith.) See also identifying relative clause.
noun  a word like oil, memory, arm, which can be used with an article. Nouns are most often the names of people or things. Personal names (e.g. George), and place-names (e.g. Birmingham) are called ‘proper nouns’; they are usually used without articles.
noun phrase a group of words (e.g. article + adjective + noun) which acts as a subject, object or complement of a clause. the last bus.
number the way in which differences between singular and plural are shown grammatically. The differences between house and houses, mouse and mice, this and these are differences of number.
object  a noun or pronoun that normally comes after the verb, in an active clause. The direct object refers to a person or thing affected by the action of the verb. In the sentence Take the dog for a walk, the dog is the direct object. The indirect object usually refers to a person who receives the direct object. In the sentence Ann gave me a watch, the indirect object is me, and the direct object is a watch.
participle see present participle and past participle.
participle clause a clause-like structure which contains a participle, not a finite verb form. Discouraged by his failure, he resigned from his job; Having a couple of hours to spare, I went to see a film.
passive  a passive verb form is made with be + past participle (e.g. is broken, was told, will be helped – not breaks, told, will help, which are active verb forms). The subject of a passive verb is usually the person or thing that is affected by the action of the verb. Compare: They sent Lucas to prison for five years (active); Lucas was sent to prison for five years (passive).
past participle a verb form like broken, gone, stopped, which can be used to form perfect tenses and passives, or as an adjective. (The meaning is not necessarily past, in spite of the name.)
past perfect tense a verb form made with had + past participle. I had forgotten; The children had arrived; she had been working; It had been raining. The first two examples are past perfect simple; the last two (with had been + ...ing) are past perfect progressive.
past progressive tense a verb form made with was/were + ...ing. I was going; They were stopping.
past simple tense  see simple past tense.
perfect a verb form made with the auxiliary have + past participle. I have forgotten; She had failed; having arrived; to have finished.
perfect conditional should/would have + past participle. I should/would have agreed; He would have known.
perfect infinitive to have + past participle. to have arrived; to have gone.
person the way in which, in grammar, we show the difference between the person speaking (first person), the person spoken to (second person), and the people or things spoken about (third person). The differences between am, are and is are differences of person.
personal pronouns the words I, me, you, he, him etc.
phrase two or more words that function together as a group. dead tired; the silly old woman; would have been repaired; in the country.
phrasal verb a verb that is made up of two parts: a ‘base’ verb followed by an adverb particle. fill up; run over; take in.
plural grammatical form used to refer to more than one person, thing etc. we; buses; children; are; many; these. See also singular.
possessive a form used to show possession and similar ideas. John’s; our; mine.
possessive pronoun Mine, yours, hers etc are usually called ‘possessive pronouns’. My, your, her etc are often called ‘possessive adjectives’ (although in fact they are determiners, not adjectives).
postmodifier a word which comes after the word which it modifies, e.g. invited in The people invited all came late. See also premodifier.
predicative adjectives placed after a verb like be, seem, look are in predicative position. She looks happy; The house is enormous. See also attributive.
premodifier a word that comes before the noun it modifies, e.g. invited in an invited audience. See also postmodifier.
preparatory subject, preparatory object When the subject of a sentence is an infinitive or a clause, we usually put it towards the end of the sentence and use the pronoun it as a preparatory subject (e.g. It is important to get enough sleep). There can also be used as a kind of preparatory subject (usually in the structure there is); and it can be used as a preparatory object in certain structures (e.g. He made it clear that he disagreed).
preposition a word like on, off, of, into, normally followed by a noun or pronoun.
prepositional verb a verb that has two parts: a ‘base’ verb and a preposition. insist on; care for.
present participle the verb-form ending in -ing. She was running; Opening his newspaper, he started to read; I hate the noise of crying babies. (The meaning is not necessarily present, in spite of the name.)
present perfect tense a verb form made with have/has + past participle. I have forgotten; The children have arrived; I've been working all day;
It has been raining. The first two examples are present perfect simple; the last two (with have been + ...ing) are present perfect progressive.
present progressive tense a verb form made with am/is/are/is + ...ing. I’m going; She is staying for two weeks.
present simple tense see simple present tense.
progressive A verb form made with be + ...ing (e.g. to be going; we were wondering) is called progressive.
progressive infinitive  a form like to be going; to be waiting.

pronoun  a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (like the cat, Peter’s self, the family’s). The word pronoun can also be used for a determiner when this ‘includes’ the meaning of a following noun which has been left out. ‘Which bottle would you like?’ – ‘I’ll take both.’ (Both stands for both bottles, and we can say that it is used as a pronoun.)

proper noun  a noun (normally with no article) which is the name of a particular person, place, organization, etc. Andrew; Brazil; Marks and Spencer.

quantifier  a word or expression like many, few, little, several, plenty, a lot, which is used in a noun phrase to show how many or how much we are talking about. Most quantifiers are determiners.

question tag  an expression like isn’t it? or don’t you? (consisting of auxiliary verb + pronoun subject) put on to the end of a sentence. It’s a nice day, isn’t it?

reflexive pronouns  myself, yourself, himself etc. I cut myself shaving this morning. See also emphatic pronoun.

regular  following the normal rules. Hoped is a regular past tense; cats is a regular plural. See also irregular.

reinforcement tag  a tag which repeats (and so reinforces or strengthens) the meaning of the subject and verb. You’re a real idiot, you are.

relative clause  a clause introduced by a relative pronoun, like who or which.

I like people who like me. See also identifying relative clause; non-identifying relative clause.

relative pronoun  one of the pronouns who, whom, whose, which and that (and sometimes what, when, where and why). A relative pronoun is used to repeat the meaning of a previous noun; at the same time, it connects a relative clause to the rest of the sentence (so it acts as a conjunction and a pronoun at the same time). Is this the child that was causing all that trouble?

reply question  a question (similar in structure to a question tag) used to reply to a statement (for instance to express interest). “I’ve been invited to spend the weekend in London.” – ‘Have you, dear?’

second person  see person.

sentence  a group of words that expresses a statement, command, question or exclamation. A sentence consists of one or more clauses, and usually has at least one subject and verb. In writing, it begins with a capital letter and ends with a full stop, question mark or exclamation mark.

’s genitive  a form like John’s, the earth’s, our parents’.

short answer  an answer consisting of a subject and an auxiliary verb. ‘Who’s ready for more?’ – ‘I am.’

simple past tense  a past verb form made without an auxiliary verb.

I stopped; You heard; We saw.

simple present tense  a present verb form made without an auxiliary verb.

He goes there often; I know; I like chocolate.

simple tense  a tense that is not progressive. I went; she wants; they have arrived.

singular  a grammatical form used to talk about one person, thing, etc, or about an ‘uncountable’ quantity or mass. me; bus; water; is; much; this. See also plural.
slang a word, expression or special use of language found mainly in very informal speech, especially in the usage of particular groups of people. thick (= ‘stupid’); lose one’s cool (= ‘get upset’).

split infinitive structure in which an adverb comes between to and the infinitive verb form (sometimes considered ‘incorrect’). to easily understand.

standard A standard form of a language, or a standard accent, is one that is usually used by the most educated or influential people in a country, and is therefore considered more widely acceptable or ‘correct’ than other forms, and taught in schools. The standard language is the one normally used for writing. I’m not is standard English; I ain’t is non-standard, or sub-standard.

statement a sentence which gives information. I’m cold; Philip stayed out all night.

stress the way in which one or more parts of a word, phrase or sentence are made to sound more important than the rest (by using a louder voice and/or higher pitch). In the word particular, the main stress is on the second syllable /par'tikjələr/. In the sentence ‘Where’s the new secretary?’ there are three stresses.

strong form Certain words can be pronounced in two ways: slowly and carefully (‘strong form’), or with a quicker pronunciation with the vowel /æ/ or /a:/ (‘weak form’). can (/kæn/, /kən/); was (/wɔz/, /wɔz/); he (/hi:/, /hə/).

subject a noun or pronoun that comes before the verb in an ordinary affirmative sentence. It often says (in an active sentence) who or what does the action that the verb refers to. Helen broke another glass today; Oil floats on water.

subject-tag a tag which repeats or identifies the subject. She’s an idiot, that girl.

subjunctive a verb form (not very common in British English) used in certain structures. If I were you, . . .; It’s important that he be informed immediately.

subordinate clause a clause which functions as part of another clause (e.g. as subject, object or adverbial in the main clause of a sentence). I thought that you understood; What I need is a drink; I’ll follow you wherever you go. See also clause, main clause.

sub-standard not in the standard language, and considered ‘incorrect’.

I ain’t ready; She don’t agree; He already done it.

superlative the form of an adjective or adverb made with the suffix -est (e.g. oldest, fastest); also the structure most + adjective/adverb, used in the same way (e.g. most intelligent, most politely).

tag a short phrase (e.g. auxiliary verb + pronoun subject) added on to the end of a sentence. She doesn’t care, does she? See also question tag, reinforcement tag, subject tag.

tense a verb form which shows the time of an action or event. will go (future); is sitting (present); saw (past).

third person see person.

transitive A transitive verb is one that can have an object. eat (a meal); drive (a car); give (a present). See also intransitive.
uncountable noun  a noun which has no plural form and cannot normally be used with the article an. mud; rudeness; furniture.

verb  a word like ask, wake, play, be, can, which can be used with a subject to form the basis of a clause. Most verbs refer to actions or states. See also auxiliary verb, modal auxiliary verb.

verb phrase  a verb that has several parts. would have been forgotten.

weak form  see strong form.
Phonetic alphabet

It is necessary to use a special alphabet to show the pronunciation of English words, because the ordinary English alphabet does not have enough letters to represent all the sounds of the language. The following list contains all the letters of the phonetic alphabet used in this book, with examples of the words in which the sounds that they refer to are found.

Vowels and diphthongs (double vowels)

- /iː/ take /teɪk/, wait /weɪt/
- /æ/ mine /maɪn/, light /laɪt/
- /əʊ/ no /noʊ/, open /ˈəʊpən/
- /əʊ/ house /hauz/, now /naʊ/
- /ɪə/ hear /hɪə(r)/, deer /dɪə(r)/
- /ɛə/ air /ɛə(r)/, where /weə(r)/
- /ɔə/ tour /tʊə(r)/, endure /ɪnˈdʒʊə(r)/

Consonants

- /p/ pull /pʊl/, cup /kʌp/
- /b/ bull /bʌl/, rob /rɒb/
- /f/ ferry /ˈfɛri/, life /laɪf/
- /v/ very /ˈveri/, live /laɪv/
- /θ/ think /θɪŋk/, bath /baθ/
- /ð/ then /ˈðɛn/, with /wɪð/
- /t/ take /teɪk/, set /set/
- /d/ day /deɪ/, red /red/
- /s/ sing /sɪŋ/, rice /raɪs/
- /z/ zoo /zuː/, days /deɪz/
- /ʃ/ show /ʃəʊ/, wish /wɪʃ/
- /ʒ/ pleasure /ˈpleʒə(r)/, occasion /əˈkeɪʒən/

The sign (') shows stress (see 540).
1 abbreviated styles

Some styles of writing and speech have their own special grammar rules, often because of the need to save space or time.

1 advertisements and instructions

Small ads and instructions often leave out articles, subject or object pronouns, forms of be and prepositions.

Cars wanted for cash. Contact Evans, 6 Latton Square.
NOT Cars are wanted for cash…

Single man looking for flat Oxford area. Phone 806127 weekends.
Job needed urgently. Will do anything legal. Call 312654.
Pour mixture into large saucepan, heat until boiling, then add three pounds sugar and leave on low heat for 45 minutes.
Can be assembled in ten minutes. Easy to clean. Simple controls. Batteries not included.

2 notes

Informal notes, diary entries etc often follow similar rules.

Book tickets phone Ann see Joe 11.00 meeting Sue lunch

The same style may be used in postcards and short informal letters.

Dear Gran
Watching tennis on TV. A good book. Three meals a day. No washing-up.
Clean sheets every day. Everything done for me. Yes, you’ve guessed – in hospital!!
Only went to doctor for cold – landed up in hospital with pneumonia!! If you have time please tell the others – would love some letters to cheer me up.
Hope to see you.
Love, Pam

3 commentaries

Commentaries on fast-moving events like football matches also have their own grammar. Less important verbs are often left out.

Goal kick… And the score still Spurs 3, Arsenal 1… that’s Pearce… Pearce to Coates… good ball… Sawyer running wide… Billings takes it, through to Matthews, Matthews with a cross, oh, and Billings in beautifully, a good chance there – and it’s a goal!

4 titles, notices etc

Titles, labels, headings, notices and slogans usually consist of short phrases, not complete sentences. Articles are often left out, especially in the names of buildings and institutions.

ROYAL HOTEL
SUPER CINEMA
INFORMATION OFFICE
BUS STOP
POLICE OUT!
MORE MONEY FOR NURSES!
5 headlines
Newspaper headlines have their own special grammar and vocabulary. For details, see 366.

*RECORD DRUGS HAUL AT AIRPORT. SIX HELD
FOUR DIE IN M6 BLAZE*

For other rules about leaving words out (‘ellipsis’), see 181–186.

2 abbreviations and acronyms

1 punctuation
We usually write abbreviations without full stops in modern British English. Full stops (US ‘periods’) are normal in American English.

Mr (US Mr.) = Mister (not usually written in full)
Ltd (US Ltd.) = Limited (company)
kg (US kg.) = kilogram

2 initial-letter abbreviations
Some abbreviations are made from the first letters of several words. This often happens with the names of organisations.

the BBC = the British Broadcasting Corporation
UNESCO = United Nations Educational, Scientific and Cultural Organisation

Some initial-letter abbreviations are pronounced letter by letter (e.g. the BBC). Others are pronounced like words (e.g. UNESCO) — these are often called *acronyms*.

3 letter-by-letter abbreviations: pronunciation
These abbreviations are most often stressed on the last letter.

the BBC /ðiː biː / (NOT /ˈtʃiː /)
the USA /ðiː juː / (NOT /ˈjuːsə /)

If one of these abbreviations has an article (*an* or *the*), the form and pronunciation of the article depend on the pronunciation of the first letter of the abbreviation. Compare:

- *an IRA* attack
  - *a* US diplomat /ə dʒuː .../ (NOT /ən-UΣ .../
- *a* BA degree
  - *an* MP /ən em .../ (NOT /ən-MΡ /
- *the* USA /ðiː juː .../ (NOT /dʒiː-juː .../)
- *the* RSPCA /dʒiː ær .../ (NOT /dʒiː-gar .../)

4 acronyms: articles
Articles are usually dropped in acronyms (abbreviations that are pronounced like words).

UNESCO (NOT /θiː-UNESKO/)

5 plurals
An apostrophe (’) is sometimes used before the s in the plurals of abbreviations: *MP’s* or *MPs*; *CD’s* (= ‘compact discs’) or *CDS*.
3 able

We use able especially in the structure be able + infinitive. This often has the same meaning as can. There is a negative form unable.

Some people are able to / can walk on their hands.
I am unable to / can’t understand what she wants.

Can is preferred in the sense of ‘know how to’, and in expressions like can see, can hear etc (see 125).

Can you knit? (More natural than Are you able to knit?)
I can see a ship. (More natural than I am able to see a ship.)

Be able is used in cases (e.g. future, present perfect) where can/could is not grammatically possible.

One day scientists will be able to find a cure for cancer.
(Not ... will can find ...)

What have you been able to find out? (Not What have you could ...?)
I might be able to help you. (Not I might can ...)

Able is not usually followed by passive infinitives.
He can’t be understood. (Not He’s not able to be understood.)

For the use of can for ability, see 122.
For other differences between could and was able, see 122.3.
For other uses of able, see a good dictionary.

4 about and on

Compare:
– a book for children about Africa and its peoples
  a textbook on African history
– a conversation about money
  a lecture on economics

We use about to talk about ordinary, more general kinds of communication. On suggests that a book, lecture, talk etc is serious or academic, suitable for specialists.

For some other uses of about, see 5, 60.
For some other uses of on, see 80–81.

5 about to

About + infinitive means ‘going to very soon’; ‘just going to’.

Don’t go out now – we’re about to have lunch.
I was about to go to bed when the telephone rang.

In informal American English, not about to can mean ‘unwilling to’.
I’m not about to pay 100 dollars for that dress.

6 above and over

1 ‘higher than’: above or over

Above and over can both mean ‘higher than’.

The water came up above/over our knees.
Can you see the helicopter above/over the palace?
2 ‘not directly over’: above
   We prefer above when one thing is not directly over another.
   *We’ve got a little house above the lake.*

3 ‘covering’: over
   We prefer over when one thing covers and / or touches another.
   *There is cloud over the South of England.*
   *He put on a coat over his pyjamas.*
   We use over or across (see 9) when one thing crosses another.
   *The plane was flying over / across Denmark.*
   *Electricity cables stretch over / across the fields.*

4 measurements: above
   Above is used in measurements of temperature and height, and in other
   cases where we think of a vertical scale.
   *The temperature is three degrees above zero.*
   *The summit of Everest is about 8000 metres above sea level.*
   *She’s well above average in intelligence.*

5 ages, speeds, ‘more than’: over
   We usually use over, not above, to talk about ages and speeds, and to mean
   ‘more than’.
   *You have to be over 18 to see this film.*
   *The police said she was driving at over 110 mph.*
   *There were over 100,000 people at the festival.*

6 see above / over
   In a book or a paper, see above means ‘look at something written before’; see
   over means ‘look on the next page’.

   The difference between below and under is similar. See 99.
   For other meanings of over, see a good dictionary.

7 accept and agree
   Before an infinitive, we usually use agree, not accept.
   *I agreed to meet them here.* (More normal than *I accepted …*)

8 according to
   According to X means ‘If what X says is true’. Note that after is not used in
   this sense.
   *According to Harry, it’s a good film.* (NOT After Harry …)
We do not usually give our own opinions with according to. Compare:

- According to Joan, the people across the road are moving. (= If what Joan says is true, . . .)
- According to the timetable, the train gets in at 8.27.
- In my opinion, she’s sick. (NOT According to me, . . .)

For other uses of according to, see a good dictionary.

9 across, over and through

1 on/to the other side of (line): across and over

Across and over can both be used to mean ‘on or to the other side of a line, river, road, bridge etc’.

His village is just across/over the border.
See if you can jump across/over the stream.

2 high things: over preferred

We prefer over to say ‘on/to the other side of something high’.
Why are you climbing over the wall? (NOT . . . across the wall?)

3 on flat areas; in water: across preferred

We usually prefer across to say ‘on/to the other side of a flat area or surface’, or to talk about movement in water.

He walked right across the desert. (NOT . . . over the desert.)
Let’s swim across the river. (NOT . . . over the river.)

But over is sometimes used in British English if there is no idea of arriving at the other side.

We often walk over the fields in the evening.

4 the adverb over

Note that the adverb over has a wider meaning than the preposition over. You cannot say Let’s swim over the river to the church, but you can say Let’s swim over to the church.

5 across and through

The difference between across and through is like the difference between on and in. Through, unlike across, is used for a movement in a three-dimensional space, with things on all sides. Compare:

- We walked across the ice. (We were on the ice.)
- I walked through the wood. (I was in the wood.)
- We drove across the desert.
- We drove through several towns.

For over and above, see 6.
For other uses of these words, see a good dictionary.
10 active verb forms

This is a list of all the active affirmative forms of an ordinary English verb, with their names.

**simple future** I will/shall work, you will work, he/she/it will work, we will/shall work, they will work
**future progressive** I will/shall be working, you will be working etc
**simple future perfect** I will/shall have worked, you will have worked etc
**future perfect progressive** I will/shall have been working, you will have been working etc
**simple present** I work, you work, he/she/it works, we work, they work
**present progressive** I am working, you are working etc
**simple present perfect** I have worked, you have worked, he/she/it has worked etc
**present perfect progressive** I have been working, you have been working etc
**simple past** I worked, you worked, he/she/it worked etc
**past progressive** I was working, you were working etc
**simple past perfect** I/you/etc had worked
**past perfect progressive** I/you/etc had been working, you had been working etc
**infinitives** (to) work, (to) be working, (to) have worked, (to) have been working
**-ing forms** working, having worked
**past participle** worked

Progressive forms are called ‘continuous’ in some grammars.
*Shall* is rare in American English (see 221.1).

For more information about the forms and their uses, see the entry for each one.
For question forms, see 461. For negatives, see 358.
For progressive forms, see 450.
For verbs that are not used in progressive forms, see 451.
For perfect forms, see 423.
For ‘conditional’ forms, see 141 and 260–261.
For irregular verbs, see 300.
For auxiliary verbs, see 84.
For verb forms constructed with modal auxiliary verbs, see 344 and the entry for each modal auxiliary.
For passive verb forms, see 407.

11 actual(ly)

1 meaning and use

*Actual* means ‘real’; *actually* means ‘really’ or ‘in fact’.
They can be used to correct mistakes or misunderstandings.

*The book says she died aged 47, but her actual age was 43.*

‘Hello, John. Nice to see you.’ *Actually, my name’s Andy.*

They are also used to make things clearer or more precise, or to introduce unexpected information.

*I’ve got a new job. Actually, they’ve made me sales manager.*
*She was so angry that she actually tore up the letter.*

British people often use *actually* to break bad news gently.

‘How did you get on with my car?’ ‘Well, actually, I’m terribly sorry, I’m afraid I had a crash.’
Actually can suggest either that the hearer’s expectations were wrong (see above examples), or that they were correct (especially in British English).

‘Did you enjoy your holiday?’ ‘Very much, actually.’

2 ‘false friends’

Actual and actually are ‘false friends’ for people who speak some languages of European origin. They do not mean the same as actuel(lement), aktuell, attual(ment)e etc. We express these ideas with present, current, up to date; at this moment, now, at present.

What’s our current financial position?

(NOT ... our actual financial position?)

In 1900 the population of London was higher than it is now.

(NOT ... than it actually is.)

For actually, in fact, as a matter of fact and to tell the truth as discourse markers, see 159.

12 adjectives: complementation

Many adjectives can be followed by ‘complements’ – other words and expressions that ‘complete’ their meaning. Not all adjectives are followed by the same kind of complement. Some can be followed by preposition + noun/-ing.

I’m interested in cookery.
I’m interested in learning to cook.

Some can be followed by infinitives.

You don’t look happy to see me.
The soup is ready to eat.

An infinitive may have its own subject, introduced by for (see 280).

I’m anxious for her to get a good education.
(= I’m anxious that she should get ...)

Some adjectives can be followed by clauses.

I’m glad that you were able to come.
It’s important that everybody should feel comfortable.

And many adjectives can have more than one kind of complement.

I’m pleased about her promotion.
I’m pleased to see you here.
I’m pleased that we seem to agree.

We rarely put adjective + complement before a noun.

He’s a difficult person to understand.

(NOT - He’s a difficult to understand person.)

For complementation in general, see 140.
For more information about -ing forms after adjectives, see 294.
For infinitives after adjectives, see 285.
For should in clauses after adjectives, see 497.
For subjunctives in clauses after adjectives, see 541.1.
For the prepositions that are used after some common adjectives, see 437.
For prepositions with clauses after adjectives, see 441.
For structures with ‘preparatory it’ (e.g. It is important that we move fast, She made it clear that she distrusted all of us), see 301–302.
13 **adjectives ending in -ed: pronunciation**

A few adjectives ending in -ed have a special pronunciation: the last syllable is pronounced /ɪd/ instead of /d/ or /t/. They are:

- *aged* /ˈeɪdʒd/ ( = *very old)*
- *naked* /ˈneɪkəd/
- *beloved* /biˈlaʊvd/
- *ragged* /ˈrægd/  
- *blessed* /ˈblesd/
- *rugged* /ˈrʌgd/  
- *crooked* /ˈkrʊkd/  
- *sacred* /ˈsekrəd/  
- *cursed* /ˈkɜːzd/  
- *wicked* /ˈwɪkd/  
- *dogged* /ˈdɔgd/  
- *wretched* /ˈrɛtʃd/  
- *learned* /ˈlɜrnəd/  
- *three/four-legged* /ˈθɜːr/ /ˈfɔːr-/ /ˈlɛgd/  

Note that *aged* is pronounced /ˈeɪdʒd/ when it means ‘years old’ (as in *He has a daughter aged ten*), or when it is a verb.

Other adjectives ending in -ed always have the normal pronunciation, with /ɪd/ only after d or t.

- *tired* /ˈtaɪəd/  
- *hunchbacked* /ˈhʌntʃbækt/  
- *undecided* /ˌʌndɪˈsaɪd/  

14 **adjectives: order before nouns**

When several adjectives come before a noun (or when nouns are used to modify another noun), they usually have to be put in a particular order. For instance, we say *a fat old lady*, not *an old fat lady*; *a small shiny black leather handbag*, not *a leather black shiny small handbag*. Unfortunately, the rules for adjective order are very complicated, and different grammars disagree about the details. Here are some of the most important rules:

1 **colour, origin, material and purpose**

Adjectives (or modifying nouns) of colour, origin, material and purpose usually go in that order.

<table>
<thead>
<tr>
<th>colour</th>
<th>origin</th>
<th>material</th>
<th>purpose</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>Spanish</td>
<td>leather</td>
<td>riding</td>
<td>boots</td>
</tr>
<tr>
<td><em>a</em> brown</td>
<td>German</td>
<td>beer</td>
<td>mug</td>
<td></td>
</tr>
<tr>
<td><em>a</em></td>
<td>Venetian</td>
<td>glass</td>
<td>flower</td>
<td>vase</td>
</tr>
</tbody>
</table>

2 **other adjectives**

Other adjectives usually go before words of colour, origin, material and purpose. It is impossible to give exact rules, but adjectives of size, length and height often come first.

- *the round glass table* (not *the glass round table*)
- *a big, modern brick house* (not *a modern, big brick house*)
- *long, flexible steel poles*  
- *a tall, ancient oak-tree*  

3 **judgements and attitudes**

Adjectives which express judgements or attitudes usually come before all others. Examples are *lovely, definite, pure, absolute, extreme, perfect, wonderful, silly.*

- *a lovely, long, cool drink*  
  *Who's that silly fat man over there?*
4 numbers

Numbers usually go before adjectives.

six large eggs the second big shock
First, next and last most often go before one, two, three etc.

the first three days (more common than the three first days)
my last two jobs

5 commas

Before nouns, we generally use commas between adjectives (especially in longer sequences) which give similar kinds of information, for example in physical descriptions.

a lovely, long, cool, refreshing drink
an expensive, ill-planned, wasteful project

But commas can be dropped before short common adjectives.

a tall(,) dark(,) handsome cowboy

For and with adjectives, see 17. For commas with and, see 455.1.

15 adjectives: position

1 attributive and predicative position

Most adjectives can go in two main places in a sentence:

before a noun (‘attributive position’)

The new secretary doesn’t like me.
He’s going out with a rich businesswoman.

after be, seem, look, become and other ‘copular’ verbs (‘predicative position’)

That dress is new, isn’t it? She looks rich. I feel unhappy.

For adjectives with pronouns (e.g. Poor you!), see 424.3.
For details of the verbs that can be followed by adjectives (‘copular verbs’), see 147.

2 adjectives used only in attributive position

Some adjectives are used only (or mostly) in attributive position. After a verb, other words must be used. Common examples of such adjectives are:

elder and eldest (mainly British English – see 180) Compare:

My elder sister is a pilot. She’s three years older than me.

live (meaning ‘not dead’) Compare:

a live fish It’s still alive.

old (referring to relationships that have lasted a long time)

an old friend (not the same as a friend who is old)

little (see 511) Compare:

a nice little house The house is quite small.

intensifying (emphasising) adjectives

He’s a mere child. (but not That child is mere.)
It’s sheer madness. (but not That madness is sheer.)
3 adjectives used only in predicative position

Some adjectives beginning with *a-* and a few others, are used mainly in predicative position – after a verb. Common examples: *afloat, afraid, alight,* *alike, alive, alone, asleep, awake.* Compare:
- *The baby’s asleep.*
  - *a sleeping baby (NOT an asleep baby)*
- *The ship’s still afloat.*
  - *a floating leaf*
- *He was afraid.*
  - *a frightened man*

The adjectives *ill* and *well* are most common in predicative position. Before a noun, many people prefer other words. Compare:
- *He’s very well.*
  - *a healthy/fit man*
- *You look ill.*
  - *Nurses look after sick people.*

For other uses of *well,* see 589.
For more information about *ill* and *sick,* see 266.
For *very* with *afraid,* see 25.3.

4 attributive adjectives after nouns

In older English (see 388), it was quite common to put attributive adjectives after nouns, especially in poetry and songs.

*He came from his palace grand.*

In modern English, this is only possible in a few cases. It happens in some fixed phrases.

- *Secretary General* court *martial* (= *military court*)
- *Poet Laureate* President *elect*
- *Attorney General*

Some adjectives can be used after nouns in a similar way to relative clauses. This is common with adjectives ending in *-able/-ible.*

- *Send all the tickets available.* (= *tickets which are available.*)
  - *It’s the only solution possible.*

Some adverbs can also be used like this.

- *the woman upstairs* the *people outside*

Before a noun, *present* refers to time; after a noun it means ‘here/there’, ‘not absent’. Compare:
- *the present members* (= those who are members now)
  - *the members present* (= those who were/at the meeting)

Before a noun, *proper* means ‘real’, ‘genuine’ (especially GB). After a noun it refers to the central or main part of something. Compare:

- *Snowdon’s a proper mountain, not a hill.*
  - *After two days marching through the foothills, they found themselves at the base of the mountain proper.*

For the position and meaning of *opposite,* see 397.
5 **something, everything etc**

Adjectives come after *something, everything, anything, nothing, somebody, anywhere* and similar words.

  *Have you read *anything interesting* lately?*
  *Let's go *somewhere quiet.**

6 **expressions of measurement**

Adjectives come after the measurement noun in most expressions of measurement.

  *two metres high*
  *two miles long*
  *ten years older*
  *six feet deep*

For word order with *worth*, see 603.

7 **attributive adjectives with complements**

When an adjective has its own complement (e.g. *skilled at design*), the whole expression normally comes after the noun in attributive position.

  *We are looking for people skilled at design.*
  *(not... skilled at design people.)*

A relative clause is often more natural.

  *We are looking for people who are skilled at design.*

In some cases an adjective can be put before a noun and its complement after it. This happens with *different, similar, the same; next, last, first, second* etc; comparatives and superlatives; and a few other adjectives like *difficult* and *easy*.

  *a different life from this one*
  *the next house to the Royal Hotel* (especially GB)
  *the second train from this platform*
  *the best mother in the world*
  *a difficult problem to solve*

8 **verb + object + adjective**

Another possible position for adjectives is after the object, in the structure *verb + object + adjective.*

  *I'll get the car ready.*
  *Do I make you happy?*
  *Let's paint the kitchen yellow.*

For information about noun modifiers (e.g. *a leather jacket*), see 378.
For the order of adjectives and other modifiers before nouns, see 14.
For the use of *and* between adjectives, see 17.
For commas between adjectives, see 14.5.
16 **adjectives:** position after *as, how, so, too*

Normally adjectives go after the article *a/an.*

*a beautiful voice*

But after *as, how, so, too* and *this/that* meaning *so,* adjectives go before *a/an.*

This structure is common in a formal style.

*as/how/so/too/this/that + adjective + a/an + noun*

*I have as good a voice as you.*
*How good a pianist is he?*
*It was so warm a day that I could hardly work.*
*She is too polite a person to refuse.*
*I couldn’t afford that big a car.*

The structure is not possible without *a/an.*

*I like your country – it’s so beautiful.*

(NOT *I like *your* so beautiful country.* )

*Those girls are too kind to refuse.* (NOT *They are too kind girls to refuse.*)

For structures with *such* and *what* + adjective + noun, see 543.3, 544.1 and 201.2.

For the structure with adjective + *as* in expressions like *tired as I was,* see 71.

17 **adjectives with and**

When two or more adjectives (or other modifiers) come together, we sometimes put *and* before the last one and sometimes not. It depends partly on their position in the sentence.

1 **after a verb**

When adjectives come in predicative position (after *be, seem* and similar verbs – see 147), we usually put *and* before the last one.

*He was tall, dark and handsome.*

*You’re like a winter’s day: short, dark and dirty.*

In a very literary style, *and* is sometimes left out.

*My soul is exotic, mysterious, incomprehensible.*

2 **before a noun**

In attributive position (before a noun), *and* is less common.

*a tall, dark, handsome cowboy*

However, *and* is possible when the adjectives describe the same kind of thing (for example appearance or character).

*a cruel (and) vicious tyrant*
*a tall (and) elegant lady*

*And* has to be used when two or more adjectives (or other modifiers) refer to different parts of something.

*a yellow and black sports car*
*a concrete and glass factory*

For more information about the use of *and,* see 51.

For commas with adjectives, see 14.5.
18 adjectives without nouns

We cannot usually leave out a noun after an adjective.

Poor little boy! (NOT Poor little!)  
The most important thing is to be happy.  
(NO NOT The most important thing is to be happy.)

But there are some exceptions.

1 well-known groups

The + adjective is used to talk about certain well-known groups of people, especially those in a particular physical or social condition.

He’s collecting money for the blind.  
The unemployed are losing hope.

The meaning is usually general, but occasionally a more limited group is referred to.

After the accident, the injured were taken to hospital.

The most common expressions of this kind are:

the blind  the old  
the dead  the poor  
the deaf  the rich  
the handicapped  the unemployed  
the jobless  the young  
the mentally ill

The above expressions are always plural: the dead means ‘all dead people’ or ‘the dead people’, but not ‘the dead person’.

Note that these expressions cannot be used with a possessive ’s.

the problems of the poor or poor people’s problems  
(NOT the poor’s problems)

Adjectives are not normally used in this way without the.

This government doesn’t care about the poor. (NOT ...about poor.)

However, adjectives without the are sometimes possible after quantifiers like many and more, in paired structures with and or or, and after possessives.

There are more unemployed than ever before.  
opportunities for both rich and poor  
Give me your tired, your poor, ...
3 singular/plural examples
In a few formal fixed phrases, the + adjective can have a singular meaning. These include the accused, the undersigned, the deceased, the former and the latter.

The accused was released on bail.
... Mr Gray and Mrs Cook; the latter is a well-known designer.
Plural meanings are also possible (e.g. The accused were released on bail).

4 abstract ideas
Adjectives are sometimes used after the to refer to general abstract ideas, especially in certain kinds of philosophical writing. (Examples: the beautiful, the supernatural, the unreal.) These expressions are singular.

She's interested in the supernatural.

5 leaving out nouns
We often leave out a noun that has already been mentioned, or which does not need to be mentioned, when thinking about a choice between two or more different kinds of thing.

'Have you got any bread?' 'Do you want white or brown?'
I'd like two three-hour video-cassettes and one four-hour.
Superlatives are often used in this way.
I'm the tallest in my family.
We bought the cheapest.
Colour adjectives can sometimes have a plural -s in this situation.
Wash the reds and blues separately. (= red and blue clothes)

For other cases where nouns are left out after adjectives and determiners, see 184.

19 adverb particles
1 adverb particles and prepositions
Words like down, in, up are not always prepositions. Compare:

- I ran down the road.
  Please sit down.
- He's in his office.
  You can go in.
- Something's climbing up my leg.
  She's not up yet.

In the expressions down the road, in his office and up my leg, the words down, in and up are prepositions: they have objects (the road, his office and my leg).

In sit down, go in and She's not up, the words down, in and up have no objects. They are adverbs, not prepositions.
Small adverbs like these are usually called ‘adverb(ial) particles’. They include *above, about, across, ahead, along, (a)round, aside, away, back, before, behind, below, by, down, forward, in, home, near, off, on, out, over, past, through, under, up.* Many words of this kind can be used as both adverb particles and prepositions, but there are some exceptions: for example *back, away* (only adverb particles); *from, during* (only prepositions).

2 **phrasal verbs**

Adverb particles often join together with verbs to make two-word verbs, sometimes with completely new meanings (e.g. *break down, put off, work out, give up*). These are often called ‘phrasal verbs’.

Note that, unlike most other adverbs, adverb particles can come just before the object of a verb (if the object is a noun – see 582.3).

*Could you switch off the light?*

For details of phrasal and prepositional verbs, see 582. For information about the position of adverbs, see 22–23.

3 **adverb particles with be**

Adverb particles are often used, rather like adjectives, as complements of the verb *be.*

*Why are all the lights on?*
*Hello! You’re back!*
*The match will be over by 4.30.*

For inverted word order in sentences beginning with an adverb particle (e.g. *Out walked Sarah*), see 299.

20 **adverbs of manner and adjectives**

1 **adverbs of manner with verbs**

Adverbs of manner say *how something happens or is done.* Examples: *quickly, happily, terribly, fast, badly, well.* These adverbs should not be confused with adjectives (*happy, quick* etc). We use adverbs, not adjectives, to modify verbs.

```
  ↓
verb + adverb
  ↓
We’ll have to think **quickly.** (NOT ...to think quick.)
  ↓
She danced **happily** into the room. (NOT She danced **happy**...)
  ↓
She sang **badly.** (NOT She sang **bad**.)
  ↓
I don’t remember him **very** **well.** (NOT ...very **good**.)
```


But note that adjective forms are sometimes used as adverbs in an informal style, especially in American English (see 21).

*She talks funny.*

For the use of adjectives after copular verbs like *look* or *seem*, see 147.

2 other uses

These adverbs can also modify adjectives, past participles, other adverbs and adverbial phrases.

- adverb + adjective

  *It’s terribly cold today. (NOT ... terrible cold.)*

- adverb + past participle

  *This steak is very badly cooked. (NOT ... bad cooked.)*

- adverb + adverb

  *They’re playing unusually fast. (NOT ... unusual fast.)*

- adverb + adverbial phrase

  *He was madly in love with her. (NOT ... mad.)*

For adjectives ending in *-ly*, see the next section.
For adverbs and adjectives with the same form, see the next section.
For the adjective *well*, see 589.
For the position of adverbs of manner, see 23.6, 23.10, 23.14.
For spelling rules, see 530.

21 adverbs or adjectives? confusing cases

1 adjectives ending in *-ly*

Some words ending in *-ly* are adjectives, and not normally adverbs.
Common examples: *costly, cowardly, deadly, friendly, likely, lively, lonely, lovely, silly, ugly, unlikely.*

*She gave me a friendly smile.*
*Her singing was lovely.*

There are no adverbs *friendly/friendlily, lovely/lovelily* etc.

*She smiled in a friendly way. (NOT She smiled friendly.)*
*He gave a silly laugh. (NOT He laughed silly.)*
Daily, weekly, monthly, yearly, early and leisurely are both adjectives and adverbs.

It's a daily paper. It comes out daily.
an early train I got up early.

2 adjectives and adverbs with the same form; adverbs with two forms

Some adjectives and adverbs have the same form: for example, a fast car goes fast; if you do hard work, you work hard. In other cases, the adverb may have two forms (e.g. late and lately), one like the adjective and the other with -ly. There is usually a difference of meaning or use. Some examples follow; for more detailed information, check in a good dictionary.

**clean** The adverb clean means ‘completely’ before forget (informal) and some expressions of movement.

Sorry I didn’t turn up – I clean forgot.
The explosion blew the cooker clean through the wall.

dead The adverb dead is used in certain expressions to mean ‘exactly’, ‘completely’ or ‘very’. Examples:

dead ahead, dead certain, dead drunk, dead right, dead slow (GB only),
dead straight, dead sure, dead tired

Note that deadly is an adjective, meaning ‘fatal’, ‘causing death’. The adverb for this meaning is fatally. Compare:

Cyanide is a deadly poison.
She was fatally injured in the crash.

direct Direct is often used as an adverb in British English, referring to journeys and timetables.

The plane goes direct from London to Houston without stopping.

easy Easy is used as an adverb in some informal expressions.

Take it easy! (= Relax!) Easier said than done.
Go easy! (= Not too fast!) Easy come, easy go.

**fair** Fair is used as an adverb after a verb in some expressions.

to play fair to fight fair to hit something fair and square

For the adverb of degree fairly, see 205.

**fast** Fast can mean both ‘quick’ and ‘quickly’ (a fast car goes fast). Fast means ‘completely’ in the expression fast asleep, and it means ‘tight’, ‘impossible to remove’ in expressions like hold fast, stick fast, fast colours.

**fine** The adverb fine (= ‘well’) is used in some informal expressions.

That suits me fine. You’re doing fine.

The adverb finely is used to talk about small careful adjustments and similar ideas.

a finely tuned engine finely chopped onions (= ‘cut up very small’)
adverbs or adjectives? confusing cases

flat  Flat can be used as an adverb in a musical sense (to sing flat means 'to sing on a note that is too low'). In most other cases, the adverb is flatly.

free  The adverb free (used after a verb) means 'without payment'; freely means 'without limit or restriction'. Compare:
   You can eat free in my restaurant whenever you like.
   You can speak freely – I won't tell anyone what you say.

hard  The adverb hard has a similar meaning to the adjective.
   Hit it hard.  Don't work too hard.
   Hardly means 'almost not'.
   I've hardly got any clean clothes left.
For the use of hardly ... when in clauses of time, see 237.

high  High refers to height; highly expresses an extreme degree (it often means 'very much'). Compare:
   – He can jump really high.
   Throw it as high as you can.
   – It's highly amusing.
   I can highly recommend it.

just  Just is an adverb with several meanings (see 305). There is also an adjective just, meaning 'in accordance with justice or the law'; the adverb is justly.
   He was justly punished for his crimes.

late  The adverb late has a similar meaning to the adjective late; lately means 'recently'. Compare:
   I hate arriving late.  I haven't been to the theatre much lately.

loud  Loud is often used informally as an adverb after a verb.
   Don't talk so loud – you'll wake the whole street.

low  Low is an adjective and adverb (a low bridge, a low voice, bend low).

most  Most is the superlative of much, and is used to form superlative adjectives and adverbs (see 136).
   Which part of the concert did you like most?
   This is the most extraordinary day of my life.
In a formal style, most can be used to mean 'very' (see 153).
   You're a most unusual person.
Mostly means 'mainly', 'most often' or 'in most cases'.
   My friends are mostly non-smokers.

pretty  The informal adverb of degree pretty is similar to rather (see 205, 468). Prettily means 'in a pretty way'. Compare:
   I'm getting pretty fed up.  Isn't your little girl dressed prettily?

quick  In an informal style, quick is often used instead of quickly, especially after verbs of movement.
   I'll get back as quick as I can.

real  In informal American English, real is often used instead of really before adjectives and adverbs.
   That was real nice.  He cooks real well.
right  Right with adverb phrases means ‘just’, ‘exactly’ or (GB only) ‘all the way’.
   She arrived right after breakfast.
   The snowball hit me right on the nose.
   Turn the gas right down. (GB)
Right and rightly can both be used to mean ‘correctly’. Right is only used after verbs, and is usually informal. Compare:
   I rightly assumed that Henry was not coming.
   You guessed right.        It serves you right. (...rightly is not possible.)

sharp  Sharp can be used as an adverb to mean ‘punctually’.
   Can you be there at six o’clock sharp?
It also has a musical sense (to sing sharp means ‘to sing on a note that is too high’), and is used in the expressions turn sharp left and turn sharp right (meaning ‘with a big change of direction’).
In other senses the adverb is sharply.
   She looked at him sharply.    I thought you spoke to her rather sharply.

short  Short is used as an adverb in the expressions stop short (= ‘stop suddenly’) and cut short (= ‘interrupt’). Shortly means ‘soon’; it can also describe an impatient way of speaking.

slow  Slow is used as an adverb in road signs (e.g. SLOW – DANGEROUS BEND), and informally after go and some other verbs (especially in American English). Examples: go slow, drive slow.

sound  Sound is used as an adverb in the expression sound asleep. In other cases, soundly is used (e.g. She’s sleeping soundly).

straight  The adverb and the adjective are the same. A straight road goes straight from one place to another.

sure  Sure is often used to mean ‘certainly’ in an informal style, especially in American English.
   ‘Can I borrow your tennis racket?’ ‘Sure.’
Surely (not) usually expresses surprise (see 548 for details).
   Surely you’re not going out in that old coat?

tight  After a verb, tight can be used instead of tightly, especially in an informal style. Typical expressions: hold tight, packed tight (compare tightly packed).

well  Well is an adverb corresponding to the adjective good (a good singer sings well). Well is also an adjective meaning ‘in good health’ (the opposite of ill). For details, see 589.

wide  The normal adverb is wide; widely suggests distance or separation. Compare:
   The door was wide open.    She’s travelled widely.
   They have widely differing opinions.
Note also the expression wide awake (the opposite of fast asleep).

wrong  Wrong can be used informally instead of wrongly after a verb.
Compare:
   I wrongly believed that you wanted to help me.    You guessed wrong.
3 comparatives and superlatives
Informal uses of adjective forms as adverbs are especially common with comparatives and superlatives.

*Can you drive a bit slower?*
*Let's see who can do it quickest.*

4 American English
In informal American English, many other adjective forms can also be used as adverbs of manner.

*Drive friendly.*
*He looked at me real strange.*

22 adverbs: position (general)
Different kinds of adverbs go in different positions in a clause. Here are some general rules; for more details, see 23.

Note: in the following explanations, the word *adverb* is generally used both for one-word adverbs (e.g. *here, often*) and for longer adverb phrases (e.g. *in this house, once every six weeks*).

1 verb and object
We do not usually put adverbs between a verb and its object.

...adverb + verb + object

*I often get headaches.* (NOT *I get often-headaches.*)

...verb + object + adverb

*She speaks English well.* (NOT *She speaks well-English.*)

But an adverb particle (see 19, 582) can go between a verb and a noun object.

*Could you switch off the light?*

2 initial, mid- and end position
There are three normal positions for adverbs:

initial position (at the beginning of a clause)

*Yesterday morning something very strange happened.*

mid-position (with the verb)
(For exact position, see 23.10–13.)

*My brother completely forgot my birthday.*
*I have never understood her.*
end position (at the end of a clause)

What are you doing tomorrow?
Many adverbs can go in all three of these positions, and some others can go
in both mid- and end position. Longer adverb phrases cannot usually go in
mid-position. Compare:

He quickly got dressed. He got dressed quickly.
(Quickly can go in mid- or end position.)

He got dressed in a hurry. (NOT He in a hurry got dressed.)
(In a hurry cannot go in mid-position.)

However, a few very common short adverb phrases like at once can go in
mid-position; and adverbs of degree like very, quite can be added to mid-
position adverbs.

She at once realised her mistake.
I very much enjoy skiing.
We were quite often invited to parties at the weekends.

3 What goes where?

initial position

Connecting adverbs (which join a clause to what came before).
Time adverbs can also go here (see 23.8).

However, not everybody agreed. (connecting adverb)

Tomorrow I’ve got a meeting in Cardiff. (time adverb)

Some negative adverbial expressions (e.g. under no circumstances) can go in
initial position with ‘inverted’ word order (see 298.5).

Under no circumstances are children allowed in the bar.

mid-position

Focusing adverbs (which emphasise one part of the clause); adverbs of
certainty and completeness; adverbs of indefinite frequency; comment
adverbs; some adverbs of manner (see 23.6).

She’s done everything – she’s even been a soldier. (focusing)

It will probably rain this evening. (certainty)

I’ve almost finished painting the house. (completeness)

My boss often travels to America. (indefinite frequency)

I stupidly forgot my keys. (comment)

She quickly got dressed. (manner)

end position

Adverbs of manner (how), place (where) and time (when) most often go in
end position. (For details, see 23.7, 23.8, 23.14.)

She brushed her hair slowly. (manner)

The children are playing upstairs. (place)

I phoned Alex this morning. (time)
23 adverbs: position (details)

(It is best to read section 22 before studying this.)

1 connecting adverbs

These adverbs join a clause to what came before.
Examples: however, then, next, besides, anyway
Position: beginning of clause
  Some of us want a new system; however, not everybody agrees.
  I worked until five o'clock. Then I went home.
  Next, I want to say something about the future.
Mid-position is often possible in a more formal style.
  I then went home.

2 indefinite frequency

These adverbs say how often something happens.
Examples: always, ever, usually, normally, often, frequently, sometimes, occasionally, rarely, seldom, never.
Position: mid-position (after auxiliary verbs and am/are/is/was/were; before other verbs – see paragraph 10 for more details).

  auxiliary verb + adverb
  I have never seen a whale.
  You can always come and stay with us if you want to.
  Have you ever played American football?

  am/are/is/was/were + adverb
  My boss is often bad-tempered.
  I'm seldom late for work.

  adverb + other verb
  We usually go to Scotland in August.
  It sometimes gets very windy here.

When there are two auxiliary verbs, these adverbs usually come after the first.
  We have never been invited to one of their parties.
  She must sometimes have wanted to run away.

Usually, normally, often, frequently, sometimes and occasionally can also go at the beginning or end of a clause. Always, ever, rarely, seldom and never cannot normally go in these positions.

  Sometimes I think I'd like to live somewhere else.
  Usually I get up early.
  But not: Always I get up early; Never I get up early.
  I go there occasionally.
  I go there quite often. (But not I go there always.)

However, always and never can begin imperative clauses.
  Always look in the mirror before starting to drive.
  Never ask her about her marriage.

For adverbs of definite frequency (e.g. daily, weekly), see paragraph 8 below.
For inversion after rarely, seldom and never, see 298.5.
3 focusing adverbs

These adverbs ‘point to’ one part of a clause.
Examples: also (see 45–46), just (see 305), even (see 195), only (see 394), mainly, mostly, either (see 179), or, neither (see 364), nor (see 364).
Position: mid-position (see paragraph 10 for more details). They can also go in other places in a clause, directly before the words they modify.

auxiliary verb + adverb

He’s been everywhere – he’s even been to Antarctica.
We’re only going for two days.

am/are/is/was/were + adverb

She’s my teacher, but she’s also my friend.
The people at the meeting were mainly scientists.

adverb + other verb

Your bicycle just needs some oil – that’s all.
She neither said thank-you nor looked at me.

adverb directly before word(s) modified

Only you could do a thing like that.
I feel really tired.
He always wears a coat, even in summer.

Too and as well are focusing adverbs that usually go in end position (see 45). Either goes in end position after not (see 364).

4 adverbs of certainty

We use these adverbs to say how sure we are of something.
Examples: certainly, definitely, clearly, obviously, probably.
Position: mid-position (see paragraph 10 for more details).

auxiliary verb + adverb

It will probably rain this evening.
The train has obviously been delayed.

am/are/is/was/were + adverb

There is clearly something wrong.
She is definitely older than him.

adverb + other verb

He probably thinks you don’t like him.
I certainly feel better today.

Maybe and perhaps usually come at the beginning of a clause.
Perhaps her train is late.
Maybe I’m right and maybe I’m wrong.
5 **adverbs of completeness**

These adverbs say *how completely* something happens or is true.
Examples: *completely, practically, almost, nearly, quite, rather, partly, sort of, kind of, more or less, hardly, scarcely.*
Position: mid-position (see paragraph 10 for more details).

- auxiliary verb + adverb
  
  *I have completely forgotten your name.*  *Sally can practically read.*

- *am/are/is/was/were + adverb*
  
  *It was almost dark.*  *The house is partly ready.*

- *adverb + other verb*
  
  *I kind of hope she wins.*  *It hardly matters.*

6 **adverbs of manner; comment adverbs**

Adverbs of manner say *how* something happens or is done.
Examples: *angrily, happily, fast, slowly, suddenly, well, badly, nicely, noisily, quietly, hard, softly.*
Position: most often at the end of a clause, especially if the adverb is important to the meaning of the verb and cannot be left out (see paragraph 14). Adverbs in -ly can go in mid-position if the adverb is not the main focus of the message (for details of the exact position, see paragraph 10).

- end position
  
  *He drove off angrily.*  *You speak English well.*
  *She read the letter slowly.*

- mid-position
  
  *She angrily tore up the letter.*  *I slowly began to feel better again.*

Mid-position is especially common with passive verbs.

*Her books are always well written.*

(but not *She always well writes her books.*)

Comment adverbs (which give the speaker’s opinion of an action) most often go in mid-position.

*I stupidly forgot my keys.*

For more information about adverbs of manner, see 20–21.

7 **adverbs of place**

These adverbs say *where* something happens.
Examples: *upstairs, around, here, to bed, in London, out of the window.*

Position: at the end of a clause.

*The children are playing upstairs.*  *Come and sit here.*

*Don’t throw orange peel out of the window.*

*She’s sitting at the end of the garden.*

Initial position is also possible, especially in literary writing and if the adverb is not the main focus of the message.

*At the end of the garden there was a very tall tree.*
Adverbs of direction (movement) come before adverbs of position.

The children are running **around upstairs**.

*Here* and *there* often begin clauses. Note the word order in *Here/There is, Here comes and There goes.*

*Here/There + verb + subject*

- *Here comes your bus.* (**NOT** *Here your bus comes.*)
- *There’s Alice.* **There goes our train!**

Pronoun subjects come directly after *here* and *there*.

*Here it comes. (**NOT** *Here come it.*)* **There she is. (**NOT** *There is she.*)**

### 8 adverbs of time and definite frequency

These adverbs say *when* or *how often* something happens.

Examples: *today, afterwards, in June, last year, finally, before, eventually, already, soon, still, last, daily, weekly, every year.*

Position: mostly in end position; initial position is also common if the adverb is not the main focus of the message. Some can go in mid-position (see below). Adverbs of indefinite frequency (*often, ever* etc) go in mid-position (see paragraph 2).

- *I’m going to London today. / Today I’m going to London.*
- *She has a new hair style every week. / Every week she has a new hair style.*

Finally, *eventually, already, soon* and *last* can also go in mid-position; *still* and *just* only go in mid-position.

- *So you finally got here.*
- *I’ve already paid the bill.*
- *We’ll soon be home.*
- *When did you last see your father?*
- *I still love you.*
- *She’s just gone out.*

### 9 emphasising adverbs

These adverbs modify particular words or expressions in a clause, and go just before them.

Examples: *very, extremely, terribly, just, almost, really, right.*

- *I’ll see you in the pub just before eight o’clock.*
- *She walked right past me.* **We all thought she sang very well.**

### 10 mid-position: detailed rules

Mid-position adverbs usually go after auxiliary verbs, after *am/are/is/was/were,* and before other verbs.

- *She has never written to me.* **The discussion was mainly about money.*
- *It certainly looks like rain.*

When there are two or more auxiliaries, the adverb usually goes after the first.

- *You have definitely been working too hard.*
- *She would never have been promoted if she hadn’t changed jobs.*

But other positions are possible, especially when the first part of the verb phrase is a modal auxiliary (see 344), *used to* or *have to.*

- *They sometimes must be bored.* (**OR** *They must sometimes be bored.*)
- *She could have easily been killed.* (**OR** *She could easily have been killed.*)
- *We always used to go to the seaside in May.* (**OR** *We used always to go... OR We used to always go...*)
When adverbs of completeness or manner go in mid-position, they are normally put after all auxiliary verbs.

I will have completely finished by next June.
Do you think the repair has been properly done?
When I saw her, she was being well looked after.
This time next week I'll be happily working in my garden.

When an auxiliary verb is used alone instead of a complete verb phrase (see 185), a mid-position adverb comes before it.

'Are you happy?' ‘I certainly am.’
I don't trust politicians. I never have, and I never will.

11 mid-position adverbs with negative verbs

In negative sentences, adverbs generally come before not if they emphasise the negative; otherwise they come after. Compare:

I certainly do not agree.
I do not often have headaches.

Both positions are possible with some adverbs, often with a difference of meaning. Compare:

I don't really like her. (mild dislike)
I really don't like her. (strong dislike)

When adverbs come before not, they may also come before the first auxiliary verb; they always come before do.

I probably will not be there. (or I will probably not be there.)
He probably does not know. (not He does probably not know.)

Only one position is possible before a contracted negative.

I probably won't be there.

12 mid-position adverbs with emphatic verbs

When we emphasise auxiliary verbs or am/are/is/was/were, we put most mid-position adverbs before them instead of after. Compare:

– She has certainly made him angry.
  She certainly HAS made him angry!
– I'm really sorry.
  I really AM sorry.
– ‘Polite people always say thank-you.’
  ‘Yes, well, I always DO say thank-you.’

13 mid-position in American English

In American English (see 50), mid-position adverbs are often put before auxiliary verbs and am/are/is/was/were, even when the verb is not emphasised. Compare:

He probably has arrived by now. (US normal, GB emphatic)
He has probably arrived by now. (GB normal)

As an extreme example, here are four sentences in a journalistic style taken from an American newspaper article on crime in Britain. The most normal British equivalents are given in brackets.

– ‘Britain long has been known as a land of law and order.’
  (GB Britain has long been known . . .)
— ‘…but it **probably will** lead to a vote…’
  (GB… but it **will probably** lead…’
— ‘…the Labor Party **often has** criticized police actions.’
  (GB… the Labour Party **has often** criticised…)
— ‘…he **ultimately was** responsible for the treatment…’
  (GB… he **was ultimately** responsible…)

14 **end position: detailed rules**

Some sentences are incomplete without adverb complements. For example, a sentence with *put, go* or *last* may not make sense unless one says *where* something is put, *where* somebody goes or *how long* something lasts. To say *how well* somebody does something, one is likely to need an adverb of manner. These ‘essential complements’ usually go in end position, and before other adverbs.

  *Put the butter in the fridge at once. (not…at once in the fridge)*
  *Let’s go to bed early. (not…early to bed)*
  *His speech lasted about three hours. You sang very well last night.*

Except for essential complements, adverbs in end position usually come in the order *manner, place, time.*

  *I worked hard yesterday.*
  *She sang beautifully in the town hall last night.*

24 **affect and effect**

*Affect* is a verb. It means ‘cause a change in’ or ‘influence’.

*The cold weather **affected** everybody’s work.*

*Effect* is usually a noun meaning ‘result’ or ‘change’. The expression *have an effect on* is similar to *affect*. Compare:

  *The war seriously **affected** petrol prices.*
  *The war **had** a serious **effect** on petrol prices.*

In a formal style, *effect* can also be used as a verb, meaning ‘carry out’, ‘cause to happen’.

  *We did not **effect** much improvement in sales last year.*

For more information about these words, see a good dictionary.

25 **afraid**

1 **afraid and fear**

In an informal style, *be afraid* is more common than *fear*.

  *Don’t be afraid.* (NOT Don’t fear.) *Are you afraid of the dark?*
  *She’s afraid that I might find out.*

2 **I’m afraid = ‘I’m sorry’**

*I’m afraid (that)* often means ‘I’m sorry to tell you (that)’. It is used to introduce apologetic refusals and bad news.

  *I’m afraid (that) I can’t help you.*
  *I’m afraid that there’s been an accident.*
I'm afraid so/not are used as ‘short answers’ (see 493).
‘Can you lend me a pound?’ I'm afraid not.’
‘It's going to rain.’ Yes, I'm afraid so.’

3 not used before a noun

Afraid is one of the adjectives that are not usually used before a noun in
‘attributive position’ (see 15). Compare:
John's afraid.
John's a frightened man. (Not ... an afraid man.)
We often use very much instead of very before afraid, especially when I'm
afraid means 'I'm sorry to tell you'.
I'm very much afraid he's out.

For information about -ing forms and infinitives after afraid, see 296.13.

26 after (adverb)

1 after in adverb phrases

After is often used in adverb phrases like shortly after, long after, a week after,
a few days after etc.
We had oysters for supper. Shortly after, I began to feel ill.
They started the job on 17 June and finished a week after.

2 after not used alone

After is not normally used alone as an adverb. Instead, we use other
expressions like afterwards, then or after that.
I'm going to do my exams, and afterwards I'm going to study medicine.
(not ... and after, I'm going ...)

For after (conjunction), see 27.
For after and according to, see 8.

27 after (conjunction)

clause + after + clause
after + clause, + clause

1 use and position

The conjunction after joins one clause to another. After and its clause can
come either after or before the other clause.
- I went to America after I left school.
  After I left school, I went to America.
  (In both cases the speaker left school first and then went to America.
  Note the comma in the second structure.)
- He did military service after he went to university.
  (He went to university first.)
  After he did military service, he went to university.
  (He did military service first.)
2 present with future meaning
In a clause with after, we use a present tense if the meaning of the clause is future (see 556).
   I’ll telephone you after I arrive. (NOT … after I will arrive.)

3 perfect tenses
In clauses with after, we often use present and past perfect tenses to show that one thing is completed before another starts.
   I’ll telephone you after I’ve seen Jake.
   After I had finished school, I went to America.

4 after …ing
In a formal style, we often use the structure after + -ing. After having + past participle is also possible, especially when talking about the past.
   After completing this form, give it to the secretary.
   (More natural than After having completed …)
   He wrote his first book after returning / having returned from Mongolia.

For after (adverb), see 26.

28 after all

1 two meanings
After all can mean ‘in spite of what was said before’ or ‘contrary to what was expected’. Position: usually at the end of a clause.
   I’m sorry. I can’t come after all.
   I expected to fail the exam, but I passed after all.
Another meaning is ‘we mustn’t forget that…’, introducing an important argument or reason which may have been forgotten. Position: at the beginning or end of a clause.
   I think we should let Sylvia go camping with her boyfriend. After all, she’s a big girl now.
   Of course you’re tired. After all, you were up all night.
   Let’s finish the cake. Somebody’s got to eat it, after all.

2 not used for ‘finally’
After all does NOT mean ‘finally’, ‘at last’, ‘in the end’.
   After the theatre we had supper and went to a night club; then we finally went home. (NOT … after all we went home.)

29 afternoon, evening and night

1 afternoon and evening
In most people’s speech, afternoon starts after lunch and changes to evening after work (or after normal working hours).
2 **evening and night**

*Evening* changes to *night* more or less at bedtime. But note that
*Good evening* usually has the sense of ‘Hello’ and *Good night* of ‘Goodbye’ –
*Good night* is not used to greet people.

A: *Good evening. Terrible weather, isn’t it?*
B: Yes, dreadful.
A: *Hasn’t stopped raining for weeks. Well, I must be going. Good night.*
B: *Good night.*

30 **age**

1 **use of be**

We most often talk about people’s ages with *be* + *number*.

*He is thirty.* (NOT *He has thirty.*)

or *be* + *number* + *years old* (more formal ... *of age*).

*He is thirty years old / of age* (NOT ... thirty years.)

We ask *How old are you?*, not normally *What is your age?*

2 **be + ... age**

Note the structure *be + ... age* (without a preposition).

*When I was your age I was working.* (NOT *When I was at your age...*)

*The two boys are the same age.*

*She’s the same age as me.*

3 **prepositions**

In other structures, *at* is common before *age*.

*He could read at the age of three.* (NOT ... in the age...)

31 **ago**

1 **position**

**expression of time + ago**

*I met her six weeks ago.* (NOT ... ago six weeks.)

*a long time ago*

2 **tenses**

An expression with *ago* refers to a finished time, and is normally used with a past tense, not a present perfect (see 418.7).

*She phoned a few minutes ago.* (NOT *She has phoned...*)

*‘Where’s Mike?’ ‘He was working outside ten minutes ago.’*

However, a present perfect tense is used with *since ... ago* (as with *since* + any other time expression).

*We’ve been living here since about eight years ago.*

*I haven’t bought any since a week ago.*
3 the difference between *ago* and *for*

*Ago* says *how long before the present something happened:* *for* (with a past tense) says *how long it lasted.* Compare:

He died *three years ago.* (= three years before now)
(NOT He died *for three years,* or ... *for three years ago.*

He was ill *for three years before he died.* (= His illness lasted three years.)

4 the difference between *ago* and *before*

counting back

*Ago* is used with a past tense and a time expression to ‘count back’ from the present; to say *how long before the present* something happened. *Before* is used in the same way (with a past perfect tense) to count back from a past moment (see also 95). Compare:

*I met that woman in Scotland three years ago.*

(NOT ... *Three years before / before three years.*

When we got talking, I found out that *I had been* at school with her husband *ten years before.* (NOT ... *ten years ago.*

‘at any time before now/then’

We can also use *before*, with a present or past perfect tense and no time expression, to mean ‘at any time before now/then’ (see 95.2).

*’Have you been here before?’* ‘Yes, I was here a year ago.’

*As soon as I saw her I knew that I had met her before.*

For other uses of *before*, see 96–97.

32 alike

*Alike* means ‘like each other’. Compare:

*The two boys are alike in looks, but not in personality.*

*He’s like his brother.* (NOT *He’s alike his brother.*

*Alike* is mainly used in predicative position (see 15). Compare:

*His two daughters are very much alike.*

*He’s got two very similar-looking daughters.* (NOT ... *alike daughters.*

For *like*, see 320.

33 all (1): introduction

1 three or more items

*All* refers to three or more items. Compare:

*I’ll take all three shirts, please.*

*I’ll take both shirts.* (NOT ... *all two shirts.*)
all (2): subject, object or complement

2 subject, object or complement

*All* can be the subject, object or complement of a sentence.

*All that matters is to be happy.* I gave her *all* she asked for.

*That’s all.*

For more detailed rules, see 34.

3 *all* with nouns and pronouns

*All* can modify a noun or pronoun. Two positions are possible:

with the noun or pronoun:

*All (of) the people* were singing. *I haven’t read all of it.*

Give my love to *them all.*

with the verb:

*The people were all singing.*

For more detailed rules, see 35.

4 *all* with adjectives, adverbs etc

*All* can be used to emphasise some adjectives, adverbs, prepositions and conjunctions.

You’re *all* wet. *I was all alone.*

I looked *all round,* but I couldn’t see anything.

Tell me *all about* your holiday. *It’s all because of you.*

For more examples, see a good dictionary.

*All, both* and *half* follow similar grammar rules. For *both,* see 109–110; for *half,* see 235. For *all but,* see 116 1.

34 all (2): subject, object or complement;

all, everybody and everything

1 *all* and *everybody*

We do not normally use *all* to mean ‘everybody’. Compare:

*All the people stood up.* *Everybody stood up.* (*NOT All stood up.*)

2 *all* and *everything*

*All* can mean ‘everything’, but usually only in the structure *all* + relative clause (*all that . . .*). Compare:

– *All (that) I have* is yours.

*Everything* is yours. (*NOT All is yours.*)

– *She lost all she owned.*

*She lost everything.* (*NOT She lost all.*)

This structure often has a rather negative meaning, expressing ideas like ‘nothing more’ or ‘the only thing(s)’.

This is *all I’ve got.*

*All I want* is a place to sit down.

*All that happened* was that he went to sleep.

Note also *That’s all* (= ‘It’s finished’; ‘There’s no more’).
3 older English

In older English, *all* could be used alone to mean ‘everybody’ or ‘everything’ (e.g. *Tell me all*; *All is lost*; *All are dead*). This only happens regularly in modern English in dramatic contexts like newspaper headlines (e.g. *SPY TELLS ALL*).

35 all (3): all (of) with nouns and pronouns

1 *all* and *all of*

*All (of)* can modify nouns and pronouns.

Before a noun with a determiner (for example *the, my, this*), *all* and *all of* are both possible. American English usually has *all of*.

*She’s eaten all (of) the cake.*  *All (of) my friends* like riding.

Before a noun with no determiner, we do not normally use *of*.

*All children can be difficult.* (NOT *All of children* . . . )

For more about *of* in noun phrases, see 157.4.

2 *all of* + personal pronoun

With personal pronouns, we use *all of* + object form.

*All of us/you/you* can be the subject or object of a clause.

*All of us can come tomorrow.* (NOT *All we . . . *)

*She’s invited all of you.*  *Mary sent all of them* her love.

3 pronoun + *all*

We can put *all* after pronouns used as objects.

*She’s invited you all.*

*Mary sent her love to them all.*

*I’ve made us all something to eat.*

This does not happen with complement pronouns or in short answers.

*Is that all of them?* (NOT *Is that them all?*)

*Who did you invite?* ‘*All of them,*’ (NOT *Them all.*)

*All* can follow a subject pronoun (e.g. *They all went home*), but in this case it belongs grammatically with the verb (see 36) and may be separated from the pronoun (e.g. *They have all gone home*).

For the American plural pronoun *you all*, see 424.2.

4 *types of noun*

*All* is used mostly before uncountable and plural nouns.

*all the water*  *all my friends*

However, *all* can be used before some singular countable nouns referring to things that can naturally be divided into parts.

*all that week*  *all my family*  *all the way*

With other singular countable nouns, it is more natural to use *whole* (e.g. *the whole story*). For details, see 38.

For the difference between *all* and *every*, see 37.
5 negative verbs

It is not very common to use all + noun as the subject of a negative verb (e.g. All Americans don’t like hamburgers). We more often use not all + noun + affirmative verb.

Not all Americans like hamburgers.

Note the difference between not all and no. Compare:

Not all birds can fly. No birds can play chess.

6 leaving out the

It is sometimes possible to drop the after all (e.g. all day, all three brothers). See 69.6 for details.

36 all (4): with verbs

When all refers to the subject of a clause, it can go with the verb, in ‘mid-position’ (like some adverbs – see 15).

auxiliary verb + all

am/are/is/was/were + all

We can all swim.
The guests have all arrived.
Those apples were all bad.

all + other verb

My family all work in education.
They all liked the soup.

Note that these meanings can also be expressed by using all (of) + noun/pronoun as the subject (see 35).

All of us can swim. All (of) the guests have arrived.

37 all and every

All and every can both be used to talk about people or things in general, or about all the members of a group. There is little difference of meaning; every often suggests ‘without exception’. The two words are used in different structures.

1 every with singular nouns; all with plurals

Every is used with a singular noun. To give the same meaning, all is used with a plural noun. Compare:

- every + singular

Every child needs love. (NOT All children need love.)
Every light was out.

- all + plural

All children need love.
All the lights were out.
2 **all with determiners**

We can use *all*, but not normally *every*, with certain determiners (articles, possessives or demonstratives). Compare:

- *all* + determiner + plural
  
  _All the lights_ were out.  
  _I've written to all my friends._

- *every* + singular
  
  _Every light_ was out. (NOT _The every light_...)  
  _I've written to every friend I have._ (NOT _every my friend / my every friend._)

3 **all with uncountables**

We can use *all*, but not *every*, with uncountable nouns.

_ I like all music._ (NOT ..._every music._)

4 **all = ‘every part of’**

We can use *all* with place names and some singular countable nouns to mean ‘every part of’, ‘the whole of’.

_All London_ was talking about her affairs.  
_I've been round all the village looking for the cat._

Note the difference between *all day/week* etc and *every day/week* etc.

_ She was here _all day._ (= from morning to night)  
_ She was here _every day._ (Monday, Tuesday, Wednesday, ...)

For the difference between *all* and *whole*, see 38.  
For detailed rules for the use of *all*, see 33–36.  
For the difference between *every* and *each*, see 174.

38 **all and whole**

1 **pronunciation**

   _all /ɔːl/   whole /həʊl/

2 **word order**

   *All (of)* and *whole* can both be used with singular nouns to mean ‘complete’, ‘every part of’. The word order is different.

   - determiner + *whole* + noun  
     *all (of)* + determiner + noun

   - _Julie spent the whole week at home._  
     _Julie spent all (of) the week at home._

   - _my whole life_  
     _all (of) my life_

3 **indefinite reference**

   *All* is not generally used before indefinite articles.

   _She’s eaten a whole loaf._ (NOT ..._all a loaf._)
4 uncountable nouns

With most uncountable nouns we prefer all (of).

I’ve drunk all (of) the milk. (Not ... the whole milk.)

5 the whole of

Instead of whole we can generally use the whole of.

Julie spent the whole of the summer at home.

the whole of my life

Before proper nouns (names) and pronouns we always use the whole of, not whole. All (of) is also possible.

The whole of / All of Venice was under water. (Not -Whole Venice ...)

I’ve just read the whole of / all of ‘War and Peace’.

I’ve read the whole of / all of it.

6 plural nouns

With plural nouns, all and whole have different meanings. All is like every; whole means ‘complete’, ‘entire’. Compare:

All Indian tribes suffered from white settlement in America.

(= Every Indian tribe suffered ...)

Whole Indian tribes were killed off.

(= Complete tribes were killed off; nobody was left alive in these tribes.)

39 all right and alright

The standard spelling is all right. Alright is common, but many people consider it incorrect.

40 allow, permit and let

1 allow and permit

These words have similar meanings and uses. Permit is more formal.

Both words can be followed by object + infinitive.

We do not allow/permit people to smoke in the kitchen.

When there is no personal object, an -ing form is used.

We do not allow/permit smoking in the kitchen.

Passive structures are common; personal subjects and gerund (-ing form) subjects are both possible.

People are not allowed/permitted to smoke in the kitchen.

Smoking is not allowed/ permitted in the kitchen.

The passive structure with it is only possible with permit.

It is not permitted to smoke in the kitchen.

(But not It is not allowed to smoke ...)
let

Let is the least formal of these three words, and is followed by object + infinitive without to. Compare:

*Please allow me to buy you a drink.* (polite and formal)

*Let me buy you a drink.* (friendly and informal)

Let is not usually used in the passive.

*I wasn’t allowed to pay for the drinks.* (NOT *I wasn’t let...*)

Let can be used with adverb particles; passives are possible.

*She wouldn’t let me in.*

*I’ve been let down.*

For more about let, see 315–316.

almost and nearly

1 meaning: progress, measurement and counting

Almost and nearly can both express ideas connected with progress, measurement or counting. Nearly is less common in American English.

*I’ve almost/nearly finished.*

*There were almost/nearly a thousand people there.*

Sometimes almost is a little ‘nearer’ than nearly. Compare:

*It’s nearly ten o’clock.* (= perhaps 9.45)

*It’s almost ten o’clock.* (= perhaps 9.57)

Very and pretty can be used with nearly but not almost.

*I’ve very/prettily nearly finished.* (NOT ...very almost...)

2 other ideas

Nearly mostly suggests progress towards a goal or closeness to a figure. We prefer almost for other ideas like ‘similar to, but not exactly the same’, and to make statements less definite.

*Jake is almost like a father to me.*

*Our cat understands everything – he’s almost human.*

(Not...he’s nearly human.)

*My aunt’s got a strange accent. She almost sounds foreign.*

(Not...She nearly sounds foreign.)

*I almost wish I’d stayed at home.* (NOT ...I nearly wish...)

3 negative words

We do not usually use nearly before negative or non-assertive words: never, nobody, nothing, any etc. Instead, we use almost, or we use hardly with ever, anybody, anything etc (see 374.2).

*She’s almost never / hardly ever at home.* (NOT...nearly never...)

*Almost nobody / hardly anybody was there.*

*He eats almost anything.*
42 alone, lonely, lonesome and lone

*alone* suggests that a person or thing is separate – there are no others around. *Lonely* (and informal US *lonesome*) refers to unhappiness caused by being alone. Compare:

> I like to be alone for short periods.
> But after a few days I start getting lonely/lonesome.
*Alone* can be emphasised by *all*.

> After her husband died, she was all alone.
*Alone* is not used before a noun (see 15.3). *Lone* and *solitary* can be used instead; *lone* is rather literary.

> The only green thing was a lone/solitary pine tree.

43 along

The preposition *along* is used with nouns like *road, river, corridor, line*: words that refer to things with a long thin shape.

> I saw her running along the road.

> His office is along the corridor.

To talk about periods or activities, we prefer *through*.

> through the centuries (not along the centuries)
> all through the journey (not all along the journey)
> right through the meal

Note the special use of *along* as an adverb particle in expressions like *Come along* (= ‘Come with me’) or *walking along* (= ‘walking on one’s way’).

44 already and all ready

*Already* is an adverb of time, meaning ‘by now’, ‘sooner than expected’. *All ready* simply means the same as *all + ready*. Compare:

> ‘When’s Jane coming?’ ‘She’s already arrived.’
> ‘Are you all ready?’ ‘No, Pete isn’t.’

For more about *already*, see 539.

45 also, as well and too

1 position

*Also, as well* and *too* have similar meanings, but they do not go in the same position in clauses. *Also* usually goes with the verb, in ‘mid-position’ (see 23.3); *as well* and *too* usually go at the end of a clause. *As well* is less common in American English.

> She not only sings; she also plays the piano.
> She not only sings; she plays the piano as well.
> She not only sings; she plays the piano too.
2 reference

These words can refer to different parts of a clause, depending on the meaning. Consider the sentence We have meetings on Sundays as well. This can mean three different things:

a (Other people have meetings on Sundays, and) we have meetings on Sundays as well.
b (We do other things on Sundays, and) we have meetings on Sundays as well.
c (We have meetings on other days, and) we have meetings on Sundays as well.

When we speak, we show the exact meaning by stressing the word or expression that also/as well/too refers to.

3 imperatives and short answers

As well and too are used in imperatives and ‘short answers’, but not usually also.

Give me some bread as well, please. (More natural than Also give me . . .)
‘She’s nice.’ ‘Her sister is as well.’ (More natural than ‘Her sister is also.’)
I’ve got a headache.’ I have too.’ (More natural than ‘I also have.’)
In very informal speech, we often use Me too as a short answer.
‘I’m going home.’ ‘Me too.’
More formal equivalents are So am I or I am too, but not I also.

4 also referring to a whole clause

Also can be used at the beginning of a clause to refer to the whole clause.
It’s a nice house, but it’s very small. Also, it needs a lot of repairs.

5 too in a formal style

In a formal or literary style, too can be placed directly after the subject.
I, too, have experienced despair.

For also, as well, too and either in negative clauses, see 46.
For also and even, see 195.3.
For as well as, see 77.

46 also, as well, too and either in negative clauses

1 negative + negative: either

After mentioning a negative idea or fact, we can add another negative point by using not . . . either. Also, as well and too are not normally used with not in this way.

Peter isn’t here today. John isn’t here either.
(Not John isn’t here also.)

I know you don’t like me. I don’t like you either.
(Not I don’t like you too.)
2 **affirmative + negative: also/as well/ too**

After mentioning an affirmative (non-negative) fact or idea, we can add a related negative idea by using not . . . also, not . . . as well or not . . . too.

He *smokes* too much, but at least he *doesn’t also drink* too much.

That day, for the first time since her husband *had died* a year before, she was glad that she *had not died* as well.

You *can have* an apple, but you *can’t have* an orange *too*.

47 **alternate(ly) and alternative(ly)**

*Alternate(ly)* means ‘every second’, ‘first one and then the other’, ‘in turns’.

We spend *alternate* weekends at our country cottage.

*I’m alternately* happy and depressed.

*Alternative(ly)* is similar to ‘different’, ‘instead’, ‘on the other hand’.

*Janet’s not free on the 27th. We’ll have to find an alternative date for the meeting.*

*You could go by air, or *alternatively* you could drive there.*

48 **although and though**

*(al)though + clause, + clause clause, + *(al)though + clause clause + though*

1 **conjunctions**

Both these words can be used as conjunctions, with the same meaning. In informal speech, *though* is more common.

*(Al)though the government refuses to admit it, its economic policy is in ruins.*

*(Al)though I don’t agree with him, I think he’s honest.*

*I’d quite like to go out, *(al)though* it is a bit late.*

We use *even though* to emphasise a contrast. (*Even although* is not possible.)

*Even though I didn’t understand a word, I kept smiling.*

2 **though used as an adverb**

We can use *though* as an adverb, to mean ‘however’.

‘Nice day.’ *Yes. Bit cold, though.*

*The strongest argument, though, is economic and not political.*

*For the difference between *even* and *even though*, see 195.4.*

*For *even though* and *even so*, see 195.4–5.*

*For *as though*, see 74.*

*For sentences like *Cold though it was, I went out*, see 71.*

49 **altogether and all together**

*Altogether* means ‘completely’ or ‘everything considered’.

*My new house isn’t *altogether* finished.*

*Altogether, she decided, marriage was a bit of a mistake.*
Altogether can also be used to give totals.
  That's £4.38 altogether.
  I'd like three dozen altogether.

All together usually means 'everybody / everything together'.
  Come on, everybody sing. All together now...
  Put the plates all together in the sink.
  They all went to the cinema together.

50 American and British English

These two varieties of English are very similar. There are a few differences of grammar and spelling, and rather more differences of vocabulary and idiom. Modern British English is heavily influenced by American English, so some of the contrasts are disappearing. Pronunciation is sometimes very different, but most American and British speakers can understand each other without great difficulty.

1 grammar

Here are examples of the most important differences. Note that in many cases, two different forms are possible in one variety of English, while only one of the forms is possible or normal in the other variety. For more details, look up the sections in other parts of the book where these structures are discussed.

American English

He just went home.
  or He's just gone home.

Do you have a problem?
  or Have you got a problem?

I've never really gotten to know her.

I (can) see a car coming.

Her feet were sore because her shoes fit badly.

It's important that he be told.

'Will you buy it?' 'I may.'

The committee meets tomorrow.

(on the phone) Hello, is this Susan?

It looks like it's going to rain.

He looked at me real strange.
  (very informal) or He looked at me really strangely.

British English

He's just gone home.
  (See 419.5, 305.2.)

Have you got a problem? (See 241.6.)

I've never really got to know her.
  (See 228.7.)

I can see a car coming. (See 125.1.)

Her feet were sore because her shoes fitted badly. (See 300.3.)

It's important that he should be told.
  (See 541.)

... 'I may (do).' (See 165.)

The committee meet/meets tomorrow.
  (See 503.1.)

Hello, is that Susan? (See 565.5.)

It looks as if / like it's going to rain.
  (See 74.3.)

He looked at me really strangely.
  (See 21.)
### American English | British English
---|---
One should get to know **his** neighbours. (formal) | One should get to know **one's** neighbours. (formal) (See 392.6.)
He **probably has** arrived by now. or He **has probably** arrived ... | He **has probably** arrived by now. (See 23.13.)

Besides *get* and *fit*, some other irregular verbs have different forms in British and American English. For details, see 300.3.

For the Southern US second person plural pronoun *you all*, see 424.2.

### 2 Vocabulary

There are very many differences. Sometimes the same word has different meanings (GB *mad* = 'crazy'; US *mad* = 'angry'). And very often, different words are used for the same idea (GB *lorry* = US *truck*). Here are a few examples, with very brief information about the words and their meanings. (For a larger list with more complete information, see *The British/American Dictionary* by Norman Moss, published by Hutchinson.)

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>aeroplane</td>
</tr>
<tr>
<td>anyplace, anywhere</td>
<td>anywhere</td>
</tr>
<tr>
<td>apartment</td>
<td>flat/apartment</td>
</tr>
<tr>
<td>area code</td>
<td>dialling code (<em>phone</em>)</td>
</tr>
<tr>
<td>attorney, lawyer</td>
<td>barrister, solicitor</td>
</tr>
<tr>
<td>busy</td>
<td>engaged (<em>phone</em>)</td>
</tr>
<tr>
<td>cab/taxi</td>
<td>taxi</td>
</tr>
<tr>
<td>call collect</td>
<td>reverse the charges (<em>phone</em>)</td>
</tr>
<tr>
<td>can</td>
<td>tin</td>
</tr>
<tr>
<td>candy</td>
<td>sweets</td>
</tr>
<tr>
<td>check/bill</td>
<td>bill (<em>in a restaurant</em>)</td>
</tr>
<tr>
<td>coin-purse</td>
<td>purse</td>
</tr>
<tr>
<td>cookie, cracker</td>
<td>biscuit</td>
</tr>
<tr>
<td>corn</td>
<td>sweet corn, maize</td>
</tr>
<tr>
<td>crib</td>
<td>cot</td>
</tr>
<tr>
<td>crazy</td>
<td>mad</td>
</tr>
<tr>
<td>cuffs</td>
<td>turn-ups (<em>on trousers</em>)</td>
</tr>
<tr>
<td>diaper</td>
<td>nappy</td>
</tr>
<tr>
<td>doctor’s office</td>
<td>doctor’s surgery</td>
</tr>
<tr>
<td>dumb, stupid</td>
<td>stupid</td>
</tr>
<tr>
<td>elevator</td>
<td>lift</td>
</tr>
<tr>
<td>eraser</td>
<td>rubber, eraser</td>
</tr>
<tr>
<td>fall, autumn</td>
<td>autumn</td>
</tr>
<tr>
<td>faucet, tap</td>
<td>tap (<em>indoors</em>)</td>
</tr>
<tr>
<td>first floor, second floor etc</td>
<td>ground floor, first floor etc</td>
</tr>
<tr>
<td>flashlight</td>
<td>torch</td>
</tr>
<tr>
<td>flat (<em>tire</em>)</td>
<td>flat tyre, puncture</td>
</tr>
<tr>
<td>french fries</td>
<td>chips</td>
</tr>
</tbody>
</table>
### American English
- garbage, trash
- garbage can, trashcan
- gasoline
- gear shift
- highway, freeway
- hood
- intersection
- mad
- mail
- mean
- movie, film
- one-way (ticket)
- pants, trousers
- pavement
- pitcher
- pocketbook, purse, handbag
- potato chips
- railroad
- raise
- rest room
- round trip
- schedule, timetable
- sidewalk
- sneakers
- spigot, faucet
- stand in line
- stingy
- store, shop
- subway
- truck
- trunk
- two weeks
- vacation
- windshield
- zee
- zipper

### British English
- rubbish
- dustbin, rubbish bin
- petrol
- gear lever (on a car)
- main road, motorway
- bonnet (on a car)
- crossroads
- angry
- post
- nasty
- film
- single (ticket)
- trousers
- road surface
- jug
- handbag
- crisps
- railway
- rise (in salary)
- public toilet
- return (journey/ticket)
- timetable
- pavement
- trainers (= sports shoes)
- tap (outdoors)
- queue
- mean (opposite of 'generous')
- shop
- underground
- van, lorry
- boot (of a car)
- fortnight, two weeks
- holiday(s)
- windscreen (on a car)
- zed (the name of the letter 'z')
- zip

### Expressions with prepositions and particles

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>different from/ than</td>
<td>different from/to (see 158)</td>
</tr>
<tr>
<td>check something (out)</td>
<td>check something</td>
</tr>
<tr>
<td>do something over/ again</td>
<td>do something again</td>
</tr>
<tr>
<td>live on X street</td>
<td>live in X street</td>
</tr>
<tr>
<td>on a team</td>
<td>in a team</td>
</tr>
<tr>
<td>Monday through/to Friday</td>
<td>Monday to Friday</td>
</tr>
</tbody>
</table>
3 spelling

A number of words end in -or in American English and -our in British English (e.g. color/colour). Some words end in -er in American English and -re in British English (e.g. center/centre). Many verbs which end in -ize in American English (e.g. realize) can be spelt in British English with -ize or -ise (see 531). Some of the commonest words with different forms are:

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aluminum</td>
<td>aluminium</td>
</tr>
<tr>
<td>analyze</td>
<td>analyse</td>
</tr>
<tr>
<td>catalog(ue)</td>
<td>catalogue</td>
</tr>
<tr>
<td>center</td>
<td>centre</td>
</tr>
<tr>
<td>check</td>
<td>cheque (issued by a bank)</td>
</tr>
<tr>
<td>color</td>
<td>colour</td>
</tr>
<tr>
<td>defense</td>
<td>defence</td>
</tr>
<tr>
<td>honor</td>
<td>honour</td>
</tr>
<tr>
<td>jewelry</td>
<td>jewellery</td>
</tr>
<tr>
<td>labor</td>
<td>labour</td>
</tr>
<tr>
<td>pajamas</td>
<td>pyjamas</td>
</tr>
<tr>
<td>paralyze</td>
<td>paralyse</td>
</tr>
<tr>
<td>practice, practise</td>
<td>practise (verb)</td>
</tr>
<tr>
<td>program</td>
<td>programme</td>
</tr>
<tr>
<td>realize</td>
<td>realise / realize</td>
</tr>
<tr>
<td>theater</td>
<td>theatre</td>
</tr>
<tr>
<td>tire</td>
<td>tyre (on a wheel)</td>
</tr>
<tr>
<td>trave(l)ler</td>
<td>traveller (see 535)</td>
</tr>
<tr>
<td>whiskey</td>
<td>(Scotch) whisky; (Irish) whiskey</td>
</tr>
</tbody>
</table>

4 pronunciation

There are, of course, many different regional accents in both Britain and America. The most important general differences between American and British speech are as follows:

a Certain vowels are nasal (pronounced through the nose and mouth at the same time) in some varieties of American English, but not in most British accents.

b British English has one more vowel than American English. This is the rounded short o (/ɒ/) used in words like cot, dog, got, gone, off, stop, lost. In American English these words are pronounced either with /ɑː/ like the first vowel in father, or with /ɔː/, like the vowel in caught. (This vowel is also pronounced rather differently in British and American English.)

c Some words written with a + consonant (e.g. fast, after) have different pronunciations: with /æ/ in standard southern British English, and with /æ/ in American and some other varieties of English.

d The vowel in home, go, open is pronounced /əʊ/ in standard southern British English, and /ou/ in American English. The two vowels sound very different.
e In standard southern British English, r is only pronounced before a vowel sound. In most kinds of American English, r is pronounced in all positions where it is written in a word, and it changes the quality of a vowel that comes before it. So words like car, turn, offer sound very different in British and American speech.

f In many varieties of American English, t and d both have a very light voiced pronunciation /d/ between vowels – so writer and rider, for example, can sound the same. In British English they are quite different: /'raɪtə(r)/ and /'raɪdə(r)/.

g Some words which are pronounced with /u:/ in most varieties of American English have /ju:/ in British English. These are words in which th, d, t or n (and sometimes s or l) are followed by u or eu.

- _enthusiastic_ US /ɛnθəˈziːstɪk/ GB /ɪnθəˈziːstɪk/
- _duty_ US /ˈdjuːti/ GB /ˈdjuːti/
- _tune_ US /tuːn/ GB /tjuːn/
- _new_ US /nuː/ GB /nuː/
- _illuminate_ US /ɪljuːˈmɪnət/ GB /ɪljuːˈmɪnət/

h Words ending in unstressed -ile (e.g. fertile, reptile, missile, senile) are pronounced with /ai/ in British English; some are pronounced with /l/ in American English.

- _fertile_ US /ˈfɜːrtl/ (rhyming with turtle)
  GB /ˈfɜːrtl/ (rhyming with her tile)

i Some long words ending in -ary, -ery or -ory are pronounced differently, with one more syllable in American English.

- _secretary_ US /ˈsɛkrətri/ GB /ˈsɛkrətri/

j _Borough_ and _thorough_ are pronounced differently.

US /ˈbɔːrəʊ,ˈθɔːrəʊ/ GB /ˈbɔːrə,ˈθɔːrə/

k Words borrowed from French are often stressed differently, especially if their pronunciation ends with a vowel sound. The final vowel is usually stressed in American English but not in British English.

- _pâté_ US /pæˈteɪ/ GB /pəˈteɪ/
- _ballet_ US /ˈbælɛt/ GB /ˈbælɛt/

51 and

1 use

When we join two or more grammatically similar expressions, we usually put _and_ before the last.

- _bread and cheese_
- _We drank, talked and danced._
- _I wrote the letters, Peter addressed them, George bought the stamps _and_ Alice posted them._

_And_ is sometimes left out in a very literary or poetic style, but this is unusual.

- _My dreams are full of darkness, despair, death._

For rules about the use of commas, see 455.1.5
2 fixed expressions

Some common expressions with *and* have a fixed order which cannot be changed. The shortest expression often comes first.

- *bread and butter* (not *butter and bread*)
- *hands and knees* (not *knees and hands*)
- *young and pretty*    *thunder and lightning*
- *black and white*    *cup and saucer*
- *knife and fork*

3 adjectives before a noun

We do not usually use *and* with adjectives (or other modifiers) before a noun (see 17.2).

- *Thanks for your nice long letter.* (not ...nice and long letter.)
- *a tall, dark, handsome cowboy*    *cheap wooden garden furniture*

However, *and* is used in certain cases, for example when the modifiers refer to different parts of the same thing.

- *red and yellow socks*    *a metal and glass table*

We also use *and* when we say that something belongs to two or more different classes.

- *It's a social and political problem.*    *She's a musical and artistic genius.*

*And* is common, too, when we are 'piling up' favourable or unfavourable descriptions.

- *You're a good and generous person.*
- *She's an intelligent and strong-minded woman.*
- *It's an ill-planned, expensive and wasteful project.*

4 nice and

In an informal style, the expression *nice and* is often used before another adjective or an adverb. It means something like 'pleasantly' or 'suitably'.

- *It's nice and warm* in front of the fire. (= pleasantly warm)
- *The work was nice and easy.*
- *Now just put your gun down nice and slow.*

5 meanings

When two clauses are joined by *and*, there are many possible relationships between them – for example time, cause and effect, contrast, condition.

- *I lay down and went straight to sleep.* (time)
- *She won the prize and astonished them all.* (cause and effect)
- *She's a bank manager and I'm just a road-sweeper.* (contrast)
- *Do that again and I'll hit you.* (condition: = If you do that again ...)

Note: *and* is usually pronounced /æn(d)/, not /ænd/ (see 588).

For ellipsis after *and*, in expressions like *the bread and (the) butter*, see 182.

For singular and plural verbs after subjects with *and*, see 504.5.

For *and* after *try, wait, go, come* etc, see 52.

For *both ... and*, see 111.
52 and after try, wait, go etc

1 try/be sure/wait and...

We often use try and... instead of try/be sure to... This is informal.
Try and eat something – you’ll feel better if you do.
I’ll try and phone you tomorrow morning.
Be sure and ask Uncle Joe about his garden.
We only use this structure with the simple base forms try/be sure. It is not possible with tries, tried, trying or am/are/is/was/were sure. Compare:
Try and eat something.
I tried to eat something. (NOT I tried and ate something.)

Note also the common expression Wait and see.
‘What’s for lunch?’ ‘Wait and see.’

2 come/go/etc and...

Come and..., go and..., run and..., hurry up and..., stay and... are often used informally with similar meanings to infinitive structures.
Come and have a drink.
Stay and have dinner.
Hurry up and open the door.
With these verbs, the structure is not only used with the base form.
He often comes and spends the evening with us.
She stayed and played with the children.
She thought of going and getting him.

3 American English

In informal American English, and is sometimes dropped after the base forms go and come.
Let’s go see if Anne’s home.
Go jump in the river.
Come sit on my lap.

53 another and other(s)

1 spelling of another

Another is one word.
He’s bought another car. (NOT... an other car.)

2 ‘additional, extra’

Another can mean ‘an additional, extra’. It is used with singular countable nouns.
Could I have another piece of bread?
Another can be used as a pronoun without a noun, or with one, if the meaning is clear from what has come before.
Those cakes are wonderful. Could I have another (one)?
With uncountable and plural nouns, we normally use more, not other.
Would you like some more meat? (NOT... other meat?)
Would you like some more peas? (NOT... other peas?)


However, we can use another before a plural noun in expressions with few or a number.

I’m staying for another few weeks. We need another three chairs.

For other cases where a(n) is followed by a plural, see 509 6.

3 ‘alternative’

(An)other can also mean ‘(an) alternative’, ‘besides this/these’.

I think we should paint it another colour.

Have you got any other cakes, or are these the only ones?

Other people often means ‘people besides oneself’.

Why don’t you think more about other people?

4 other and others

When other is used with a noun it has no plural form.

Where are the other photos? (NOT . . . the others photos?)

But used alone, without a noun, it can have a plural form.

I’ve got one lot of photos. Where are the others?

These are too small. Have you got any others?

Usually, other(s) is only used alone if it refers to a noun that has been mentioned before. An exception is the common plural use of (the) others to mean (the) other people.

He never thinks of others. Jake’s arrived – I must tell the others.

But not – On the telephone, one cannot see the other or

– He never listens to another.

5 not used to mean ‘different’

Other is not used as an adjective to mean ‘different’.

I’d prefer a completely different colour.

(NOT . . . a completely other colour.)

It would print better on different paper. (NOT . . . other paper.)

You look different with a beard. (NOT – You look other . . .)

For one another, see 175

54 any

1 the meaning of any

Any is a determiner (see 157). It generally suggests an indefinite amount or number, and is used when it is not important to say how much/many we are thinking of. Because of its ‘open’, non-specific meaning, any is often used in questions and negative clauses, and in other cases where there is an idea of doubt or negation.

Have you got any beer?

We didn’t have any trouble going through customs.

You never give me any help.

The noise of the party stopped me getting any sleep.

I suddenly realised I’d come out without any money.
Any is common after if.

If you find any blackberries, keep some for me.

Sometimes any means ‘if there is/are any’ or ‘whatever there is/are’.

Any fog will clear by noon. (= If there is any fog, it will clear by noon.)
Perhaps you could correct any mistakes I’ve made.

Any can be used to emphasise the idea of open choice: ‘it doesn’t matter who/what/which’. For details, see paragraph 6 below.

You can borrow any book you like.

2 any and some

Any often contrasts with some, which is most common in affirmative clauses. Compare:

I need some razor blades.
I’ve got any razor blades?
Sorry, I haven’t got any razor blades.

For details, see 522.

3 any, not any and no

Any alone does not have a negative meaning. It is only negative when used with not.

She’s unhappy because she hasn’t got any friends.

(NOT because she has got any friends.)

No (see 369) means the same as not any, but is more emphatic.

She’s got no friends.

Not any cannot begin a sentence; no is used instead.

No cigarette is harmless. (NOT Not any cigarette . . .)

No tourists came to the town that year.

For more details, see 369.

4 any and a/an

Any is very often used with uncountable and plural nouns. It can have the same kind of meaning as the indefinite article a/an has with singular countable nouns (see 66.1a).

I haven’t got a car, and I haven’t got any money to buy one.

Is there a tin-opener in the house? And are there any plates?

With this meaning any is unusual with singular countable nouns.

She hasn’t got a job. (NOT She hasn’t got any job.)

Do you know a good doctor? (NOT Do you know any good doctor?)

Note that the fixed expressions any idea and any difference are used as if the nouns were uncountable (see 148.5).

Have you got any idea what she wants?
Is there any difference between ‘close’ and ‘shut’?

For the use of any meaning ‘it doesn’t matter who/what/which’ with singular countable nouns, see paragraph 6 below.
5  *any* and no article

With an uncountable or plural noun, *any* usually suggests the idea of an indefinite amount or indefinite number. When there is no idea of quantity or number, we generally use no article. For details, see 67. Compare:

- *Is there any water* in that can?
  *Is there water* on the moon?
  (The interest is in the existence of water, not its amount.)
- *Dad hasn’t got any hair.* (He has lost the amount he had.)
  *Birds have feathers, not hair.* (No idea of amount.)

6  *any* = ‘it doesn’t matter who/which/what’

*Any* can be used to emphasise the idea of free choice, with the meaning of ‘it doesn’t matter who/which/what’. With this meaning, *any* is common in affirmative clauses as well as questions and negatives, and is often used with singular countable nouns as well as uncountables and plurals. In speech, it is stressed.

  *Ask any doctor – they’ll all tell you that alcohol is a poison.*
  *She goes out with any boy who asks her.*
  *’When shall I come?’ ‘Any time.’*
  *Can I get a meal here at any time of the day?*
  *I don’t do just any work – I choose jobs that interest me.*

Note that we use either (see 178), not *any*, to talk about a choice between two alternatives.

  *I can write with either hand.* (NOT … *any* hand.)

7  *any* and *any of; any* as a pronoun

Before a determiner (definite article, demonstrative or possessive word) or a pronoun, we use *any of* (see 157.4). Compare:

- *I didn’t go to any lectures last term.* (NOT … *any of lectures…*)
  *I wasn’t interested in any of the lectures.* (NOT … *any the lectures.*)
- *Do any books here belong to you?*
  *Do any of these books belong to you?*
- *I don’t think any staff want to work tomorrow.*
  *I don’t think any of us want to work tomorrow.*

Note that when *any of* is followed by a plural subject, the verb can be singular or plural. A singular verb is more common in a formal style.

  *If any of your friends is/are interested, let me know.*

A noun can be dropped after *any*, if the meaning is clear.

  *’Did you get the oil?’ ‘No, there wasn’t any left.’*

Instead of *not any*, *none* (see 368) can be used. This is often more emphatic.

  *There was none left.*

8  *at all*

*At all* (see 82) is often used to emphasise the meaning of (not) *any*. 

  *I’ll do any job at all – even road-sweeping.*
  *Do you play any games at all?*
  *She doesn’t speak any English at all.*
  *Is there any difference at all between ‘begin’ and ‘start’?*
9  compounds

Many of the rules given above also apply to the compounds anybody, anyone, anything and anywhere. For more information about these, see 523.

For the use of any and no as adverbs, see 56.  
For any . . . but, see 116.  
For any and every, see 55.  
For some, see 521–522.  
For any more/longer, see 372.

55  any and every

Any and every can both be used to talk in general about all the members of a class or group.

Any/Every child can learn to swim.

The meaning is not quite the same. Any looks at things one at a time: it means ‘whichever one you choose’, ‘this or that or the other’. Every looks at things together: its meaning is closer to ‘all’, ‘this and that and the other’. Compare:

Which newspaper would you like? It doesn’t matter. Any one.  
(= ‘one or another or another’) (not . . . Every one.)

On the stand there were newspapers and magazines of every kind.

(= ‘one and another and another’) (not . . . magazines of any kind.)

For more information about any, see 54.  
For every, see 199.

56  any and no: adverbs

any/no + comparative
any/no different
any/no good/use

1  any and no with comparatives

Any can modify comparatives. This can happen in questions and negative sentences, and after if (see also 374.2).

Can you go any faster?
You don’t look any older than your daughter.

(= You don’t look at all older . . .)

If I were any younger, I’d fall in love with you.
No can also be used in this way (but not some).
I’m afraid the weather’s no better than yesterday.

2  any/no different

We can also use any and no with different.

This school isn’t any different from the last one.
‘Is John any better?’ ‘No different. Still very ill.’
3 **any/no good; any/no use**

Note the expressions *any good/use* and *no good/use*.

Was the film *any good*?
This watch is *no use*. It keeps stopping.

57 **any more**

In British English, *any more* is usually written as two separate words. In American English, it is often written as one word *anymore* when it refers to time (= ‘any longer’). It usually comes in end position.

*She doesn’t work in New York anymore.*

*(NOT She doesn’t *any more* work in New York.)*

58 **appear**

1 **copular verb: ‘seem’**

*Appear* can be a copular verb (see 147), used to say how things look (like *seem*). It is used in similar ways to *seem*: see 490 for details.

*He appears* (to be) *very angry* today. *(NOT He appears very angrily today.)*

*It appears* to be some kind of bomb.

*She appears* to have enough money to live on.

*They do not appear* to be at home.

*It appears* that we may be mistaken.

*There appears* to be a problem with the oil pressure.

2 **appear and seem: differences**

*Seem* can be used to talk both about objective facts and about subjective impressions and feelings (see 490 for examples). *Appear* is mostly used to talk about objective facts. Compare:

*The baby seems/appears* (to be) hungry.

*She doesn’t want to go on studying. It seems a pity. (NOT It appears a pity.)*

*Seem* is often used with *like*. This is not normal with *appear*.

*It seemed like* a good idea.

*(More natural than It appeared like a good idea.)*

*Seem* can be used in a special structure with *can’t* (see 490.4). This is not possible with *appear*.

*I can’t seem* to make him understand.

*(But NOT I can’t appear to make him understand.)*

*Appear* is also rather more formal than *seem*.

3 **‘come into sight’**

*Appear* can also mean ‘come into sight’ or ‘arrive’. In this case it can be modified by an adverb.

*She suddenly appeared in the doorway.*

For *appear* with introductory *there*, see 563.5.
59 arise and rise

Arise means ‘begin’, ‘appear’, ‘come to one’s notice’. It is used mostly with abstract nouns as subjects.

A discussion arose about the best way to pay.
I’m afraid a difficulty has arisen.

Rise usually means ‘get higher’, ‘come/go up’.

Prices keep rising.
What time does the sun rise?
My hopes are rising.

Note that we usually say that people get up in the morning. Rise is only used with this meaning in a very formal style.

Arise and rise are irregular verbs.

(a)rise – (a)rose – (a)risen

For the difference between rise and raise, see 300.2.
For arouse and rouse, see 61.

60 (a)round and about

1 circular movement etc

In British English, we usually use round for movement or position in a circle or a curve.

She walked round the car and looked at the wheels.
We all sat round the table.
‘Where do you live?’ ‘Just round the corner.’

2 touring; distribution

British people also use round to talk about going to all (or most) parts of a place, or giving things to everybody in a group.

We walked round the old part of the town.
Can I look round?
Could you pass the cups round, please?

3 indefinite movement and position

We use around or about to refer to movements or positions that are not very clear or definite: ‘here and there’, ‘in lots of places’, ‘in different parts of’, ‘somewhere in’ and similar ideas.

The children were running around/about everywhere.
Stop standing around/about and do some work.
‘Where’s John?’ ‘Somewhere around/about.’
I like doing odd jobs around/about the house.

We also use these words to talk about time-wasting or silly activity.

Stop fooling around/about. We’re late.
And around/about can mean ‘approximately’, ‘not exactly’.

There were around/about fifty people there.
‘What time shall I come?’ ‘Around/About eight.’
4 American English

Note that in American English, about is mostly used to mean 'approximately', 'not exactly'; for the other meanings discussed in paragraphs 1–3, Americans normally use around.

For more details and examples, see a good dictionary.

61 arouse and rouse

To rouse somebody is to wake them up, make them interested, make them excited etc.

It is extremely difficult to rouse my father in the mornings. (In an informal style, . . . to wake my father up . . . would be much more natural.)

Professor Bognor’s speech failed to rouse his audience.

Arouse is often used with an abstract word as an object: you can arouse somebody’s interest, suspicions, sympathy etc.

When he kept saying he was working late at the office, it began to arouse her suspicions.

Arouse can be used in a sexual sense.

Most men are aroused by pictures of naked women.

Arouse and rouse are both regular verbs.

For arise and rise, see 59.
For (a)wake and (a)waken, see 85.

62 articles (1): introduction

1 How much do articles matter?

The correct use of the articles (a/an and the) is one of the most difficult points in English grammar. Fortunately, most article mistakes do not matter too much. Even if we leave all the articles out of a sentence, it is usually possible to understand it.

Please can you lend me a pound of butter till end of week?

However, it is better to use the articles correctly if possible. Sections 63–69 give the most important rules and exceptions.

2 speakers of Western European languages

Most languages of Western European origin, and one or two others, have article systems very like English. So a student does not need to know the whole contents of sections 63–69 if he/she already speaks one of the following languages, for example, perfectly or very well: French, German, Dutch, Danish, Swedish, Norwegian, Icelandic, Spanish, Italian, Portuguese, Greek, Romanian. However, some of the rules in these sections will probably be useful. Note especially the following.

a In English, when we are talking about people or things in general we do not usually use the with uncountable or plural nouns. (See 68 for more details.)

Life is complicated. (Not The life is complicated.)

My sister loves horses. (Not . . . the horses.)
b In English, we normally put *a/an* with a noun that is used for classifying—
saying what class, group or type somebody or something belongs to, what
job, role or position somebody or something fills, etc. (See 66.1c for more
details.)

*She's a dentist.* (NOT *She's dentist.*)

*I'm looking forward to being a grandmother.*

(NO*T ... to being grandmother*)

*I used my shoe as a hammer.* (NOT ... as hammer.)

3 speakers of other languages

If a student does not already have a very good knowledge of one of the
languages listed in paragraph 2 (or a related language), he or she may have
more difficulty with the correct use of articles. Most of the important
problems are dealt with in the following sections.

63 articles (2): summary of the rules

1 articles are determiners

The articles *a/an* and *the* belong to a group of words called ‘determiners’.
(Determiners also include possessives like *my*, demonstratives like *this* and
quantifiers like *all*. For more information, see 157.) Articles normally come at
the beginning of noun phrases, before adjectives.

For the word order in structures like *How strange an idea*, see 16.
For the word order in *quite a . . .*, see 154.2; for *rather a . . .*, see 154.2; for *such a . . .*, see
544.1; for *what a . . .*, see 201.2.

2 What are articles used for?

*A/an* is called the ‘indefinite article’. *The* is called the ‘definite article’.

*SOME/any* is often used as the plural of *a/an*. And if we use *no article*, this
has a different meaning from all the others. So there are really four articles.

Articles are used to show whether we are referring to things that are known
both to the speaker/writer and to the listener/reader (‘definite’), or that are
not known to them both (‘indefinite’).

Articles can also show whether we are talking about things in general or
particular things.

3 *the* = ‘we know which one(s)’

We say *the doctor, the salt* or *the dogs* (for example), when we expect the
listener/reader to know which doctor, salt or dogs we are talking about. In
other cases, we use *a/an, some/any* or *no article*. Compare:

- I've been to the doctor. (You know which one: my doctor.)
  *A doctor must like people.* (= any doctor at all)
  - Could you pass me the salt?
  (The listener knows that it is the salt on the table that is meant.)

*We need some more salt.* (not particular ‘known’ salt)
– Have you fed the dogs?
   (The listener obviously knows which dogs are meant.)
Do you like dogs? (= dogs in general)

For more details, see 65.

4 particular and general
We can use articles to show whether we are talking about particular things or
things in general. Compare:
– There are some children in the garden. (= particular children)
   Children usually start walking at around one year old.
   (= children in general)
– They’re delivering the oil tomorrow. (= particular oil)
   Oil has nearly doubled in price recently. (= oil in general)
Note that with plural and uncountable nouns we use no article, and not the,
to talk about people or things in general.
   Oil has nearly doubled in price. (NOT The oil . . .)
   Children usually start walking . . . (NOT The children . . .)
But we can sometimes use the + singular countable noun to generalise.
   Who invented the telephone?

For more details, see 68.
For more information about some and any, see 54, 521 and 522.

64 articles (3): countable and uncountable nouns

Articles are used in different ways with countable and uncountable nouns.

1 the difference
Countable nouns are the names of separate objects, people, ideas etc which
we can count.
   a cat   three cats
   a secretary   two secretaries
   a plan   two plans
Uncountable nouns are the names of materials, liquids and other things
which we do not usually see as separate objects.
   water (NOT a-water, two waters)
   wool (NOT a-wool, two-wools)
   weather (NOT a-weather, two-weather)
   energy (NOT an-energy, two-energies)

2 use of articles
A singular countable noun normally has an article or other determiner (see
157) with it. We can say a cat, the cat, my cat, this cat, any cat, either cat or
every cat, but not just cat. (There are one or two exceptions – see 69.) Plural
and uncountable nouns (e.g. cats, water) can be used with or without an
article or other determiner.
3  *a/an*

Plural nouns cannot be used with *a/an* (because *a/an* has a similar meaning to 'one'), and uncountable nouns are not generally used with *a/an*, though there are a certain number of exceptions (see paragraph 4).

4  **exceptions: uncountable nouns treated as countable**

Many normally uncountable nouns can be treated as countable to express the meaning 'a type of' or 'a portion of'.

*Have you got a shampoo for dry hair?*

*Three coffees, please.*

Many other normally uncountable nouns can have 'partly countable' uses: they do not have plurals, but can be used with *a/an*. This can happen when the meaning is particular rather than general.

*We need a secretary with a knowledge of English.*

*You've been a great help.*

*I need a good sleep.*

But some uncountable nouns (e.g. *weather, progress*) cannot normally be used in this way.

*We're having terrible weather.* (Not ... *a terrible weather.*)

*You've made very good progress.* (Not ... *a very good progress.*)

Note also:

*She speaks very good English.* (Not ... *a very good English.*)

Some nouns that are countable in other languages are uncountable in English. Examples are *information* (Not *an information*), *advice* (Not *an advice*); see 148.3 for a more complete list.

For detailed information about countable and uncountable nouns, see 148.

65  **articles (4): the (details)**

1  **the** = ‘you know which one(s)’

_The_ usually means something like 'you know which one(s) I mean'. We use _the_ before a noun when our listener/reader knows (or can work out) which particular person(s), thing(s) etc we are talking about. Compare:

_Did you lock the car?_ (The listener knows very well which car is meant.)

_We hired a car to go to Scotland._ (The listener does not know which one.)

The listener/reader may know which one(s) we mean because:

a  we have mentioned it/them before

_She's got two children: a boy and a girl. The boy's fourteen and the girl's eight._

_'So what did you do then?' ‘Gave the money straight back to the policeman.’_ (The speaker uses _the_ because the listener has already heard about the money and the policeman.)

b  we say which one(s) we mean

_Who's the girl over there with John?_

_Tell Pat the story about John and Susie._

_What did you do with the camera I lent you?_
c  it is clear from the situation which one(s) we mean
   Could you close the door? (Only one door is open.)
   Ann is in the kitchen. Did you enjoy the party?
   What's the time?

2  the = ‘the only one(s) around’

   The listener may know which one(s) we mean because there is no choice –
   we are talking about something unique, like the sun, or something that is at
   least unique in our environment, like the Government, the police.
   I haven't seen the sun for days.
   the moon  the stars  the planets  the earth  the world
   the unions  the railways
   the Japanese (There is only one Japanese nation.)

   This use of the (to show that there is no choice) is possible even when we are
   talking about somebody/something that the listener knows nothing about.
   You don't know the Aldersons, do you? (The use of the makes it clear that
   there is only one Alderson family in the speaker’s social environment.)
   Have you never heard of the Thirty Years’ War? (There was only one.)

3  physical environment

   The is also used with a number of expressions referring to our physical
   environment – the world around us and its climate – or to other common
   features of our lives. The use of the suggests that everybody is familiar with
   what we are talking about. Examples are:

   the town  the mountains  the fog  the future
   the country  the rain  the weather  the universe
   the sea  the wind  the night  the sunshine
   the seaside

   Do you prefer the town or the country?
   My wife likes the seaside, but I prefer the mountains.
   I love listening to the wind.

   Note that no article is used with nature, society or space when these have a
   ‘general’ meaning (see 68).

4  superlatives

   We usually use the with superlatives (see 138.12) because there is normally
   only one best, biggest etc individual or group (so it is clear which one(s) we
   are talking about). For the same reason, we usually use the with first, next,
   last, same and only.
   I'm the oldest in my family. Can I have the next pancake?
   We went to the same school.

5  the meaning ‘the well-known’

   After a name, an identifying expression with the is often used to make it clear
   that the person referred to is ‘the well-known one’.
   She married Richard Burton, the actor.
   I'd like you to meet Cathy Parker, the novelist.
6 possessives and demonstratives

We do not use the with possessives or demonstratives.

This is my uncle. (NOT ... the my uncle.)
I like this beer. (NOT ... the this beer.)

7 proper names

We do not usually use the with singular proper names (there are some exceptions – see 69.18–19).

Mary lives in Switzerland. (NOT -The Mary lives in the Switzerland.)
But note the use of the (pronounced /ðiː/ with a person's name to mean 'the well-known'.
‘My name's James Bond.' ‘What, not the James Bond?’

8 things in general

We usually use no article, not the, to talk about things in general – the does not mean 'all'.

Books are expensive. (NOT -The books are expensive.)

For details and exceptions, see 68

9 pronunciation

The is pronounced /ðiː/ before a vowel and /ðə/ before a consonant.

Compare:

the ice /ðiː aɪs/ the snow /ðə snəʊ/
The choice between /ðiː/ and /ðə/ depends on pronunciation, not spelling.
We pronounce /ðiː/ before a vowel sound, even if it is written as a consonant.

the hour /ðiː aʊə/ the MP /ðiː em piː/
And we pronounce /ðə/ before a consonant sound, even if it is written as a vowel.

the university /ðə juː'nɪvɜːsəti/ the one-pound coin /ðə 'wʌn 'paʊnd 'kəʊn/
We sometimes pronounce a stressed /ðiː/ before a hesitation, or when we want to stress the following word, even if it begins with a consonant.

66 articles (5): a/an (details)

1 a/an

a We can use a/an to talk about one particular person or thing, when the listener/reader does not know which one is meant, or when it does not matter which one.

My brother's going out with a French girl.
(The listener does not know which particular French girl it is.)

She lives in a nice big house.
Could you lend me a pen?

b We can also use a/an to talk about any one member of a class.

A doctor must like people. (= any doctor)
A spider has eight legs.
c And we can use *a/an* after a copular verb or *as* to classify people and things –
to say what class, group or type they belong to.
  *She’s an architect.* (NOT *She’s architect.*)
  *I’m looking forward to being a grandmother.*
  *‘What’s that noise?’ ‘I think it’s a helicopter.’*
  *He decided to become an engineer.*
  *He remained a bachelor all his life.*
  *Don’t use your plate as an ashtray.* (NOT ... as ashtray.)

2 *a/an, some/any and no article*

*A/an* is mainly used with singular countable nouns. (The original meaning of
*a/an* was ‘one’.) Before plural and uncountable nouns, we normally express
similar meanings (see paragraph 1) with *some/any* or *no article.*

*plural nouns*

  *We met some nice French girls on holiday.* (NOT ... *a nice French girls...*)
  *Have you got any matches?*
  *Doctors generally work long hours.* (NOT *A doctors...*)
  *Both my parents are architects.*

*uncountable nouns*

  *I think there’s some butter in the fridge.*
  *Whisky is made from barley.*
  *‘What’s that on your coat?’ ‘It looks like paint.’*

For the difference between *some/any* and *no article*, see 67.
For more information about *some* and *any*, see 54 and 522–523.
For structures like *a happy three days*, see 509.6.

3 *adjectives*

*A/an* cannot normally be used with an adjective alone (without a noun).
Compare:

  *It’s a good car.*
  *It’s good.* (NOT *It’s a good.*)

For *a + adjective + one*, see 391.

4 *possessives*

*A/an* cannot be used together with a possessive. Instead, we can use the
structure *a ... of mine/yours/etc* (see 434).

  *He’s a friend of mine.* (NOT *He’s a my friend.*)

5 *when a/an cannot be dropped*

Note that *a/an* is not normally left out in negative expressions, after
prepositions or after fractions.

  *‘Lend me your pen.’ ‘I haven’t got a pen.’* (NOT *‘I haven’t got pen.’*)
  *You mustn’t go out without a coat.* (NOT ... *without coat.*)
  *three-quarters of a pound* (NOT *three-quarters of pound*)

For exceptions, see 69.2.
6  **a and an**

We do not normally pronounce the sound /ə/ before a vowel. So before a vowel, the article *a* (/ə/) changes to *an*. Compare:

- *a rabbit*  
- *an elephant*  
- *a lemon*  
- *an orange*

The choice between *a* and *an* depends on pronunciation, not spelling. We use *an* before a vowel sound, even if it is written as a consonant.

- *an hour* /ənˈaʊr/  
- *an MP* /ən ɪmˈpiː/  

And we use *a* before a consonant sound, even if it is written as a vowel.

- *a university* /ə juːəri/  
- *a one-pound coin* /ə wʌnˈpaʊnd/  

Some people say *an*, not *a*, before words beginning with *h* if the first syllable is unstressed.

- *an hotel* (a hotel is more common)  
- *an historic occasion* (a historic... is more common)  

(But not *an housewife* – the first syllable is stressed.)

*A* is sometimes pronounced /eɪ/ before a hesitation, when we want to emphasise the following word, or when we want to make a contrast with *the*.

It’s *a* /eɪ/ reason – it’s *not* the only reason.

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67 **articles (6): the difference between some/*any* and no article**

1  **use with uncountable and plural nouns**

Uncountable and plural nouns can often be used either with *some/*any or with no article. There is not always a great difference of meaning.

- *We need* (*some*) cheese.  
- *I didn’t buy* (*any*) eggs.

*Some* is used especially in affirmative sentences; *any* is more common in questions and negatives (see 54 and 522).

2  **the difference**

We use *some/*any when we are thinking about limited but rather indefinite vague numbers or quantities – when we don’t know, care or say exactly how much/many. We use no article when we are thinking about unlimited numbers or quantities, or not thinking about numbers/quantities at all.

Compare:

- We’ve planted *some roses* in the garden.  
  (A limited number; the speaker doesn’t say how many.)  
- I like *roses*. (No idea of number.)  

- We got talking to *some students*. (A limited number.)  
  Our next-door neighbours are *students*.  
  (The main idea is classification, not number.)

- *Would you like* *some more beer?*  
  (An indefinite amount – as much as the listener wants.)  
  We need **beer**, sugar, eggs, butter, rice and toilet paper. (The speaker is thinking just of the things that need to be bought, not of the amounts.)

- *Is there* *any water* in the fridge? (The speaker wants a limited amount.)  
  *Is there water* on the moon?  
  (The interest is in the existence of water, not the amount.)

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This engine hardly uses any petrol. (The interest is in the amount.)
This engine doesn’t use petrol.
(The interest is in the type of fuel, not the amount.)
We do not use some/any when it is clearly exactly how much/many is meant.
Compare:
- You’ve got some great books.
  You’ve got pretty toes. (A definite number – ten. You’ve got some pretty
  toes would suggest that the speaker is not making it clear how many –
  perhaps six or seven!)

For full details of the different uses of some and any, see 54 and 522–523.

68 articles (7): talking in general

1 the does not mean ‘all’

We do not use the with uncountable or plural nouns to talk about things in
general – to talk about all books, all people or all life, for example. The does
not mean ‘all’. Instead, we use no article. Compare:
- Move the books off that chair and sit down. (= particular books)
  Books are expensive. (not The books are expensive. The sentence is
  about books in general – all books.)
- I’m studying the life of Beethoven. (= one particular life)
  Life is complicated. (not The life . . . The sentence is about the whole
  life.)
- ‘Where’s the cheese?’ ‘I ate it.’
  I love cheese.
- Why has the light gone out?
  Nothing can travel faster than light.

Note that most (meaning ‘the majority of’) is used without the.
  Most birds can fly. (not The most . . .)
  Most of the children got very tired. (not The most . . .)

2 generalisations with singular words

Sometimes we talk about things in general by using the with a singular
countable noun.
  Schools should pay less attention to examination success, and more
  attention to the child.

This is common with the names of scientific instruments and inventions,
and musical instruments.
  Life would be quieter without the telephone.
  The violin is more difficult than the piano.

We can also generalise by talking about one example of a class, using a/an
(meaning ‘any’) with a singular countable noun.
  A baby deer can stand as soon as it’s born. A child needs plenty of love.

Note that we cannot use a/an in this way when we are generalising about all
of the members of a group together.
  The tiger is in danger of becoming extinct.
  (not A tiger is in danger of becoming extinct. The sentence is about
  the whole tiger family, not about individuals.)
  Do you like horses? (not Do you like a horse?)
3 difficult cases: ‘general’ + ‘known’

We use no article to generalise with uncountable and plural words (see paragraph 1 above); but we use the to show that the listener/reader knows which people or things we are talking about (see 65). Sometimes both these meanings come together, and it is difficult to know whether or not to use the.

a the sea, the weather etc

The is used with a lot of general expressions that refer to our physical environment – the world around us and its climate – or to other common features of our lives. The use of the seems to suggest shared experience or knowledge: the listener/reader ‘has been there too’.

Do you prefer the town or the country?
My wife likes the sea, but I prefer the mountains.
English people always talk about the weather.
I wish the trains were cleaner and more punctual.
He’s always after the girls.

Note that we use no article with nature, society, space and other abstract nouns when these have a general meaning.

I love nature. (not . . . the nature.)
It isn’t always easy to fit in with society. (not . . . the society.)
We are just taking our first steps into space. (not . . . the space.)

b the Russians etc

We often use the to refer to well-known, well-defined groups of people (e.g. nationalities), even when we are talking about these in general.

The Russians have a marvellous folksong tradition.
The Irish have their own language.
Should the police carry guns?

For more details of the grammar of nationality words, see 354.

Note also the use of the + adjective (e.g. the blind, the old) to talk about certain groups (see 18).

4 difficult cases: ‘half-general’

Some expressions are ‘half-general’ – in the middle between general and particular. If we talk about eighteenth-century history, sixties music or poverty in Britain, we are not talking about all history, music or poverty, but these are still rather general ideas (compared with the history I did at school, the music we heard last night or the poverty I grew up in). In these ‘half-general’ expressions, we usually use no article. However, the is often used when the noun is followed by a limiting, defining phrase, especially one with of.

Compare:
- eighteenth-century music
  the music of the eighteenth century
- African butterflies
  the butterflies of Africa
69  **articles** (8): special rules and exceptions

1  **common expressions without articles**

In some common fixed expressions to do with place, time and movement, normally countable nouns are treated as uncountables, without articles.

Examples are:

- to school  at school  in school (US)  from school
- to/at/from university/college (GB)  to/in/from college (US)
- to/at/in/into/from church  to/in/into/out of bed/prison
- to/in/into/out of hospital (GB)  to/at/from work
- to/at sea  to/in/from town  at/from home  leave home
- leave/start/enter school/university/college
- by day  at night
- by car/bus/bicycle/plane/train/tube/boat on foot
- by radio/phone/letter/mail

With place nouns, similar expressions with articles may have different meanings. Compare:

- *I met her at college.*  (when we were students)
- *I'll meet you at the college.*  (The college is just a meeting place.)
- *Jane's in hospital.*  (as a patient)
- *I left my coat in the hospital when I was visiting Jane.*
- *Who smokes in class?*  (= . . . in the classroom?*)
- *Who smokes in the class?*  (= Who is a smoker . . . ?)

In American English, university and hospital are not used without articles.

*She was unhappy at the university.*

2  **double expressions**

Articles are often dropped in double expressions, particularly with prepositions.

- with knife and fork  on land and sea  day after day
- with hat and coat  arm in arm  husband and wife
- from top to bottom  inch by inch

But articles are not usually dropped when single nouns follow prepositions (for exceptions, see paragraph 1 above).

*You can't get there without a car.*  (not . . . without car)

For cases like *the bread and (the) butter*, see 182.

3  's genitives

A noun that is used after an 's genitive (like John's, America's) has no article (just like a noun used after a possessive).

*the coat that belongs to John = John's coat*  
*(not John's the coat or the John's coat)*

*the economic problems of America = America's economic problems*  
*(not the America's economic problems)*

But the genitive noun itself may have an article.

*the wife of the boss = the boss's wife*
4 the ... of a ... 
In classifying expressions of this kind, the first article is definite even if the meaning of the whole expression is indefinite. 
Lying by the side of the road we saw the wheel of a car. 
(NOT ... a wheel of a car.)

5 noun modifiers 
When a noun modifies another noun, the first noun’s article is dropped. 
guitar lessons = lessons in how to play the guitar  
(NOT the guitar lessons) 
a sunspot = a spot on the sun 

6 both and all 
We often leave out the after both. 
Both (the) children are good at maths. 
And we often leave out the between all and a number. 
All (the) three brothers were arrested. 
We usually leave out the after all in all day, all night, all week, all year, all winter and all summer. 
We've been waiting to hear from you all week. 
I haven't seen her all day. 

7 kind of etc 
We usually leave out a/an after kind of, sort of, type of and similar expressions. 
What kind of (a) person is she?  
Have you got a cheaper sort of radio?  
They've developed a new variety of sheep. 

For more information about kind of, sort of etc, see 159.16–17, 526. 

8 amount and number 
The is dropped after the amount/number of. 
I was surprised at the amount of money collected. 
The number of unemployed is rising steadily. 

9 man and woman 
Unlike other singular countable nouns, man and woman can be used in a general sense without articles. 
Man and woman were created equal. 
But in modern English we more often use a woman and a man, or men and women. 
A woman without a man is like a fish without a bicycle. (old feminist joke) 
Men and women have similar abilities and needs. 
Man is also commonly used to mean ‘the human race’, though many people regard this usage as sexist and prefer to avoid it (see 227.6). 
How did Man first discover fire?
10  **days, months and seasons**

We use articles with the names of days of the week and months when we are talking about particular days or months.

- *We met on a wet Monday in June.*
- *She died on the Tuesday after the accident.*
- *We’re having a very wet April.*
- *It was the January after we went to Greece.*

But articles are not used when the meaning is ‘the day/month before or after this one’.

- *See you on Thursday.*  *See you in April.*
- *Where were you last Saturday? We’re moving next September.*

To talk about the seasons in general, we can say *spring or the spring, summer or the summer,* etc. There is little difference. *The* is always used in *in the fall* (US).

- *Rome is lovely in the spring.*
- *I like the winter best.*

When we are talking about particular springs, summers etc, we are more likely to use *the.*

- *I worked very hard in the summer that year.*

11  **musical instruments**

We often use *the + singular* when we talk about musical instruments in general, or about playing musical instruments.

- *The violin is really difficult.*
- *Who’s that on the piano?*

But *the* is often dropped when talking about jazz or pop, and sometimes when talking about classical music.

- *This recording was made with Miles Davis on trumpet.*
- *She studied oboe and saxophone at the Royal Academy of Music.*

12  **television, (the) radio, (the) cinema and (the) theatre**

When we talk about television as a form of entertainment, we do not use articles.

- *It’s not easy to write plays for television.*
- *Would you rather go out or watch TV?*

But articles are used when *television* means ‘a television set’. Compare:

- *What’s on TV?*
- *Look out! The cat’s on the TV!*

Articles are generally used with *radio, cinema and theatre.*

- *I always listen to the radio while I’m driving.*
- *It was a great treat to go to the cinema or the theatre when I was a child.*

But the article can be dropped when we talk about these institutions as art forms or professions.

- *Cinema is different from theatre in several ways.*
- *He’s worked in radio all his life.*
13 jobs and positions

We normally use *a/an* when we say what job somebody has (see 66.1c).

*She's an architect.* (NOT *She's architect.*)

*The* is not used in titles like *Queen Elizabeth, President Lincoln.* Compare:

*Queen Elizabeth had dinner with President Kennedy.*

*The Queen had dinner with the President.*

And *the* is not usually used in the complement of a sentence, when we say that somebody has or gains a unique position (the only one in the organisation). Compare:

– *They appointed him Head Librarian.*

*He’s a librarian.*

– *He was elected President in 1879.*

*I want to see the President.*

14 exclamations

We use *a/an* with singular countable nouns in exclamations after *What.*

*What a lovely dress!* (NOT *What lovely dress!*)

Note that *a/an* cannot be used in exclamations with uncountable nouns.

*What nonsense!* (NOT *What a nonsense!*)

*What luck!* (NOT *What a luck!*)

15 illnesses

The names of illnesses are usually uncountable in standard British English (for more details, see 148.4). *The* can be used informally before the names of some common illnesses such as *the measles, the flu;* others have no article.

American usage is different in some cases.

*I think I’ve got (the) measles.*

*Have you had appendicitis?*

*I’m getting toothache.* (US ... a toothache.)

Exceptions: *a cold, a headache* (US also *an earache, a backache*).

*I’ve got a horrible cold.*

*Have you got a headache?*

16 parts of the body etc

When talking about parts of someone’s body, or about their possessions, we usually use possessives, not *the.*

*Katy broke her arm climbing.* (NOT *Katy broke the arm climbing.*)

*He stood in the doorway, his coat over his arm.*

(NOT ... *the coat over the arm.*)

However, when talking about parts of the body we generally prefer *the* in prepositional phrases related to the object of a clause (or the subject of a passive clause).

*She hit him in the stomach.*

*Can’t you look me in the eye?*

*He was shot in the leg.*

This can also happen in prepositional phrases after *be* + adjective.

*He’s broad across the shoulders.*
17 measurements

Note the use of *the* in measuring expressions beginning with *by*.

> Do you sell eggs by the kilo or by the dozen?
> She drinks cough medicine by the litre.
> He sits watching TV by the hour. Can I pay by the month?

Alan is used to relate one measuring unit to another.

sixty pence a kilo  thirty miles an hour (or . . . miles per hour)
twice a week, on average  a third of a pint

18 place names

We use *the* with these kinds of place names:

- seas (*the* Atlantic)
- mountain groups (*the* Himalayas)
- island groups (*the* West Indies)
- rivers (*the* Rhine)
- deserts (*the* Sahara)
- most hotels (*the* Grand Hotel)
- most cinemas and theatres (*the* Odeon; *the* Playhouse)
- most museums and art galleries (*the* British Museum; *the* Frick)

We usually use **no article** with:

- continents, countries, states, counties, departments etc (*Africa, Brazil, Texas, Berkshire, Westphalia*)
- towns (*Oxford*)
- streets (*New Street, Willow Road*)
- lakes (*Lake Michigan*)

Exceptions: places whose name is (or contains) a common noun like *republic, state, union* (*e.g. the People's Republic of China, the United Kingdom, the United States*). Note also *the* Netherlands, and its seat of government *The* Hague.

In British English, *the* is unusual in the titles of the principal public buildings and organisations of a town.

- *Oxford University* (**not** *the* Oxford University)
- *Hull Station* (**not** *the* Hull Station)
- *Salisbury Cathedral*
- *Birmingham Airport*
- *Bristol Zoo*
- *Manchester City Council*
- *Cheltenham Football Club*

In American English, *the* is more often used in such cases.

- *The San Diego Zoo*  *The Detroit City Council*

Names of single mountains vary. Most have **no article**.

*Everest Kilimanjaro Snowdon Table Mountain*

But definite articles are usually translated in the English versions of European mountain names, except those beginning *Le Mont*.

- *The* Meije (**=** *La Meije*)  *The Matterhorn (**=** *Das Matterhorn*)
- *Mont Blanc* (**not** *the* Mont Blanc)
19 newspapers and magazines

The names of newspapers usually have the.

*The Times* The *Washington Post*

The names of magazines do not always have the.

*New Scientist*

20 abbreviated styles

We usually leave out articles in abbreviated styles (see 1).

<table>
<thead>
<tr>
<th>newspaper headlines</th>
<th>MAN KILLED ON MOUNTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>headings</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Section B</td>
</tr>
<tr>
<td>picture captions</td>
<td><em>Mother and child</em></td>
</tr>
<tr>
<td>notices, posters etc</td>
<td><em>SUPER CINEMA, RITZ HOTEL</em></td>
</tr>
<tr>
<td>instructions</td>
<td><em>Open packet at other end</em></td>
</tr>
<tr>
<td>numbering and</td>
<td><em>Go through door A</em></td>
</tr>
<tr>
<td>labelling</td>
<td><em>Control to Car 27: can you hear me?</em></td>
</tr>
<tr>
<td>dictionary entries</td>
<td><em>palm</em> inner surface of hand...*</td>
</tr>
<tr>
<td>lists</td>
<td><em>take car to garage; pay phone bill;...</em></td>
</tr>
<tr>
<td>notes</td>
<td><em>J thinks company needs new office</em></td>
</tr>
</tbody>
</table>

For the use of articles with abbreviations (*NATO, the USA*), see 2.3–4. For the use of *the* in double comparatives (*the more, the better*), see 138.4. For *a* with *few* and *little*, see 322. For *a* with *hundred, thousand* etc, see 385.10. For *the* *blind* etc, see 18.1. For *the* *Japanese* etc, see 18.2. For *next* and *the next*, see 367; for *last* and *the last*, see 307. For *the* instead of *enough*, see 193.7. For *another two days, a good three weeks* etc, see 509.6

70 as . . . as . . .; as much/many as

*as* + adjective/adverb + *as* + noun/pronoun/clause/etc

*as much/many (+ noun) + as + noun/pronoun/clause/etc*

1 use

We use *as . . . as . . .* to say that two people or things are equal in some way.

She’s *as tall as* her brother.

Is it *as good as* you expected?

She speaks French *as well as* the rest of us.

2 negative structures

After *not*, we can use *so . . . as . . .* instead of *as . . . as . . .* This structure is more common than *less than* in informal English.

He’s *not as/so successful as* his sister.
3 *as...as* + adjective/adverb
Note the structure *as...as* + adjective/adverb.

- Please get here *as soon as possible*.
- I’ll spend *as much as necessary*.
- You’re *as beautiful as ever*.

4 *pronouns after as*
We can use object pronouns (*me, him* etc) after *as*, especially in an informal style.

- *She doesn’t sing as well as me*.

In a formal style, we prefer *subject + verb* after *as*.

- *She doesn’t sing as well as I do*.

Note that a subject form without a verb (e.g. *as well as he*) is unusual in this structure in modern English.

5 *as much/many...as*
We can use *as much/many...as...* to talk about quantity.

- *I haven’t got *as much* money as I thought*.
- *We need *as many* people as possible*.

*As much/many* can be used as pronouns, without following nouns.

- *I ate *as much* as I could*.
- *She didn’t catch *as many* as she’d hoped*.

And *as much...* can be used as an adverb.

- *You ought to rest *as much* as possible*.

6 *half as...as* etc
Note the structure *half as...as...*; *twice as...as...*; *three times as...as...*; etc.

- *You’re not *half* as clever as you think you are*.
- *I’m not going out with a man who’s *twice* as old as me*.
- *It took *three times* as long as I had expected*.
  (or... *three times* longer than I had expected – see 138.7)

7 *modification*
Expressions with *as...as...* can be modified by *(not) nearly, almost, just, nothing like (GB), every bit, exactly, not quite.*

- *It’s *not nearly* as cold as yesterday*.
- *He’s just as strong as ever*.
- *You’re nothing like as bad-tempered as you used to be*.
- *She’s every bit as beautiful as her sister*.
- *I’m not quite as tired as I was last week*.

8 *infinitives*
Where *as...as* is used with two infinitives, *to* is often dropped from the second.

- *It’s as easy to do it right as (to) do it wrong*.
9 tenses
In as . . . as-clauses (and other kinds of as-clauses), a present tense is often used to refer to the future, and a past tense is often used with a conditional meaning (see 556).

We'll get there as soon as you do/will.  
If you married me, I'd give you as much freedom as you wanted.

10 ellipsis
The second part of the as . . . as or so . . . as structure can be left out when the meaning is clear from what comes before.

The train takes 40 minutes. It'll take you twice as long by car.  
I used to think he was clever. Now I'm not so sure.
In cases like this, not so is much more common than not as.

11 as replacing subject or object
As takes the place of the subject or object in a clause, rather like a relative pronoun (see 473.5).

We've got food for as many people as want it. (not . . . as they want it.)  
I gave him as much as he could eat. (not . . . as he could eat it.)

12 traditional expressions
We use the structure as . . . as . . . in a lot of traditional comparative expressions.

as cold as ice  as black as night  
as hard as nails  as good as new

The first as is sometimes dropped in these expressions, especially in American English.

She's hard as nails.

Note that as is usually pronounced /əs/ (see 588).  
For as long as, see 75.  
For as well as, see 77.  
For the word order in sentences like She's as good a dancer as her brother, see 16.  
For other comparative structures, see 135–139.

71 as and though: special word order

Adjective / adverb + as + clause

As and though can be used in a special structure after an adjective or adverb. In this case they both mean 'although', and suggest an emphatic contrast.

Cold as/though it was, we went out. (= Although it was very cold, . . .)  
Tired as/though I was, I went on working. (= Although I was very tired, . . .)  
Bravely as/though they fought, they had no chance of winning.  
Much as/though I respect your point of view, I can't agree.  
We can't come and see you this weekend, much as we'd like to.  
Strange though it may seem, I don't like watching cricket.
Occasionally as can be used in this construction to mean ‘because’.

_Tired as she was, I decided not to disturb her._

In American English, _as . . . as_ is normally used in this structure.

_As cold as it was, we went out._

For the word order in structures like _I did as good a job as I could_, see 16.

72 as, because, since and for

All four of these words can be used to refer to the reason for something. They are not used in the same way.

1 _as and since_

As and _since_ are used when the reason is already known to the listener/reader, or when it is not the most important part of the sentence. _As- and since_-clauses often come at the beginning of sentences.

_As it's raining again, we'll have to stay at home._

_Since he had not paid his bill, his electricity was cut off._

_As- and since_-clauses are relatively formal; in an informal style, the same ideas are often expressed with _so_.

_It's raining again, so we'll have to stay at home._

2 _because_

_Because_ puts more emphasis on the reason, and most often introduces new information which is not known to the listener/reader.

_Because I was ill for six months, I lost my job._

When the reason is the most important part of the sentence, the _because_-clause usually comes at the end. It can also stand alone. _Since_ and _as_ cannot be used like this.

_Why am I leaving? I'm leaving because I'm fed up!_

(_not . . . I'm leaving as/since I'm fed up!_)

_Why are you laughing? 'Because you look so funny.'_

_A because_-clause can be used at the end of a sentence to say how one knows something.

_You didn’t tell me the truth, because I found the money in your room._

(= . . . I know because I found . . .)

3 _for_

_For_ introduces new information, but suggests that the reason is given as an afterthought. A _for_-clause could also be in brackets. _For_-clauses never come at the beginning of sentences, and cannot stand alone. _For_, used in this sense, is most common in a formal written style.

_I decided to stop and have lunch – for I was feeling hungry._
73 as, when and while (simultaneous events)

To talk about actions or situations that take place at the same time, we can use as, when or while. There are some differences.

1 ‘backgrounds’: as, when or while

We can use all three words to introduce a longer ‘background’ action or situation, which is/was going on when something else happens/happened.

As I was walking down the street I saw Joe driving a Porsche.
The telephone always rings when you are having a bath.
While they were playing cards, somebody broke into the house.

As-, when- and while-clauses can go at the beginning or end of sentences, but as-clauses usually introduce less important information, and most often go at the beginning.

A progressive tense is usually used for the longer ‘background’ action or situation (was walking; are having; were playing). But as and while can be used with a simple tense, especially with a verb like sit, lie, or grow which refers to a continuous action or state.

As I sat reading the paper, the door burst open.

2 simultaneous long actions: while; as

We usually use while to say that two longer actions or situations go/went on at the same time. We can use progressive or simple tenses.

While you were reading the paper, I was working.
John cooked supper while I watched TV.

As is used (with simple tenses) to talk about two situations which develop or change together.

As I get older I get more optimistic.

We prefer when to refer to ages and periods of life.

When I was a child we lived in London. (NOT As While I was a child . . . )
His parents died when he was twelve. (NOT . . . while he was twelve.)

3 simultaneous short actions: (just) as; (just) when

We usually use (just) as to say that two short actions or events happen/happened at the same time.

As I opened my eyes I heard a strange voice.
Mary always arrives just as I start work.

(Just) when is also possible.

I thought of it just when you opened your mouth.

4 reduced clauses with when and while

It is often possible to leave out subject + be after when (especially when it means ‘whenever’), and after while.

Don’t forget to signal when turning right.
(= . . . when you are turning right.)
Climb when ready.
(= . . . when you are ready.)
While in Germany, he got to know a family of musicians.
(= While he was . . .)

Note that as is usually pronounced /az/ (see 588).
For the use of present tenses to refer to the future with as, when, while and other
conjunctions, see 556.

74 as if and as though

1 meaning
As if and as though mean the same. We use them to say what a situation
seems like.
It looks as if/though it's going to rain.
I felt as if/though I was dying.
She was acting as if/though she was in charge.

2 tenses
We can use a past tense with a present meaning after as if/though. This
shows that a comparison is 'unreal'. Compare:
– She looks as if she's rich.
  (Perhaps she is rich.)
  He talks as if he was rich.
  (But he is not.)
– You look as though you know each other.
  Why is she looking at me as though she knew me? I've never seen her before
  in my life.
However, we do not use a past perfect for a past unreal comparison.
He talked as if he was rich, but he wasn't.
(not . . . as if he had been rich . . .)
In a formal style, were can be used instead of was in an 'unreal' comparison.
This is normal in American English.
He talks as if he were rich.

3 informal use of like
In an informal style, like is often used instead of as if/though, especially in
American English. This is not considered correct in a formal style.
It seems like it's going to rain.
He sat there smiling like it was his birthday.

For the difference between like and as, see 320.

75 as long as

1 tenses
After as long as, we use a present tense to express a future idea.
I'll remember that day as long as I live.
(not . . . as long as I will live.)
For other conjunctions which are used in this way, see 556.
2 conditions

As/So long as is often used to state conditions.
You can take my car as/so long as you drive carefully.
(= ... on condition that you drive carefully.)

76 as usual

Note that in this expression we use the adjective usual, not the adverb usually.
The train’s late, as usual. (not ... as-usually.)

77 as well as

1 meaning

As well as has a similar meaning to ‘not only ... but also’.
She’s got a car as well as a motorbike.
(= ... not only a motorbike, but also a car.)
He’s clever as well as good-looking.
(= He’s not only good-looking, but also clever.)
She works in television as well as writing children’s books.

Note the ‘information structure’: usually as well as introduces information which is already known to the listener/reader; the rest of the sentence gives new information.
They speak French in parts of Italy as well as France.
(not - They speak French in France as well as parts of Italy.
Everybody knows that French is spoken in France, so this information is introduced by as well as.)

2 verbs after as well as

When we put a verb after as well as, we most often use the -ing form.
Smoking is dangerous, as well as making you smell bad.
(Not ... as well as it makes you smell bad.)
As well as breaking his leg, he hurt his arm.
(Not ... as well as he broke his leg, ...)

After an infinitive in the main clause, an infinitive without to is possible.
I have to feed the animals as well as look after the children.

Note the difference between:
She sings as well as playing the piano.
(= She not only plays, but also sings.)
She sings as well as she plays the piano.
(= Her singing is as good as her playing.)
3 subjects

It is possible to connect two subjects with as well as before a verb. If the first subject is singular, the verb is also likely to be singular, especially if as well as . . . is separated by commas.

Alice, as well as Paula, was shocked by the news.
(NOT Alice, as well as Paula, were shocked . . .)

With longer singular subjects, a plural verb is more likely, especially if commas are not used.

His appearance as well as his strange way of talking make me suspicious.

However, this is not a common structure. It is more normal to put as well as . . . after the main clause; with pronoun subjects, this almost always happens.

Alice was shocked by the news as well as Paula.

He's ill as well as me.
(NOT He, as well as I/me, is ill.)

For as well, also and too, see 45–46.

78 ask

1 ask and ask for

Ask for: ask somebody to give something
Ask without for: ask somebody to tell something

Compare:

– Don't ask me for money.
(NOT Don't ask me money.)

– Don't ask me my name.
(NOT Don't ask me for my name.)

– Ask for the menu.

Ask the price.

Ask is sometimes used without for when talking about asking for sums of money, especially in connection with buying, selling and renting.

They're asking £500 a month rent.

‘How much is the car?’ I'm asking fifteen hundred.’

Note also the expressions ask a lot of somebody, ask too much of somebody, ask a favour of somebody and ask (for) permission.

2 direct and indirect objects

Ask can be followed by either a direct or an indirect object.

Ask his name. Ask him.

When ask is followed by two objects, the indirect object (the person) normally comes first, without a preposition.

I'll ask that man the time. (NOT I'll ask the time to that man.)

Can I ask you a favour?
A structure with direct object + of + indirect object is also possible, especially in American English.

I want to ask a question of that man over there.
She’s never asked a favour of anybody.

3 infinitive structures

We can use infinitive structures after ask (see 283–284).

ask + infinitive

I asked to go home. (= I asked permission to go home.)

ask + object + infinitive

I asked John to go home. (= I told John I would like him to go home.)

ask + for + object + infinitive

I asked for the children to have extra milk.
I asked for the parcel to be sent to my home address.

Note the difference between these two sentences:

I asked John to go home. (I wanted John to go home.)
I asked John if I could go home. (I wanted to go home myself.)

79 at/in and to

1 the difference

At and in are generally used for position (see 80); to is used for movement or direction. Compare:

– He works at the market.
  He gets to the market by bike.
– My father lives in Canada.
  I go to Canada to see him whenever I can.

2 expressions of purpose

If we mention the purpose of a movement before we mention the destination, we usually use at/in before the place. Compare:

– Let’s go to Marcel’s for coffee.
  Let’s go and have coffee at Marcel’s.
    (NOT Let’s go and have coffee to Marcel’s.)
– I went to Canada to see my father.
  I went to see my father in Canada.
    (NOT I went to see my father to Canada.)

3 targets

After some verbs, at is used to indicate the ‘target’ of a perception or non-verbal communication. Common examples are look, smile, wave, frown, point.

Why are you looking at her like that?
Because she smiled at me.
At is also used after some verbs referring to attacks or aggressive behaviour. Common examples are shoot, laugh, throw and shout.

- It’s a strange feeling to have somebody shoot at you.
- If you can’t laugh at yourself, who can you laugh at?
- Stop throwing stones at the cat, darling.
- You don’t need to shout at me.

Throw to and shout to are used when there is no idea of attack.

- Please do not throw food to the animals.
- Could you shout to Phil and tell him it’s breakfast time?

Arrive is generally followed by at or in; never by to.

- We should arrive at Pat’s in time for lunch. (NOT ...arrive to Pat’s ...)
- When did you arrive in New Zealand? (NOT ...to New Zealand?)

For in and into, see 269.

80  at, on and in (place)

1  at

At is used to talk about position at a point.

- It’s very hot at the centre of the earth.
- Turn right at the next corner.

Sometimes we use at with a larger place, if we just think of this as a point: a stage on a journey or a meeting place, for example. Compare:

- The plane stops for an hour at Frankfurt. (a point on a journey)
- She lives in Frankfurt. (somebody’s home)
- Let’s meet at the club. (a meeting point)
- It was warm and comfortable in the club. (a place to spend time)

We very often use at before the name of a building, when we are thinking not of the building itself but of the activity that happens there.

- There’s a good film at the cinema in Market Street.
- Eat at the Steak House – best food in town.
- Sorry I didn’t phone last night – I was at the theatre.

At is particularly common with proper names used for buildings or organisations. Compare:

- I first met your father at/in Harrods.
- I first met your father in a shop.
- She works at Legal and General Insurance.
- She works in a big insurance company.

At is used to say where people study.

- He’s at the London School of Economics.

And at is used before the name of a city to refer to that city’s university. Compare:

- He’s a student at Oxford.
- He lives in Cambridge.

At is also used before the names of group activities.

- at a party  at a meeting  at a concert
- at a lecture  at the match
2 on

*On* is used to talk about position on a line (for example a road or a river).

> His house is *on the way* from Aberdeen to Dundee.
> Stratford is *on the river* Avon.

But *in* is used to talk about the position of things which actually form part of the line.

> There's a misprint *in line* 6 on page 22.
> Who's the good-looking boy *in the sixth row*?

*On* is used for position on a surface.

> Hurry up – supper's *on the table*!
> That picture would look better *on the other wall*.
> There's a big spider *on the ceiling*.

*On* can mean 'attached to'.

> Why do you wear that ring *on* your first finger?
> There aren't many apples *on* the tree this year.

*On* is also used for position by a lake or sea.

> Bowness is *on Lake Windermere*.
> *Southend-on-Sea*

3 in

*In* is used for position inside large areas, and in three-dimensional space (when something is surrounded on all sides).

> She grew up *in Swaziland*.
> I don't think he's *in his office*.
> He lived *in the desert* for three years.
> Let's go for a walk *in the woods*.
> I last saw her *in the car park*.

4 public transport

We use *on* (and *off*) to talk about travel using buses, planes and trains, as well as (motor)cycles and horses.

> He's arriving *on the 3.15 train*.
> *Not... in/with the 3.15 train*.
> We're booked *on flight* 604.
> There's no room *on the bus*; let's get *off* again.
> It took five days to cross the Atlantic *on the Queen Elizabeth*.

But we use *in* and *out (of)* to talk about private cars, planes and boats.

> Jump *in* and I'll drive you to the station.
> *He fell into the river when he was getting out of his canoe*.

5 addresses

We generally use *at* to talk about addresses.

> Are you still *at the same address*?
> She lives *at 73 Albert Street*.

We use *in* (US *on*) if we just give the name of the street.

> *She lives in Albert Street*.

We use *on* for the number of the floor.

> *She lives in a flat on the third floor*.

*At* can be used with a possessive to mean 'at somebody's house or shop'.

> 'Where's Jane?' 'She's round *at Pat's*.'
> You're always *at the hairdresser's*.
6 special expressions

Note these expressions:

- **in/at** church  **at** home/work
- **at** school/college
- **in** school/college (American English)
- **in** a picture  **in** the sky  **in** the rain  **in** a tent  **in** a hat
- The map is **on** page 32. (But I opened the book **at** page 32.)
- **in** bed/(the) hospital/prison
- **on** a farm  **working** on the railway

Note that **at** is usually pronounced /ət/, not /æt/ (see 588).
For the difference between **at/in** and **to**, see 79.
For **smile** at etc, **shoot** at etc and **arrive** at, see 79.3.
For other uses of **at**, **on** and **in**, see a good dictionary.

81 at, on and in (time)

- **at** + clock time
- **in** + part of day
- **on** + particular day
- **at** + weekend, public holiday
- **in** + longer period

1 clock times: **at**

- I usually get up **at** six o'clock.
- I'll meet you **at** 4.15.
- Phone me **at** lunch time.

**At** is usually left out before **what time** in an informal style (see paragraph 7).

- **What time** does your train leave?

2 parts of the day: **in**

- I work best **in** the morning.
- three o'clock **in** the afternoon
- We usually go out **in** the evening.

Note the difference between **in** the night (= during one particular night) and **at** night (= during any night). Compare:

- I had to get up **in** the night.
- I often work **at** night.

In an informal style, plurals without a preposition can be used to refer to repeated activity.

- **Would you** rather work **nights** or **days**?

We use **on** if we say which morning/afternoon/etc we are talking about, or if we describe the morning/afternoon/etc.

- See you **on** Monday morning.
- We met **on** a cold afternoon **in** early spring.
3 days: on

I'll ring you on Tuesday.
My birthday's on March 21st.
They're having a party on Christmas Day.
In an informal style we sometimes leave out on. This is especially common in American English.
I'm seeing her Sunday morning.
Note the use of plurals (Sundays, Mondays etc) when we talk about repeated actions.
We usually go and see Granny on Sundays.

4 public holidays and weekends: at

We use at to talk about the whole of the holidays at Christmas, New Year, Easter and Thanksgiving (US).
We're having the roof repaired at Easter.
But we use on to talk about one day of the holiday.
Come and see us on Christmas Day.
What are you doing on Easter Monday?
British people say at the weekend; Americans use on.
What did you do at the weekend?

5 longer periods: in

It happened in the week after Christmas.
I was born in March.
Our house was built in the 15th century.
Kent is beautiful in spring.
He died in 1616.

6 other uses of in

In can also be used to say how soon something will happen, and to say how long something takes to happen.
Ask me again in three or four days.
I can run 200 metres in about 30 seconds.
The expression in ...'s time is used to say how soon something will happen, not how long something takes. Compare:
I'll see you again in a month's time. It'll be ready in three weeks' time.
He wrote the book in a month. (Not ... in a month's time.)
In American English, in can be used, like for, to talk about periods up to the present (British English only for).
I haven't seen her in years.

7 expressions with no preposition

At/on/in are not normally used in expressions of time before next, last, this, that (sometimes), one, any (in an informal style), each, every, some, all.
See you next week. Come any time.
Are you free this morning? I'm at home every evening.
I didn't feel very well that week. We stayed all day.
Let's meet one day.
These prepositions are not normally used, either, before yesterday, the day before yesterday, tomorrow or the day after tomorrow.

What are you doing the day after tomorrow?

And prepositions are usually dropped in questions beginning What/Which + expression of time, and in answers which only contain an expression of time.

What day is the meeting?
Which week did you say you’re on holiday?
‘What time are you leaving?’ ‘Eight o’clock.’

Note that at is usually pronounced /æt/, not /æt/ (see 588). For the difference between in and during, see 172.

82 at all

1 at all with a negative

We often use at all to emphasise a negative idea.

I didn’t understand anything at all. (= I didn’t understand even a little.)
She was hardly frightened at all.

2 questions etc

At all can also be used in questions, and with ‘non-assertive’ words like if, hardly, ever and any.

Do you play poker at all? (= . . . even a little?)
He’ll come before supper if he comes at all. He hardly know her at all.
You can come whenever you like – any time at all.

3 ‘Not at all’

The expression Not at all is used (especially in British English) as a rather formal answer to Thank you – see 520.19.

83 at first and first

We use at first to talk about the beginning of a situation, when we are making a contrast with what happens/happened later. At first … is often followed by but.

At first they were very happy, but then things started going wrong.
The work was hard at first, but I got used to it.

In other cases, we usually prefer first.

That’s mine – I saw it first! (NOT . . . I saw it at first.)
We lived there when we were first married. (= . . . in the early days of our marriage) (NOT . . . when we were at first married.)
I first met her at a party in Oxford. (= . . . for the first time . . . )
First, I want to talk about the history of the problem; then I’ll outline the situation today; and then we’ll discuss possible solutions.

(NOT At first, I want to talk . . . )

Note that at last is not the opposite of at first – see 210.

For first(ly) as a discourse marker, see also 159.10.
For information about other uses of first, see a good dictionary.
84 auxiliary verbs

1 the need for auxiliary verbs

In English sentences, a lot of important meanings are expressed by the form of the verb phrase – for example questioning, negation, time, completion, continuation, repetition, willingness, possibility, obligation. But English verbs do not have many different forms: the maximum (except for be) is five (e.g. see, sees, seeing, saw, seen). So to express all these meanings, a number of ‘auxiliary’ (or ‘helping’) verbs are added to other verbs. There are two groups.

2 be, do and have

Be is added to other verbs to make progressive and passive forms.

Is it raining?
She was imprisoned for three years.

Do is used to make questions, negatives and emphatic forms of non-auxiliary verbs.

Do you smoke?
It didn’t matter.
Do come in.

Have is used to make perfect forms.

What have you done?
I realised that I hadn’t turned the lights off.

See the Index for details of entries on these forms and their uses, and on non-auxiliary uses of be, do and have.

3 modal auxiliary verbs

The verbs will, shall, would, should, can, could, may, might, must and ought are usually called ‘modal auxiliary verbs’. They are used with other verbs to add various meanings, mostly to do with degrees of certainty or obligation. For details, see 344–345 and the entries for each verb.

4 other verbs

Other verbs (e.g. seem) which are used in verb + verb structures are not usually called ‘auxiliary verbs’. One important difference is grammatical. In auxiliary verb structures, questions are made by simply changing the order of the auxiliary verb and the subject, while in other verb + verb structures the auxiliary do has to be added to the first verb. Negatives are also constructed differently. Compare:

- She ought to understand.
- Ought she to understand?
- She seems to understand.
- Does she seem to understand?
- He is swimming.
- He is not swimming
- He likes swimming.
- He doesn’t like swimming.
85  (a)wake and (a)waken

1  forms
The verbs awake and wake are irregular in British English, but can be regular in American English.
(a)wake – (a)woke – (a)woken GB/US
(a)wake – (a)waked – (a)waked US
(A)waken is regular.
(a)waken – (a)wakened – (a)wakened

2  use
Wake is the most common of these four verbs. It can mean ‘stop sleeping’ or ‘make (somebody else) stop sleeping’. It is often followed by up, especially when it means stop sleeping.
I woke up three times in the night.
Could you wake me (up) at half past six?
Waken is a more literary alternative to wake (up).
The princess did not waken for a hundred years.
Then the prince wakened her with a kiss.
Awake and awaken are also rather literary words. They can be used to mean ‘wake (up)’, but are more often used figuratively, to talk not about waking from sleep, but about the waking of emotions, understanding etc.
I slowly awoke to the danger that threatened me.
At first I paid little attention, but slowly my interest awoke.
The smell of her perfume awakened the gipsy’s desire.

3  awake and asleep (adjectives)
Note that in informal British English the adjective awake is more common (in predicative position) than the verb form waking; and asleep is more common than sleeping.
Is the baby awake yet?  You were asleep at ten o’clock.

For arouse and rouse, see 61.

86  back and again

Back and again can be used with similar meanings, but there are some differences.

1  back with a verb
Back is an adverb particle (see 19). With a verb, we use back to suggest a return to an earlier situation, a movement in the opposite direction to an earlier movement, and similar ideas. Again is not normally used in this way with a verb.
Give me my watch back.  (NOT  Give me my watch again.)
I’m taking this meat back to the shop.

(NOT  I’m taking this meat to the shop again.)
2 again with a verb

With a verb, again usually suggests repetition. Compare:

- That was lovely. Can you play it again?
  When I've recorded your voice I'll play it back.
- Eric was really bad-mannered. I'm never going to invite him again.
  She comes to our parties but she never invites us back.
- I don't think he got your letter. You'd better write again.
  If I write to you, will you write back?

Note the difference between sell back (to the same person) and sell again.

The bike you sold me is too small. Can I sell it back to you?
If we buy this house and then have to move somewhere else, how easy will it be to sell it again?

3 cases when back is not used

When the verb itself already expresses the idea of ‘return to an earlier situation’ or ‘movement in the opposite direction’, back is not used, but again can be used to emphasise the idea of ‘return’.

Stefan can never return to his country (again).
(Not Stefan can never return back . . .)

Who opened the window? Could you close it (again), please?
(Not . . . close it back . . .)

4 adverb particles etc

With adverb particles and prepositional phrases, we can use both back and again to suggest ‘return to an earlier situation’ etc.

I stood up, and then I sat (back) down (again).
He tasted the apple and spat it (back) out (again).
Go (back) to sleep (again).
I'll be (back) in the office (again) on Monday.

5 ring/call back

Note that ring back (GB only) and call back can be used to mean both ‘return a phone call’ and ‘repeat a phone call’.

‘She's not here just now.’ ‘Ask her to ring me back.’ (= return my call)
‘I haven’t got time to talk now.’ ‘OK, I'll ring back later.’ (= ring again)

6 word order

Back, as an adverb particle, can usually go between a verb and its object, unless this is a pronoun (see 582.3). Again cannot.

Take back your money – I don’t want it. (Or Take your money back . . .)
Count the money again, please. (Not -Count again the money . . .)

For other uses of back and again, see a good dictionary.
87 bath and bathe

1 bath

Pronunciation:  
bath /bɑːθ/  
bathing /bɑːθɪŋ/  
bathed /bɑːθt/  

The verb bath is used (in British English) to mean ‘wash oneself in a bath (tub)’.

Children have to be made to bath regularly.

The verb is rather formal, and is not used is American English; in an informal style, we usually say have a bath (British) or take a bath (British and American).

I’m feeling hot and sticky; I think I’ll take a bath.

Bath can also be used with an object (in British English).

It’s your turn to bath the baby. (US . . . to bathe the baby.)

2 bathe

Pronunciation:  
bathe /beɪθ/  
bathing /beɪθɪŋ/  
bathed /beɪθd/  

Bathe (in British English) can mean ‘swim for pleasure’. It is rather formal in this sense (and is not used like this in American English); in an informal style, we usually say have a swim, go for a swim, go swimming or just swim.

Let’s go for a swim in the river.

In American English, bathe is commonly used to mean ‘take a bath’.

I always bathe before I go to bed.

Bathe can also be be used (in both British and American English) with an object, to talk about putting water on a part of the body that hurts (for instance sore eyes).

Your eyes are very red – you ought to bathe them.

To lie in the sun is to sunbathe (NOT sunbath).

88 be: progressive forms

I am being / you are being etc + adjective / noun

We can use this structure to talk about actions and behaviour, but not usually to talk about feelings. Compare:

— You’re being stupid. (= You’re doing stupid things.)
— I was being very careful. (= I was doing something carefully.)
   Who’s being a silly baby, then?
— I’m happy just now. (NOT I’m being happy just now.)
   I was very depressed when you phoned.
   (NOT I was being very depressed . . .)

Note the difference between He’s being sick (GB = He’s vomiting) and He’s sick (= He’s ill).

For the use of am being etc in passive verb forms, see 407.2.
89 be with auxiliary do

Normally, be is used without the auxiliary do.

I'm not often sick. (NOT *don't often be sick.)

But do is used to make negative imperative sentences with be (when we tell somebody not to do something).

**Don't be silly!**  **Don't be such a nuisance!**

And do be is used to begin emphatic imperatives.

**Do be careful!**  **Do be quiet, for God's sake!**

In an informal style, people sometimes use do with be in one or two other structures which have a similar meaning to imperative sentences.

**Why don't you be a good boy and sit down?**

**If you don't be quiet you'll go straight to bed.**

For other auxiliary uses of do, see 163.

90 be + infinitive

*I am to ... you are to ... etc*

1 plans and arrangements

We use this structure in a formal style to talk about plans and arrangements, especially when they are official.

**The President is to visit Nigeria next month.**

**We are to get a 10 per cent wage rise in June.**

**I felt nervous because I was soon to leave home for the first time.**

A perfect infinitive can be used to show that a planned event did not happen.

**I was to have started work last week, but I changed my mind.**

2 'fate'

Another use is to talk about things which are/were 'hidden in the future', fated to happen.

**I thought we were saying goodbye for ever. But we were to meet again, many years later, under very strange circumstances.**

3 pre-conditions

The structure is common in if-clauses, when the main clause expresses a pre-condition – something that must happen first if something else is to happen.

**If we are to get there by lunchtime we had better hurry.**

**He knew he would have to work hard if he was to pass his exam.**

4 orders

We also use the structure to give orders. Parents often use it when speaking to children.

**You are to do your homework before you watch TV.**

**She can go to the party, but she's not to be back late.**
5 be + passive infinitive

Be + passive infinitive is often used in notices and instructions.

am/are/is (not) to be + past participle

This cover is not to be removed.
Sometimes only the passive infinitive is used.

To be taken three times a day after meals. (on a medicine bottle)

Some other common expressions with be + passive infinitive:

There's nothing to be done.

She was nowhere to be found.

I looked out of the window, but there was nothing to be seen.

6 tenses

Note that this structure exists only in present and past tenses, not present perfect or future. We cannot say that somebody has been to go somewhere, or will be to go somewhere. Participle structures (being to go) are not possible either.

For other ways of talking about the future, see 219 - 226.

91 be and have

1 physical conditions etc

To talk about experiencing hunger, thirst, heat, cold and certain other common physical conditions we normally use be (or feel) + adjective, not have + noun. Note the following expressions:

be hungry (NOT have hunger) be thirsty be warm
be hot be cold be sleepy be afraid

Note also:
be right be wrong be lucky

2 age, height, weight, size and colour

Be is also used to talk about age, height, length, weight, size, shape and colour.

I'm nearly thirty. (NOT I have nearly thirty.)

She is nearly my age.

He is six feet tall.

I wish I was ten kilos lighter.

The room is ten metres long.

What size are your shoes?

What colour are his eyes?

She is the same height as her father.

Be heavy is not usually used in measuring expressions.

It weighs 37 kilos. (NOT It's 37 kilos heavy.)

For the use of have in expressions like have a bath, have a drink, have a walk, see 240.
92 **beat** and **win**

You can *win* (in) a game, a race, a battle, an argument etc, and you can *win* a prize, money etc. You can *beat* a person that you are playing/arguing/fighting etc against. Compare:

- My girlfriend usually **wins** when we play poker.
- My girlfriend **beat** me at poker the first time we played.
  (NOT My girlfriend **won** me at poker...)

Both verbs are irregular:
- beat – beat – beaten
- win – won – won

93 **because** and **because of**

1 **the difference**

*Because* is a conjunction. It is used at the beginning of a clause, before a subject and verb. *Because of* is a two-word preposition, used before a noun or a pronoun. Compare:

- We were late **because** it rained. (NOT ... **because of** it rained.)
- We were late **because of** the rain. (NOT ... **because the** rain.)
- I’m happy **because** I met you.
- I’m happy **because of** you.

2 **position of because-clauses**

*Because* and its clause can go after or before the main clause.

- I finished early **because I worked fast**.
- **Because I worked fast**, I finished early.

*Because*-clauses can stand alone as answers or after hesitations, but not usually in other cases.

- ’Why are you crying?’ *Because John and I have had a row.*’
- I don’t think I’ll go to the party after all, actually... **Because I’m feeling a bit tired.**

Note that after reason we usually use *that* or *why*, not *because* (see 470).

For the differences between *because*, *as*, *since* and *for*, see 72.

94 **been** meaning ‘come’ or ‘gone’

*Been* is often used as a past participle of *come* and *go*.

- Granny has **been** to see us twice since Christmas.
- I haven’t **been** to the theatre for ages.
- Have you ever **been** to Northern Ireland?

Note that *been* is only used for completed visits. Compare:

- The postman’s already **been**. (He has come and gone away again.)
- Jane’s come, so we can start work. (She has come and is still here.)
- I’ve **been** to London three times this week.
- ’Where’s Lucy?’ ’She’s **gone** to London.’

For *be gone*, see 233.
95 before (adverb)

1 'at any time before now/then'
We can use before to mean 'at any time before now'. In British English, a present perfect tense is normally used.

I think I've seen this film before. Have you ever been here before?
Before can also mean 'at any time before then' – before the past moment that we are talking about'. In this case a past perfect tense is used.
She realised that she had seen him before.

2 counting back from a past time
We also use before after a time expression to 'count back' from a past moment – to say how much earlier something else had happened. A past perfect tense is normally used.

When I went back to the town that I had left eight years before, everything was different. (NOT ...that I had left before eight years...)
To count back from the present, we use ago, not before (see also 31).
I left school four years ago. (NOT ...four years before / before four years)

3 before, before that and first
Before is not generally used to mean 'before that' or 'first'.
I want to get married one day. But before that / first, I want to travel.
(NOT ...But before, I want to travel.)

For the difference between before and ever, see 197–198.
For before as a conjunction and preposition, see 96–97.

96 before (conjunction)

clause + before + clause
before + clause, + clause

1 position of before-clause
The conjunction before joins one clause to another. Before and its clause can come either after or before the other clause, depending on what is to be stressed.

– I always feed the cat before I have breakfast.
Before I have breakfast, I always feed the cat.
(The meaning is similar: the speaker feeds the cat and then has breakfast. Note the comma in the second structure.)

– He did military service before he went to university.
Before he did military service, he went to university.
(He went to university first.)

2 present tense with future meaning
In a clause with before, we use a present tense if the meaning is future (see 556).
I'll telephone you before I come. (NOT ...before I will come.)
3 perfect tenses

In clauses with before, we often use present perfect and past perfect tenses to emphasise the idea of completion.

You can't go home before I've signed the letters.
(= ... before the moment when I have completed the letters.)

He went out before I had finished my sentence.
(= ... before the moment when I had completed my sentence.)

(Note that in sentences like the last, a past perfect tense can refer to a time later than the action of the main verb. This is unusual: see 421.)

4 before ...ing

In a formal style, we often use the structure before ...ing.

Please put out all lights before leaving the office.

Before beginning the book, she spent five years on research.

For the use of before as an adverb, see 95.
For the use of before as a preposition, see 97.

97 before (preposition) and in front of

before: time

in front of: place

Compare:

I must move my car before nine o'clock.

It's parked in front of the post office. (NOT ... before the post office.)

Before is normally used to refer to time, but it can refer to place in a few cases:

a to talk about the order in which people or things come in queues, lists, written documents etc

Do you mind? I was before/in front of you!

Her name comes before mine in the alphabet.

We use 'a' before a consonant and 'an' before a vowel.

b to mean 'in the presence of (somebody important)'

I came up before the magistrates for dangerous driving last week.

c in the expressions right before one's eyes, before one's very eyes.

For the difference between in front of and facing/opposite, see 272.
For the use of before as a conjunction, see 96.
For the use of before as an adverb, see 95.
For by meaning 'at/on or before', see 118.
98 begin and start

1 formality
There is usually little or no difference between begin and start.
I began/started teaching when I was 24.
If Sheila doesn’t come soon, let’s begin/start without her.
We generally prefer begin when we are using a more formal style. Compare:
We will begin the meeting with a message from the President.
Oh no! It’s starting to rain.

2 cases where begin is not possible
Start (but not begin) is used to mean:
a ‘start a journey’
I think we ought to start at six, while the roads are empty.
b ‘start working’ (for machines)
The car won’t start.
c ‘make (machines) start’
How do you start the washing machine?

For infinitives and -ing forms after begin and start, see 296.10.

99 below and under

1 ‘lower than’: below or under
The prepositions below and under can both mean ‘lower than’.
Look in the cupboard below/under the sink.

2 not directly under: below
We prefer below when one thing is not directly under another.
The climbers stopped 300m below the top of the mountain.
A moment later the sun had disappeared below the horizon.

3 covered: under
We prefer under when something is covered or hidden by what is over it, and when things are touching.
I think the cat’s under the bed.
What are you wearing under your sweater?
The whole village is under water.

4 measurements: below
Below is used in measurements of temperature and height, and in other cases where we think of a vertical scale.
The temperature is three degrees below zero.
Parts of Holland are below sea level.
The plane came down below the clouds.
She’s well below average in intelligence.
5 ‘less than’: *under*

We usually use *under*, not *below*, to mean ‘less than’ or ‘younger than’.

*There were under twenty people at the lecture.*

*You can’t see this film if you’re under 18.*

6 *underneath*

*Underneath* is sometimes used as a preposition instead of *under*, but only for physical position. Compare:

*There’s a mouse underneath the piano.*

*He’s still under 18. (NOT . . . underneath 18.)*

7 *adverbs*

*Below* can be used as an adverb. *Under* can be used as an adverb particle (see 19) with some verbs, but in other cases we prefer *underneath* for adverbial use.

*We looked over the cliff at the waves crashing on the rocks below.*

*A lot of businesses are going under because of the economic crisis.*

*I can’t take my sweater off—I haven’t got anything on underneath.*

In a book or a paper, *see below* means ‘look at something written later’.

The difference between *above* and *over* is similar to the difference between *below* and *under*. See 6 for details.

100 *beside* and *besides*

*Beside* is a preposition meaning ‘at the side of’, ‘by’, ‘next to’.

*Who’s the big guy sitting beside Jane?*

*Besides* can be used as a preposition with a similar meaning to *as well as* (see 77), to add new information to what is already known.

*Besides literature, we have to study history and philosophy.*

*Who was at the party besides Jack and the Bensons?*

*Besides* can also be used as a discourse marker (see 159.11) meaning ‘also’, ‘as well’, ‘in any case’. It is often used to add a stronger, more conclusive argument to what has gone before. In this case, *besides* usually goes at the beginning of a clause.

*I don’t like those shoes; besides, they’re too expensive.*

*It’s too late to go out now. Besides, it’s starting to rain.*

For the difference between *besides, except* and *apart from*, see 101.

101 *besides, except* and *apart from*

These expressions are sometimes confused. *Besides* usually adds: it is like saying *with*, or *plus* (+).

*Besides the violin, he plays the piano and the flute.*

(He plays three instruments.)

*Except* subtracts: it is like saying *without*, or *minus* (−).

*I like all musical instruments except the violin.*
Apart from can be used in both senses.

Apart from the violin, he plays the piano and the flute.
 (= Besides the violin . . .)
I like all musical instruments apart from the violin.
 (= . . . except the violin.)

After no, nobody, nothing and similar negative words, the three expressions can all have the same meaning.

He has nothing besides / except / apart from his salary.
 (= He only has his salary.)

For the use of besides as an adverbial discourse marker, see 159.11.
For beside, see 100.
For except and except for, see 200.
For nothing but, see 116.

102 bet

1 use

I bet (you) can be used in an informal style to mean 'I think it’s probable that'. That is usually dropped.

I bet (you) she’s not at home.
 (More natural than I bet (you) that she’s not at home.)

2 tenses

After I bet (you), we often use a present tense to refer to the future.

I bet (you) they don’t come this evening. (or I bet (you) they won’t come . . .)
I bet (you) the Conservatives (will) lose.

3 two objects

When bet is used to talk about real bets, it can be followed by two objects: the person with whom the bet is made, and the money or thing that is bet.

I bet you £5 it doesn’t rain this week.
My father bet my mother dinner at the Ritz that she would marry him.
He won, but she never bought him the dinner.

103 better

1 ‘recovered’

When better means ‘recovered from an illness’, it can be used with completely or quite (unlike other comparative adjectives).

Don’t start work again until you’re quite better.

2 correcting mistakes

We do not normally use better to correct mistakes.

She’s gone to Hungary – or rather, Poland. (not . . . or better, Poland.)

For the structure had better, see 234.
104 **between** and **among**

1 **the difference**

We say that somebody or something is *between* two or more clearly separate people or things. We use *among* when somebody or something is in a group, a crowd or a mass of people or things which we do not see separately.

Compare:

- *She was standing between* Alice and Mary.
- *She was standing among* a crowd of children.
- *Our house is between* the woods, the river and the village.
- *His house is hidden among* the trees.

*Between* can be used to talk about intervals and time limits.

- *We need two metres between* the windows.
- *I’ll be at the office between* nine and eleven.

2 **things on two sides: between**

We use *between* to say that there are things (or groups of things) on two sides.

- *a little valley between* high mountains
- *I saw something between* the wheels of the car.

3 **divide and share**

Before a series of singular nouns we usually use *divide between* and *share between*. Before a plural noun, we can say *between* or *among*. Compare:

- *He divided his money between* his wife, his daughter and his sister.
- *I shared the food between/among* all my friends.

4 **difference between**

We use *between*, not *among*, after *difference*.

- *What are the main differences between* crows, rooks and jackdaws?

5 **‘one of’ etc**

*Among* can mean ‘one of’, ‘some of’ or ‘included in’.

- *Among* the first to arrive was the ambassador.
- *He has a number of criminals among* his friends.

6 **between each**

Some people feel that expressions like *between each window* or *between each birthday* are incorrect. They prefer *between each . . . and the next*.

- *We need two metres between each window (and the next).*
- *There seems to be less and less time between each birthday (and the next).*

105 **big, large** and **great**

1 **concrete nouns: big and large**

*Big* and *large* are used mostly with concrete nouns—the names of things you can see, touch etc. *Big* is most common in an informal style.

*Get your big feet off my flowers.*

*I’m afraid my daughter has rather large feet.*

*It was a large house, situated near the river.*
2 abstract nouns: great

Great is used mostly with abstract nouns – things you cannot see, touch etc.

You are making a great mistake.
Her work showed a great improvement last year.
I have great respect for her ideas.

3 big with countable abstract nouns

Big can be used with countable abstract nouns in an informal style. Large is not normally used with abstract nouns.

You’re making a big mistake. (NOT ... a large mistake.)
Big is not used with uncountable abstract nouns (except in a few fixed expressions like big business, big trouble).

His work shows great intelligence. (NOT ... big intelligence.)

4 uncountable concrete nouns

With uncountable concrete nouns, none of these three words is usual.

You’ve got a lot of luggage! (NOT ... big/large/great luggage!)

5 other uses of great

We also use great to mean ‘famous’ or ‘important’.

Do you think Napoleon was really a great man?
And in an informal style, great can mean ‘wonderful’.

I’ve just got a great new job.
Great is used in some informal expressions to emphasise the idea of size.

He’s just a great big baby.

6 large and wide

Large is a ‘false friend’ for speakers of some languages. It does not mean ‘wide’.

The river is 100 metres wide. (NOT ... 100-metres large.)

For tall and high, see 249.
For broad and wide, see 115.
For small and little, see 511.

106 a bit

1 use

A bit is often used as an adverb with the same meaning as a little, especially in informal British English.

She’s a bit old to play with dolls, isn’t she?
Can you drive a bit slower? Wait a bit.

Note that when a bit and a little are used with non-comparative adjectives, the meaning is usually negative or critical.

a bit tired  a bit expensive  a little (too) old
(but not a bit kind, a little interesting)
2  **a bit of a**

A bit of a can be used before some nouns in an informal style. The meaning is similar to rather a (see 468).

He's a bit of a fool, if you ask me.  I've got a bit of a problem.

3  **not a bit**

The informal expression not a bit means ‘not at all’.

I'm not a bit tired.

'Do you mind if I put some music on?' Not a bit.'

Note that not a bit is not the same as the rather rare literary expression not a little (= ‘quite’).

For a bit and other modifiers with comparative adjectives and adverbs, see 139.
For a little and little, see 322.

107  **born and borne**

1  **be born**

To talk about coming into the world at birth, we usually use the passive verb to be born.

Hundreds of children are born deaf every year.

To give somebody’s place or date of birth, we use the simple past tense was/were born.

I was born in 1936. (Not - I am born in 1936.)

My parents were born in Scotland.

2  **the verb bear**

There is also a verb bear (bore, borne). This verb is most often used in the expression can’t bear (= ‘hate’, ‘can’t stand’).

I can’t bear her voice.

In a very formal style, bear can be used with other meanings, including 'carry' and 'give birth to'.

They bore the king’s body away on a stretcher.

She has borne six children in seven years.

(More normal: She has had six children . . .)

For more details of the verb bear, see a good dictionary.

108  **borrow and lend**

**borrow** something from somebody

**lend** something to somebody

lend somebody something

Borrow is like take.

Can I borrow your bicycle? (Not - Can I lend your bicycle?)

You borrow something from somebody.

I borrowed a pound from my brother.

(NOT - I borrowed my brother a pound.)
Lend (US also loan) is like give. You lend something to somebody, or lend somebody something.

I lent my coat to Steve, and I never saw it again.
Lend me your comb for a minute, will you? (NOT Borrow me your...)

For lend in passive structures, see 410.

109 both (of) with nouns and pronouns

1 nouns with determiners: both (of)

Before a noun with a determiner (e.g. the, my, these), both and both of are both possible. In American English, both of is usual.

She's eaten both (of) the chops.
Both (of) my parents like riding.
Both (of) these oranges are bad.

We often drop the or a possessive after both.

She's eaten both chops.
He lost both parents when he was a child.

2 personal pronouns: both of

With personal pronouns, we use both of (followed by the object form of the pronoun). Both of us/you/them can be the subject or object of a clause.

Both of them can come tomorrow.
She's invited both of us.
Mary sends both of you her love.

We can put both after pronouns used as objects.

She's invited us both.
Mary sends you both her love.

But this structure is not used with complement pronouns or in short answers.

‘Who broke the window – Sarah or Alice?’ ‘It was both of them.’
(NOT ... them both.)

‘Who did you invite?’ Both of them.’ (NOT – Them both.)

When both is used after a subject pronoun (e.g. They both wanted to marry him) it goes in mid-position (see 22), and follows an auxiliary.

They have both been invited.

3 the not used before both

Note that we do not put the before both.

both (the) children (NOT the both children)

4 negative structures

Instead of both... not, we normally use neither (see 363).

Neither of them is here. (NOT Both of them are not here.)

For the use of both with verbs, see 110.
110 both with verbs

When *both* refers to the subject of a clause, it can go with the verb, in
'mid-position' (like *all* and some adverbs – see 36, 22.3).

- auxiliary verb + *both*
- *are/were* + *both*

*We can both swim.*  *The children have both gone to bed.*
*Those oranges were both bad.*

- *both* + other verb

*My parents both work in education.*  *They both liked the flowers.*
Note that these meanings can also be expressed by using *both (of) + noun/pronoun* as the subject (see 109).

*Both of us can swim.*  *Both of the children have gone to bed.*

111 both ... and

- *both* + adjective + *and* + adjective
- *both* + noun + *and* + noun
- etc

People usually ‘balance’ this structure, so that the same kind of words or expressions follow *both* and *and*.

- *She's both pretty and clever.*  (adjectives)
- *I spoke to both the Director and her secretary.*  (nouns)
- *She both dances and sings.*  (verbs)

The following sentences, which are not ‘balanced’ in this way, are possible in standard English. However, many people would feel that the style was bad.

- *She both dances and she sings.*  (*both* + verb; *and* + clause)
- *She both plays the piano and the violin.*  (*both* + verb + noun; *and* + noun)
- *I both spoke to the Director and her secretary.*

See also *either... or* (179), *neither... nor* (365) and *not only... but also* (376).

112 bring and take

1 speaker's/hearer's position

In British English, we use *bring* for movements to the place where the
speaker or hearer is, but we use *take* for movements to other places.
Compare:

- *This is a nice restaurant. Thanks for bringing me here.*
  *(not... thanks for *taking me here).*
- *Let’s have another drink, and then I’ll *take* you home.*
  *(not... and then I’ll *bring* you home.)*
- *(on the phone) Can we come and see you next weekend? We’ll *bring* a picnic.*
  *Let’s go and see the Robinsons next weekend. We can *take* a picnic.*
2 speaker’s/hearer’s past or future position

We can also use bring for a movement to a place where the speaker or hearer already was or will be. Compare:
– I’ll be arriving at the hotel about six o’clock. Can you bring the car round at six-thirty?
  Can you take the car to the garage tomorrow? I won’t have time.
  (NOT: Can you bring the car to the garage tomorrow? . . . )
– ‘Where’s that report?’ I brought it to you when you were in Mr Allen’s office.
  Don’t you remember?’
  I took the papers to John’s office.

Note that these rules are not always followed in American English.
The difference between come and go is similar. See 134.
For other uses of take, see 550 – 551.

113 bring up and educate

Bring up and the noun upbringing are mostly used for the moral and social training that children receive at home. Educate and education are used for the intellectual and cultural training that people get at school and university.

Lucy was brought up by her grandparents and educated at the local secondary school.
Their kids are very badly brought up – always screaming and fighting.
  (NOT: Their kids are very badly educated . . . )
Would you rather have a good upbringing and a bad education, or the opposite?

114 Britain, the United Kingdom, the British Isles and England

Britain (or Great Britain) and the United Kingdom (or the UK) are both used to include England, Scotland, Wales and Northern Ireland. (Sometimes Britain or Great Britain is used just for the island which includes England, Scotland and Wales, without Northern Ireland. Irish people generally use the words Britain and British in this way.)

The British Isles is the name for England, Scotland, Wales, the whole of Ireland (which includes both Northern Ireland and the Republic of Ireland, also called ‘Eire’), and the smaller islands round about.

England is only one part of Britain. Scotland and Wales are not in England, and Scottish and Welsh people do not like to be called ‘English’.

A very informal word for a British person is Brit. Britisher is used only by non-British people; Briton is hardly used except in news reports and newspaper headlines (e.g. THREE BRITONS DIE IN AIR CRASH), and to refer to the ancient inhabitants of Britain.
115 **broad** and **wide**

*Wide* is used for the physical distance from one side of something to the other.

*We live in a very wide street. The car’s too wide for the garage.*

*Broad* is used in this physical sense in a few common expressions like **broad shoulders**, and in descriptions of landscape in a formal style.

*Across the broad valley, the mountains rose blue and mysterious.*

But *broad* is mostly used in abstract expressions. Some examples:

- **broad agreement** (= agreement on most important points)
- **broad-minded** (= tolerant)
- **broad daylight** (= full, bright daylight)

116 **but** = ‘except’

1 **use**

We use *but* to mean ‘except’ after *all, none, every, any, no (and everything, everybody, nothing, nobody, anywhere etc).*

*He eats nothing but hamburgers. I’ve finished all the jobs but one.*

*Everybody’s here but George. She’s done nothing but cry all day.*

Note the expressions *next but one, last but two etc (GB).*

*Jackie lives next door but one. (= two houses from me)*

*I was last but two in the race yesterday.*

The expression *but* for expresses the idea of ‘if something had not existed/happened’.

*I would have been in real trouble but for your help.*

*But for the storm, I would have been home before eight.*

Note also the structure *Who should . . . but* (used to talk about surprising appearances, meetings etc).

*I was just coming out of the supermarket, when who should I see but old Beryl?*

2 **pronouns after but**

After *but*, we usually use object pronouns (*me, him etc*). Subject pronouns (*I, he etc*) are possible in a more formal style.

*Nobody but her would do a thing like that. (More formal: Nobody but she . . .)*

3 **verbs after but**

The verb form after *but* usually depends on what came before. Infinitives are normally without *to.*

*That child does nothing but watch TV. (does . . . watch)*

*She’s not interested in anything but skiing. (interested in . . . skiing)*

**Cannot but + infinitive** or **cannot help but + infinitive** is sometimes used with the meaning of ‘can’t help . . . ing’ (see 126). **Cannot but . . .** is very formal; **can’t help but . . .** is especially common in American English.

*One cannot (help) but admire his courage. (= One has to admire . . .)*

*I can’t help but wonder what’s going to happen to us all.*

page 101
4 *but* meaning ‘only’

In older English, *but* was used to mean ‘only’, but this is now very unusual.

*She is but a child.*

Note: *but* is usually pronounced /bat/, not /bæt/ (see 588).

For *except*, see 200.

For *but* as a conjunction and ellipsis after *but*, see 182.

117 **by** (method, agent) and **with** (tools etc)

1 the difference

*By* and *with* can both be used to say how somebody does something, but there is an important difference.

We use *by* when we talk about an action – what we do to get a result. We use *with* when we talk about a tool or other object – what we use to get a result.

Compare:

- I killed the spider *by hitting* it. (Note the *-ing* form after *by*.)
- I killed the spider *with a shoe*. (*NOT* ... *by a shoe*.)
- ‘I got where I am *by hard work*.’ ‘No you didn’t. You got there with your wife’s money.’

Note that *without* is used as the opposite of both *with* and *by* in these cases.

Compare:

- I got her to listen *by shouting*.
  - It’s difficult to get her to listen *without shouting*.
- We’ll have to get it out *with a screwdriver*.
  - We can’t get it out *without a screwdriver*.

*By* is also used to refer to means of transport (by *bus*, by *train* etc). See 69.1.

2 passive clauses

In passive clauses, *by* introduces the agent – the person or thing that does the action (see 408).

- I was interviewed *by three directors*.
- My car was damaged *by a falling branch*.

We generally prefer *with* to refer to a tool or instrument used by somebody.

Compare:

- He was killed *by a heavy stone*.
  - (This could mean ‘A stone fell and killed him’.)
- He was killed *with a heavy stone*.
  - (This means ‘Somebody used a stone to kill him’.)

118 **by**: time

*By* can mean ‘not later than’.

- I’ll be home *by* five o’clock. (= at or before five)
- ‘Can I borrow your car?’ ‘Yes, but I must have it back *by* tonight.’
  - (= tonight or before)

*By* can also suggest the idea of ‘progress up to a particular time’.

*By the end of the meal, everybody was drunk.*
By the time (that) is used with a verb, to mean ‘not later than the moment that something happens’.

I’ll be in bed by the time you get home.

By the time that the guards realised what was happening, the gang were already inside the bank.

For the difference between by and until, see 575.6.

119 by and near

By means ‘just at the side of’; something that is by you may be closer than something that is near you. Compare:

We live near the sea. (perhaps five kilometres away)

We live by the sea. (We can see it.)

For on the sea (meaning ‘by the sea’), see 80.2.

120 call

Call (with no object) can mean ‘telephone’; in British English it can also mean ‘visit’. This sometimes causes confusion.

‘Alice called while you were out.’ ‘You mean she came round or she phoned?’

For other meanings of call, see a good dictionary.

121 can and could (1): introduction

1 grammar

Can and could are modal auxiliary verbs (see 344-345).

a There is no -s in the third person singular..

She can swim very well. (NOT She can’s…)

b Questions and negatives are made without do.

Can you swim? (NOT Do you can swim?)

I couldn’t understand her. (NOT I didn’t could…)

c After can and could, we use the infinitive without to of other verbs.

I can speak a little Arabic. (NOT I can to speak…)

Progressive, perfect and passive infinitives are also possible (see 276).

Do you think she can still be working? It’s very late.

You could have let me know you were going out tonight.

This sweater can’t be washed in the machine.

d Can and could have no infinitives or participles (to can, canning, I have could do not exist). When necessary, we use other words, for example forms of be able (see 3) or be allowed (see 40).

I’d like to be able to stay here. (NOT… to can stay…)

You’ll be able to walk soon. (NOT You’ll can…)

I’ve always been able to play games well. (NOT I’ve always could…)

She’s always been allowed to do what she liked.
e  *Could* is sometimes used as the past of *can*. However, it can also be used as a less definite or conditional form of *can*, referring to the present or future. For details, see 122.5, 123.2 and 124.1.3.

f  Certain past ideas can be expressed by *can* or *could* followed by a perfect infinitive (*have* + *past participle*). For details, see 122.8, 123.6 and 124.6.

  *I don’t know where she can have gone.*

  *That was dangerous – he could have killed somebody.*

g  *Can* has two pronunciations: a ‘strong’ form /kæn/ and a ‘weak’ form /k(ə)n/. *Could* has a strong form /kəd/ and a weak form /k(ə)d/. The weak pronunciation is used in most cases. For more details of strong and weak pronunciations, see 588.

h  Contracted negative forms (see 144) are *can’t* (pronounced /kənt/ in standard British English and /kænt/ in standard American English) and *couldn’t* (/kodnt/). *Cannot* is usually written as one word.

2  meanings

*Can* and *could* are both used to talk about ability and possibility, to ask for and give permission, and to make requests and offers. And they can be used in a special way with *see*, *hear* and some other verbs to give a kind of ‘present progressive’ meaning.

  *Can* you speak French? (ability)

  *It could* rain this afternoon. (possibility)

  *Do you think she could be lying?* (possibility)

  *You can stop work early today.* (permission)

  *Could I have some more tea?* (request)

  *Can I help you?* (offer)

  *I can hear the sea.* (‘present progressive’ meaning)

For more details of this and other uses of *can* and *could*, see the following sections.

122  can and could (2): ability

1  present

We use *can* to talk about present or ‘general’ ability.

  *Look! I can do it!*

  *I can read Italian, but I can’t speak it.*

*Be able* can often be used with similar meanings – see 3.

2  future

We normally use *will be able* to talk about future ability.

  *I’ll be able to speak good French in a few months.*

  *One day people will be able to go to the moon on holiday.*

However, we use *can* if we are deciding now about the future.

  *I haven’t got time today, but I can see you tomorrow.*

  *Can you come to a party on Saturday?*
3 past

We use *could* for ‘general ability’ – to say that somebody could do something at any time, whenever he/she wanted. (*Was/were able* is also possible.)

*She could* read when she was four. (or *She was able* to read . . .)

*My father could* speak ten languages.

We do not normally use *could* to say that somebody managed to do something on one occasion. Instead, we use *was/were able, managed or succeeded* (in . . .ing).

*How many eggs were you able to get?* (Not . . . *could* you get?)

*I managed* to find a really nice dress in the sale. (Not *I could* find . . .)

*After six hours’ climbing, we succeeded* in getting to the top of the mountain. (Not . . . *we could* get to the top . . .)

4 *could* used for particular occasions in the past

In certain cases, it is possible to use *could* to say that somebody was able to do something on one occasion. This happens with *see, hear, taste, feel, smell, understand, remember and guess* (see 125).

*I could* smell burning.

*I could understand* everything she said.

It also happens in some subordinate clauses.

*I’m so glad that you could* come.

In negative clauses, and with negative or limiting adverbs like *only* and *hardly*, we also use *could* to refer to one occasion.

*I managed* to find the street, but I *couldn’t* find her house.

*I could only* get six eggs.

*She could hardly* believe her eyes.

5 conditional

We can use *could* to mean ‘would be able’.

*You could* get a better job if you spoke a foreign language.

This structure can be used to criticise people for not doing things.

*You could* ask me before you borrow my car.

For the use of *might* in this sense, see 336.

6 reported speech

*Could* is used in past reported speech constructions, when *can* was used in direct speech.

*‘Can you phone me this evening?’* ‘*What did you say?’ ‘*I asked if you could phone me this evening.*’

7 passive structures

Note the use of *can* with a passive infinitive. (*Be able* is not normally used in passive structures.)

*This game can be played* by two or more players.

(Not . . . *is able to be played . . .*)

*Gold can be found* in the Welsh mountains.
8 could have . . .
We use a special structure to talk about unrealised past ability – to say that somebody was able to do something, but did not try to do it.

\[ \text{could have + past participle} \]

\[ I \text{ could have married anybody I wanted to.} \]
\[ I \text{ was so angry I could have killed her!} \]
This structure can be used to criticise people for not doing things.
\[ \text{You could have helped me – why did you just sit and watch?} \]
The meaning can also be conditional (= ‘would have been able’).
\[ I \text{ could have won the race if I hadn’t fallen.} \]
Negative sentences suggest that somebody would not have been able to do something even if they had wanted or tried to.
\[ I \text{ couldn’t have won, so I didn’t go in for the race.} \]
\[ I \text{ couldn’t have enjoyed myself more – it was a perfect day.} \]

9 speak, play
We often leave out can when we are talking about the ability to speak languages or to play instruments or games.

\[ \text{She speaks Greek.} \quad \text{She can speak Greek.} \]
\[ \text{Do/Can you play the piano?} \]

123 can and could (3): possibility and probability

Can is used mostly to talk about ‘theoretical’ or ‘general’ possibility, not about the chances that something will actually happen or is actually true at this moment (this meaning is usually expressed by may, might or could).

1 theoretical or general possibility
We use can to say whether situations and events are possible theoretically, in general.

\[ \text{Anybody who wants to can join the club.} \quad \text{Can gases freeze?} \]
\[ \text{I don’t think the car can be repaired.} \]
We use could to talk about past possibility.
\[ \text{It was a place where anything could happen.} \]
We predict future possibilities with will be possible or will be able.
\[ \text{One day, it will be possible to travel to the stars.} \]
\[ \text{(or . . . people will be able to travel . . .)} \]
We often use can and could to say what is/ was common or typical.
\[ \text{Scotland can be very warm in September.} \]
\[ \text{It could be quite frightening if you were alone in our big old house.} \]

2 choices and opportunities
Can is often used in this way to talk about the choices that somebody has (now or in the future), or to suggest opportunities.
\[ \text{There are three possibilities: we can go to the police, we can talk to a lawyer, or we can forget all about it.} \]
\[ \text{‘What shall we do?’ ‘We can try asking Lucy for help.’} \]
"Could" is also used, like "can," to talk about present and future choices and opportunities, especially when we want to make suggestions sound less definite.

'What shall we do tomorrow?' 'Well, we could go fishing.'
When you're in Spain, you could go and see Alex.

3 future probability: can not used

We do not use "can" to talk about future probability – the chances that something will happen. We express this idea with "may" or "might" (see also 331).

We may/might go camping this summer. (not We can go . . .)
There may/might be a strike next week. (not There can be . . .)
I might be given a new job soon.
"Could" is also used in this sense – it suggests a less definite possibility.

It could rain later this evening.
War could break out any day.

Note the difference between "can/ could" and "may/might" in negative sentences. Compare:

It may/might not rain tomorrow. (= Perhaps it will not rain.)
It can't/couldn't possibly rain tomorrow. (= It will certainly not rain.)

4 present ("logical") possibility

We use "can" in questions and negative sentences, to talk about the logical possibility that something is true or that something is happening.

'There's the doorbell. Who can it be?' 'Well, it can't be your mother. She's in Edinburgh.'

"Can" is not usually possible in affirmative sentences with this meaning. Instead, we use "could," "may," or "might.

'Where's Sarah?' 'She could/may/might be at Joe's place.'

(not She can be . . .)

But "can" is possible in affirmative sentences with words like "only," "hardly" or "never," which have a limiting or negative meaning.

'Who's that at the door?' 'It can only be the postman.'
(Can only is similar to "must" here – see 350.2.)

Note the difference between "may/might not" and "can/could not.

It may not be true. (= Perhaps it is not true.)
It can't be true. (= It is certainly not true.)

5 reported speech

"Could" is used in past reported speech constructions, when "can" was used in direct speech.

'Anybody can join the club.' 'What?' 'I said anybody could join the club.'

6 can/could have . . .

We use "can/could have + past participle" to guess or speculate about what has happened, whether things (have) happened etc. "Can" is only used in
questions and negative sentences, or with 'limiting' words like only, hardly or never. In other cases we use could/may/might.

Where can she have gone? She can't have gone to school – it's Saturday.
And she can hardly have gone to church. She could/may/might have gone swimming. I suppose. (NOT She can have gone . . . )

Could have + past participle is also used to say that something was possible, but did not happen.

That was a bad place to go skiing – you could have broken your leg.
Why did you throw the bottle out of the window? Somebody could have been hurt.
The structure can refer to present situations which were possible but have not been realised.

He could have been Prime Minister now if he hadn't decided to leave politics.

Compare may/might have . . . and can/could have . . . in negative sentences.

He may/might not have understood. (= Perhaps he did not understand.)
He can't/couldn't have understood. (= He certainly did not understand.)

For more about may and might, and the difference between can/could and may/might, see 331.10–11.
For must have + past participle, see 350.4.

124 can and could (4): interpersonal uses
(permission, requests etc)

1 asking for and giving permission

We use can to ask for and give permission; can't is used to refuse permission.

‘Can I ask you something?’ ‘Yes, of course you can.’

‘Can I have some more cake?’ ‘No, I'm afraid you can't.’

You can go now if you want to.

We also use could to ask for permission; it is more polite or formal than can.

We do not use could to give or refuse permission (it suggests respect, so is more natural in asking for permission than in giving it.)

‘Could I ask you something, if you're not too busy?’ ‘Yes, of course you can.’

(NOT . . . of course you could.)

May and might are also used to ask and give permission (see 332). They are more formal than can/could. Some people consider them more 'correct', but in fact can and could are normally preferred in informal educated usage, especially in British English.

2 reporting permission

Can and could are also used to talk about permission that has already been given or refused, and about things that are (or are not) allowed by rules and laws. (Note that may is not normally used to talk about rules and laws – see 332.3.)

She said I could come as often as I liked.

Can you park on a double yellow line on Sundays? (NOT May you park . . . ?)
In talking about the past, we use *could* to say that somebody had permission to do something at any time (‘general permission’), but we do not use *could* to talk about permission for one particular action in the past. Compare:

*When I was a child, I could watch TV whenever I wanted to.*

*Yesterday evening, Peter was allowed to watch TV for an hour.*

(Not . . . *Peter could watch TV for an hour.*)

But *could not* can be used to talk about one particular action that was not allowed.

*Peter couldn’t watch TV yesterday because he was naughty.*

(The difference between *could* and *was/were allowed* is similar to the difference between *could* and *was/were able* – see 122.3.)

3 permission: conditional uses of *could*

*Could* has a conditional use (≡ ‘would be allowed’).

*He could borrow my car if he asked.*

The structure *could have + past participle* means ‘would have been allowed’.

*I could have kissed her if I’d wanted to.*

4 offers

We often use *can* when we offer to do things for people.

*‘Can I carry your bag?’ ‘Oh, thanks very much.’*

*‘I can baby-sit for you this evening if you like.’ ‘No, it’s all right, thanks.’*

*Could* is possible if we want an offer to sound less definite.

*I could mend your bicycle for you, if that would help.*

5 requests, orders and suggestions

We can use *can* and *could* to ask or tell people to do things. *Could* is more polite, more formal or less definite, and is often used for making suggestions.

*Can you put the children to bed?*

*Could you lend me five pounds until tomorrow?*

*Do you think you could help me for a few minutes?*

*When you’ve finished the washing up you can clean the kitchen. Then you could iron the clothes, if you like.*

*If you haven’t got anything to do you could sort out your photos.*

6 criticisms

*Could* can be used to criticise people for not doing things. *Could have + past participle* is used to talk about the past.

*You could ask before you borrow my car.*

*You could have told me you were getting married.*

For the use of *might* in similar cases, see 336.

7 reported speech

*Could* is used in past indirect speech constructions (see 481), when *can* was used in direct speech.

*‘Can you give me a hand?’ ‘What?’ ‘I asked if you could give me a hand.’*
can and could (5): with see, hear, etc

1. see, hear, feel, smell, taste
When these verbs refer to perception (receiving information through the eyes, ears etc), we do not normally use progressive forms. To talk about seeing, hearing etc at a particular moment, we often use can see, can hear etc (especially in British English).

- I can see Susan coming. (NOT I'm seeing...)
- Can you hear somebody coming up the stairs?
- What did you put in the stew? I can taste something funny.
- Suddenly she realised she could smell something burning.
In American English, I see/hear etc are common in this sense.

2. guess, tell
Can and could are often used with guess and with tell (meaning see, know). Can/could are not normally used with know (see 306.5).

- I could guess what she wanted.
- You can tell he's Irish from his accent. (NOT You can know...)

3. understand, follow, remember
Can/could is often used with these verbs too. It does not always add very much to the meaning.

- I can't/don't understand what she's talking about.
- Do/Can you follow what he's saying?
- I (can) remember your grandfather.

126 can't help
If you say that you cannot/can't help doing something, you mean that you can't stop yourself doing it: something makes you, even though you are being careful not to, or should be trying not to.

- She's a selfish woman, but somehow you can't help liking her.
- Excuse me – I couldn't help overhearing what you said.
- Sorry I broke the cup – I couldn't help it.
Can't help is sometimes followed by but + infinitive without to (see 116); the meaning is the same as can't help...ing. This is a common structure in American English.

- I can't help but wonder what I should do next.

127 care: take care (of), care (about) and care for

1. take care of
Take care of normally means 'look after'.

- Nurses take care of people in hospital.
- It's no good giving Peter a rabbit: he's too young to take care of it properly.
- Ms Savage takes care of marketing and publicity, and I'm responsible for production.
Take care (without a preposition) means ‘be careful’. Some people use it as a formula when saying goodbye.

Take care when you’re crossing the road, children.
‘Bye, Ruth.’ ‘Bye, Mike. Take care.’

2 care (about)

Care (about) is used to say whether or not you feel something is important, or whether it interests or worries you. It is most common in questions and negative sentences. About is used before an object, but is usually left out before a conjunction.

I don’t care about your opinion.
(NOT - I don’t take care of your opinion.)
(NOT - I don’t care for your opinion.)
I don’t care whether it rains – I’m happy.
‘I’ll never speak to you again.’ ‘I don’t care.’
‘Your mother’s very upset with you.’ ‘I couldn’t care less.’
(= ‘I don’t care at all.’)

3 care for

Care for can be used to mean ‘look after’. This is rather formal or literary.

He spent years caring for his sick mother.
A more common use is to mean ‘like’ or ‘be fond of’.
Would you care for a cup of tea?
I don’t much care for strawberries.
I really care for you, Sandra.

128 change

When we talk about changing one thing for another, we often use change with a plural object.

We have to change trains at York.
I’m thinking of changing jobs.

For the differences between change, turn, become etc, see 129.

129 changes

Become, get, go, come, grow and turn can all be used with similar meanings to talk about change. The differences between them are complicated – they are partly grammatical, partly to do with meaning, and partly matters of conventional usage.

1 become with adjectives and noun phrases

Become can be used before adjectives and noun phrases.

It was becoming very dark.
What do you have to do to become a pilot?
Become is not usually used to talk about deliberate actions.

Please get ready now. (NOT - Please become ready now.)
2 **get with adjectives**

Get can be used before adjectives (without nouns). It is less formal than become.

*It was getting very dark.* (informal)

*You get younger every day.* (informal)

Get is not usually used (with this meaning) before nouns.

*What do you have to do to become a pilot?* (not to get a pilot)

Get can also be used before past participles like lost, broken, dressed, married.

*They got married in 1986, and got divorced two years later.*

For get used to, see 578.

3 **get + infinitive**

We can sometimes use get with an infinitive to talk about a gradual change.

*After a few weeks I got to like the job better.*

*She's nice when you get to know her.*

For get as a passive auxiliary and other uses of get, see 228.

4 **go**

Go can be used before adjectives to talk about change, especially in an informal style. This is common in two cases.

a **colours**

*Go* (and not get) is used to talk about changes of colour, especially in British English.

*Leaves go brown in autumn.* (US... turn brown...)

*(not* *Leaves get brown...*)

*She went white with anger.*

*Suddenly everything went black and I lost consciousness.*

Other examples (mainly British English):

*go blue with cold / red with embarrassment / green with envy*

*Turn* can also be used in these cases (see below), and so can *grow* when the change is gradual. *Go* is more informal than *turn* and *grow*.

b **changes of quality**

*Go* (and not usually get) is used before adjectives in a number of common expressions that refer to changes for the worse. People go mad/crazy/deaf/blind/grey/bald; horses go lame; machines go wrong; iron goes rusty (GB); meat, fish or vegetables go bad; cheese goes mouldy; milk goes off (GB) or sour; bread goes stale; beer, lemonade, musical instruments and car tyres go flat.

*He went bald in his twenties. The car keeps going wrong.*

Note that we use get, not go, with *old, tired* and *ill.*

5 **come**

*Come* is used in a few fixed expressions to talk about things finishing up all right. The most common are come true and come right.

*I'll make all your dreams come true.*

*Trust me – it will all come right in the end.*
**Come + infinitive** can be used to talk about changes in mental state or attitude.

I slowly **came to realise** that she knew what she was doing.

You will **come to regret** your decision.

---

**grow**

Grow is used before adjectives especially to talk about slow and gradual changes. It is more formal than get or go, and can sound a little old-fashioned or literary.

*Without noticing it* he **grew old**.

When they **grew rich** they began to drop their old friends.

As the weather **grows colder**, your thoughts naturally turn to winter holidays in the sun.

**Grow + infinitive** can be used (like **come + infinitive**) to talk about changes in attitude, especially if these are gradual.

He **grew to accept** his stepmother, and she hoped that one day he would **grow to love** her.

---

**turn**

**Turn** is used mostly for visible or striking changes of state. It is common before colour words (and is not so informal as go).

*She turned* bright red and ran out of the room.

*He turns nasty* after he's had a couple of drinks.

**Turn into** is used before nouns, to talk about a dramatic change in the nature of somebody or something.

He's a lovely man, but when he gets jealous he **turns into** a monster.

A girl has to kiss a lot of frogs before one of them **turns into** a prince.

**Turn to** and **turn into** can both be used before the names of materials.

His worry **turned (in)to** fury.

Everything that King Midas touched **turned (in)to** gold.

They stood there as if they had been **turned (in)to** stone.

To talk about people changing their occupation, religion, politics etc, we sometimes use **turn** with a noun (with no preposition or article) or an adjective.

He worked in a bank for thirty years before **turning painter**.

Towards the end of the war he **turned traitor**.

At the end of her life she **turned Catholic**.

**Turn (in)to** can also be used as a transitive verb with an object, to talk about causing change.

In the Greek legend, Circe **turned men into** pigs.

---

**fall**

**Fall** is used to mean ‘become’ in a few fixed expressions such as **fall ill**, **fall asleep** and **fall in love**.
9 verbs related to adjectives
A number of verbs which are related to adjectives have meanings like ‘get more . . .’ or ‘make more . . .’. Many of them end in -en. Examples:

The fog thickened.
The weather’s beginning to brighten up.
His eyes narrowed.
Could you shorten the sleeves on this jacket?
They’re widening the road here.

10 absence of change: stay, keep, remain
To talk about things not changing, we can use stay, keep or remain before adjectives. Remain is more formal.

How do you manage to stay young and fit?
Keep calm.
I hope you will always remain so charming.
Stay and remain are also sometimes used before noun phrases.
Promise me you will always stay/remain my little boy.
Keep can be used before -ing forms.
Keep smiling whatever happens.

For other uses of the words discussed in this section, see a good dictionary.

130 city and town
According to the legal definition, a ‘city’ is a town that has been given a special status by a royal charter (in Britain) or by the State (in the US). However, most people simply use city to talk about large and important towns – examples in Britain are Belfast, Cardiff, Edinburgh, Glasgow, Manchester, Liverpool and London.

131 cleft sentences
We can emphasise particular words and expressions by putting everything into a kind of relative clause except the words we want to emphasise: this makes them stand out. These structures are called ‘cleft sentences’ by grammarians (cleft means ‘divided’). They are useful in writing (because we cannot use intonation for emphasis in written language), but they are also common in speech.

1 the person who, the thing that etc
The words to be emphasised are joined to the relative clause by is/was and an expression like the person who, what (= the thing that), the place where, the day when/that, the reason why. We can put the words to be emphasised first or last in the sentence. Compare:

− Mary keeps a pig in the garden shed.

Mary is the person who keeps a pig in the garden shed.
The person who keeps a pig in the garden shed is Mary.
2 emphasising verbs

When we want to emphasise a verb, we have to use a more complicated structure with what... do. Various verb forms are possible.

He screamed.
What he did was (to) scream/screamed.

This structure can be used to emphasise the verb together with other words that follow it. Compare:
She writes science fiction.
What she does is (to) write/writes science fiction.

3 emphasising a whole sentence

A whole sentence can be given extra emphasis by using a cleft structure with what and the verb happen. Compare:
The car broke down.
What happened was (that) the car broke down.
4 preparatory it

We can use preparatory it (see 301) in cleft sentences. In this case, the words to be emphasised are usually joined to the relative clause by that. Compare:

My secretary sent the bill to Mr Harding yesterday.
It was my secretary that sent the bill to Mr Harding yesterday.
(not somebody else)
It was the bill that my secretary sent to Mr Harding yesterday.
(not something else)
It was Mr Harding that my secretary sent the bill to yesterday.
(not somebody else)
It was yesterday that my secretary sent the bill to Mr Harding.
(not another day)

Negative structures are also possible.

It wasn’t my husband that sent the bill …

Who is possible instead of that when a personal subject is emphasised.

It was my secretary who sent …

When a plural subject is emphasised, the verb is plural.

It was the students that were angry … (not … that was angry …)

When the emphasised subject is a pronoun, there are two possibilities.

Compare:

– It is I who am responsible. (formal)
  It’s me that’s responsible. (informal)
– It is you who are in the wrong. (formal)
  It’s you that’s in the wrong. (informal)

To avoid being either too formal or too informal in this case, we could say, for example, I’m the person/the one who’s responsible. Note that the verb cannot be emphasised with the preparatory it structure: we cannot say

It was sent that my secretary the bill …

For more about subject and object forms of pronouns, see 425.

For formal and informal language, see 216.

5 other structures

All (that), and expressions with thing, can be used in cleft sentences rather like what.

All I want is a home somewhere.
All I did was (to) touch the window, and it broke.
All you need is love.
The only thing I remember is a terrible pain in my head.
The first thing was to make some coffee.
My first journey abroad is something I shall never forget.

Time expressions can be emphasised with It was not until … and It was only when …

It was not until I met you that I knew real happiness.
It was only when I read her letter that I realised what was happening.

At the beginning of a cleft sentence, this and that often replace emphasised here and there. Compare:

– You pay here.
  This is where you pay. (or Here is where you pay.)
– We live **there**.
  *That’s where we live.* (OR **There’s where we live**.)

For more about question-word clauses, see 460.
For more general information about sentence structure and the arrangement of information in sentences, see 289.

### 132 close and shut

#### 1 use

*Close* and *shut* can often be used with the same meaning.

*Open your mouth and close/shut your eyes.*

*I can’t close/shut the window. Can you help me?*

*The shop closes/shuts at five o’clock.*

#### 2 past participles

The past participles *closed* and *shut* can be used as adjectives.

*The post office is closed/shut on Saturday afternoon.*

*Shut* is not usually used before a noun.

*a closed door (NOT a shut door) closed eyes (NOT shut eyes)*

#### 3 cases where close is preferred

We prefer *close* for slow movements (like flowers closing at night), and *close* is more common in a formal style. Compare:

*As we watched, he closed his eyes for the last time.*  
*Shut your mouth!*

We close roads, railways etc (channels of communication). And we close (= ‘end’) letters, bank accounts, meetings etc.

### 133 cloth and clothes

*Cloth* (pronounced /klɔθ/) is material made from wool, cotton etc, used for making clothes, curtains, soft furnishings and so on. (In modern English, it is more common to say *material* or *fabric.*

*His suits were made of the most expensive cloth.*

A *cloth* is a piece of material used for cleaning, covering things etc.

*Cold you pass me a cloth? I’ve spilt some milk on the floor.*

*Clothes* (pronounced /klɔðz/) are things you wear: skirt, trousers etc.

*Clothes* has no singular; instead of *a clothe*, we say *something to wear* or *an article / a piece of clothing.*

*I must buy some new clothes; I haven’t got anything to wear.*

### 134 come and go

#### 1 speaker’s/hearer’s position

We use *come* for movements to the place where the speaker or hearer is.

‘Maria, would you come here, please?’ ‘I’m coming.’ (NOT ...I’m going.)

When did you *come* to live here?  
*Can I come and sit on your lap?*
We use *go* for movements to other places.

> *I want to go* and live in Greece.  
> *Let's go* and see Peter and Diane.  
> *In 1577, he went* to study in Rome.

2 **speaker’s/hearer’s past or future position**

We can use *come* for a movement to a place where the speaker or hearer was or will already be at the time of the movement. Compare:

- *What time did I come to see you in the office yesterday?*
  
> *I went* to your office yesterday, but you weren’t in.

- *Will you come and visit me in hospital when I have my operation?*
  
> *He’s going* into hospital next week.

- *Susan can’t come to your birthday party.*
  
> *She’s going* to see her mother.

*Come (with)* can be used to talk about joining a movement of the speaker’s/hearer’s, even if *go* is used for the movement itself.

> *We’re going* to the cinema tonight. *Would you like to come with us?*

3 **come to**

*Come to* can mean *arrive at.*

> *Carry straight on till you come to a crossroads.*

And *come from* is used (in the present) to say where people’s homes are or were.

> *She comes from* Scotland, but her mother’s Welsh.  
> *Originally I come from* Hungary, but I’ve lived here for twenty years.  

(Not: *Originally I came from Hungary...*)

Note that these rules are not always followed in American English.  
The difference between *bring* and *take* is similar. See 112.

For *come/go and...*, see 52.  
For *come/go...ing*, see 232.  
For *been = come/go*, see 94

135 **comparison (1): structures**

Several different grammatical structures can be used for comparing.

1 **similarity and identity**

If we want to say that people, things, actions or events are similar, we can use *as* or *like* (see 320); *so/neither do I* and similar structures (see 516); or adverbs such as *too, also* and *as well* (see 45). To say that they are identical, we can use *the same* (as) (see 486).

> *It’s best cooked in olive oil, as the Italians do it.*  
> *Your sister looks just like you.*  
> *She likes music, and so do I.*  
> *The papers were late and the post was too.*  
> *His eyes are just the same colour as mine.*

2 **difference**

To talk about differences, we can use the negative forms of the structures used for talking about similarity and identity.

> *The baby doesn’t look much like you.*  
> *Its eyes are not at all the same colour as yours.*
3 equality
To say that people, things etc are equal in a particular way, we often use the structure *as (much/many)... as* (see 70).

- My hands were *as cold as* ice.
- I earn *as much* money as you.

In negative comparisons, we can use *not so... as* or *not as... as*.

- The baby's *not so/as ugly as* you.

4 inequality: more
To say that people, things etc are unequal in a particular way, we can use comparative adjectives and adverbs, or *more (... than)* with adjectives, adverbs, verbs or nouns.

- He's *much older* than her.
- The baby's *more attractive* than you.
- The car's running *more smoothly* since it had a service.
- I worry *more and more* every day.
- If I'm going to do *more work* I want *more money*.

To say which one of a group is outstanding in a particular way, we can use *most*.

- You're the *most annoying* person in the whole office.

For the use of these structures ('comparative' and 'superlative'), and the difference between them, see the following sections.

For comparatives and superlatives ending in *-er/-est*, see 136.

For details of the use of *more* and *most*, see 346–347.

5 inequality: less
We can also talk about inequality by focusing on the 'lower' end of the scale, using *less (than)* or *least*.

- The baby's *less ugly* than you.
- I've got *less energy* than I used to have.

My ambition is to spend the *least possible time* working.

Note that *not as/so... as* is more common than *less... than* in informal usage.

For the difference between *as* and *than*, see 557.

For pronouns after *as and than*, see 70 4, 138 8.

For *tenses after as and than*, see 556.

For more information about *less*, see 313. For *least*, see 311.

136 comparison (2): comparative and superlative adjectives

One-syllable adjectives normally have comparatives and superlatives ending in *-er, -est*. Some two-syllable adjectives are similar; others have *more* and *most*. Longer adjectives have *more* and *most.*
1 one-syllable adjectives (regular comparison)

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>older</td>
<td>oldest</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>cheap</td>
<td>cheaper</td>
<td>cheapest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>latest</td>
</tr>
<tr>
<td>nice</td>
<td>nicer</td>
<td>nicest</td>
</tr>
<tr>
<td>fat</td>
<td>fatter</td>
<td>fattest</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
</tbody>
</table>

Most adjectives: + -er, -est.

Adjectives ending in -e: + -r, -st.

One vowel + one consonant: double consonant.

Note the pronunciation of:

younger /ˈjʌŋɡə(r)/
longest /ˈlɒŋɡɪst/

youngest /ˈjʌŋɡɪst/

stronger /ˈstrɒŋɡə(r)/

strongest /ˈstrɒŋɡɪst/

2 irregular comparison

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>ill</td>
<td>worse</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>farther/further (see 207)</td>
<td>farthest/furthest</td>
</tr>
<tr>
<td>old</td>
<td>older/elder (see 180)</td>
<td>oldest/eldest (see 180)</td>
</tr>
</tbody>
</table>

The determiners little and much/many have irregular comparatives and superlatives:

little (see 322) less (see 313) least (see 311)
much/many (see 348) more (see 346) most (see 347)

Few has two possible comparatives and superlatives: fewer/less and fewest/least. See 313, 311.

3 two-syllable adjectives

Adjectives ending in -y have -ier and -iest.

happy  happier  happiest
easy   easier   easiest

Some other two-syllable adjectives can have -er and -est, especially adjectives ending in an unstressed vowel, /ə/ or /ə(r)/.

narrow  narrower  narrowest
simple  simpler  simplest
clever  cleverer  cleverest
quiet  quieter  quietest
With many two-syllable adjectives (e.g. polite, common), -er/-est and more/most are both possible. With others (including adjectives ending in -ing, -ed, -ful and -less), only more/most is possible. To find out the normal comparative and superlative for a particular two-syllable adjective, check in a good dictionary.

4 longer adjectives

Adjectives of three or more syllables have more and most.

<table>
<thead>
<tr>
<th>adjective</th>
<th>more</th>
<th>most</th>
</tr>
</thead>
<tbody>
<tr>
<td>intelligent</td>
<td>more intelligent</td>
<td>most intelligent</td>
</tr>
<tr>
<td>practical</td>
<td>more practical</td>
<td>most practical</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>most beautiful</td>
</tr>
</tbody>
</table>

Words like unhappy (the opposites of two-syllable adjectives ending in -y) are an exception.

<table>
<thead>
<tr>
<th>adjective</th>
<th>more</th>
<th>most</th>
</tr>
</thead>
<tbody>
<tr>
<td>unhappy</td>
<td>unhappier</td>
<td>unhappiest</td>
</tr>
<tr>
<td>untidy</td>
<td>untidiest</td>
<td></td>
</tr>
</tbody>
</table>

Some compound adjectives like good-looking or well-known have two possible comparatives and superlatives.

<table>
<thead>
<tr>
<th>adjective</th>
<th>more</th>
<th>most</th>
</tr>
</thead>
<tbody>
<tr>
<td>good-looking</td>
<td>better-looking</td>
<td>best-looking</td>
</tr>
<tr>
<td></td>
<td>or more good-looking</td>
<td>most good-looking</td>
</tr>
<tr>
<td>well-known</td>
<td>better-known</td>
<td>best-known</td>
</tr>
<tr>
<td></td>
<td>or more well-known</td>
<td>most well-known</td>
</tr>
</tbody>
</table>

5 more, most with short adjectives

Sometimes more/most are used with adjectives that normally have -er/-est. This can happen, for example, when a comparative is not followed immediately by than; forms with -er are also possible.

The road's getting more and more steep. (or . . . steeper and steeper.)

When we compare two descriptions (saying that one is more suitable or accurate than another), we use more; comparatives with -er are not possible.

He's more lazy than stupid. (not He's lazier than stupid.)

In a rather formal style, most can be used with adjectives expressing approval and disapproval (including one-syllable adjectives) to mean ‘very’.

Thank you very much indeed. That is most kind of you.

(Not . . . That is kindest of you)

Real, right, wrong and like always have more and most.

She's more like her mother than her father. (not . . . liker her mother . . .)

For information about how to use comparatives and superlatives, see 138
For modification of comparatives and superlatives (e.g. much older, far the best), see 139.
137 **comparison** (3): comparative and superlative adverbs

Most comparative and superlative adverbs are made with *more* and *most*.

*Could you talk more quietly? (not ... quieter)*

Adverbs that have the same form as adjectives (see 21), and a few others, have comparatives and superlatives with -er and -est. The most common are: *fast, early, late, hard, long, near, high, low, soon, well (better, best), badly (worse, worst)*, and in informal English *easy, slow, loud* and *quick*.

*Can’t you drive any faster?*
*Can you come earlier?*
*Talk louder.* (informal)

*We’ve all got terrible voices, but I sing worst of all.*

Note also the irregular comparatives and superlatives of *far* (*farther/further, farthest/furthest*, see 207), *much* (*more, most*, see 346 and 347), *little* (*less, least*, see 313 and 311).

*Often* sometimes has comparative and superlative *often* and *oftenest*, but forms with *more/most* are more common.

For the use of comparatives and superlatives, see the following sections.

138 **comparison** (4): using comparatives and superlatives

1 **the difference between comparatives and superlatives**

We use the comparative to compare one person, thing, action, event or group with another person, thing etc. We use the superlative to compare somebody/something with the whole group that he/she/it belongs to.

Compare:

- *Mary’s taller than her three sisters.*
  
  *Mary’s the tallest of the four girls.*

- *Your accent is worse than mine.*
  
  *Your accent is the worst in the class. (not ... the worse ...)*

- *He plays better than everybody else in the team.*
  
  *He’s the best in the team.*

- *She’s richer than 90 per cent of her neighbours.*
  
  *She’s one of the richest people in town.*

2 **groups with two members**

When a group only has two members, we sometimes use the comparative instead of the superlative.

*I like Betty and Maud, but I think Maud’s the nicer/nicest of the two.*

*I’ll give you the bigger/biggest steak: I’m not very hungry.*

Some people feel that a superlative is incorrect in this case.
3 *comparative meaning ‘relatively’, ‘more than average’*

Comparatives can also suggest ideas like ‘relatively’, ‘more than average’. Used in this way, comparatives make a less clear and narrow selection than superlatives. Compare:

*They put on two classes – one for the cleverer students and one for the slower learners.*

*The cleverest students were two girls from York.*

Comparatives are often used like this in advertising to make things sound less definite.

*less expensive clothes for the fuller figure*

(Compare *cheap clothes for fat women*)

4 **double comparatives**

We can use double comparatives to say that something is changing.

...er and ...er

more and more...

*I’m getting fatter and fatter. * We’re going *more and more slowly.*

(NOT ...more slowly and more slowly.)

5 **the ... the...**

We can use comparatives with *the ... the...* to say that things change or vary together, or that two variable quantities are systematically related.

**Word order (in both clauses):**

*the* + comparative expression + subject + verb

*The older I get, the happier I am.* (NOT *Older I get, more I am happy.* )

*The more dangerous it is, the more I like it.*

(NOT *The more it is dangerous, ...*)

*The more I study, the less I learn.*

More can be used with a noun in this structure.

*The more money he makes, the more useless things he buys.*

Sometimes *that* is used before the first verb.

*The more information that comes in, the more confused the picture is.*

A short form of this structure is used in the expression *The more the merrier,* and in sentences ending *the better.*

‘How do you like your coffee?’ *The stronger the better.*

(Note that in this structure, the word *the* is not really the definite article – it was originally a form of the demonstrative pronoun, meaning ‘by that much’.

6 **all/any/none the + comparative**

Another use of *the* meaning ‘by that much’ is in *all/any/none the + comparative.* This structure can be used when we say why something is or should be ‘more...’

*The burglary was all the more upsetting because the burglars broke up a whole lot of our furniture.*

*Sundays mornings were nice. I enjoyed them all the more because Sue used to come round to breakfast.*


I feel all the better for that swim.
Her accident made it all the more important to get home fast.
He didn’t seem to be any the worse for his experience.
He explained it all carefully, but I was still none the wiser.
Note that this structure is used only to express abstract ideas. We would not say, for example, Those pills have made him all the slimmer.

7 three times...er etc

Instead of three/four etc times as much (see 70.6), we can use three/four etc times + comparative.
She can walk three times further than you.
It was ten times more difficult than I expected.
Note that twice and half are not possible in this structure.
She’s twice as lively as her sister. (NOT ...twice livelier...)

8 pronouns after than

In an informal style, object pronouns are used after than. In a more formal style, subject pronouns are used (usually with verbs).
She’s older than me. (informal)
She is older than I (am). (formal)
The use of object pronouns can occasionally cause confusion.
‘I love you more than her.’ ‘You mean more than you love her or more than she loves me?’

For more details of the use of subject and object pronouns, see 425

9 prepositions after superlatives; possessive structure

After superlatives, we do not usually use of with a singular word referring to a place or group.
I’m the happiest man in the world. (NOT ...of-the-world.)
She’s the fastest player in the team. (NOT ...of-the-team.)
But of can be used before plurals, and before singular quantifiers like lot and bunch.
She’s the fastest player of them all.
He’s the best of the lot.
Note also the structure with possessive ’s.
He thinks he’s the world’s strongest man.

10 ellipsis

The second part of a comparative or superlative structure can be left out when the meaning is given by what comes before.
You can get there faster by car, but the train is more comfortable. (=...more comfortable than going by car.)
I like everybody who works here, but you’re the nicest of all.
Look – which of these do you think is the best?
Note that this is not possible when the meaning is not given by what comes before.
Love is the most important thing in the world. (NOT ...Love is the most important in the world.)
11  **infinitives after superlatives**

We often use an infinitive after a superlative, with the same meaning as a relative clause.

*She's the youngest person ever to swim the Channel.*

(= ... the youngest person who has ever swum ...)

This structure is also common after *first, last* and *next*.

*Who was the first woman to climb Everest?*

*The next to speak* was Mrs Fenshaw.

Note that this structure is only possible in cases where the noun with the superlative has a subject relationship with the following verb. In other cases, infinitives cannot be used.

*Is this the first time that you have stayed here?*

(NOT ... the first time for you to stay here?)*

12  **the with superlatives**

Nouns with superlative adjectives normally have the article *the* (unless there is a possessive).

*It's the best book I've ever read.*

Superlative adjectives in predicative position also tend to have *the*, though it is sometimes dropped in an informal style.

*I'm the greatest.*

*Which of the boys is (the) strongest?*

*This dictionary is (the) best.*

*The* is sometimes dropped before superlative adverbs in an informal style.

*Who can run (the) fastest?*

*The* cannot be dropped when a superlative in predicative position is used with a defining expression.

*This dictionary is the best I could find.*

(NOT ... This dictionary is best I could find.)

*She was the quickest of all the staff.*

*The* is not used with superlatives in predicative position or with superlative adverbs, when we compare the same person or thing in different situations. Compare:

- *He's nicest when he's had a few drinks.* (NOT He's the nicest when ...)
  *I've got a lot of friends, but he's (the) nicest.*

- *She works hardest when she's doing something for her family.*
  (NOT She works the hardest when ... – a woman’s work is being compared in different situations.)

*She works (the) hardest; her husband doesn’t know what work is.*

(A woman is being compared with a man – *the* is possible.)

13  **non-assertive words after superlatives**

‘Non-assertive’ words like *ever, yet* and *any* are not generally used in affirmative clauses (see 374). However, they often follow comparatives and superlatives.

*You’re more stubborn than anybody I know.*

*It’s the best book I’ve ever read.*

*This is my hardest job yet.*
14 words left out after than

In comparative clauses, than often seems to replace a subject or object pronoun or adverbial expression, rather like a relative pronoun or adverb (see 557.3).

She spent more money than was sensible. (NOT ... than it was sensible.)
There were more people than we had expected.
(NOT ... than we had expected them.)
I love you more than she does. (NOT ... than how much she does.)
(In some English dialects, the above sentences would be constructed with than what.)

For the formation of comparatives and superlatives, see 136.
For as and than, see 557.
For comparisons with as, see 70.
For tenses after than, see 556.
For pronouns after than, see 138.8.
For more, see 346.
For most, see 347.
For less, see 313
For least, see 311
For the first/second/best/etc + present/past perfect, see 419.7.

139 comparison (5): much, far etc with comparatives and superlatives

1 much, far etc with comparatives

We cannot use very with comparatives. Instead, we use, for example, much, far, very much, a lot (informal), lots (informal), any and no (see 56), rather, a little, a bit (informal), and even.

My boyfriend is much/far older than me. (NOT ... very older than me.)
Russian is much/far more difficult than Spanish.
very much nicer a bit more sensible (informal)
a lot happier (informal) Is your mother any better?
rather more quickly She looks no older than her daughter.
a little less expensive Your cooking is even worse than Harry's.

Quite cannot be used with comparatives except in the expression quite better, meaning 'recovered from an illness' (see 103.1). Any, no, a bit and a lot are not normally used to modify comparatives before nouns.

There are much/far nicer shops in the town centre.
(but not ... a bit nicer shops...)

2 many more/less/fewer

When more (see 346) modifies a plural noun, it is modified by many instead of much. Compare:
much/far/a lot/etc more money many/far/a lot/etc more opportunities
Many is sometimes used to modify less (before a plural noun) and fewer, but this is unusual; far, a lot etc are more common.
far less words (more common than many less words)
a lot fewer accidents (more common than many fewer accidents)
3 **much, by far, quite etc with superlatives**

Superlatives can be modified by *much* and *by far*, and by other adverbs of degree such as *quite* (meaning ‘absolutely’), *almost*, *practically*, *nearly* and *easily*.

- He’s **much** the most imaginative of them all.
- She’s **by far** the oldest.
- We’re walking **by far** the slowest.
- He’s **quite** the most stupid man I’ve ever met.
- I’m **nearly** the oldest in the firm.
- This is **easily** the worst party I’ve been to this year.

4 **very with superlatives**

Note the special use of *very* to emphasise superlatives and *first*, *next* and *last*.

- **Bring out your very best wine** – Michael’s coming to dinner.
- **You’re the very first person** I’ve spoken to today.
- **This is your very last chance.**

For modification of *too*, see 570.2.

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140 **complements**

1 **subject and object complements**

Some clauses consist of a subject, the verb *be*, and an expression that describes the subject.

- *Alice is a ballet dancer.*
- *Philip is depressed.*

The expression that describes the subject in clauses like these is often called the ‘complement’ of the clause, or a ‘subject complement’. Subject complements can follow not only *be*, but also other ‘copular verbs’ (see 147) like *become*, *look*, *seem*.

- *Alice eventually became a ballet dancer.*
- *Philip looks depressed.*

In some structures, the object of a verb can have a complement. This happens, for example, after *make*, *elect* or *call*. For details, see 580.

- *You make me nervous.*
- *Why ever did they elect him chairman?*
- *Don’t you call my husband a liar.*

2 **complements of verbs, nouns and adjectives**

The word ‘complement’ is also used in a wider sense. We often need to add something to a verb, noun or adjective to complete its meaning. If somebody says *I want*, we expect to hear what he or she wants; the words *the need* obviously don’t make sense alone; after hearing *I’m interested*, we may need to be told what the speaker is interested in. Words and expressions which ‘complete’ the meaning of a verb, noun or adjective are also called ‘complements’.

- *I want a drink*, and then *I want to go home.*
- *Does she understand the need for secrecy?*
- *I’m interested in learning to fly.*
Many verbs can be followed by noun complements or -ing forms with no preposition (‘direct objects’). But nouns and adjectives normally need prepositions to join them to noun or -ing form complements. Compare:

- Alan criticised the plan.
  - Alan’s criticism of the plan made him very unpopular.
  - Alan was very critical of the plan.
- I resent working on Saturdays.
  - My resentment of working . . .
  - I feel resentful about working . . .

It is important to know what kinds of complements can come after a particular word. For example, interested can be followed by in . . .ing or by an infinitive, but bored is not used in the same way; want can be followed by an infinitive, but suggest cannot; on the other hand suggest can be followed by a that-clause, but want cannot.

Related verbs, nouns and adjectives often have the same kinds of complements.

- I worry about you a lot.
  - She ignored our worries about the weather.
  - I’m very worried about Bill.

However, this is not always the case. Compare:

- I sympathise with her.
  - I feel some sympathy for her.
  - I feel quite sympathetic towards her.
- I hope to see you soon.
  - He gave up hope of seeing her. (NOT -He gave up hope to see her.)

For more details, see 579 (verbs), 377 (nouns) and 12 (adjectives).

141 conditional

1 conditional clauses

Clauses constructed with if (except in reported speech) are often called ‘conditional clauses’.

If you think I’m going to help you, you’re wrong.
You wouldn’t have crashed if you’d looked where you were going.

For details of the different kinds of structures with if, see 258–265.

2 conditional verb forms

The word conditional is also sometimes used as a name for verb forms constructed with the auxiliary verb should/would (and sometimes could and might).

- I should/would like to use the computer for an hour or two.
- It would be nice if he would stop talking for a bit.

For details of these verb forms and their use, see 498.
142 **conjunctions** (1): general points

1 **What are conjunctions?**

Conjunctions are words that join clauses into sentences.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Conjunction</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I went to bed early</td>
<td>because</td>
<td>I was extremely tired.</td>
</tr>
</tbody>
</table>

Conjunctions not only join clauses together; they also show how the meanings of the two clauses are related.

*We brought the food and they supplied the drink.* (addition)
*She was poor but she was honest.* (contrast)
*We can go swimming, or we could stay here.* (alternative)
*People disliked her because she was so rude.* (cause)
*I'll phone you when I arrive.* (time)

2 **two kinds**

*And, but and or* are often called ‘co-ordinating conjunctions’. They join pairs of clauses that are grammatically independent of each other.

Other conjunctions, like *because, when, that or which*, are called ‘subordinating conjunctions’. A subordinating conjunction together with its following clause acts like a part of the other clause. Compare:

- *I'll phone you when I arrive.*
  *I'll phone you tomorrow.*
  *(When I arrive is similar to tomorrow – it acts like an adverb in the clause I'll phone you.)*
- *He told me that he loved me.*
  *He told me a lie.*
  *(that he loved me is similar to a lie – it acts like the object in the clause He told me …)*
- *It's a question which nobody can answer.*
  *It's an unanswerable question.*
  *(which nobody can answer is similar to unanswerable – it acts like an adjective in the clause It's a question.)*

Some conjunctions are made up of two or more words.

*I stayed an extra night so that I could see Ann.*
*Let me know the moment that you arrive.*

In grammars, clauses that follow subordinating conjunctions are called ‘subordinate clauses’ or ‘dependent clauses’.

3 **position of subordinate clauses**

Adverbial subordinating conjunctions and their clauses can usually go either first or last in a sentence (depending on what is to be emphasised).

- *If you need help, just let me know.*
  *Just let me know if you need help.*
– **Although the bicycle was expensive**, she decided to buy it.
  She decided to buy the bicycle **although it was expensive**.
– **While I was having a shower**, I slipped on the floor.
  I slipped on the floor **while I was having a shower**.
– **Because she was too angry to speak**, Ann said nothing.
  Ann said nothing, because **she was too angry to speak**.

4 **punctuation**

Commas are often used to separate longer or more complicated clauses.
Shorter pairs of clauses are often connected without commas. Compare:

* I came home and the others went dancing.
* I decided to come home earlier than I had planned, and the others spent
  the evening at the local disco.

When a subordinate clause begins a sentence, it is more often separated by a
comma, even if it is short. Compare:

* If you are passing, come in and see us.
  Come in and see us **if you are passing**.

For more information about punctuation, see 455.
For punctuation in relative clauses, see 474.

5 **leaving words out**

Words for repeated ideas can often be left out in the second of two co-
ordinate clauses (see 182 for details), but not normally in a subordinate
clause. Compare:

* She was depressed, **and didn’t know what to do**.
  (= **and she didn’t know what to do**.)
* She was depressed, **because she didn’t know what to do**.
  (**NOT** She was depressed, **because didn’t know . . .**) 

However, after *if, when, while, until, once, unless and (al)though*, a pronoun
subject and the verb *be* can often be dropped, especially in common fixed
expressions like *if necessary*.

* I’ll pay for you **if necessary**, (= . . . if it is necessary.)
* **If in doubt**, wait and see. (= If you are in doubt . . .)
* **When in Rome, do as the Romans do**.
  Cook slowly **until ready**.
* **Once in bed**, I read for twenty minutes and then turned out the light.

Many conjunctions that express time relations (*after, before, since, when,*
*while, whenever, once and until*) can often be followed by -ing forms or past
particiles instead of subjects and full verbs (see 406.6).

* I always feel **better after talking to you**.
  Some things are never forgotten, **once learnt**.

6 **conjunctions in separate sentences**

Normally a conjunction connects two clauses into one sentence. However,
sometimes a conjunction and its clause can stand alone. This happens, for
example, in answers.

  'When are you going to get up?’ **When I’m ready.**
  ‘Why did you do that?’ **Because I felt like it.**
  ‘I’m going out, Mum.** ‘As soon as you’ve brushed your hair.’

page 130
Writers and speakers can also separate clauses for emphasis.  
*This government has got to go.* **Before it does any more damage.**  
Afterthoughts may also begin with conjunctions.  
**OK, I did it. -- But I didn't mean to.**

For tenses in subordinate clauses, see 556.  
For structures in which *that* is dropped, see 560.  
See also 473–477 (relative pronouns and clauses), 480–482 (indirect speech), and the  
individual entries on the various conjunctions.

143 conjunctions (2): problems

In most languages of European origin, clauses are joined together by  
conjunctions in similar ways. However, students who speak non-European-  
type languages may have some problems in using English conjunctions  
correctly.

1 one conjunction for two clauses

One conjunction is enough to join two clauses – we do not normally use two.
*Although* she was tired, *she went* to work.  
She was tired *but* she went to work.  
(Not *Although she was tired but she went to work.*)  
*Because* I liked him, *I tried* to help him.  
I liked him, *so* I tried to help him.  
(Not *Because I was tired, so I tried to help him.*)  
*As you know, I work very hard.*  
(Not *As you know, that I work very hard.*)

However, two conjunctions can come together when two subordinate  
clauses are connected with a co-ordinating conjunction.  
**We came back because we ran out of money, and because Ann got ill.**  
So and *yet* are like conjunctions in some ways, but they can be used together  
with *and.*
*I forgot to post the letter, and so she never heard about my divorce.*  
*He's not really nice-looking, and yet he has enormous charm.*

2 Relative pronouns are also conjunctions

Relative pronouns (*who, which* and *that* – see 473) join clauses like  
conjunctions.  
**There's the girl who works with my sister.**  
A relative pronoun is like the subject or object of the verb that comes after it.  
So we do not need another subject or object.  
*I've got a friend who works in a pub.*  
(Not ...*who he works in a pub.*)  
**The man (that) she married was an old friend of mine.**  
(Not *The man that she married him.*)  
*She always thanks me for the money that I give her.*  
(Not ...*the money that I give her it.*)
3 that, where and when

That is often used instead of which or who(m) (see 473–474), but we do not usually use that instead of when or where.

August 31st is a national holiday, when everybody dances in the streets.

(Not... that everybody dances...)

The house where I live is very small.

(Not... The house that I live is very small.)

But that... in can mean the same as where.

The house that I live in is very small.

That can be used instead of where and when in a few special cases (e.g. after place, day); for details, see 477.3.

I'll always remember the day (that) I met you.

For conjunctions after prepositions, see 441.

For now as a conjunction, see 383. For once, see 390. For the moment and immediately, see 267.

144 contractions

1 general rules

Forms like I've, don't are called ‘contractions’. There are two kinds.

noun/pronoun/etc + (auxiliary) verb + not

I'm tired.

They aren't ready.

Do you know when you'll arrive?

You won't be late, will you?

I've no idea.

I haven't seen him for ages.

She'd like to talk to you.

Can't you swim?

Here's our bus.

Where's the station?

There's a problem.

Somebody's coming.

Contractions are formed with auxiliary verbs, and also with be and sometimes have when these are not auxiliary verbs.

The short form 's (= is/has) can be written after nouns, question words, here and now as well as pronouns and unstressed there. The short forms 'll, 'd and 're are commonly written after pronouns and unstressed there, but in other cases we more often write the full forms (especially in British English), even if the words would be contracted in pronunciation.

'Your mother will (ɪmˈðɔrəl) be surprised', she said.

I wondered what had (ɪwˈwɔrdəd) happened.

Contractions are not usually written with double subjects.

John and I have decided to split up. (NOT John and I'd decided...)

The apostrophe (') goes in the same place as the letters that we leave out: has not = hasn't (NOT has'n't). But note that shan't (= shall not) and won't (= will not) only have one apostrophe each.

Contractions are common and correct in informal writing: they represent the pronunciation of informal speech. They are not generally used in a formal style.
2 alternative contractions

Some negative expressions can have two possible contractions. For she had not we can say she’d not or she hadn’t; for he will not we can say he’ll not or he won’t. The two negative forms of be (e.g. she isn’t and she’s not) are both common; with other verbs, forms with n’t (e.g. she hadn’t) are more common in most cases in standard southern British English and in American English. (Forms with not – e.g. she’d not – tend to be more common in northern and Scottish English.)

Double contractions are not normally written: she’s not is impossible.

3 stress

Contractions in the first group (noun/pronoun/question word + auxiliary verb) are never stressed. When an auxiliary verb is stressed (for example at the end of a clause), a contraction is not possible. Compare:

- I’m late.
- I’ve forgotten.

Yes, you are. (NOT Yes, you’re.)
Yes, you have. (NOT Yes, you’ve.)

However, negative contractions can be stressed, and we can use them at the ends of clauses.

They really aren’t.
No, I haven’t.

4 list of contractions

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>/aɪm/</td>
<td>I am</td>
</tr>
<tr>
<td>I’ve</td>
<td>/aɪv/</td>
<td>I have</td>
</tr>
<tr>
<td>I’ll</td>
<td>/aɪl/</td>
<td>I will</td>
</tr>
<tr>
<td>I’d</td>
<td>/aɪd/</td>
<td>I had/ would</td>
</tr>
<tr>
<td>you’re</td>
<td>/ju:(r)/</td>
<td>you are</td>
</tr>
<tr>
<td>you’ve</td>
<td>/ju:v/</td>
<td>you have</td>
</tr>
<tr>
<td>you’ll</td>
<td>/ju:l/</td>
<td>you will</td>
</tr>
<tr>
<td>you’d</td>
<td>/ju:d/</td>
<td>you had/ would</td>
</tr>
<tr>
<td>he’s</td>
<td>/hiːz/</td>
<td>he is/ has</td>
</tr>
<tr>
<td>he’ll</td>
<td>/hiːl, hɪl/</td>
<td>he will</td>
</tr>
<tr>
<td>he’d</td>
<td>/hiːd/</td>
<td>he had/ would</td>
</tr>
<tr>
<td>she’s</td>
<td>/ʃiːz/</td>
<td>she is/ has</td>
</tr>
<tr>
<td>she’ll</td>
<td>/ʃiːl, ʃɪl/</td>
<td>she will</td>
</tr>
<tr>
<td>she’d</td>
<td>/ʃiːd/</td>
<td>she had/ would</td>
</tr>
<tr>
<td>it’s¹</td>
<td>/ɪts/</td>
<td>it is/ has</td>
</tr>
<tr>
<td>it’d (uncommon)</td>
<td>/ɪtəd/</td>
<td>it had/ would</td>
</tr>
<tr>
<td>we’re</td>
<td>/wiə(r)/</td>
<td>we are</td>
</tr>
<tr>
<td>we’ve</td>
<td>/wi:v/</td>
<td>we have</td>
</tr>
<tr>
<td>we’ll</td>
<td>/wiːl, wil/</td>
<td>we will</td>
</tr>
<tr>
<td>we’d</td>
<td>/wiːd/</td>
<td>we had/ would</td>
</tr>
<tr>
<td>Contraction</td>
<td>Pronunciation</td>
<td>Meaning</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>they're</td>
<td>/ðeə(r)/</td>
<td>they are</td>
</tr>
<tr>
<td>they've</td>
<td>/ðeiv/</td>
<td>they have</td>
</tr>
<tr>
<td>they'll</td>
<td>/ðel, ðel/</td>
<td>they will</td>
</tr>
<tr>
<td>they'd</td>
<td>/ðed/</td>
<td>they had/ would</td>
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<tr>
<td>there's</td>
<td>/ðzəz/</td>
<td>there is/ has</td>
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<tr>
<td>there'll</td>
<td>/ðəl/</td>
<td>there will</td>
</tr>
<tr>
<td>there'd</td>
<td>/ðəd/</td>
<td>there had/ would</td>
</tr>
<tr>
<td>aren't ²</td>
<td>/a:nt/</td>
<td>are not</td>
</tr>
<tr>
<td>can't ³</td>
<td>/kənt/</td>
<td>cannot</td>
</tr>
<tr>
<td>couldn't</td>
<td>/kudnt/</td>
<td>could not</td>
</tr>
<tr>
<td>daren't ⁴</td>
<td>/deənt/</td>
<td>dare not</td>
</tr>
<tr>
<td>didn't</td>
<td>/di:nt/</td>
<td>did not</td>
</tr>
<tr>
<td>doesn't</td>
<td>/da:znt/</td>
<td>does not</td>
</tr>
<tr>
<td>don't</td>
<td>/daənt/</td>
<td>do not</td>
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<tr>
<td>hadn't</td>
<td>/hædnt/</td>
<td>had not</td>
</tr>
<tr>
<td>hasn't</td>
<td>/hæznt/</td>
<td>has not</td>
</tr>
<tr>
<td>haven't</td>
<td>/hævnt/</td>
<td>have not</td>
</tr>
<tr>
<td>isn't</td>
<td>/iznt/</td>
<td>is not</td>
</tr>
<tr>
<td>mightn't</td>
<td>/maitnt/</td>
<td>might not</td>
</tr>
<tr>
<td>mustn't</td>
<td>/ma:nt/</td>
<td>must not</td>
</tr>
<tr>
<td>needn't</td>
<td>/ni:dnt/</td>
<td>need not</td>
</tr>
<tr>
<td>oughtn't</td>
<td>/ɔ:nt/</td>
<td>ought not</td>
</tr>
<tr>
<td>shan't ⁴</td>
<td>/ʃa:nt/</td>
<td>shall not</td>
</tr>
<tr>
<td>shouldn't</td>
<td>/ʃu:dnt/</td>
<td>should not</td>
</tr>
<tr>
<td>usedn't ⁴</td>
<td>/ju:znt/</td>
<td>used not</td>
</tr>
<tr>
<td>wasn't</td>
<td>/wa:znt/</td>
<td>was not</td>
</tr>
<tr>
<td>weren't</td>
<td>/wə:znt/</td>
<td>were not</td>
</tr>
<tr>
<td>won't</td>
<td>/wəʊnt/</td>
<td>will not</td>
</tr>
<tr>
<td>wouldn't</td>
<td>/wʊdnt/</td>
<td>would not</td>
</tr>
</tbody>
</table>

Notes

1. Do not confuse it's (= it is/has) and its (possessive).

2. Am not is only normally contracted in questions, to aren't (GB) (/a:nt/).
   Im late, aren't I?

3. Note the difference in pronunciation of can’t in British English (/kənt/) and American English (/kænt/).

4. Daren’t, shan’t and usedn’t are not often used in American English.

5. In non-standard English, ain’t (pronounced /eənt/ or /eənt/) is used as a contraction of am not, are not, is not, have not and has not.
   I ain’t going to tell him. Don’t talk to me like that – you ain’t my boss.
   It’s raining. No it ain’t. I ain’t got no more cigarettes.
   Bill ain’t been here for days.

6. For the contraction let’s, see 315.

7. May not is not normally contracted: mayn’t is very rare.
145 contrary

1 on the contrary and on the other hand

In modern English on the contrary is used to contradict – to say that what has been said is not true. If we want to give the other side of a question, we use on the other hand, not on the contrary. Compare:

‘I suppose the job wasn’t very interesting?’ *On the contrary, it was fascinating. I loved it.*

The job wasn’t very interesting, but on the other hand it was well paid.

(Not ... on the contrary, it was well paid.)

2 contrary and opposite

We usually use opposite, not contrary, to talk about contrasting pairs of words.

‘Short’ is the opposite of ‘tall’, and also of ‘long’.

(Not ... the contrary of ‘tall’ ...)

For more information about opposite, see 397.

146 control

The word control is a ‘false friend’ for people who speak many languages of European origin. In English, control generally means manage, direct, not check or inspect. Compare:

– The crowd was too big for the police to control. (= ... to keep in order.)
  The police were checking everybody’s papers.
  (Not ... controlling everybody’s papers.)

– I found the car difficult to control at high speeds.
  I took the car to the garage and asked them to have a look at the steering.
  (Not ... to control the steering.)

Note, however, that the noun control is used with the meaning of ‘inspection point’ in expressions like passport/customs control.

147 copular verbs

1 common copular verbs

We use a special kind of verb to join an adjective or noun complement to a subject. These verbs can be called ‘copulas’ or ‘copular verbs’. Common copular verbs are: be, seem, appear, look, sound, smell, taste, feel, become, get.

The weather is horrible. I do feel a fool.
That car looks fast. She became a racehorse trainer.
The stew smells good. It’s getting late.

2 adjectives after copular verbs

After copular verbs we use adjectives, not adverbs. Compare:

*He spoke intelligently.* (Intelligently is an adverb. It tells you about how the person spoke.)

*He looks intelligent.* (Intelligent is an adjective in predicative position (see 15). It tells you about the person himself – rather like saying *He is intelligent.* Look is a copular verb.)
3 other uses

Note that some of these verbs are also used with other meanings as ordinary non-copular verbs. They are then used with adverbs, not adjectives.

Compare:

The problem appeared impossible. (NOT ...impossibly.)
Isabel suddenly appeared in the doorway. (NOT ...sudden...) 

Other verbs used in two ways like this are look (see 324), taste (see 552) and feel (see 208).

4 change

Some copular verbs are used to talk about change, or the absence of change. The most common are: become, get, grow, go, turn, stay, remain, keep.

It’s becoming colder.  How does she stay so young?
It’s getting colder.        I hope you will always remain so happy.
It’s growing colder.       Keep calm.
The leaves are going brown.
The leaves are turning brown.

For the differences between these verbs, see 129.

5 other verbs followed by adjectives

Sometimes other verbs, too, can be followed by adjectives. This happens when we are really describing the subject of the sentence, and not the action of the verb. It is common in descriptions with sit, stand, lie, fall.

The valley lay quiet and peaceful in the sun.
She sat motionless, waiting for their decision.
He fell unconscious on the floor. (NOT ...unconsciously...)

Adjectives can also be used in the structure verb + object + adjective, in order to describe the object of the verb.

New SUPER GUB washes clothes SUPER WHITE. (NOT ...WHITELY...) 
He pulled his belt tight and started off. (NOT ...tightly...)

See also the entries for particular copular verbs.
For more about verb complementation, see 579.

148 countable and uncountable nouns

1 the difference between countable and uncountable nouns

Countable nouns are the names of separate objects, people, ideas etc which can be counted. We can use numbers and the article a/an with countable nouns; they have plurals.

a cat          a newspaper
three cats     two newspapers

Uncountable (or ‘mass’) nouns are the names of materials, liquids, abstract qualities, collections and other things which we see as masses without clear boundaries, and not as separate objects. We cannot use numbers with uncountable nouns, and most are singular with no plurals. (For plural
uncountable nouns, see paragraph 7 below.) We do not normally use a/an with uncountable nouns, though there are some exceptions (see paragraph 6 below).

- *water* (not a water, two waters)
- *wool* (not a wool, two wools)
- *weather* (not a weather, two weather)

Some determiners (see 157) can only be used with countable nouns (e.g. *many, few*); others can only be used with uncountables (e.g. *much, little*). Compare:

> *How many hours do you work?*
> *How much money do you earn?*

Note that not all nouns are either simply countable or simply uncountable. Many nouns have both countable and uncountable uses, sometimes with a difference of meaning. The following rules will help, but to know exactly how a particular noun can be used, it is necessary to check in a good dictionary.

### 2. problem cases

Usually it is easy to see whether a noun is countable or uncountable. Obviously *house* is normally a countable noun, and *sand* is not. But sometimes things are not so clear. For instance, *travel* and *journey* have very similar meanings, but *travel* is normally uncountable (it means ‘travelling in general’, and we do not talk about ‘a travel’), while *journey* is countable (a *journey* is one movement from one place to another). And many things can be seen both as a collection of separate elements and as a mass; some names for things of this kind are countable, while others are uncountable. Compare:

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>bean(s), pea(s), grape(s), lentil(s), fact(s)</em></td>
<td><em>rice, spaghetti, macaroni</em> (and other pasta foods), <em>sugar, salt, wheat, news</em></td>
</tr>
</tbody>
</table>

### 3. English and other languages

Not all languages treat things in the same way. For example, *hair* can be uncountable in English, but is plural countable in many languages; *grapes* is a plural countable word in English, but uncountable in some other languages. Here is a list of some common words which are usually uncountable in English, but which have countable equivalents in some other languages. Corresponding countable expressions are also given.

<table>
<thead>
<tr>
<th>Uncountable</th>
<th>Countable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>accommodation</em></td>
<td>a place to live (not an accommodation)</td>
</tr>
<tr>
<td><em>advice</em></td>
<td>a piece of advice (not an advice)</td>
</tr>
<tr>
<td><em>baggage</em></td>
<td>a piece of baggage; a case/trunk/bag</td>
</tr>
<tr>
<td><em>bread</em></td>
<td>a piece of bread; a loaf; a roll</td>
</tr>
<tr>
<td><em>chess</em></td>
<td>a game of chess</td>
</tr>
<tr>
<td><em>chewing gum</em></td>
<td>a piece of chewing gum</td>
</tr>
<tr>
<td><em>equipment</em></td>
<td>a piece of equipment; a tool etc</td>
</tr>
<tr>
<td><em>furniture</em></td>
<td>a piece/article of furniture</td>
</tr>
<tr>
<td><em>grass</em></td>
<td>a blade of grass</td>
</tr>
<tr>
<td><em>information</em></td>
<td>a piece of information</td>
</tr>
<tr>
<td><em>knowledge</em></td>
<td>a fact</td>
</tr>
</tbody>
</table>
Uncountable | Countable
---|---
lightning | a flash of lightning
luck | a bit/stroke of luck
luggage | a piece of luggage; a case/trunk/bag
money | a note; a coin; a sum
news | a piece of news
permission | —
poetry | a poem
progress | a step forward
publicity | an advertisement
research | a piece of research
rubbish | a piece of rubbish
spaghetti | a piece of spaghetti
thunder | a clap of thunder
traffic | —
travel | a journey/trip
work | a job; a piece of work

Note that when uncountable English words are borrowed by other languages, they may change into countable words with different meanings (for example French parking means ‘car park’, not ‘parking’).

**illnesses**

The names of illnesses are usually uncountable in English, including those ending in -s.

*If you’ve already had measles, you can’t get it again.*

*There’s a lot of flu around at the moment.*

The words for some minor ailments are countable: e.g. *a cold, a sore throat, a headache.* However, *toothache, earache, stomach-ache* and *backache* are more often uncountable in British English. In American English, these words are generally countable if they refer to particular attacks of pain. Compare:

*Love isn’t as bad as toothache.* (GB)

*Love isn’t as bad as a toothache.* (US)

**mixed uses**

Many nouns have both countable and uncountable uses, with some difference of meaning. Words for materials are uncountable, but we can often use the same word as a countable noun to refer to something made of the material. Compare:

- *I’d like some typing paper.*
  *I’m going out to buy a paper (= a newspaper)*
- *The window’s made of unbreakable glass.*
  *Would you like a glass of water?*
- *Have you got any coffee?*
  *Could I have two coffees? (= cups of coffee)*

And normally uncountable nouns can often be used as countables if we are talking about different kinds of material, liquid etc.

*Not all washing powders are kind to your hands.*

*The 1961 wines were among the best this century.*
Many abstract nouns can have both uncountable and countable uses, corresponding to more ‘general’ and more ‘particular’ meanings. Compare:

- Don’t hurry – there’s plenty of time.
  Have a good time.
- She hasn’t got enough experience for the job.
  I had a really strange experience last week.
- It’s hard to feel pity for people like that.
  It’s a pity it’s raining.

Singular countable nouns are sometimes used as uncountables (e.g. with much, enough, plenty of or a lot of), in order to express the idea of amount.

  I’ve got too much nose and not enough chin.
  If you buy a Volvo you get plenty of car for your money.
  We’ve got enough paint for about 20 square feet of wall.

Some countable abstract nouns can be used uncountably after little, much and other determiners. Common examples are difference, point, reason, idea, change, difficulty, chance and question.

  There isn’t much difference between ‘begin’ and ‘start’.
  I don’t think there’s much point in arguing about it.
  We have little reason to expect prices to fall.
  I haven’t got much idea of her plans.
  There isn’t any change in his condition.
  They experienced little difficulty in stealing the painting.
  Do you think we have much chance of catching the train?
  There’s some question of our getting a new Managing Director.

Note the expression have difficulty (in) ...ing.

  I have difficulty (in) remembering faces. (NOT I have difficulties ...)

A few uncountable nouns have plural uses in fixed expressions.

  He goes running in all weathers.
  Did you meet anybody exciting on your travels?
  Gulliver’s Travels (novel by Jonathan Swift)

6 a/an with uncountable nouns

With certain uncountable nouns – especially nouns referring to human emotions and mental activity – we have to use a/an when we are limiting their meaning in some way.

  We need a secretary with a first-class knowledge of German.
  (NOT ... with first-class knowledge of German.)
  She has always had a deep distrust of strangers.
  That child shows a surprising understanding of adult behaviour.
  My parents wanted me to have a good education.
  (NOT ... to have good education.)

Note that these nouns cannot normally be used in the plural, and that most uncountable nouns cannot be used with a/an at all.

  My father enjoys very good health. (NOT ... a very good health.)
  We’re having terrible weather. (NOT ... a terrible weather.)
  He speaks excellent English. (NOT ... an excellent English.)
  It’s interesting work. (NOT ... an interesting work.)
7 plural uncountables

Some uncountable nouns are plural. They have no singular forms with the same meaning, and cannot be used with numbers. Common examples are groceries, arms, remains, goods, customs (at a frontier), clothes, thanks, regards, police.

I’ve bought the groceries. (But not ... a grocery, or ... three groceries.)
Many thanks for your help. (But not Much thank ...)

Other plural uncountables include trousers, jeans, pyjamas, pants, scissors, spectacles, glasses (meaning spectacles), and the expressions the British, the Dutch, the English, the French, the Irish, the Spanish and the Welsh.

I need some new jeans. (Not ... a new jean.)
In 1581 the Dutch declared their independence from Spain.

For more information on the use of articles with countable and uncountable nouns, see 64.

149 country

1 countable use

Scotland is a cold country. France is the country I know best.
How many countries are there in Europe?

2 uncountable use

Country (uncountable) = ‘open land without many buildings’.
I like wild country best.

With this meaning, we cannot say a country or countries.

My parents live in nice country near Belfast. (Not ... in a nice country ...)
The expression the country (the opposite of the town) is very common.

We live in the country just outside Manchester.
Would you rather live in the town or the country?

For similar general expressions with the, see 68.3a.
For information about countable and uncountable nouns, see 148.

150 dare

1 structures

Dare can be used in two ways:

a as an ordinary verb, followed by the infinitive with to

He’s a man who dares to say what he thinks.
She didn’t dare to tell him what had happened.

b as a modal auxiliary verb (see 344–345).

Dare she tell him?
I dare not say what I think. (Question and negative without do;
third person without -s;
following infinitive without to.)
In modern English, *dare* is not a very common verb. In an informal style, people generally use other expressions to express the same meaning.

_He's not afraid to say what he thinks._

2 **dare as an ordinary verb**

When *dare* is used, it is usually as an ordinary verb, not a modal auxiliary. It is most common in negative sentences.

_She doesn't dare to go out at night._
_The old lady didn't dare to open the door._
The expressions *You dare!* (GB) and *Don't you dare!* are sometimes used to discourage people from doing unwanted things.

_'Mummy, can I draw a picture on the wall?' *You dare!*'

3 **dare as a modal auxiliary**

Modal auxiliary forms are common in a few present-tense uses. For instance, British people quite often use *daren't* to say that somebody is afraid to do something at the moment of speaking.

_I daren't look._

_How dare you?_ is sometimes used as an indignant exclamation.

_How dare you? Take your hands off me at once!_  
And *I dare say* (sometimes written *I daresay*) is used in British English to mean 'I think probably', 'I suppose'.

_I daresay it'll rain soon. _ I daresay you're ready for a drink._

4 **mixed structures**

Occasionally mixed ordinary/modal structures are found.

_Do you dare put your mind to the test?* (advertisement)  
He didn't dare open his eyes. _ The bank dares not try to call in its debts._

5 **dare + object + infinitive**

Children use the expression *I dare you + infinitive* to challenge each other to do frightening things.

_I dare you to run across the road with your eyes shut._

*Need* can also be used both as an ordinary verb and as a modal auxiliary. See 357

151 **dates**

1 **writing**

In Britain, the commonest way to write the day's date is as follows. Note that the names of months always begin with capital letters.

_30 March 1995 _ 27 July 1996_

The last two letters of the number word (*st, nd, rd* or *th*) are sometimes added. Some people write a comma before the year, but this is no longer very common in Britain except when the date comes inside a sentence.

_30th March (,) 1995 _ He was born in Hawick on 14 December, 1942._

page 141
The date may be written entirely in figures.
30/3/95 30-3-95 30.3.95

In the USA it is common to write the month first and to put a comma before the year.
March 30, 1995

All-figure dates are written differently in Britain and America, since British people put the day first while Americans generally start with the month. So for example, 6.4.94 means ‘6 April 1994’ in Britain, but ‘June 4, 1994’ in the USA.

The longer names of the months are often abbreviated as follows:
Jan Feb Mar Apr Aug Sept Oct Nov Dec

The names of decades (e.g. the nineteen sixties) can be written like this:
the 1960s.

For the position of dates in letters, see 317.
For full stops in abbreviations, see 2.
For words that are written with initial capital letters, see 529.

2 speaking
30 March 1993 = ‘March the thirtieth, nineteen ninety-three’
   (US ‘March (the) thirtieth . . .’)
   or ‘the thirtieth of March, nineteen ninety-three’
1200 = ‘twelve hundred’
1305 = ‘thirteen hundred and five’ or ‘thirteen O (/au/) five’
1498 = ‘fourteen (hundred and) ninety-eight’
1910 = ‘nineteen (hundred and) ten’
1946 = ‘nineteen (hundred and) forty-six’
2000 = ‘two thousand’
2005 = ‘two thousand and five’

To announce the date, It’s is used.
It’s April the first.

To ask about dates, we can say for instance:
What’s the date (today)?
What date is your birthday?

3 BC and AD

To distinguish between dates before and after the birth of Christ, we use the abbreviations BC (= ‘Before Christ’) and AD (= ‘Anno Domini’ – Latin for ‘in the year of the Lord’). BC follows the date; AD can come before or after it.
Julius Caesar first came to Britain in 55 BC.
The emperor Trajan was born in AD 53/53 AD.

152 dead and died

Dead is an adjective.
a dead man
Mrs McGinty is dead.
That idea has been dead for years.
Died is the past tense and past participle of the verb die.  Shakespeare died in 1616. (not Shakespeare dead) She died in car crash. (not She is dead) So far 50 people have died in the fighting. Note the spelling of the present participle dying (see 534).

For expressions like the dead (= ‘dead people’), see 18.

153 degree (1): modification of adjectives and adverbs

1 gradable and non-gradable

Some adjectives and adverbs refer to qualities which are gradable – we can have more or less of them. For example, people can be more or less interesting or old; jobs can be more or less difficult; cars can go more or less fast. Other adjectives and adverbs refer to non-gradable qualities – we do not usually say that things are more or less perfect, impossible or dead.

2 gradable adjectives and adverbs

To add the idea of degree – ‘how much’ – to gradable adjectives and adverbs, we can use words and expressions like too, as, so, enough, extremely, very, rather, pretty, quite (British English), fairly, a little, a bit (informal), not very, not at all, how.

The water’s too cold. I’m extremely grateful to you.
It’s going to be very cold. You look rather unhappy.
You’re driving a bit fast, aren’t you?
I wasn’t at all enthusiastic about the idea.
I can’t tell you how pleased I am about the result.
How well do you speak Russian?

A little and a bit are mostly used before adjectives and adverbs that express negative ideas.

I thought the house was a little small.
You’re looking a bit tired. (but not You’re looking a bit happy.)
A little and a bit are not used with adjectives in attributive position (= before nouns – see 15).

I had a rather unpleasant experience.
(but not I had an a bit unpleasant experience.)

Note that enough follows its adjective.

He’s not tall enough to be a policeman. (not He’s not enough tall . . .)
Indeed can be used for emphasis after very + adjective/adverb. It cannot normally be used without very.

It’s going to be very cold indeed. (but not It’s going to be cold indeed.)
Most is sometimes used (with the same meaning as very) before adjectives in a formal style.

That’s most kind of you.

For more information about enough, see 193.
For word order when quite and rather are used with article + adjective + noun, see 467 – 468.
3 not very

Not very expresses quite a low degree.

It’s not very warm – you’d better take a coat.

That meal wasn’t very expensive. (= … quite cheap.)

Note that little cannot be used in this sense.

He’s not very imaginative. (But not He’s little imaginative.)

4 very, too, so, as and how without much

These words are normally used without much before adjectives and adverbs.

The situation is very serious. (Not … very much serious.)

I’m very worried about Angela. (Not … very much worried…)

You’re too kind. (Not …You’re too much kind.)

I came as quickly as I could. (Not … as much quickly…)

I don’t care how expensive it is. (Not … how much expensive…)

However, very much, too much, so much etc are used before comparatives (see paragraph 6 below), and often before afraid (especially when I’m afraid means I’m sorry to tell you).

I’m very much afraid that I can’t come tomorrow.

Very much etc can be used before some participles that are used as adjectives. For details, see 405.4.

She was very (much) annoyed to find Jake in her room.

Before adjective + noun, we normally use such, not so. For details, see 544.

Compare:

It’s so cold.

It’s such a cold day.

For more about so, see 513

For the use of too, so, as and how before adjective + article + noun (e.g. so cold a day), see 16

5 special combinations

Some adjectives are commonly used with particular modifiers. For example, as well as very reliable we can say highly reliable, but we cannot say highly old; grossly unfair is possible, but not grossly hot. A good dictionary will give information about the most common combinations.

6 comparatives

Different modifiers are used for comparatives. Compare:

– It’s very cold. (Not It’s (very) much cold.)

It’s (very) much colder than yesterday. (Not It’s very colder than yesterday.)

– The book’s quite interesting.

The book’s a lot more interesting than his last one.

(Not … quite more interesting.)

For full details of the modification of comparatives and superlatives, see 139.
7 non-gradable adjectives and adverbs

With non-gradable words, certain modifiers are used to stress the idea of completeness or to emphasise the meaning of the adjective or adverb.

*I'm completely exhausted.*  *The talk was absolutely brilliant.*
*He played really superbly.*
*Two minutes ago he was fast asleep, now he's wide awake.*
*Quite* is used with non-gradable words to mean ‘completely’.
*The soup’s not quite ready.*

See also the individual entries on *too, enough, quite* etc.

154 degree (2): modification of nouns

1 gradable nouns

Some nouns can be used gradably in descriptions, rather like adjectives.

*She’s a great nuisance.* (= *She’s very annoying.*)
*The meeting was a relative success.* (= *... relatively successful.*)

2 quite/rather a . . .

Singular countable gradable nouns can be modified by *quite* or *rather* before the article.

*She’s quite/rather a nuisance.*  *It was quite/rather a success.*

Note that this structure is not possible with uncountable or plural nouns. We would not say, for example, *It was quite luxury* or *They’re rather fools.*

For more information about *quite*, see 467. For *rather*, see 468.

3 quantifiers with of

Another way of modifying a description is to use a quantifier with *of* before a singular countable noun.

*How much of a mathematician are you?*
*He's very much of a family man.*
*Between ourselves, I think she's a bit of a fool.*
*It was more of a meeting than a party.*
*She's less of a scientist than a technologist.*
*It's not much of a place, but it's home.*

*A lot* is not used in this structure.

*She's very much of an intellectual.*
*(But not *She's a lot of an intellectual.*)*

This structure, too, is only used with singular countable nouns. One could not say *How much of mathematicians are they?*

For more information about the use of quantifiers, see the entries on individual words.

4 such

*Such* (see 543) can emphasise gradable nouns. It can be used with singular and plural countables and with uncountables.

*You've been such a help!*  *They're such idiots!*  *Don't talk such nonsense!*

For *such + adjective + noun*, see 543.3, 544.1.
5 quite with non-gradables

Quite (but not rather) can be used with singular countable non-gradable nouns to express the idea that something is remarkable or impressive.

She’s quite a girl! It was quite a journey!
That’s quite a car! We had quite a thunderstorm last night!

155 degree (3): modification of verbs

1 gradable verbs

Some verbs are ‘gradable’ – they refer to things that can happen more or less completely, fully, strongly etc. Various degree adverbs can be used with verbs of this kind. Examples:

I entirely agree. I didn’t at all want this to happen.
She very much dislikes fish. This weather kind of gets on my nerves.
The boss quite enjoyed the party. She’s grown a lot since I last saw her.
   He half believed her story. His letter annoyed me a great deal.

Certain degree adverbs generally go together with certain verbs. For example, we can say I fully understand, but not I fully like, I rather like, but not I rather understand; I firmly believe, but not I firmly think. A good dictionary will give information about the most common combinations.

In a formal style, much can be used without very before certain verbs in mid-position (e.g. I much admire, we much regret), but not before all verbs in affirmative clauses (I much like is very unnatural). In end position, much is not used without very in affirmative clauses.

I like your new dress very much. (but not I like your new dress much.)

For more about the use of much, see 348.

2 questions

Questions about degree are asked with how much.

How much do you want a Christmas holiday?
But how is used with adjectives.

How old are your parents?
And how much of a is used before singular countable nouns.

How much of a job would it be to rebuild the garage?

3 word order

Quite, half, kind of and sort of usually go in mid-position (see examples above). Many other common degree adverbs can go either in mid-position or at the end of a clause. Longer and less common expressions usually go at the end. Adverbs do not normally go between a verb and its object.

I very much like skiing. or I like skiing very much.
   (not I like very much skiing.)
We enjoyed the party enormously.
   (not We enjoyed enormously the party.)

For more details of the position of adverbs, see 22–23.
156 degree (4): modification of other words

1 prepositions and particles

Before prepositions and adverb particles referring to place and movement, we often use right to mean ‘completely’ or ‘exactly’.

I hit the target right in the middle.
We drove right up to Washington in two days.

For the difference between prepositions and adverb particles, see 19.

2 quantifiers

Much, many, little and few can be modified by too, so, as, very, rather and how. (Very much and very many are mostly used in questions and negatives; see 348.)

There’s too much noise.
How many people do you need to help you?
We’ve got very little time left.
We met rather few people who spoke English.
A lot can be modified by quite and rather.
His firm does quite a lot of business in Egypt.
You made rather a lot of mistakes.
Quite a few is used with a similar meaning to ‘rather a lot’.
He speaks quite a few languages.
Too much/many/little/few can be modified by much, far and rather, but not by quite.

We bought much too much meat.
There are far too many weapons in the world.
I’ve been on rather too many planes and trains recently.

(NOT ... quite too-many ...)

Enough can be modified by quite (meaning ‘fully’).
You’ve had quite enough to drink.

For modification of more and less, see 139.
For more information about much, many, few, little, quite, rather and enough, see the entries for these words.

157 determiners

1 What are determiners?

Determiners are words like the, a, my, this, some, either, every, enough, several. Determiners come at the beginning of noun phrases, but they are not adjectives.

the moon ☐ this house ☐ every week
☐ a nice day ☐ some problems ☐ enough trouble
☐ my fat old cat ☐ either arm ☐ several young students

There are two main groups of determiners.

}
2 **Group A determiners**

These help to identify things – to say whether they are known or unknown to the hearer, which one(s) the speaker is talking about, whether the speaker is thinking of particular examples or speaking in general, etc.

**articles:** a/an, the

**possessives:** my, your, his, her, its, our, your, their, one’s, whose

**demonstratives:** this, these, that, those

We cannot put two Group A determiners together. We can say the house, my house or this house, but not the my house, the this house, this my house or my this house. In order to put together the meanings of possessive and article/demonstrative, we have to use the structure *a*/*this* . . . of mine/your etc (see 434).

Nouns with possessive *’s* can be used like determiners (e.g. Britain’s weather).

For articles, see 62–69.

For possessives, see 433.

For demonstratives, see 565.

For articles with **noun + possessive *’s**, see 432.

3 **Group B determiners**

Most of these are ‘quantifiers’: they say how much or how many we are talking about.

**some, any, no**

**each, every, either, neither**

**much, many, more, most; (a) little, less, least; a few, fewer, fewest; enough; several**

**all, both, half**

**what, whatever, which, whichever**

**one, two, three etc; other**

Some Group B determiners are used with singular nouns (e.g. each), some with plurals (e.g. many), some with uncountables (e.g. much), and some with more than one kind of noun (e.g. which).

We can put two Group B determiners together if the combination makes sense.

*We meet every few days.*

*I’ve read all six novels by Jane Austen.*

*Have you got any more coffee?*

For details of the use of Group B determiners, look up the sections on particular words.

4 **Group B + Group A: of with determiners**

Group B determiners can be used directly before nouns, without of.

*Have you got any sugar? (not . . . any of sugar)*

*Most people agree with me. (not Most of people . . .)*

But if we want to put a Group B determiner before a noun which has a Group A determiner (article, possessive or demonstrative), we have to use of.
Compare:
  - some people
  - some of the people
  - each child
  - each of my children
  - neither door
  - neither of these doors
  - most shops
  - most of the shops

Of can be used directly before a noun with no Group A determiner in a few cases. This happens with proper nouns such as place names, and sometimes with uncountable nouns that refer to the whole of a subject or activity.

Most of Wales was without electricity last night.
Much of philosophy is concerned with questions that have no answers.

No and every are not used before of; instead we use none and every one.

Compare:
  - no friends
  - none of my friends
  - every blouse
  - every one of these blouses

We can leave out of after all, both and half when they are followed by nouns (but not when they are followed by pronouns).

all (of) his ideas
both (of) my parents
half (of) her income

but all of us (not all us)

Note that when each, every, either and neither are used directly before nouns without of, the nouns are singular. Compare:

  - each tree
  - each of the trees
  - neither partner
  - neither of the partners

5 **determiner + of + pronoun**

Group B determiners can also be used with of before pronouns.

neither of them
which of us
most of you

6 **Group A + Group B**

Certain Group B determiners can be used after Group A determiners. They are many, most, little, least and few.

his many friends
these few poems
the least time
the most money
a little time
a few questions

For the difference between little and a little, and between few and a few, see 322.

7 **other determiners**

There are a few other determiners that do not fit into Groups A and B. They are other, such, what (in exclamations) and only. Other and only come after Group A determiners (another is written as one word); such and what come before the article a/an (see 544.1, 69.14).

my other sister
the only possibility

such a nice day
what a pity

静脉
Other and such can also come after some Group B determiners.

*many other problems*  
*most such requests*

For more information about other, see 53. For such, see 543. For only, see 394.

8 **determiners without nouns**

Nouns that have already been mentioned are often dropped after determiners.

‘Do you know Orwell’s books?’ ‘I haven’t read any.’
‘Have we got any tomatoes?’ ‘A few.’
‘Which chair do you want?’ ‘This will do.’

Plural determiners are sometimes used without nouns to refer to people in general. This is formal and generally rather old-fashioned.

*Many are called but few are chosen.* (The Bible)

*Some say one thing, some say another.*

OPEN MEETING NEXT TUESDAY EVENING. ALL (ARE) WELCOME

Possessives (except whose and his) have different forms when they are used without nouns: mine, yours, hers, ours, theirs (see 433). Compare:

That’s my coat. That’s mine.

Its and one’s are not used without nouns. (See 433.3.)

For others meaning ‘other people’, see 53.4. For all meaning everything, see 342

For expressions like a lot of, a heap of, the majority of, see 326

For more information about particular determiners, consult the entries for the individual words (see Index)

For singular and plural verbs after any, either, neither and none, see 509.5.

158 **different**

1 **modifiers**

*Different* is a little like a comparative (see 136, 139): unlike most adjectives, it can be modified by any and no, little and not much.

I hadn’t seen her for years, but she wasn’t any different.

‘How’s the patient, doctor?’ ‘No different.’

His ideas are little different from those of his friends.

The new school isn’t much different from the old one.

*Quite different* means ‘completely different’ (see 467.4).

I thought you’d be like your sister, but you’re quite different.

Unlike comparatives, different can also be modified by very.

She’s very different from her sister.

2 **prepositions**

*From* is generally used after different; many British people also use to. In American English, than is common.

American football is very different from/to soccer.

(US . . . different from/than soccer.)

Before a clause, different than is possible in British English.

The job’s different than I expected.

(O R . . . different from/to what I expected.)

For the difference between different and other, see 53.5.
159 **discourse markers**

*Discourse* means ‘pieces of language longer than a sentence’. Some words and expressions are used to show how discourse is constructed. They can show the connection between what a speaker is saying and what has already been said or what is going to be said; they can help to make clear the structure of what is being said; they can indicate what speakers think about what they are saying or what others have said. There are a very large number of these ‘discourse markers’, and it is impossible to give a complete list in a few pages. Here are a few of the most common examples. Some of these words and expressions have more than one use; for more information, look in a good dictionary. Some discourse markers are used mostly in informal speech or writing; others are more common in a formal style. Note that a discourse marker usually comes at the beginning of a clause.

1 **focusing and linking**

- with reference to; talking/speaking of/about; regarding; as regards; as far as . . . is concerned; as for

These expressions focus attention on what is going to be said, by announcing the subject in advance. Some of them also make a link with previous discourse, by referring back to what was said before.

*With reference to* is a very formal expression used mainly at the beginning of business letters.

*With reference to* your letter of 17 March, I am pleased to inform you that . . .

*Speaking/talking of/about* . . . is used to make a link with what has just been said. It can help a speaker to change the subject.

‘I saw Max and Lucy today. You know, sl e - ‘**Talking of** Max, did you know he’s going to Australia?’

*Regarding* can come at the beginning of a piece of discourse.

*Hello, John. Now look, regarding those sales figures - I really don’t think . . .*

*As regards and as far as . . . is concerned* usually announce a change of subject by the speaker/writer.

. . . *there are no problems about production. Now as regards marketing . . . about production. As far as marketing is concerned, I think the best thing is . . .*

People sometimes leave out *is concerned after as far as . . .* This is usually considered incorrect.

*As far as the new development plan, I think we ought to be very careful. As for often suggests lack of interest or dislike. I’ve invited Andy, Bob and Mark. As for Stephen, I don’t care if I never see him again in my life.*

2 **balancing contrasting points**

- on the other hand; while; whereas

These expressions are used to balance two facts or ideas that contrast, but do not contradict each other.

*Arranged marriages are common in many Middle Eastern countries. In the West, on the other hand, they are unusual.*
I like spending my holidays in the mountains, while/whereas my wife prefers the seaside. While and whereas can be put before the first of the contrasting points. While/Whereas some languages have 30 or more different vowel sounds, others have five or less.

For a comparison of on the other hand and on the contrary, see 145.

3 emphasising a contrast

- however; nevertheless; mind you; still; yet; in spite of this

However and nevertheless emphasise the fact that the second point contrasts with the first. Nevertheless is very formal.

Britain came last in the World Children’s Games again. However, we did have one success, with Annie Smith’s world record in the egg and spoon race.

Mind you (less formal) and still introduce the contrasting point as an afterthought.

I don’t like the job much. Mind you / Still, the money’s OK.

Yet, still and in spite of this can be used to suggest that something is surprising, in view of what was said before.

He says he’s a socialist, and yet he owns three houses and drives a Rolls. The train was an hour late. In spite of this, I managed to get to the meeting in time. (or ... I still managed to get ...)

For other meanings of yet, see 539.

4 similarity

- similarly; in the same way

These are most common in a formal style.

The roads are usually very crowded at the beginning of the holiday season. Similarly, there are often serious traffic jams at the end of the holidays. James Carter did everything he could to educate his children. In the same way, they in turn put a high value on their own children’s education.

5 concession and counter-argument

- concession: it is true; of course; certainly; if; may; stressed do
- counter-argument: however; even so; but; nevertheless; nonetheless; all the same; still

These expressions are used in a three-part structure: (1) the speaker/writer mentions facts that point in a certain direction; (2) it is agreed (the concession) that a particular contradictory fact points the other way; (3) but the speaker/writer dismisses this and returns to the original direction of argument.

... cannot agree with colonialism. It is true that the British may have done some good in India. Even so, colonialism is basically evil.

... incapable of lasting relationships with women. Certainly, several women loved him, and he was married twice. All the same, the women closest to him were invariably deeply unhappy.
Very few people understood Einstein’s theory. Of course, everybody had heard of him, and a fair number of people knew the word ‘relativity’.

But hardly anybody could tell you what he had actually said.

It was a successful party. The Scottish cousins, if a little surprised by the family’s behaviour, were nonetheless impressed by the friendly welcome they received.

I’m glad to have a place of my own. It’s true it’s a bit small and it’s a long way from the centre and it does need a lot of repairs done. Still, it’s home.

For other uses of still, see 539.
For other uses of of course, see 386.

6 contradicting

- on the contrary

On the contrary can be used to contradict a suggestion made by another speaker.

‘Interesting lecture?’ ‘On the contrary, it was a complete waste of time.’

The expression can also be used when a speaker/writer strengthens a negative statement which he/she has just made.

She did not allow the accident to discourage her. On the contrary, she began to work twice as hard.

For a comparison of on the contrary and on the other hand, see 145.

7 dismissal of previous discourse

anyway; anyhow; at any rate; at least

These expressions can be used to mean ‘What was said before doesn’t matter – the main point is as follows’.

I’m not sure what time I’ll arrive, maybe half past seven or a quarter to eight. Anyway/Anyhow/At any rate, I’ll certainly be there before eight o’clock.

What a terrible experience! Anyway/Anyhow/At any rate, you’re safe, that’s the main thing.

At least can suggest that one thing is certain or all right, even if everything else is unsatisfactory.

The car’s completely smashed up – I don’t know what we’re going to do. At least nobody was hurt.

Note that anyway is not the same as in any way, which means ‘by any method’.

Can I help you in any way?

8 change of subject

- by the way; incidentally; right; all right; now; OK

By the way and incidentally are used to introduce something one has just thought of that is not directly connected with the conversation.

I was talking to Phil yesterday. Oh, by the way, he sends you his regards. Well, he thinks . . .

Janet wants to talk to you about advertising. Incidentally, she’s lost a lot of weight. Anyway, it seems the budget . . .
These two expressions can also be used to change the subject completely.
‘Freddy’s had another crash.’ ‘Oh, yes? Poor old chap. By the way, have you heard from Joan recently?’
‘Lovely sunset.’ ‘Yes, isn’t it? Oh, incidentally, what happened to that bike I lent you?’

(All) right, now and OK are often used by teachers, lecturers and people giving instructions, to indicate that a new section of the discourse is starting.
Any questions? Right, let’s have a word about tomorrow’s arrangements.
Now, I’d like to say something about the exam . . .
Is that all clear? OK, now has anybody ever wondered why it’s impossible to tickle yourself? . . .

9 return to previous subject

as I was saying

This is used to return to an earlier subject after an interruption or a brief change of subject.
. . . on the roof – Jeremy, put the cat down, please. As I was saying, if Jack gets up on the roof and looks at the tiles . . .

10 structuring

first(ly), first of all, second(ly), third(ly) etc; lastly; finally; to begin with; to start with; in the first/second/third place; for one thing; for another thing

We use these to show the structure of what we are saying.
First(ly), we need somewhere to live. Second(ly), we need to find work. And third(ly) . . .
There are three reasons why I don’t want to dance with you. To start with, my feet hurt. For another thing, you can’t dance. And thirdly . . .

Note that firstly, secondly etc are more formal than first, second etc, and are more common in British than American English.

For at first, see 83.
For at last, see 210.

11 adding

moreover (very formal); furthermore (formal); in addition; as well as that; on top of that (informal); another thing is; what is more; besides; in any case

These expressions can be used to add information or arguments to what has already been said.
The Prime Minister is unwilling to admit that he can ever be mistaken.
Moreover, he is totally incapable . . .
The peasants are desperately short of food. In addition, they urgently need doctors and medical supplies.
She borrowed my bike and never gave it back. And as well as that / on top of that, she broke the lawnmower and then pretended she hadn’t.
Besides and in any case can add an extra, more conclusive fact or argument.
What are you trying to get a job as a secretary for? You’d never manage to work eight hours a day. Besides / In any case, you can’t type.

For besides as a preposition, see 101.
12 generalising

- on the whole; in general; in all/most/many/some cases; broadly speaking; by and large; to a great extent; to some extent; apart from . . .; except for . . .

These expressions say how far the speaker/writer thinks a generalisation is true.

On the whole, I had a happy childhood.
In general, we are satisfied with the work.
Broadly speaking, teachers are overworked and underpaid.
To a great extent, a person’s character is formed by the age of eight.
In most cases, people will be nice to you if you are nice to them.
Apart from and except for introduce exceptions to generalisations. (For more information, see 101.)
Apart from the starter, I thought the meal was excellent.
Except for Sally, they all seemed pretty sensible.

13 giving examples

- for instance; for example; e.g.; in particular

These expressions introduce particular examples to illustrate what has been said.

People often behave strangely when they’re abroad. Take Mrs Ellis, for example for instance . . .
In writing, the abbreviation e.g. (Latin exempli gratia), pronounced /iːˈdʒɪː/, is often used to mean ‘for example’.
Some common minerals, e.g. silica or olivine, . . .
In particular focuses on a special example.
We are not at all happy with the work you did on the new kitchen.
In particular, we consider that the quality of wood used for the cupboards . . .

14 logical consequence

- therefore (formal); as a result (formal); consequently (formal); so; then

These expressions show that what is said follows logically from what was said before.

She was therefore unable to avoid an unwelcome marriage.
So she had to get married to a man she didn’t like.
‘The last bus has gone.’ Then we’re going to have to walk.’
Therefore is used in logical, mathematical and scientific proofs.

Therefore $2x - 15 = 17y + 6$.
So is often used as a general-purpose connector, rather like and, in spoken narrative.

So anyway, this man came up to me and said ‘Have you got a light?’
So I told him no, I hadn’t. So he looked at me and . . .

For other uses of so, see 513–517.
15 making things clear; giving details

» I mean; actually; that is to say; in other words

We use I mean when we are going to make things clearer, or give more details.

It was a terrible evening. I mean, they all sat round and talked politics for hours.

Actually can introduce details, especially when these are unexpected.

Tommy’s really stupid. You know, he actually still believes in Father Christmas.

That is to say and in other words are used when the speaker/writer says something again in another way.

We cannot continue with the deal on this basis. That is to say / In other words, unless you can bring down the price we shall have to cancel the order.

For more information about I mean, see 339.
For more about actually, see below and 11.

16 softening and correcting

» I think; I feel; I reckon (informal); I guess (American); in my view/opinion (formal); apparently; so to speak; more or less; sort of (informal); kind of (informal); well; really; that is to say; at least; I’m afraid; I suppose; or rather; actually; I mean

I think/feel/reckon/guess and in my view/opinion are used to make opinions and statements sound less dogmatic – they suggest that the speaker is just giving a personal opinion, with which other people may disagree.

I think you ought to try again. I really feel she’s making a mistake.

I reckon/guess she just doesn’t respect you, Bill.

In my view/opinion, it would be better to postpone the decision until the autumn.

Apparently can be used to say that the speaker has got his/her information from somebody else (and perhaps does not guarantee that it is true).

Have you heard? Apparently Susie’s pregnant again.

So to speak, more or less and sort/kind of are used to show that one is not speaking very exactly, or to soften something which might upset other people. Well and really can also be used to soften.

I sort of think we ought to start going home, perhaps, really.

I kind of think it’s more or less a crime.

‘Do you like it?’ ‘Well, yes, it’s all right.’

That is to say and at least can be used to ‘back down’ from something too strong or definite that one has said.

I’m not working for you again. Well, that’s to say, not unless you put my wages up.

Ghosts don’t exist. At least, I’ve never seen one.

I’m afraid is apologetic: it can introduce a polite refusal, or bad news.

I’m afraid I can’t help you. I’m afraid I forgot to buy the stamps.

I suppose can be used to enquire politely about something (respectfully inviting an affirmative answer).

I suppose you’re very busy just at the moment?
It can also be used to suggest unwilling agreement.  
‘Can you help me for a minute?’ I suppose so.’
Or rather is used to correct oneself.
I’m seeing him in May – or rather early June.
I mean can be used to correct or soften.
Let’s meet next Monday – I mean Tuesday.
She’s not very nice. I mean, I know some people like her, but …

For more information about afraid, see 25.
For more information about sort of and kind of, see 526.
For actually in corrections, see paragraph 20 below and 11.
See also 161 for ‘distancing’ structures.

17 gaining time

let me see; let’s see; well; you know; I don’t know; I mean; kind of; sort of

Expressions of this kind (often called ‘fillers’) give the speaker time to think.
‘How much are you selling it for?’ ‘Well, let me see …’
‘Why did you do that?’ ‘Oh, well, you know. I don’t know, really, I mean, it just sort of seemed a good idea.’

18 showing one’s attitude to what one is saying

honestly; frankly; no doubt

Honestly can be used to claim that one is speaking sincerely.

Honestly, I never said a word to him about the money.
Both honestly and frankly can introduce critical remarks.

Honestly, John, why do you have to be so rude?
‘What do you think of my hair?’ ‘Frankly, dear, it’s a disaster.’
No doubt (see 370) suggests that the speaker / writer thinks something is probable, but does not know for certain himself / herself.

No doubt the Romans enjoyed telling jokes, just like us.

19 persuading

after all; look; look here; no doubt

After all suggests ‘this is a strong argument that you haven’t taken into consideration’. Look is more strongly persuasive.

I think we should let her go on holiday alone. After all, she is fifteen – she’s not a child any more.
You can’t go there tomorrow. Look, the trains aren’t running.
Look here is an angry exclamation meaning ‘You can’t say / do that!’

Look here! What are you doing with my suitcase?
No doubt can be used to persuade people politely to do things.

No doubt you’ll be paying your rent soon?

For more information about after all, see 28.

20 referring to the other person’s expectations

actually (especially GB); in fact; as a matter of fact; to tell the truth; well

These expressions are used when we show whether somebody’s expectations have been fulfilled or not. Actually can be used to say that …
somebody ‘guessed right’.

‘Did you enjoy your holiday?’ ‘Very much, actually.’

Actually, in fact and as a matter of fact can introduce additional information.

The weather was awful. Actually, the campsite got flooded and we had to come home.

‘Was the concert nice?’ ‘Yes, as a matter of fact it was terrific.’

‘Did you meet the Minister?’ ‘Yes, in fact, he asked us to lunch.’

All four expressions are used when we say that the hearer’s expectations were not fulfilled.

‘How was the holiday?’ ‘Well, actually, we didn’t go.’

‘How much were the carrots?’ ‘Well, in fact / to tell the truth, I forgot to buy them.’

‘I hope you passed the exam.’ ‘No, as a matter of fact, I didn’t.’

Actually is often used to introduce corrections.

‘Hello, John.’ ‘Actually, my name’s Philip.’

Well can soften corrections, suggesting ‘That’s nearly right’.

‘You live in Oxford, don’t you?’ ‘Well, near Oxford.’

After a new subject has been announced, well can suggest that something new or surprising is going to be said about it.

‘What did you think of her new boyfriend?’ ‘Well, I was a bit surprised …’

You know that house we were looking at? Well, you’ll never guess who’s bought it.

For more information about actually, see 11.

### 21 summing up

in conclusion; to sum up; briefly; in short

These expressions are most common in a formal style.

… In conclusion, then, we can see that Britain’s economic problems were mainly due to lack of industrial investment.

To sum up: most of the committee members supported the idea but a few were against it.

He’s lazy, he’s ignorant and he’s stupid. In short, he’s useless.

### 160 disinterested

Disinterested is used to say that a person has no reason to support one side or another in a disagreement or negotiation, because he/she will not get any advantage if one side wins.

I can’t give you disinterested advice, because I’m a colleague of your employer.

Disinterested is also commonly used to mean ‘uninterested’. Some people consider this incorrect.

I’m quite disinterested in politics.

### 161 distancing

Certain structures can be used to make a speaker’s requests, questions or statements seem less direct, more ‘distant’ from reality (and therefore more polite).
1 requests and statements as yes/no questions

We usually make requests less direct by putting them in the form of yes/no questions. This suggests that the hearer can choose whether to agree or not.

_Could you tell me the time, please_? (much more polite than _Please tell me the time_.)

Expressions of opinion can also be made less direct by turning them into questions. Compare:

_It would be better to paint it green._ (direct expression of opinion)
_Wouldn’t it be better to paint it green?_ (persuasive question – less direct)
_Would it be better to paint it green?_ (open question – very indirect)

2 distancing verb forms

We can make requests (and also questions, suggestions and statements) even less direct (and so more polite) by using verb forms that suggest ‘distance’ from the immediate present reality. Past tenses are often used to do this.

_How much did you want to spend, sir?_
(meaning ‘How much do you want to spend?’)

_How many days did you intend to stay?_
(meaning ‘… do you intend …’)

_I wondered if you were free this evening._

Progressive forms can be used in the same way. They sound more casual and less definite than simple forms, because they suggest something temporary and incomplete.

_I’m hoping you can lend me £10._ (less definite than _I hope …_)

_What time are you planning to arrive?_ (more casual-sounding than
_Please let us know what time you plan to arrive._)

_I’m looking forward to seeing you again._
_(more casual than _I look forward …_)_

_I’m afraid we must be going._

Past progressives give two levels of distancing.

_Good morning. I was wondering if you had two single rooms._

_Were you looking for anything special?_ (in a shop)

_I was thinking – what about borrowing Jake’s car?_

Another way to distance something is to displace it into the future. _Will need/have to_ can be used to soften instructions and orders.

_I’m afraid you’ll need to fill in this form._

_I’ll have to ask you to wait a minute._

And will is sometimes used to say how much money is owed.

_That will be £1.65, please._

Future progressive verbs are often used to enquire politely about people’s plans (see 225).

_Will you be going away at the weekend?_

3 would, could and might

The modal verbs _would, could_ and _might_ also make questions, requests and suggestions less direct.

_I thought it would be nice to have a picnic._

_HI! I thought I’d come over and introduce myself. My name’s Andy._
Could you give me a hand?

Could I ask you to translate this for me?

We could ask Peter to help us.

I was wondering if you might be interested in a game of tennis.

‘I came in and ordered some shoes from you.’ ‘Oh yes, sir. When would that have been, exactly?’

Would is very often used to form requests and offers with verbs like like and prefer.

What would you like to drink?

Note the common use of would before verbs of saying and thinking, to make a statement sound less definite.

I would say we’d do better to catch the earlier train.

This is what I would call annoying.

I would think we might stop for lunch soon.

I’m surprised you didn’t like the film. I would have thought it was just your kind of thing.

4 conditional and negative expressions

Another way of distancing suggestions from reality is to make them conditional or negative.

It would be better if we turned it the other way up.

What if we stayed at home for a change?

Suppose I gave Alice a call?

If you would come this way . . .

I wonder if you could lend me £5?

I don’t suppose you want to buy a car, do you?

You wouldn’t like to come out with us, by any chance?

5 softening expressions etc

A further form of distancing is the use of softening expressions like quite, kind of etc. And yet another is to talk about planning or beginning things instead of about actually doing them. The following sentence (which could easily be heard at an English party) means ‘I want to go’, but distances the message in six different ways.

I’d quite like to sort of start thinking about going, so to speak.

6 one

In middle- and upper-class British speech, one is sometimes used instead of I or we. This makes a statement sound less personally assertive.

‘Hello, Charles. How’s it going?’ ‘Oh, one can’t complain.’

For more information about requests, see 483.

For more about the different structures discussed here, consult the various entries elsewhere in the book (see Index for references).
162  do (1): introduction

Do has three main uses.

1 auxiliary verb

The auxiliary do is used with the infinitives of other verbs mainly to form
emphatic, interrogative, negative and shortened verb forms. For details,
see 163.

I do like your ear-rings.  Did you remember to post my letters?
This doesn’t taste very nice.
‘That carpet needs cleaning.’ ‘Yes, it certainly does.’

2 general-purpose verb

Do is also an ordinary (non-auxiliary) verb. It can refer to almost any kind
of activity, and is used when it is not necessary or not possible to be more
precise. For details, and the difference between do and make, see 164.

What are you doing?  Don’t just stand there. Do something.
I’ve finished the phone calls, and I’ll do the letters tomorrow.
He would rather talk about things than do them.
All I did was give him a little push.

3 substitute verb

In British English, do can be used alone as a substitute for a main verb after
an auxiliary. For details, see 165.

‘Do you think Phil will come?’ ‘He might do.’ (US ‘He might.’)
Do so/it/that can be used as a substitute expression when we want to avoid
repeating another verb and what follows. For details, see 166.

I am ready to have a nervous breakdown, and I shall do so as soon as
I can find time.
He told me to open the door. I did it as quietly as I could.

4 combined forms

Auxiliary do and non-auxiliary do can occur together.

Do you do much gardening?  How do you do?
The company didn’t do very well last year.
She doesn’t do much, but what she does do, she does very well.

163 do (2): auxiliary verb

The auxiliary verb do is used in a number of ways.

1 questions

We use do to make questions with ordinary verbs, but not with other
auxiliary verbs (see 461). Compare:

Do you like football?  (NOT  Like you football?)
Can you play football?  (NOT  Do you can play football?)
The auxiliary do can also be used to make questions with the ordinary
verb do.

What do you do in the evenings?
2 negatives

We use *do* to make negative clauses with ordinary verbs (including the ordinary verb *do*), but not with other auxiliary verbs (see 358). Compare:

- *I don't like football.* (NOT *I like not football.*)
- *I can't play football.* (NOT *I don't can play football.*)
- *I don't do much in the evenings.*  
  Don't go.

3 emphasis

We can use *do* in an affirmative clause for emotive or contrastive emphasis (see 189).

- *Do sit down.*  
  You *do* look nice today!
- *She thinks I don't love her, but I do love her.*
- *I don't take much exercise now, but I *did* play football a lot when I was younger.*

4 inversion

*Do* is used in some inversion (verb before subject) structures (see 298).

- *At no time *did* he lose his self-control.*

5 ellipsis

In cases where an auxiliary is used instead of a whole verb phrase (see 185), *do* is common in affirmative clauses as well as questions and negatives.

- *She doesn't like dancing, but I do.*  
  (= ... but I *like* dancing.)
- *Ann thinks there's something wrong with Bill, and so *do* I.*
- *You saw Alan, *didn't* you?*
- *That meat smells funny.* ‘Yes, it *does,* *doesn't* it?’

For *do* with *be*, see 89.
For weak pronunciations of *do* and *does*, see 588.
For *do* in short answers, see 493.

164 do (3): general-purpose verb; do and make

The general-purpose verb *do* has several uses, and can sometimes be confused with *make.*

1 do for indefinite activities

We use *do* when we do not say exactly what activity we are talking about – for example with words like *thing, something, nothing, anything, everything, what.*

- Then *he did a very strange thing.* (NOT *Then he made a very strange thing.*)
- *Do something!*  
  I like *doing* nothing. (NOT ... *making* nothing.)
- *What shall we do?*

2 do for work

We use *do* when we talk about work and jobs.

- *I'm not going to do any work today.*  
  It's time to *do* the accounts.
- *Could you do the shopping for me?*
I wouldn’t like to do your job.
Has Ben done his homework?
Could you do the ironing first, and then do the windows if you’ve got time?

3 do . . . ing

We use do in the informal structure do . . . ing, to talk about activities that take a certain time, or are repeated (for example jobs and hobbies). There is usually a determiner (e.g. the, my, some, much) before the -ing form.

During the holidays I’m going to do some walking, some swimming and a lot of reading.

Let your fingers do the walking. (advertisement for telephone shopping)

Note that the verb after do cannot have an object in this structure.

I’m going to watch some TV. (NOT I’m going to do some watching TV.)

However, do is often followed by a compound noun that corresponds to verb + object.

I want to do some bird-watching this weekend.
It’s time I did some letter-writing.

4 make for constructing, creating etc

We often use make to talk about constructing, building, creating etc.

I’ve just made a cake.
Let’s make a plan.
My father and I once made a boat.

5 do instead of make

We sometimes use do in place of make in order to sound casual about a creative activity – as if we are not claiming to produce any very special results.

‘What shall we eat?’ ‘Well, I could do an omelette.’

6 common fixed expressions

do good, harm, business, one’s best, a favour, sport, exercise, one’s hair, one’s teeth, one’s duty, 50 mph

make a journey, an offer, arrangements, a suggestion, a decision, an attempt, an effort, an excuse, an exception, a mistake, a noise, a phone call, money, a profit, a fortune, love, peace, war, a bed, a fire, progress

Note that we say make a bed, but we often talk about doing the bed(s) as part of housework. Compare:

He’s old enough to make his own bed now.
I’ll start on the vegetables as soon as I’ve done the beds.

We use take, not make, in take a photo, and have, not make, in have an (interesting) experience.

For more information about make, see 327.
165  **do (4): substitute verb**

**auxiliary verb + do**

In British English (but not American), *do* can be used alone as a substitute verb after an auxiliary verb.

- ‘Come and stay with us.’ *I may (do), if I have the time.*’ (US *I may, if . . . ‘*)
- ‘He’s supposed to have locked the safe.’ *He has (done).*’ (US *He has.*’)
- *I found myself thinking of her as I had never done before.*
- *He didn’t pass his exam, but he could have (done) if he’d tried harder.*
- *He smokes more than he used to (do).*

Progressive forms are possible, but not very common.

- *You should be getting dressed.’ *I am (doing).*’

Note that the auxiliary verb is stressed in this structure.

- ‘Close the door.’ *I have (done).*’ (NOT . . . *I have done.*’)

For auxiliary *do* as substitute for a whole verb phrase, see 185.
For other kinds of substitution, see 542.

166  **do so/it/that**

1  **do so**

The expression *do so* can sometimes be used to avoid repeating a verb and its object or complement. It is usually rather formal.

- ‘Put the car away, please.’ *I’ve already done so.*’
- *Eventually she divorced Stephen. It was a pity she had not done so earlier.*
- *He told me to get out, and I did so as quietly as possible.*

2  **do so and do it/that**

*Do it* and *do that* can be used instead of *do so*.

- *I promised to get the tickets, and I will do so/it as soon as possible.*
- *She rode a camel: she had never done so/that before.*

We use *do so* mainly to refer to the same action, with the same subject, that was mentioned before. In other cases we prefer *do it/that or do alone.*

- *I haven’t got time to get the tickets. Who’s going to do it?*
  (NOT . . . *Who’s going to do so?*)
- *I rode a camel in Morocco.’ *I’d love to do that.*’ (NOT . . . *to do so.*)
- *I always eat peas with honey. My wife never does.*
  (NOT . . . *My wife never does so.*)

3  **do so/it/that: deliberate actions**

*Do so/it/that* are mainly used to refer to deliberate dynamic actions.

We do not usually use these expressions to replace verbs like *fall, lose, like, remember, think, own,* which refer to involuntary actions or states.

- *I like the saxophone, and I always have (done).*
  (NOT . . . *and I have always done so/it/that.*)
- *She lost her money. I wasn’t surprised that she did.*
  (NOT . . . *that she did so/it/that.*)
- *They think Jake’s wrong, and I do too.* (NOT . . . *and I do so/it/that too.*)
4 other verbs

Note that so, it and that are not normally used in this way after auxiliary verbs. It is not possible in standard English to say I can so, She was it or I have that.

For the use of so after think, believe, hope and similar verbs, see 515.
For so after say and tell, see 514.
For so do I, so am I etc, see 516.
For auxiliary do as substitute for a whole verb phrase, see 185.
For other kinds of substitution, see 542.
For differences between it and that, see 566.

167 doubt

Clauses after the verb doubt can be introduced by whether, if or that.
Economists doubt whether interest rates will fall in the near future.
I doubt if she'll come this evening.
The directors doubt that new machinery is really necessary.
In an informal style, some people use no conjunction.
I doubt we'll have enough money for a holiday.
After negative forms of doubt, we use that.
I don't doubt that there will be more problems.

For no doubt meaning 'probably', see 370.

168 dress

1 noun

The countable noun dress means an article of women's clothing (it goes from the shoulders to below the hips).
This is the first time I've seen you wearing a dress.
There is also an uncountable noun dress (not used with the article a/an). It means 'clothing', 'clothes'. It is not very common in modern English, and is used mostly to talk about special kinds of clothing (for example national dress, evening dress, battledress).
He looks good in evening dress. (Not ... in an evening dress.)

2 verb: putting clothes on

The verb dress can be used to talk about putting clothes on oneself or somebody else. Undress is used for taking clothes off.
It only takes me five minutes to dress in the morning.
Could you dress the children for me?
I'm going to undress in front of the fire.
In informal English, it is common to use get dressed to talk about dressing oneself.
Get dressed and come downstairs at once!
Put on and take off are generally used when clothes are mentioned.
I put on a sweater when I got up, but it was so warm that I had to take it off again.
Can you take John's boots off for him?
3 **verb: wearing clothes**

To say what somebody is / was wearing on a particular occasion, we can use the form **be dressed in** (note the preposition).

- I didn’t recognise him because he **was dressed in** a dark suit.
  
  (NOT ... **dressed with** ... OR ... **dressing in** ...)

- She **was dressed in** orange pyjamas.

Be **wearing** is also very common in British English; **have on** is more usual in American English.

- She **was wearing** orange pyjamas. (GB)
- She **had on** orange pajamas. (US)

The active form **dress (in)** can be used to give the idea of repetition or habit.

- She always **dresses in** green. He **dresses** well.

Note also the expression **well dressed**.

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169 **drown**

In British English, both active and passive forms of **drown** can be used to talk about accidental drowning.

- **He (was) drowned** while trying to swim across a river.

In American English, only active forms are used to talk about accidental drowning. Compare:

- **He drowned** while trying to swim across a river.

  The police believe he **was drowned** in a gangland revenge killing.

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170 **due to** and **owing to**

**Due to** and **owing to** both mean ‘because of’. Phrases beginning **due/owing to** are often separated from the rest of their sentence by a comma.

- **Due/Owing to** the bad weather(), the match was cancelled.

- We have had to postpone the meeting(), **due/owing to** the Chairwoman’s illness.

Some people believe it is incorrect to use **due to** at the beginning of a clause in this way, but the structure is common in educated usage.

**Due to** can also follow the verb **be**. **Owing to** is not usually used like this.

- His success was **due to** his mother. (NOT ... **was owing to** his mother.)

For **because** and **because of**, see 93.

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171 **during and for**

**During** is used to say **when** something happens; **for** is used to say **how long** it lasts. Compare:

- My father was in hospital **during** the summer.

- My father was in hospital **for** six weeks. (NOT ... **during** six weeks.)

- It rained **during** the night **for** two or three hours.

- I’ll call in and see you **for** a few minutes **during** the afternoon.

For **during** and **in**, see 172.

For **for**, **since**, **in** and **from**, see 214.
172 **during** and **in**

We use both *during* and *in* to say that something happens inside a particular period of time.

- *We'll be on holiday *during/in* August.*
- *I woke up *during/in* the night.*

We prefer *during* when we stress that we are talking about the whole of the period.

- *The shop's closed *during the whole of August.*
  
  (NOT ... *in the whole of August.*)

We often prefer *during* when we say that something happens between the beginning and end of an *event* or *activity* (not a period of time).

- *He had some strange experiences *during* his military service.*
  
  (NOT ... *in his military service.*)

- *I'll try to phone you *during* the meeting.*
  
  (NOT ... *in the meeting.*)

- *I met them *during* my stay in China.*

173 **each**

1 **each + singular**

*Each* is a determiner (see 157). We use it before a singular noun.

- *Each + singular noun*

  *Each* _new day_ is different. (NOT *Each new days...*)

  *I enjoy each moment._

2 **each of**

We use *each of* before a pronoun or a determinant (for example the, my, these – see 157). The pronoun or noun is plural.

- *each of us/you/them*

- *each of + determinant + plural noun*

  *Each of us sees the world differently.*

  *I write to each of my children once a week.*

A verb after *each of...* is usually singular, but it can be plural in an informal style.

  *Each of them has problems.*

  *Each of them have problems._ (more informal)

3 **each in mid-position**

When *each* refers to the subject, it can go with a verb in mid-position, like *all, both* and some adverbs (see 36, 110 and 22). In this case plural nouns, pronouns and verbs are used.

- *auxiliary verb + each*

- *are/were + each*

  *They have each been told.*

  *We can each apply for our own membership card._

  *You are each right in a different way._
each + other verb

We each think the same.
The plans each have certain advantages and disadvantages.

4 position with object

Each can follow an object (direct or indirect) as part of a longer structure.

I want them each to be happy.
She kissed them each on the forehead.
I bought the girls each an ice-cream.
She sent them each a present.
(but not I helped them each or I wrote to them each.)

5 one each etc

Each can follow a noun object in sentences that say how much / many of something each person gets.

They got £20,000 each when their mother died.
I bought the girls two ice-creams each.

A similar structure is used in giving prices.

They cost £3.50 each.

6 each without a noun

We can drop a noun and use each alone, if the noun has already been mentioned, but each one or each of them is more common in an informal style. Note that a following verb is normally singular.

I’ve got five brothers, and each (one of them) is quite different from the others.

7 pronouns

When a pronoun or possessive is used later in a clause to refer back to each + noun/pronoun, the later word can be singular (more formal) or plural (less formal).

Each girl wore what she liked best. (more formal)
Each student wore what they liked best. (less formal)
Each of them explained it in his/her/their own way.

For the difference between each and every, see 174.

174 each and every: the difference

1 each with two or more; every with three or more

Each and every are both normally used with singular nouns. Each can be used to talk about two or more people or things; every is normally used to talk about three or more.

The business makes less money each/every year. (NOT ...each/every years.)
She had a child holding on to each hand. (NOT ...every hand.)

For expressions like every two years, every three steps, see 509.8.
2 difference of meaning

In many cases, both each and every can be used without much difference of meaning.

You look more beautiful each/every time I see you.

But we prefer each when we are thinking of people or things separately, one at a time. And every is more common when we are thinking of people or things together, in a group. (Every is closer to all.) Compare:

Each person in turn went to see the doctor.
He gave every patient the same medicine.

We do not use each with words and expressions like almost, practically, nearly or without exception, which stress the idea of a whole group.

She’s lost nearly every friend she had. (NOT . . . nearly each friend . . .)

For more information about each, see 173.
For more information about every, see 199.
For the difference between every and all, see 37.
For each other, see 175

175 each other and one another

1 no difference

In modern English, most people normally use each other and one another in the same way. Perhaps one another is preferred (like one) when we are making very general statements, and not talking about particular people.

Compare:

They sat for two hours without talking to each other / one another.
The translation of ‘se parler’ is ‘to talk to one another’.

(More natural than . . . to talk to each other.)

2 not used as subject

Each other and one another are not normally used as subjects, though this occasionally happens in very informal speech.

They each listened carefully to what the other said.

(Not usually They listened carefully to what each other said.)

3 each other’s / one another’s

Both expressions have possessive forms.

They’ll sit for hours looking into each other’s / one another’s eyes.

4 -selves and each other / one another

Note the difference between -selves and each other / one another. Compare:

They talk to themselves a lot. (Each of them talks to himself/herself.)
They talk to each other a lot. (Each talks to the other.)

5 words used without each other

Note that we do not usually use each other after meet, marry and similar.

They met in 1992.
They married in 1994.
Their interests are very similar.
176 east and eastern, north and northern etc

1 adjectives: the difference
We often prefer eastern, northern etc when we are talking about vague, rather indefinite areas, and east, north etc for more clearly defined places. Compare:
the northern part of the county  the north side of the house
However, there are a lot of exceptions to this rule, especially in place names (see below).

2 place names
In place names, the use of East or Eastern, North or Northern etc is often just a matter of custom, with no real reason for the difference. Compare:
- North/South Korea, North/South Africa, West Virginia,
  East Sussex, the North and South Poles
- Northern Ireland, Eastern/Western Europe,
  the Northern/Southern Hemisphere, Northern Territory (in Australia),
  Western Australia
Note the difference between South Africa (the country whose capital is Pretoria) and Southern Africa (the southern part of the African continent).

3 capital letters
Capital letters are used at the beginning of East, Eastern, North, Northern etc when these come in official or well-established place names.
North Carolina  Western Australia  the Far East
unemployment in the North (place name meaning ‘the North of England’)
In other cases, adjectives and nouns normally begin with small letters, as do adverbs.
We spent the winter in southern California.
I live in north London.  The sun rises in the east.
There’s a strong north wind.  By sunrise we were driving south.

4 prepositions
Note the difference between in the north etc of . . . and to the north etc of . . .
I live in the west of Scotland.
Hawaii lies 5,500 km to the west of Mexico.
For up meaning ‘north’ and down meaning ‘south’, see 576.

177 efficient and effective
If somebody/something is efficient, he/she/it works in a well-organised way without wasting time or energy.
He’s not very efficient: he keeps filing letters in the wrong place, he works very slowly, and he keeps forgetting things.
The postal service is even less efficient than the telephone system.
If something is effective, it has the right effect: it solves a problem or gets a result.
  
  My headache’s much better. Those tablets really are effective.
  I think a wide black belt would look very effective with that dress.

178 either: determiner

1 either + singular

We use either before a singular noun to mean ‘one or the other’.

  either + singular noun

  Come on Tuesday or Thursday. Either day is OK.
  Sometimes either can mean each, especially in the expressions on either side and at either end.
  There are roses on either side of the door.

2 either of

We use either of before a pronoun or a determiner (for example the, my, these – see 157).

  either of us/you/them
  either of + determiner + plural noun

  I don’t like either of them.
  I don’t like either of my maths teachers.

A verb after either of is normally singular, but it can sometimes be plural in an informal style, especially in a negative statement.

  Either of the children is quite capable of looking after the baby.
  I don’t think either of them is/are at home.

3 either without a noun

We can drop a noun that has already been mentioned and use either alone.

  ‘Would you like tea or coffee?’ ‘I don’t mind. Either.’

4 pronouns

When a pronoun is used later in a clause to refer back to either + noun/pronoun, the later pronoun can be singular (more formal) or plural (more informal).

  If either of the boys phones, tell him/them I’ll be in this evening.

5 pronunciation

Either is pronounced /′auðə(r)/ or /′iːðə(r)/ (in American English usually /′iːðə/).

For either … or, see 179.
For not … either, neither and nor, see 364.
179 either ... or

We use either ... or to talk about a choice between two possibilities (and sometimes more than two).

You can either have tea or coffee.
I don't speak either French or German.
You can either come with me now or walk home.
Either you'll leave this house or I'll call the police.
If you want ice-cream you can have either coffee, lemon or vanilla.

For either as a determiner, see 178.
For pronunciation, see 178.5.
For not ... either, neither and nor, see 364.

180 elder and eldest

Elder and eldest can be used instead of older and oldest to talk about the order of birth of the members of a family. They are only used attributively (before nouns). Compare:

– My elder/older brother has just got married.
  He's three years older than me. (not ... elder than me.)
– His eldest/oldest daughter is a medical student.
  She's the oldest student in her year.

Elder brother/sister are used when a person has only one brother/sister who is older; eldest is used when there are more. An elder son/daughter is the older of two; an eldest son/daughter is the oldest of two or more.

181 ellipsis (1): general

We often leave out words to avoid repetition, or in other cases when the meaning can be understood without them. This is called 'ellipsis'.

1 replies

In replies we usually avoid repeating information that has just been given.

‘What time are you coming?’ ‘About ten.’
  (More natural than ‘I'm coming about ten.’)
‘Who said that?’ ‘John.’
  (More natural than ‘John said that.’)
‘How many chairs do you need?’ ‘Three.’
  (More natural than ‘I need three chairs.’)
‘She's out this evening?’ ‘Yes, working.’
  (More natural than ‘Yes, she's working this evening.’)

For 'short answer' structures, see 493.

2 structures with and, but and or

Repeated words are often dropped in co-ordinate structures. For details, see 182.

a knife and fork (= a knife and a fork)
She was poor but honest. (= . . . but she was honest.)
3 at the beginning of a sentence
In informal speech, unstressed words are often dropped at the beginning of a sentence, if the meaning is clear. For details, see 183.

Seen Lucy? (= Have you seen Lucy?)
Doesn’t know what she’s talking about. (= She doesn’t . . .)

4 at the end of a noun phrase
It is sometimes possible to drop nouns after adjectives, noun modifiers and / or determiners. For details, see 184.

‘Do you want large eggs?’ ‘No, I’ll have small.’ (= … small eggs.)
My car isn’t working. I’ll have to use Mary’s. (= … Mary’s car.)
We’re going to hear the London Philharmonic tonight.
(= … the London Philharmonic Orchestra.)
‘Which shoes are you going to wear?’ ‘These.’

For substitution with one(s), see 391.

5 at the end of a verb phrase
Auxiliary verbs are often used alone instead of full verbs. For details, see 185.

‘I haven’t paid.’ ‘I haven’t either.’
(= … ‘I haven’t paid either.’)
She said she’d phone, but she didn’t. (= … didn’t phone.)
This type of ellipsis can include words that follow the verb phrase.
I was planning to go to Paris next week, but I can’t.
(= … I can’t go to Paris next week.)
The same structures are possible with non-auxiliary be and have.
I thought she would be angry, and she was.
He says he hasn’t any friends, but I know he has.

For substitution with do and do so, see 165, 166.

6 infinitives
We can use to instead of repeating a whole infinitive. For details, see 186.
‘Are you and Gillian getting married?’ ‘We hope to.’
(= ‘We hope to get married.’)
I don’t dance much now, but I used to a lot.
Sometimes a whole infinitive, including to, is left out.
Come when you want. (= … when you want to come.)
‘Have a good time.’ ‘I’ll try.’ (= ‘I’ll try to have a good time.’)

7 comparative structures with as and than
We can leave out words after as and than, if the meaning is clear.
The weather isn’t as good as last year. (= … as it was last year.)
I found more blackberries than you. (= … than you found.)

For inversion after as and than, see 298.6.
For missing subject or object after as and than, see 557.3
8 question-word clauses

Clauses can be dropped after question words.

_Somebody’s been stealing our flowers, but I don’t know who._

(= . . . I don’t know who’s been stealing our flowers.)

_Become a successful writer. This book shows you how._

9 that and relative pronouns

- In an informal style, the conjunction _that_ is often dropped. For details, see 560.

_I knew (that) she didn’t want to help me._

Object relative pronouns can also be dropped in an informal style.
For details, see 474–476.

_This is the restaurant (which) I was talking about._

10 reduced relative structures

We can sometimes leave out a relative pronoun and the verb _be_ before participles or adjectives such as _available, possible_. For details, see 477.6.

_Who’s the girl dancing with your brother? (= . . . who is dancing . . .)_

_Please let me have all the tickets available. (= . . . that are available.)_

11 _be_ after conjunctions

Subject pronouns with forms of _be_ can be left out after certain conjunctions, especially in a formal style.

_Start when ready. (= . . . when you are ready.)_

_Though intelligent, he was very poorly educated._

(= Though he was intelligent . . .)

_When ordering, please send 1.50 for postage and packing._

_Phone me if (it is) necessary._

_I’m enclosing my cheque for 50, as (was) agreed._

_He had a small heart attack while asleep._

_Leave in oven until cooked._

12 prepositions

In an informal style, prepositions can be dropped in a few time expressions (see 439.2, 5).

_See you (on) Monday night._

_We’re staying here (for) another three months._

_What time shall I come? (More natural than At what time . . .?)_

For cases like _We need a place to live (in), see 427._

13 pronouns after prepositions

In British English, pronoun objects can sometimes be dropped after prepositions. This happens, for example, when _have_ or _with_ are used in descriptive structures.

_My socks have got holes in (them)._  
_I’d like a piece of toast with butter on (it)._
14 abbreviated styles

In certain styles, many or all non-essential words can be dropped. For details, see 1.

Take 500g butter and place in small saucepan.
Essential fee agreed before contract signed
WOMAN WALKS ON MOON

182 ellipsis (2): with and, but and or

1 various kinds of word left out

When expressions are joined by and, but or or, we often leave out repeated words or phrases of various kinds.

a knife and (a) fork these men and (these) women
ripe apples and (ripe) pears antique (furniture) or modern furniture
in France, (in) Germany or (in) Spain
She can read, but (she) can't write.
The Minister likes golf but (the Minister) hates fishing.
We drove (across America), rode (across America), flew (across America)
and walked across America.
She was poor but (she was) honest.
The food (is ready) and the drinks are ready.
Phil (washed the dishes) and Sally washed the dishes.

2 word order

Note that when two verbs, objects etc are the same, it is not always the second that is left out. We leave out the first if that will produce a simpler word order and sentence structure.

Cats (catch mice) and dogs catch mice. (NOT Cats catch mice and dogs.)
I can (go) and will go.

In informal speech and writing, ellipsis does not usually interrupt the normal word order of a clause or sentence. Sentences like the following are typical of a more formal style.

Peter planned and Jane paid for the holiday.
Kevin likes dancing and Annie athletics.
The children will carry the small boxes and the adults the large ones.
Jane went to Greece and Alice to Rome.
You seem, and she certainly is, ill.

We can sometimes drop a verb that is repeated in a different form.
I have always paid my bills and I always will (pay ...).
But this is not common if the dropped form comes first.
(Not usually I always have, and always will pay my bills.)

3 singular and plural

When one verb follows two singular subjects connected by and, a plural verb form is of course used if necessary.

My mother and father smoke. (NOT My mother and father smokes.)

When two singular subjects are connected by or, the verb is singular.
Either Jake or Steve was here this morning.

For singular and plural verbs with neither ... nor, see 365.
4 **other conjunctions**

Ellipsis is not normally possible after other conjunctions besides *and*, *but* and *or*.

She didn’t know where she was when she woke up.

(Not... when woke up.)

However, ellipsis of subject pronouns with forms of *be* is possible in some cases (e.g. *if possible, when arriving*). See 261.10, 73.4, 406.6.

5 **(and) then**

In an informal style, ellipsis is sometimes possible after *then* even if *and* is dropped.

*Peter started first, (and) then Colin (started).*

183 **ellipsis (3): at the beginning of a sentence**

1 **words that can be left out**

In informal spoken English we often leave out unstressed words at the beginning of a sentence if the meaning is clear without them. Words that can be left out include articles (*the, a/an*), possessives (*my, your* etc), personal pronouns (*I, you* etc), auxiliary verbs (*am, have* etc) and the preparatory subject *there*.

*Car’s running badly. (= The car’s...)*

*Wife’s on holiday. (= My wife’s...)*

*Couldn’t understand a word. (= I couldn’t...)*

*Must dash. (= I must dash.)*

*Won’t work, you know. (= It won’t work...)*

*Seen Joe? (= Have you seen Joe?)*

*Keeping well, I hope? (= You’re keeping well...)*

*Nobody at home. (= There’s nobody at home.)*

*Careful what you say. (= Be careful...)*

*Be four pounds fifty. (= That’ll be...)*

2 **unstressed forms of *be, will, would, have***

We do not usually drop words so as to begin sentences with unstressed forms of *be, will, would* or auxiliary *have* (though this sometimes happens in postcards, diary entries and other kinds of very informal writing).

*I’m coming tomorrow. Or Coming tomorrow.*

(BUT NOT *Am-coming tomorrow. Am* is not stressed.)*

*I’ll see you soon. Or See you soon.*

(BUT NOT *Will see you soon. Will* is not stressed.)*

*Haven’t seen him. (But not *Have seen him. Have* is not stressed.)*

3 **I and it**

Auxiliary verbs can be left out before personal pronouns except *I* and *it*.

*You ready? (= Are you ready?)*

*She want something? (= Does she want something?)*

(BUT NOT *I hate? It-raining?)*
4 tags

Ellipsis is very common in sentences that have some sort of tag (see 465–466, 472) on the end, especially in British English.

Can't swim, myself. Like my pint, I do.
Dutch, aren't you? Getting in your way, am I?
Going on holiday, your kids?

184 ellipsis (4): in noun phrases

1 ellipsis after adjectives

A repeated noun can sometimes be dropped after an adjective, if the meaning is clear, especially when one is talking about common kinds of choice.

‘What kind of potatoes would you like?’ ‘Boiled (potatoes), please.’
We haven't got any large eggs. Only small (eggs).

This often happens after superlatives.

I think I'll buy the cheapest.

Note that nouns are not normally dropped in other situations.

Poor little boy! (Not poor little!)
The most important thing is to keep calm.

(Note the most important is to ...)

For other structures in which adjectives are used without nouns, see 18.

2 ellipsis after determiners

Nouns can also be dropped after most determiners (see 157) and similar words, including numbers, nouns with possessive 's, own and (an)other.

Those are Helen's gloves, and these (gloves) are mine.
I'm not sure how many packets I need, but I'll take two (packets) to start with.
Our train's the second (train) from this platform.
You take Pete's car, and I'll take Susie's (car).

‘Can I borrow your pen?’ ‘No, find your own (pen).’
 That beer went down fast. 'Have another (beer).'

For more information about the use of determiners without nouns, see 157. See also the entries for particular determiners.

3 well-known names

The last words of well-known names are often dropped.

She's playing the Beethoven with the London Philharmonic tomorrow night. (= ... the Beethoven violin concerto with the London Philharmonic Orchestra ... )
He's staying at the Hilton. (= ... the Hilton Hotel.)
We're going to see 'Hamlet' at the Mermaid. (= ... the Mermaid Theatre.)

When we talk about people's houses and shops, the words house and shop are often dropped (see 432.4).

We spent the weekend at John and Mary's.
Could you pick up some chops from the butcher's?

For the substitute word one(s), see 391.
185 **ellipsis** (5): after auxiliary verbs

1 **auxiliary instead of complete verb phrase**

We can avoid repetition by using an auxiliary verb instead of a complete verb phrase, if the meaning is clear. The auxiliary verb usually has a 'strong' pronunciation (see 588), and contractions (see 144) are not normally used except in negatives.

‘Get up.’ *I am /æmp/.* (= ‘I am getting up.’) (NOT ‘I’m’)

He said he'd write, but he **hasn’t**. (= ... hasn’t written.)

I’ll come and see you when I can. (= ... can **come and see you**.)

I **wouldn’t** if I were you.

(Said to somebody who is just going to do something stupid.)

*Do* can be used before ellipsis if there is no other auxiliary to repeat.

*They hardly ever give a party, but when they do, they do.*

He said he would arrive before seven, and he **did**.

2 **ellipsis of verb + object, complement etc**

Other words, as well as the rest of the verb phrase, can be left out after the auxiliary – for example an object, a complement, an adverbial, or even a whole clause.

*I can’t see you today, but I **can** tomorrow. (= ... I **can** see you ...)*

I’ve forgotten the address. *’I have too.’*

*You’re not trying very hard.’ ‘I am.’*

*You wouldn’t have won if I hadn’t helped you.’ ‘Yes, I **would.’*

Ellipsis of an object, complement etc is also possible after forms of non-auxiliary *be* and *have*.

*I’m tired.’ *I am too.*

*Who’s the driver?’ ‘I am.’*

*Who has a dictionary?’ ‘I have.’*

3 **more than one auxiliary**

When there is more than one auxiliary verb, ellipsis most often happens after the first.

*You wouldn’t have enjoyed the film.’ ‘Yes, I **would.’*

(= ... ‘I would **have enjoyed the film.’)

However, more auxiliaries can be included. The first is stressed.

*Coul’d you have been dreaming?’ ‘I suppose I could / COUL’D have / COUL’D have been.’*

We often include a second auxiliary verb if it has not appeared before in the same form.

*I think Mary **should be** told.’ ‘She has been.’

(More natural than ... ‘She has.’)

And we normally include a second auxiliary verb after a change of modal auxiliary.

*Mary **should be** told.’ ‘She **must** be.’

(More natural than ... ‘She must.’)
4 short answers etc

Ellipsis is used regularly in short answers (see 493), reply questions (see 463) and tags (see 465–466 and 472).

‘Have you finished?’ ‘Yes, I have.’
‘I can whistle through my fingers.’ ‘Can you, dear?’
You don’t want to buy a car, do you?

5 so am I etc

Ellipsis also happens after so (see 516), neither and nor (see 364).

‘I’ve forgotten the address.’ ‘So have I.’
She doesn’t like olives, and neither do I.

6 ellipted form before complete form

Ellipsis normally happens when an expression is used for a second time, after the complete form has already been used once (see above examples). However, it can sometimes happen the other way round. This is common in sentences beginning If/When... can/could... or If you like/wish/want/prefer.

If you can, send me a postcard when you arrive.
If you could, I’d like you to help me this evening.
If you prefer, we can go tomorrow instead.

7 substitution with do

In British English, a main verb that is left out after an auxiliary can be replaced by do. For details, see 165.

‘Do you think he’ll phone?’ ‘He might do.’ (US... ‘He might.’)

For more about substitution, see 542.
For do so, see 166.
For ellipsis of an infinitive after to, see 186.

186 ellipsis (6): infinitives

1 to used instead of whole infinitive

We can use to instead of the whole infinitive of a repeated verb (and a following complement), if the meaning is clear.

‘Are you and Gillian getting married?’ ‘We hope to.’
‘Let’s go for a walk.’ ‘I don’t want to.’
I don’t dance much now, but I used to a lot.
Sorry I shouted at you. I didn’t mean to.
‘Somebody ought to clean up the bathroom.’ ‘I’ll ask John to.’

Be and stative have (see 241) are not usually dropped.

There are more flowers than there used to be. (NOT... than there used to.)
She hasn’t been promoted yet, but she ought to be.
(NOT... but she ought to.)
You’ve got more freckles than you used to have.
(NOT... than you used to.)
2 ellipsis of whole infinitive

In some cases the whole infinitive can be left out. This happens after nouns and adjectives, and after verbs which can stand alone without a following infinitive.

He’ll never leave home; he hasn’t got the courage (to).
You can’t force him to leave home if he’s not ready (to).
‘Can you start the car?’ I’ll try (to).

3 (would) like, want etc

We cannot usually leave out to after would like/love/hate/prefer, want and choose.

‘Are you interested in going to University?’ I’d like to.’ (not ‘...I’d like.’)
My parents encouraged me to study art, but I didn’t want to.

(NOT ...I didn’t want.)

However, to is often dropped after want, and almost always after like, when these are used after certain conjunctions – for instance when, if, what, as.

Come when you want (to).
I’ll do what I like.
Stay as long as you like.

187 else

1 use

We use else to mean ‘other’ or ‘more’ after:
somebody, someone, something, somewhere; anybody/one/thing/where;
everybody/one/thing/where; nobody/one/thing/where; who, what, why, when, where, how; whatever, whenever etc; little; much

Would you like anything else?
I’m sorry. I mistook you for somebody else.
Why can’t you wear a suit like everybody else?
‘Harry gave me some perfume for Christmas.’ ‘Oh, lovely. What else did you get’?

Where else did you go besides Madrid?
Whatever else he may be, he’s not a mathematician.
We know when Shakespeare was born and when he died, but we don’t know much else about his life.

In a very formal style, else is sometimes used after all.
When all else fails, read the instructions.

2 word order

Note that else comes immediately after the word it modifies.

What else would you like? (not -What would you like else?)

3 else’s

Else has a possessive else’s.

You’re wearing somebody else’s coat.
4 singular only

There is no plural structure with else. The plural of somebody else is (some) other people.

5 or else

Or else means ‘otherwise’, ‘if not’.

Let's go, or else we'll miss the train.
Or else is sometimes used with no continuation, as a threat.

You'd better stop hitting my little brother, or else!

6 elsewhere

This is a formal word for somewhere else.

If you are not satisfied with my hospitality, go elsewhere.

188 embedding and comprehension problems

1 What is ‘embedding’?

Sometimes a long phrase or clause is ‘embedded’ in another clause – fitted into the middle of it, interrupting the normal subject-verb-object sequence. Sentences that are constructed like this can be difficult for learners to understand.

2 descriptive expressions after subjects

When the subject of a sentence is followed by an embedded descriptive phrase or relative clause, the subject is separated from the verb, and this may make the sentence confusing and hard to sort out.

That picture of the children being talked to by the Prime Minister is wonderful. (The sentence says that the picture is wonderful, not that the Prime Minister is wonderful.)

Here is a more complex example from a newspaper.

A 24-year-old labourer who was arrested in Trafalgar Square when he allegedly attempted to knife a traffic warden is said to have injured three policemen.

The subject (a 24-year-old labourer) and the verb (is said to have injured) are separated by 15 other words; and the verb is said comes immediately after a noun (a traffic warden) which is not its subject. Both of these things can cause problems for the reader.

3 relative pronouns left out

When relative pronouns are left out at the beginning of embedded clauses, this can cause difficulty.

The film she was talking about at Celia's party turned out to be very boring. (=... the film which she was talking about...)

The manager of Brown's, the chemist's, has confirmed that bottles of shampoo he took off the shelves after animal rights protesters claimed to have put bleach into them did contain poisonous chemicals.

(=... bottles of shampoo which he took off...)
Pictures of the baby the judge ordered should not be identified by reporters appeared in a Sunday newspaper. (= ... the baby which ...) 

4 past participles that look like past tenses

Past participles (e.g. arrested, accused) are often used descriptively after nouns, rather like reduced relative clauses (see 477.6). When these look the same as past tenses, they can cause confusion. In the following examples, arrested means ‘who was arrested’, accused means ‘who is accused’, and asked means ‘who were asked’.

A court has heard that a young civil servant arrested after shootings on Tyneside left one man dead is to be charged with murder.

A Karnak separatist accused of leading an attack on a French police barracks in which four gendarmes died has been arrested.

A number of the children asked for comments on the proposals to expel some immigrants told the police they disagreed. (Who asked? Who said they disagreed?)

5 adverbial clauses

Embedded adverbial clauses can also make sentences complicated and hard to follow.

One way of deciding what to do when you have difficulty in choosing the best course of action is to toss a coin.

Arthur was not sure which way to go, for he had been left alone by his friends, and, when an old man came along the road accompanied by a little boy, he said ‘Excuse me’. (Who said ‘Excuse me’?)

The really important point is that because he did not invite the one man he certainly should have asked his father was furious. (Should he have asked his father?)

The rebel leader found out that in spite of the precautions of the soldiers he had bought the guns from the police had planted an informer among them. (Had he bought the guns from the police?)

6 reporting expressions

Complicated structures can be produced when reporting expressions are put into the middle of sentences.

This is the man who Ann said will tell us all about the church.
He’s gone I don’t know how far.

For combined relative and indirect speech structures, see 477.10–11.
For other problems with conjunctions and clauses, see 143.
For difficulties with relative clauses, see 477.

189 emphasis

1 emotive and contrastive emphasis

We often emphasise (‘strengthen’) a particular word or expression. There are two main reasons for this. We may wish to show that we feel strongly about what we are saying (‘emotive emphasis’).

You do look nice today! Your hair looks so good like that.
Or we may wish to show a contrast between, for example, true and false, or present and past, or a rule and an exception ('contrastive emphasis').

'Why weren't you at the meeting?' 'I was at the meeting.'
I don't take much exercise now, but I did play a lot of football when I was younger.
I don't have much contact with my family, but I do see my mother occasionally.

We can also use emphasis to show that something expected actually happened.
I thought I'd pass the exam, and I did pass.

2 pronunciation: stress

In speech, we can give words extra stress – make them sound ‘stronger’ – by pronouncing them louder and with a higher intonation. We may also make the vowel longer, and pause before a stressed word. Stress is reflected in printing by using italics or bold type, and in writing by using capital letters or by underlining.

This is the last opportunity.
He lived in France, not Spain.
Mary, I'm in love! Please don't tell anybody!

Changes in stress can affect the meaning of a sentence. Compare:

Jane phoned me yesterday. (Not somebody else.)
Jane phoned me yesterday. (She didn't come to see me.)
Jane phoned me yesterday. (She didn't phone you.)
Jane phoned me yesterday. (Not today.)

We often stress auxiliary verbs. This can make the whole sentence sound more emphatic, or can emphasise a contrast (see above). Most auxiliary verbs change their pronunciation when they are stressed (see 588).

It was a nice party! You have grown!
I am telling the truth – you must believe me!

In emphatic sentences without auxiliary verbs we can add do to carry the stress.

Do sit down. She does like you.
If he does decide to come, let me know, will you?

When auxiliary verbs are stressed the word order can change (see 23.12).
Compare:
You have certainly grown. You certainly have grown!

For intonation and stress, see 540.

3 vocabulary: special words

Certain words, such as so, such, really and just, can be used to show emphasis.

Thank you so much. It was such a lovely party. I really enjoyed it.
I just love the way she talks.

Question words can be emphasised by adding ever (see 595) or on earth.

Why ever did he marry her? What on earth is she doing here?
4 structures

If we can move words to an unusual position, this usually gives them more importance. Words are often ‘fronted’ for this reason (see 217).

That film – what did you think of it? Asleep, then, were you?

I knew he was going to cause trouble, and cause trouble he did!

‘Cleft’ structures with it and what can be used to focus on particular parts of a sentence and give them extra importance (see 131).

It was John who paid for the drinks. What I need is a good rest.

Do can be used to emphasise an affirmative verb (see above).

She does seem to be trying. Do come in.

Myself, yourself etc can be used to emphasise nouns (see 471).

I got a letter from the Managing Director himself.

Indeed can be used to emphasise very with an adjective or adverb (see 274).

I was very surprised indeed.

Very can emphasise superlatives, next, last, first and same (see 139.4).

I’d like a bottle of your very best wine.

The letter arrived on the very next day.

We were born in the very same street in the very same year.

Repetition can be used for emphasis.

She looks much, much older than she used to.

190 enable

Enable is normally used in the structure enable somebody to do something.

He invented a machine to enable people in wheelchairs to get up stairs.

The gears on a mountain bike practically enable you to ride up a wall.

It is less usual to use enable with a direct object and no following infinitive.

The extra money will make repairs possible. Or . . . will enable us to carry out repairs. (More common than . . . will enable repairs.)

The new machinery will make greater production possible. Or . . . will enable us to produce more. (More common than . . . will enable greater production.)

191 end and finish (verbs)

These verbs have similar meanings, but there are some differences, especially when they are followed by direct objects.

1 finish + object = ‘complete’

When we talk about getting to the end of something or completing an activity, we usually prefer finish.

He never lets me finish a sentence.

She’s always starting something new, but she never finishes anything.

You’ll never finish that hamburger – it’s too big for you.

Have you finished cleaning the floor yet?

Note that finish can be followed by an -ing form (see 293).
2  **end** + object = ‘stop’

When we talk about stopping or breaking something off, we usually prefer **end**.

*I decided it was time to end our affair.*

*It's time to end the uncertainty – the Prime Minister must speak out.*

**End** cannot be followed by an **-ing** form.

*I decided to stop seeing her.* **(NOT ... to end seeing her.)**

3  **end** + object = ‘bring to a close’

When we are talking about a special way of bringing something to a close or ‘shaping’ the end of something, we usually prefer **end**.

*‘How do you end a letter to somebody you don’t know?’*

*She ended her concert with three songs by Schubert.*

*My father ended his days (= ‘died’) in a mental hospital.*

4  **shape**

When we are referring to the shape of things, rather than to time, we normally use **end**.

*The road ended in a building site.* **(NOT - The road finished . . .)**

*Nouns that **end** in **-s** have plurals in **-es.**

5  **other cases**

In other cases, there is often little or no difference of meaning.

*What time does the concert end/finish?  Term **ends/finishes** on June 23.*

For **finished** meaning ‘ready’, see 211.

192  **enjoy**

**enjoy** + noun/ pronoun/ **-ing**

**Enjoy** normally has an object. When we talk about having a good time, we can use **enjoy myself/ yourself** etc.

*‘Did you enjoy the party?’ ‘Yes, I enjoyed it very much.’*

*I really enjoyed myself when I went to Rome.*

**(NOT – I really enjoyed when . . .)**

*‘We’re going to Paris for the weekend.’ ‘Enjoy yourself!’*

*(‘Enjoy!’ alone would be possible in very informal American English.)*

**Enjoy** can be followed by **-ing**.

*I don’t enjoy looking after small children.* **(NOT ... enjoy to look . . .)**

193  **enough**

1  **adjective/adverb + enough**

When **enough** modifies an adjective or adverb, it normally comes after the adjective/adverb.

*Is it warm enough for you? (NOT ... enough warm . . .)*

*You’re not driving fast enough.*
We haven’t got a big enough house.
We’ll go swimming if we get warm enough weather.
You could wear my shoes – you’ve got big enough feet.

2 enough + noun

Enough can also be used before a noun phrase as a determiner.
We do not generally use of when there is no other determiner (e.g. article or possessive).

Have you got enough milk? (not ... enough-of-milk?)
There isn’t enough blue paint left.

However, enough of can be used without a following determiner in a few cases – for instance, before personal and geographical names.

We haven’t seen enough of Ray and Barbara recently.
I’ve had enough of England for a bit. I’m going home.

Enough is occasionally used after a noun, but this is rare in modern English except in a few expressions.

If only we had time enough ... I was fool enough to believe him.

3 position with adjective + noun

Enough follows an adjective which it modifies (see paragraph 1 above). But when enough modifies an adjective and noun together, it comes before the adjective. Compare:

We haven’t got big enough nails.

(= We need bigger nails – enough modifies big.)

We haven’t got enough big nails.

(= We need more big nails – enough modifies big nails.)

4 enough of + determiner/pronoun

Before determiners (e.g. a, the, my, this) and pronouns, we use enough of.

I think my letter gave him enough of a shock, don’t you?
The exam was bad. I couldn’t answer enough of the questions.

Have we got enough of those new potatoes?
We didn’t buy enough of them.

5 enough + infinitive

We can use an infinitive structure after enough.

She’s old enough to do what she wants.

I haven’t got enough money to buy a car.

Infinitives can be introduced by for + noun/pronoun. Object forms of pronouns are used.

It’s late enough for the staff to stop work.

There was just enough light for us to see what we were doing.

The subject of the sentence can be the object of the following infinitive. (For more about this structure, see 285.4.) Object pronouns are not normally used after the infinitive in this case.

The radio’s small enough to put in your pocket.

(not ... to put it in your pocket.)

Those tomatoes aren’t ripe enough to eat. (not ... to eat them.)
However, object pronouns are possible in structures with *for*.

_The radio was small enough for me to put (it) in my pocket._
_Those tomatoes aren’t ripe enough for the children to eat (them)._  
For other examples of *for* + object + infinitive, see 280.  

### 6 enough without a noun  

_Eough can be used alone without a noun, if the meaning is clear._

_Eough is enough._   
_That’s enough, thank you._
_Half a pound of carrots will be enough._  

Note that we prefer to use a structure with _there is_ where possible.

_The meat is enough._ (NOT _There is enough meat._)
_The chairs aren’t enough._ (NOT _There weren’t enough chairs._)

### 7 the = enough; leaving out enough  

_The article _the_ can be used to mean ‘enough’._

_I hardly had the strength to take my clothes off._
_I didn’t quite have the money to pay for a meal._
_Time and room are often used alone to mean ‘enough time’ and ‘enough room’._

_Have you got time to look at this letter?_  
_There isn’t room for everybody to sit down._

For similar structures with _too_ and _too much/many_, see 570–571.

### 194 especial(ly) and special(ly)

_Especially and specially can often both be used with the same meaning._

_It was not (e)specially cold._
_Especially is used to mean ‘above all’._
_I play a lot of tennis, especially on Sundays._
_It rains a lot, especially in the north._
_The children are very noisy, especially when we have visitors._
_I like all kinds of fruit, especially apples._
_Especially follows a subject._
_All my family like music. My father, especially, goes to as many concerts as he can._  
(NOT . . . _Especially my father goes_. . . )
_Specially is used to mean ‘for a particular purpose’._
_These shoes were specially made for me._
The adjective _especial_ is rare. We normally use _special._
_He took special trouble over his work._
195 even

1 meaning and position
We can use even to talk about surprising extremes – when people do more than we expect, or go too far, for example. Even most often goes in mid-position (see 22).

auxiliary verb + even
be + even

She has broken all her toys. She has even broken her bike.

(Not Remember she has broken . . . )
He’s rude to everybody. He’s even rude to the police.

even + other verb

They do everything together. They even brush their teeth together.
He speaks lots of languages. He even speaks Esperanto.

Even goes at the beginning of a clause when it refers just to the subject; and it can go just before other words and expressions that we want to emphasise.

Anybody can do this. Even a child can do it.
He eats anything – even raw potatoes.
I work every day, even on Sundays.

2 not even
We use not even to talk about a negative extreme – for example, to say that we are surprised because somebody does not manage a very small thing.

He can’t even write his own name.
I haven’t written to anybody for months – not even my parents.
She didn’t even offer me a cup of tea.

3 even and also
Also is not used to talk about surprising extremes.

Everybody helped with the packing – even the dog. (Not . . . also the dog.)

For also, too and as well, see 45.

4 even if and even though
Even is not used as a conjunction, but we can use even before if and though.

Even if I become a millionaire, I shall always be a socialist.

(Not . . . Even I become . . . )

Even though I didn’t know anybody at the party, I had a nice time.
We sometimes use if in the sense of even if, when there is no possibility of confusion.

I’ll do it if it kills me. (= . . . even if it kills me.)

5 even so
Even so means ‘however’.

He seems nice. Even so, I don’t really trust him.

(Not . . . Even though, I don’t really trust him.)
196 eventual(ly)

*Eventual* and *eventually* mean ‘final(ly)’, ‘in the end’, ‘after all that’. We use them when we say that something happens after a long time or after a lot of effort.

*The chess game lasted for three days. Andruw was the eventual winner.*

*The car didn't want to start, but eventually I got it going.*

Eventually is not used to give news.

*Steve has found a job at last!* (NOT -Steve has eventually found a job!)
Note that *eventual* and *eventually* are ‘false friends’ for people who speak some languages of European origin. They do not mean the same as, for instance, *eventuel* or *eventuellement*, and are not used to express the idea of possibility. For this meaning we use *possible, perhaps, if, may, might* etc.

*In our new house I'd like to have a spare bedroom for possible visitors.*

(NOT ... eventual visitors.)

*I’m not sure what I’ll do next year. I might go to America if I can find a job.*

(NOT ... Eventually I’ll go to America ...)  

For *finally, at last* and *in/at the end*, see 210.

197 ever

1 *ever meaning 'at any time'*

*Ever* generally means ‘at any time’, and is used mainly in questions (see below). Compare:

*Do you ever go to Ireland on holiday?* (= at any time)

*We always go to Ireland on holiday.* (= every time)

*We never have holidays in England.* (= at no time)

2 *ever meaning ‘always’*

*Ever* is not normally used to mean ‘always’.

*I shall always remember you.* (NOT I shall ever remember you.)

But *ever* is sometimes used to mean ‘always’ in compound expressions with adjectives and participles.

*his ever-open mouth* 
*an ever-increasing debt* 
*evergreen trees* 
*his ever-loving wife*

*Ever* also means ‘always’ in *forever* (or *for ever*) and *ever since*, and in a few other expressions like *ever after* and *Yours ever* (used at the end of letters).

*I shall love you forever.  I've loved you ever since I met you.*

3 *use*

*Ever* is a ‘non-assertive’ word (see 374), and is used mostly in questions. It is also possible in negative clauses, but *never* is more usual than *not ever.*

*Do you ever go to pop concerts?*

*I don't ever want to see you again.* (OR I never want ...)

We also use *ever after* if, and with words that express a negative idea (like nobody, hardly or stop).

*Come and see us if you are ever in Manchester.*

*Nobody ever visits them.  I hardly ever see my sister.  I'm going to stop her ever doing that again.*
4 superlative + ever

*Ever* is used in affirmative clauses after superlatives and *only*.

- *What is the best book you've ever read?*
- *It's the largest picture ever painted.*
- *She's the only woman ever to have climbed Everest in winter.*

5 ever + perfect

When *ever* is used with a present perfect tense (see 418), it means ‘at any time up to now’. Compare:

- *Have you ever been to Greece?*
- *Did you ever go to Naples when you lived in Italy?*

With a past perfect, *ever* means ‘at any time up to then’.

- *Had you ever thought of getting married before you met June?*

6 than ever

After a comparative, we can use the expression *than ever*.

- *You're looking lovelier than ever.*

7 ever, yet and already

*Ever* is not used in the same way as *yet* and *already*. These two words are used for things that happen around the present. Compare:

- *Have you been to Belfast yet?* (A trip is planned.)
- *Good heavens. Have you been to Belfast already?* (The trip has taken place earlier than expected.)

- *Have you ever been to Belfast?* (at any time in the past)

8 ever and before

*Ever* and *before* can both be used to mean ‘at any time in the past’, but there is a slight difference. *Before* refers to a present event, and asks whether it has happened at another time; *ever* does not refer to a present event. Compare:

- *Have you been to Scotland before?* (The hearer is probably in Scotland.)
- *Have you ever been to Africa?* (The hearer is not in Africa.)

But note that *ever before* can refer to a present event.

- *What are you staring at? Haven't you ever seen somebody dancing before?*

For more information about *ever*, see a good dictionary.

For *who ever*, *what ever* etc, see 595
For *whoever, whatever* etc, see 596
For *already, yet and still*, see 539
For *forever* with progressive forms, see 452

198 ever so, ever such

These expressions are often used in very informal British English to mean ‘very’. Some people consider them substandard.

- *She's ever so nice.*
- *It's ever such a good film.*

For the difference between *so* and *such*, see 544.
199 every (one)

1 every + singular

Every is a determiner (see 157). We normally use it before a singular noun 
(but see paragraph 5). If the noun is a subject, its verb is also singular.

every + singular noun

I see her every day. (NOT . . . every days.)
Every room is being used. (NOT . . . every room are . . .)

2 every one of

We use every one of before a pronoun or a determiner (for example the, my, 
these – see 157). The pronoun or noun is plural, but a following verb is 
singular.

every one of us/you/them
every one of + determiner + plural noun

His books are wonderful. I've read every one of them.
Every one of the children was crying.

3 every one without a noun

We can drop a noun and use every one alone, if the noun has already been 
mentioned.

His books are great. Every one's worth reading.

4 negative structures

To negate every, we normally use not every.

Not every kind of bird can fly. (More natural than Every kind of bird 
cannot fly.)

5 pronouns and possessives

When a pronoun or possessive is used later in a clause to refer back to every 
(one), the later word can usually be either singular (more formal) or plural 
(less formal).

Every person made his/her own travel arrangements.
Every person made their own travel arrangements.
I told every single student what I thought of him/her/them.

But if we are talking about something that concerns every member of a 
group at the same time, a plural word is necessary.

When every passenger's ticket had been checked, the door opened and they 
all got on. (NOT . . . and he/she all got on.)

6 every + plural noun

Every is used before a plural noun in expressions that refer to intervals.

I see her every few days.
There's a meeting every six weeks.
She had to stop and rest every two or three steps.
7 everybody etc

Everybody, everyone, everything and everywhere are used with singular verbs, like every.

Everybody has gone home. (not Everybody have...) Everything I like is either illegal, immoral or fattening.

I found that everywhere was booked up.

When possessives and pronouns refer back to everybody/one, they can usually be either singular (more formal) or plural (less formal). Sometimes only a plural word makes sense. Compare:

Has everybody got his or her ticket? (more formal)

Has everybody got their tickets? (less formal)

When everybody had finished eating, the waiters took away their plates. (not...his or her plate.)

Note that everyone (= ‘everybody’) does not mean the same as every one (which can refer to things as well as people – see paragraph 2 above).

8 everyday

Everyday is an adjective meaning ‘ordinary’, ‘usual’, ‘routine’. It is not the same as the adverbial expression every day. Compare:

In everyday life, you don’t often find an elephant in a supermarket.

You don’t see elephants every day.

9 common expressions

Note the following common expressions with every.

every single

She visits her mother every single day.

every other

We meet every other Tuesday. (=...every second Tuesday.)

every so often; every now and then

We go out for a drink together every so often / every now and then.

For the difference between every and each, see 174.
For every and all, see 37
For every and any, see 55.
For more information about everybody/everyone, see 523

200 except (for)

1 except with or without for

We use except (for) after general statements, especially after generalising words like all, every, no, everything, anybody, nowhere, whole etc.

He ate everything on his plate except (for) the beans.

He ate the whole meal, except (for) the beans.
2 except for
In other cases we usually use except for, not except. Compare:
- I’ve cleaned all the rooms except (for) the bathroom.
  (Except is possible after all.)
  I’ve cleaned the house except for the bathroom.
  (NOT . . . except the bathroom.)
- Nobody came except (for) John and Mary. (after nobody)
  Except for John and Mary, nobody came. (before nobody)
- You couldn’t hear anything except (for) the noise of Louise typing.
  The house was quiet except for the noise of Louise typing.

3 except
We use except, not except for, before prepositions and conjunctions.
- It’s the same everywhere except in Scotland.
  (NOT . . . except for in Scotland.)
- He’s good-looking except when he smiles.

4 except (for) + pronoun
After except (for) we use object pronouns, not subject pronouns.
- Everybody understands except me.
- We’re all ready except her.

5 except + verb
A verb form after except usually depends on what came before. Infinitives are normally without to.
- He does nothing except eat all day. (does . . . eat)
- She’s not interested in anything except skiing. (interested in . . . skiing)

6 except and without
Except (for) is only used to talk about exceptions to generalisations. In other cases, without or but for may be preferable. Compare:
- Nobody helped me except you.
  Without / But for your help, I would have failed.
  (NOT - Except for your help, I would have failed.)

For the use of but to mean ‘except’, see 116.
For the difference between except, besides and apart from, see 101.

201 exclamations: structures
Exclamations are often constructed with how and what or with so and such; negative question forms are also common.

1 exclamations with how
These are often felt to be a little formal or old-fashioned.

  how + adjective

  Strawberries! How nice!
how + adjective / adverb + subject + verb

How cold it is! (NOT How it is cold!)
How beautifully you sing! (NOT How you sing beautifully!)

how + subject + verb

How you've grown!

For the structure of expressions like How strange a remark, see 16.

2 **exclamations with what**

what a/an (+ adjective) + singular countable noun

What a rude man! (NOT What rude man!)  
What a nice dress! (NOT What nice dress!)
What a surprise!

what (+ adjective) + uncountable / plural noun

What beautiful weather! (NOT What a beautiful weather!)  
What lovely flowers!
What fools!

3 **exclamations with so and such**

so + adjective

You're so kind!

such a/an (+ adjective) + singular countable noun

He's such a nice boy! (NOT . . .a such nice boy!)

such (+ adjective) + uncountable / plural noun

They talk such rubbish! (NOT . . .such a rubbish!)
They're such kind people! (NOT . . .so kind people!)

what + object + subject + verb (note word order)

What a beautiful smile your sister has! (NOT . . .has your sister.)

For more information about such and so, see 544.

4 **negative question forms**

Isn't the weather nice!  Hasn't she grown!

Americans and some British speakers may use ordinary (non-negative) question forms in exclamations.

Boy, am I hungry!  Wow, did she make a mistake!

Was I furious!

For more information about negative questions, see 360.
202 expect, hope, wait and look forward

1 expect and hope: difference of meaning

*Expecting* is mental rather than emotional. If I *expect* something to happen, I have a good reason to think it will in fact happen. *Hoping* is more emotional. If I *hope* for something to happen, I would like it to happen, but I do not know whether it will. Compare:

- She’s *expecting* a baby. (= She’s pregnant.)
- She’s *hoping* it will be a girl.
- I’m *expecting* John to phone at three o’clock.
- I *hope* he’s got some good news.

One can *expect* good or bad things to happen, but one only *hopes* for good things.

- I *expect* it will rain at the weekend. But I *hope* it won’t.

2 expect and wait: difference of meaning

One *waits* when somebody or something is late, when one is early for something, or when one wants time to pass so that something will happen. Compare:

- I’m *expecting* a phone call from John at three o’clock.
- I *hope* he rings on time. I *hate waiting* for people to phone.
- He *expects* to get a bike for his birthday. (= He thinks he’ll get one.)
- It’s hard to *wait* for things when you’re five years old.
- I *expected* her at ten, but she didn’t turn up.
- I *waited* for her till eleven, and then went home.

Can’t *wait* often expresses impatience.

- I *can’t wait* for the holidays!

3 expect, hope and wait: structures

a direct object

Before a direct object, *hope* and *wait* have the preposition *for*. Compare:

- We’re *expecting* rain soon.
- We’re *hoping for* a lot of rain – the garden’s very dry.
- We’ve been *waiting for* rain for weeks.

b infinitive

All three verbs can be used with a following infinitive.

- We *expect* to spend the summer in France.
- We *hope* to see Annemarie while we’re there.
- But we’re still *waiting to hear* from her.

c object + infinitive

An object + infinitive structure is possible.

- *I expect* him to arrive about ten o’clock.
- We’re *hoping for* John to come up with some new ideas.
- *I’m still waiting for* Harry to pay me back that money.

page 195
To be cannot be left out in these structures.

She’s quite short – I expected her to be taller. (NOT -I expected her taller.)

Expect is often used with object + infinitive to talk about people’s duties.
Passive versions of the structure are also common.

We expect you to work on the first Saturday of every month.

Staff are expected to start work punctually at 8.30.

d that-clause

Expect and hope can be followed by that-clauses.

I expect (that) she’ll be here soon.
I hope (that) I’ll recognise her.

BUT NOT I’m waiting that she arrives.

I expect (that) . . . can be used to talk about the present or past, with the
meaning of ‘I suppose’, ‘I have good reason to think’.

I expect you’re all tired after your journey.
Sarah isn’t here. I expect she was too tired to come.

Hope is often followed by a present tense with a future meaning (see 252).

I hope she doesn’t miss the train.

e expect something of somebody

This structure refers to people’s feelings about how other people ought to
behave.

My parents expected too much of me when I was at school – they were
terribly upset when I failed my exams.

f progressive forms

Before a that-clause, simple and progressive forms of hope can often be used
with little difference of meaning.

We hope / We’re hoping you can come and stay with us soon.

Before a that-clause, progressive forms of expect are not normally used.

I expect (that) she’ll be here soon. (NOT -I’m expecting (that) . . .)
I expect (that) you’re wondering what this is all about.

( NOT I’m expecting (that) . . .)

Before an infinitive, simple and progressive forms of hope and expect can
can often be used with little difference of meaning.

We hope / We’re hoping to get to Scotland next weekend.

We expect / We’re expecting to hear from Lucy today.

4 look forward

Look forward means ‘think about (something in the future) with pleasure’.
One looks forward to something that is certain to happen, and that one is
glad about.

He’s looking forward to his birthday.

Look forward can be followed by to . . .ing, but not by an infinitive.

I look forward to meeting you. (NOT . . .to meet you)
I look forward to hearing from you.

(common formula at the end of a letter)
Simple and progressive forms can often be used with little difference of meaning.

*I look forward / I'm looking forward to the day when the children leave home.*

For *hope* and *expect* in negative clauses, see 359.
For *not* and *so* after *hope* and *expect*, see 515.
For *and* after *wait*, see 52.
For the ‘casual’ use of progressive forms, see 161.
For *wish*, see 601.

203 **experiment** and **experience**

An *experiment* is a test which somebody does to see what the result will be, or to prove something. *Experiment* is generally used with the verb *do*. There is also a verb *to experiment*.

*We did an experiment in the chemistry lesson, to see if you could get chlorine gas from salt.* (NOT *We did an experience...*)

*I'm experimenting with a new perfume.*

An *experience* is something that you live through; something that happens to you in life. *Experience* is generally used with the verb *have*. There is also a verb *to experience*.

*I had a lot of interesting experiences during my year in Africa.*

(NOT *I made a lot of interesting experiences...*)

*Have you ever experienced the feeling that you were going mad?* (NOT *Have you ever experimented the feeling...?*)

The uncountable noun *experience* means ‘the knowledge that you get from doing things’.

*Salesgirl wanted – experience unnecessary.*

204 **explain**

After *explain*, we use *to* before an indirect object.

*I explained my problem to her.* (NOT *I explained her my problem...*)

*Can you explain to me how to get to your house?* (NOT *Can you explain me...?)

205 **fairly, quite, rather** and **pretty**: adverbs of degree

1 **fairly**

*Fairly* generally modifies adjectives and adverbs. It does not suggest a very high degree: if you say that somebody is *fairly nice* or *fairly clever*, for example, he or she will not be very pleased.

*How was the film?* *Fairly* good. *Not the best one I've seen this year.*

*I speak Russian *fairly* well – enough for everyday purposes.*
2 **quite**

*Quite* (mainly British English) suggests a higher degree than *fairly.*

‘*How was the film?’ *Quite* good. You ought to go.’

It’s *quite* a difficult book – I had trouble with it.

He’s lived in St Petersburg, so he speaks Russian *quite* well.

*Quite* can modify verbs and nouns.

*I quite enjoyed myself at your party.*  
*The room was quite a mess.*

For word order rules, the use of *quite* to mean ‘completely’, and other details, see 467.

3 **rather**

*Rather* is stronger than *quite.* It can suggest ‘more than is usual’, ‘more than was expected’, ‘more than was wanted’, and similar ideas.

‘*How was the film?’ *Rather* good – I was surprised.’

Maurice speaks Russian *rather* well. People often think he is Russian.

I think I’ll put the heating on. It’s *rather* cold.

I’ve had *rather* a long day.

*Rather* can modify verbs (especially verbs that refer to thoughts and feelings) and nouns.

*I rather think we’re going to lose.*  
*She rather likes gardening.*  
*It was rather a disappointment.*

For word order rules and other details of the use of *rather*, see 468.

4 **pretty**

*Pretty* is similar to *rather*, but only modifies adjectives and adverbs. It is informal.

‘*How's things?’ *Pretty* good. You OK?’  
*She’s a pretty nice girl.*

*Pretty well* means ‘almost’.

*I’ve pretty well finished.*

5 **intonation**

Note that the exact meaning of these words may depend on the intonation used.

For more about structures expressing degree, see 153–156.

206 **far and a long way**

1 **far in questions and negatives**

*Far* is most common in questions and negative clauses.

*How far did you walk?*  
*The youth hostel is not far from here.*

2 **a long way in affirmative clauses**

In affirmative clauses we usually prefer *a long way.*

*We walked a long way.*  
*(NOT -We walked far.)*

*The station is a long way from here.*

*(More natural than The station is far from here.)*
3 **far** in affirmative clauses

However, *far* is normal in affirmative clauses with *too, enough, as* and so.

‘Have I gone *far enough*?’ ‘A bit *too far*.’ It’s ready *as far* as I know.

‘Any problems?’ ‘OK *so far*.’

*Far* is also used (in all kinds of clauses) to modify comparatives, superlatives and *too*.

She’s *far older* than her husband. This bike is *by far the best*.

You’re *far too* young to get married.

4 **attributive adjective**

*Far* can be used as an adjective before a noun, meaning ‘distant’. This is rather formal and old-fashioned.

*Long ago, in a far country, there lived a woman who had seven sons.*

*Much, many* and *long* (for time) are also more common in questions and negative sentences (see 348 and 323).

207 **farther and further**

1 **distance**

We use both *farther* and *further* to talk about distance. There is no difference of meaning.

*Edinburgh is farther/further away than York.*

2 ‘additional’

We can use *further* (but not *farther*) to mean ‘additional’, ‘extra’, ‘more advanced’.

*For further information, see page 277.*

208 **feel**

*Feel* has several different meanings. Progressive forms can be used with some meanings, but not with others. *Feel* can be a ‘copular verb’ (see 147), followed by an adjective or noun complement. It can also be an ordinary verb, followed by a direct object.

1 **copular verb: I feel**

*Feel* can be used with a personal subject (*I, you* etc) to mean ‘experience the condition of one’s own mind or body’. Adjective or (in British English) noun complements are used.

*I feel fine.* *Do you feel happy?* *Andrew was beginning to feel cold.*

*I always feel sleepy* on Mondays.

*When Louise realised what she had done, she felt a complete idiot.* (GB)

Note that in this sense *feel* is not normally used with reflexive pronouns (*myself* etc).

*He always felt inferior when he was with her.*

(More natural than *He always felt himself inferior* …)
To talk about feelings that are going on at a particular moment, simple or progressive forms can be used. There is little difference of meaning.

*I feel fine.* / *I'm feeling fine.*
*How do you feel?* / *How are you feeling?*

2 reactions and opinions

*Feel* is often used to talk about reactions and opinions. Progressive forms are not usually used in this case.

*I feel sure you're right.* (not *I'm feeling sure...*)
*He says he feels doubtful about the new plan.*
That-clauses are common.

*I feel (that) she's making a mistake.*

A structure with *object + to be + complement* is possible in a formal style, but it is not very often used.

*I felt her to be unfriendly.* (More normal: *I felt that she was unfriendly.*)

When the object is an infinitive, preparatory *it* is used and *to be* is often dropped (especially before adjectives). The structure with *object + to be + complement* is rather more common in this case, though it is still formal.

*I felt it (to be) my duty to call the police.*
*We felt it necessary to call the police.*

3 copular verb: *it feels*

*Feel* can also be used, usually with a non-personal subject, to mean 'give somebody sensations'. Progressive forms are not used.

*The glass felt cold against my lips.*
*My head feels funny.*
*That feels nice!*

4 copular verb: *feel like; feel as if/though*

*Feel* can be followed by *like* or *as if/though*.

*My legs feel like cotton wool.*
*Alice felt as if/though she was in a very nice dream.*

(Alice felt like she was... is also possible – see 74.)

Note that *feel like* can also mean 'want', 'would like'.

*i feel like a drink. Have you got any beer?*

In this sense, *feel like* is often followed by an -ing form.

*i felt like laughing, but I didn't dare.*

Compare:

*i felt like swimming. (= I wanted to swim.)*
*i felt like / as if I was swimming. (= It seemed as if I was swimming.)*

5 ordinary verb: *‘receive physical sensations’*

*Feel* can be used with a direct object to talk about the physical sensations that come to us through the sense of touch.

*i suddenly felt an insect crawling up my leg.*

Progressive forms are not used, but we often use *can feel* to talk about a sensation that is going on at a particular moment.

*i can feel something biting me!*
6 ordinary verb: ‘touch’

*Feel* can be also used with a direct object to mean ‘touch something deliberately in order to learn about it or experience it’. Progressive forms are possible.

> *Feel the car seat*. It’s wet.

> ‘What are you doing?’ I’m *feeling the shirts* to see if they’re dry.’

209 female and feminine; male and masculine

*Female* and *male* are used to say what sex people, animals and plants belong to.

> A *female* fox is called a vixen. A *male* duck is called a drake.

*Feminine* and *masculine* are used for qualities and behaviour that are felt to be typical of men or women.

> She has a very *masculine* laugh. It was a very *feminine* bathroom.

*Feminine* and *masculine* are used for grammatical forms in some languages.

> The word for ‘moon’ is *feminine* in French and *masculine* in German.

210 finally, at last, in the end and at the end

1 finally

*Finally* can introduce the last element in a series.

> We must increase productivity. We must reduce unemployment.

> And *finally*, we must compete in world markets.

*Finally* can also suggest that one has been waiting a long time for something. In this sense, it often goes in mid-position (with the verb – see 22).

> After putting it off three times, we *finally* managed to have a holiday in Greece.

> Steve has *finally* found a job.

2 at last

*At last* also suggests – very strongly – the idea of impatience or inconvenience resulting from a long wait or delay.

> *James has passed his exams at last."

> When *at last* they found him he was almost dead.

*At last* can be used as an exclamation. (*Finally* cannot be used in this way.)

> *At last! Where on earth have you been?"

Note that *lastly* (introducing the last item in a series) is not the same as *at last*.

> Firstly, we need to increase profits. Secondly, . . . Thirdly, . . . And *lastly*, we need to cut down administrative expenses.

> (NOT . . . And *at last* we need to cut down . . .)

3 in the end

*In the end* suggests that something happens after a lot of changes, problems or uncertainty.

> We made eight different plans for our holiday, but *in the end* we went to Brighton again.
I left in the middle of the film. Did they get married in the end?
The tax man will get you in the end.

4 at the end
At the end simply refers to position at the end of something. There is no
sense of waiting or delay.
A declarative sentence usually has a capital letter at the beginning and a
full stop at the end.
I wish I was paid at the beginning of the week and not at the end.

For other expressions with end, see a good dictionary.
For the verbs end and finish, see 191.
For eventually, see 196.

211 finished
Finished can be used as a normal past participle in perfect verb forms (e.g.
I've nearly finished). It can also be used as an adjective after be, meaning
'ready' (e.g. I'm nearly finished). There is not much difference of meaning
between I etc am finished (in this sense) and I etc have finished. The
adjective construction (be finished) is common in an informal style.
How soon will you be/have finished, dear?
Hang on – I'm/I've nearly finished.
I went to get the car from the garage, but they weren't/hadn't finished.

212 fit and suit
These words do not mean exactly the same.
Fit refers to size and shape: if your clothes fit you, they are neither too big
nor too small.
These shoes don't fit me – have you got a larger size?
Suit refers to style, colour etc.
Red and black are colours that suit me very well.
(NOT ... colours that fit me very well.)
Do you think this style suits me?
Suit can also be used to talk about whether arrangements and situations are
convenient.
Tuesday would suit me very well for a meeting.

For other uses of these two words, see a good dictionary.

213 for: purpose and cause
1 people’s purposes
For can be used to talk about somebody’s purpose in doing something, but
only when it is followed by a noun.
We stopped at the pub for a drink.
I went to the college for an interview with Professor Taylor.
For is not used before a verb in this sense. The infinitive alone is used to express a person's purpose (see 281).

We stopped at the pub to have a drink. (NOT ... for having a drink)
I went to the college to see Professor Taylor.
(NOT ... for seeing Professor Taylor.)

2 the purposes of things: -ing forms and infinitives

For can be used before the -ing form of a verb to express the 'purpose' of a thing – what it is used for – especially when the thing is the subject of the clause.

Is that cake for eating or just for looking at?
An altimeter is used for measuring height above sea level.
When the clause has a person as subject, it is more common to use an infinitive to express the purpose of a thing.

We use altimeters to measure height above sea level.

3 causes of reactions

For ... ing can also be used after a description of a positive or negative reaction, to explain the behaviour that caused it.

We are grateful to you for helping us out.
I'm angry with you for waking me up.
They punished the child for lying.
He was sent to prison for stealing.

214 for, in, from and since (time)

1 for

We use for when we measure duration – when we say how long something lasts.

for + period of time

I once studied the guitar for three years.
That house has been empty for six months.
We go away for three weeks every summer.
My boss will be in Italy for the next ten days.
I'm going to Canada for the summer.

To measure duration up to the present, we use a present perfect tense (see 418–420), not a present tense.

I've known her for a long time. (NOT I know her for a long time.)

A present tense with for refers to duration into the future. Compare:

How long are you here for? (= Until when . . . ?)
How long have you been here for? (= Since when . . . ?)

We can often leave out for in an informal style, especially with How long . . . ?

And for is not usually used before all.

How long have you been waiting (for)?
We've been here (for) six weeks.
I've had a headache all day.
2  *in* after negatives and superlatives (US)

After negatives and superlatives, *in* can be used to talk about duration. This is especially common in American English.

*I haven't seen him for/in months.*

*It was the worst storm for/in ten years.*

3  *from and since*

*From* and *since* give the starting points of actions, events or states: they say when things begin or began.

*from/since* + starting point

*I'll be here from three o'clock onwards.*

*I work from nine to five.*

*From now* on, I’m going to go running every day.

*From his earliest childhood* he loved music.

*I've been waiting since six o'clock.*

*I've known her since January.*

*Since* is used especially when we measure duration from the point of view of a particular present or past end-point. A present perfect or past perfect tense is normal. *From* is used in other cases. Compare:

− *I've been working since six o'clock, and I'm getting tired.*

  *NOT* *I've been working from six o'clock…*

− *I had been working since six o'clock, and I was getting tired.*

− *The shop was open from eight in the morning, but the boss didn't arrive till ten.*

  *NOT* *The shop was open since eight…*

− *I'll be at home from Tuesday morning (on).*

  *NOT* *…since Tuesday morning.*

*From* is sometimes possible with a present perfect, especially in expressions that mean ‘right from the start’.

*She's been like that from her childhood.* *(OR … *since her childhood.)*

*From the moment they were married, they've quarrelled.*

*From the dawn of civilisation, people have made war.*

For *from … to* and *from … until*, see 575.

4  *for and since*

*For* and *since* can both be used with perfect tenses (see 418.6). They are not the same. Compare:

*for* + period

*I've known her for three days.* *(NOT … since three days.)*

*She's been working here for a long time.* *(NOT … since a long time.)*

*since* + starting point

*I've known her since Tuesday.*

*She's been working here since July.*

For more about tenses with *since*, see 499.

For *since* meaning ‘as’ or ‘because’, see 72.
215 **forget and leave**

We can use *forget* to talk about accidentally leaving things behind.

> Oh no! I’ve **forgotten** my umbrella.

However, we normally use *leave* if we mention the place.

> Oh no! I’ve **left** my umbrella at home.

(NOT I’ve **forgotten** my umbrella at home.)

For infinitives and -ing forms after *forget*, see 296.1.

216 **formality and politeness**

1 **formal and informal language**

Most people speak and write in different ways on different occasions. In some languages, for example, there are very complicated rules about how to speak to older or more important people. English does not have a system of this kind. However, there are some words and structures which are mostly used in *formal* situations – that is to say, situations when people are careful about how they express themselves, like report writing, business meetings, conferences or polite conversations with strangers. And some words and structures are mostly used in *informal* situations – for example conversations with friends, or letters to one’s family. Writing is more often formal, and speech is more often informal, but informal writing and formal speech are used when the situation makes them necessary.

Most words and expressions are neither formal nor informal, but neutral – English speakers do not have to know two ways of saying everything.

2 **grammar**

Some grammatical structures have different formal and informal versions. For example, contracted auxiliary verbs and negatives (see 144) are common in informal speech and writing. Compare:

- **Formal:** *It has gone.* *It is not possible.*
- **Informal:** *It’s gone.* *It isn’t possible.*

Prepositions come at the end of certain structures in informal language (see 440). Compare:

- **Formal:** *In which century did he live?*
- **Informal:** *Which century did he live in?*

Some relative structures are different (see 474.5–6). Compare:

- **Formal:** *The man whom she married . . .*  
  - **Informal:** *The man she married . . .*

Some determiners are followed by singular verb forms in formal language, and plural forms in informal language (see 509.5). Compare:

- **Formal:** *Neither of us likes him.*  
  - **Informal:** *Neither of us like him.*

Some pronouns have different forms (see 425). Compare:

- **Formal:** *It was she who first saw what to do.*  
  - **Informal:** *It was her that first saw what to do.*
- **Formal:** *Whom did they elect?*  
  - **Informal:** *Who did they elect?*
Ellipsis (leaving out words – see 181–186) is more common in informal language. Compare:

Formal: Have you seen Mr Andrews?
Informal: Seen John?
Formal: We think that it is possible.
Informal: We think it's possible.

3 vocabulary

Some words and expressions are used mainly in informal situations; in neutral or formal situations other words or expressions are used. Some examples:

<table>
<thead>
<tr>
<th>Formal</th>
<th>Neutral</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>repair</td>
<td>mend (GB)</td>
<td>fix</td>
</tr>
<tr>
<td>commence</td>
<td>begin/start</td>
<td>begin/start</td>
</tr>
<tr>
<td>in order</td>
<td>all right</td>
<td>OK</td>
</tr>
<tr>
<td>Thank you</td>
<td>Thank you</td>
<td>Thanks</td>
</tr>
<tr>
<td>I beg your pardon?</td>
<td>Pardon?/Sorry?</td>
<td>What?</td>
</tr>
</tbody>
</table>

4 polite requests and questions

Formal language is of course used when one wishes to be polite – to show respect to important people or strangers. Requests and questions can be made more polite by making them less direct. A common way of making requests less direct is to use yes/no questions. These suggest that the hearer can choose whether to agree or not.

Could you tell me the time, please?
(Much more polite than Please tell me the time.)

Another way of making requests and questions less direct is to use ‘distancing’ verb forms (e.g. past instead of present).

How much did you want to spend, sir?

For more about polite requests, see 483.
For more about ‘distancing’, see 161.
For the language used in particular social situations, see 520
For slang, see 510
For the use of out-of-date grammar and vocabulary in ceremonies and other situations, see 388

17 fronting

1 normal order

Affirmative sentences most often begin with the grammatical subject.

Jake is a vegetarian.

If we begin a sentence with something else, this is often to make it the topic – the thing we are talking about – even though it is not the grammatical subject.

People like that I just can't stand.
We can also move things to the front for emphasis.

Crazy, that driver.

Moving something to the beginning of a sentence in this way is called ‘fronting’.

2 fronted objects and complements

It is possible to begin an affirmative clause with the object or complement, in order to make this the topic or give it more immediate importance. This kind of fronting is common in informal speech.

Very good lesson we had yesterday.
Strange people they are!

Fronting of the object is also possible in a more formal style.

This question we have already discussed at some length.

In a few exclamatory expressions, a noun is fronted before that, but these are uncommon in modern English.

Fool that I was!

Question-word clauses are often fronted.

What I’m going to do next I just don’t know.

How she got the gun through customs we never found out.

For the use of passive structures to bring objects to the front, see 409.1.

3 detached fronted subjects and objects

In informal speech, it is common to detach a subject or object, announce it at the front of a sentence, and then repeat it with a pronoun.

This guy who rang up, he’s an architect. Well, . . .

That couple we met in Berlin, we don’t want to send them a card, do we?

One of my brothers, his wife’s a singer, he says . . .

This does not usually happen with pronoun subjects, but me and myself are occasionally detached and fronted.

Me, I don’t care.

Myself, I think you’re making a big mistake.

4 adverbs etc

Many adverbs and adverbial expressions can go at the beginning of a clause (see 22–23). This often happens when we are using the adverbs to structure a piece of narrative or a description.

Once upon a time there were three little pigs. One day . . . Then . . .

Soon after that . . . After dark . . .

Inside the front door there is . . . Opposite the living room is . . .

On the right you can see . . . At the top of the stairs . . .

Adverb particles are often fronted when giving instructions to small children.

Off we go!

Down you come!

Another reason for fronting adverbs is for emphasis.

Now you tell me! (= Why didn’t you tell me before?)

>
Inversion (see 298–299) is necessary after some emphatic fronted adverbs and adverbial expressions.

Under no circumstances can we accept cheques.

(NOT Under no circumstances we can ...)  

Round the corner came Mrs Porter.

5 fronting with as or though

Fronted adjectives and adverbs are possible in a structure with as or though (see 71).

Young as I was, I realised what was happening.

Tired though she was, she went on working.

Fast though she drove, she could not catch them.

Much as I respect his work, I cannot agree with him.

6 ellipsis

In a very informal style, articles, pronouns and auxiliary verbs are often left out, bringing a more important word to the front of the clause. This is called ‘ellipsis’: for details, see 183.

Postman been?

Seen John?

Sometimes an elliptical structure is used to front a verb and/or complement, while the subject is put in a ‘tag’ (see 472) at the end.

Likes his beer, Stephen does.

Funny, your brother.

Nice day, isn’t it?

See also entries on information structure (289), emphasis (189) and cleft sentences (131).

218 fun and funny

These two words are sometimes confused. Fun is normally an uncountable noun. It often comes after is and other copular verbs (see 147), and can be used to say that things or people are enjoyable, entertaining etc. Funny is an adjective, and is used to say that something makes you laugh. Compare:

The party was fun, wasn’t it?  (NOT The party was funny.)

Canoeing can be a lot of fun.

Why are you wearing that funny hat?

Note that funny has another meaning: ‘strange’, ‘peculiar’.

‘Celia’s got a funny way of talking. ‘Do you mean funny ha-ha or funny peculiar?’

In informal American English, fun is sometimes used as an adjective.

That was a real fun party.
219 **future** (1): introduction

There are several ways to use verbs to talk about the future in English. This is a complicated area of grammar: the differences between the meanings and uses of the different structures are not easy to analyse and describe clearly. In many, but not all situations, two or more structures are possible with similar meanings.

1 **present tenses**

When we talk about future events which have already been planned or decided, or which we can see are on the way, we often use present tenses. The present progressive is common. For details, see 220.

- *I’m seeing John tomorrow.*
- *What are you doing this evening?*

The present progressive of *go* is often used as an auxiliary verb in sentences about the future. For details, see 220.

- *Sandra is going to have another baby.*
- *When are you going to get a job?*

The simple present can also be used to talk about the future, but only in certain situations. For details, see 223.

- *The train leaves at half past six tomorrow morning.*

2 **shall/will**

When we are simply giving information about the future, or predicting future events which are not already decided or obviously on the way, we usually use *shall/will + infinitive* (*shall* is rare in American English). For details, see 221.

- *I shall probably be home late tonight.*
- *Nobody will ever know what happened to her.*
- *I think Liverpool will win.*

*Shall* and *will* are also used to express our intentions and attitudes towards other people: they are common in offers, requests, threats, promises and announcements of decisions. For details, see 222.

- *Shall I carry your bag?*
- *I’ll hit you if you do that again.*
- *I’ll phone you tonight.*

‘*You can have it for £50.*’ ‘OK. I’ll buy it.’

3 **other ways of talking about the future**

We can use the future perfect to say that something will be completed, finished or achieved by a certain time. For details, see 224.

- *By next Christmas we’ll have been here for eight years.*

The future progressive can be used to say that something will be in progress at a particular time. For details, and other uses of this tense, see 225.

- *This time tomorrow I’ll be lying on the beach.*

The structure *be about + infinitive* is used to say that a future event is very close. For details, see 5.

- *I think the plane’s about to take off. Is your seat belt done up?*
Be + infinitive is used to talk about plans, arrangements and schedules, and to give instructions. For details, see 90.

The President is to visit Beijing in January.
You're not to tell anybody about this.

4 ‘future in the past’

To say that something was still in the future at a certain past time, we can use a past form of one of the future structures. For details, see 226.

I knew she would arrive before long.
Something was going to happen that was to change the world.

5 subordinate clauses

In many subordinate clauses we refer to the future with present tenses instead of shall/will + infinitive. For details, see 556.

Phone me when you have time. (NOT ... when you'll have time.)
I'll think of you when I'm lying on the beach next week.
( NOT ... when I'll be lying on the beach ...)
I'll follow him wherever he goes. (NOT ... wherever he'll go.)
You can have anything I find. (NOT ... anything I'll find.)

220 future (2): present progressive and be going to

1 When do we use these present tenses to talk about the future?

We use these two present tenses to talk about future actions and events that have some present reality. If we say that something in the future is happening or is going to happen, it is usually already planned or decided, or it is starting to happen, or we can see it coming now.

‘What are you doing this evening?’ I'm washing my hair.
Look at the sky. It's going to rain.

Note that the simple present is not often used to talk about the future. For details, see 223.

(Not What do you do this evening?)

2 present progressive: arrangements and plans

The present progressive is used mostly to talk about personal arrangements and fixed plans, especially when the time and place have been decided.

We're going to Mexico next summer.
I'm seeing Larry on Saturday.
Did you know I'm getting a new job?
What are we having for dinner?
My car's going in for a service next week.

We often use the present progressive with verbs of movement, to talk about actions which are just starting.

Are you coming to the pub?
I'm just popping out to the post office. Back in a minute.
Get your coat on! I'm taking you down to the doctor!
3  **be going + infinitive: plans**

This structure, too, can be used to talk about plans, especially in an informal style. *Going to* often emphasises the idea of intention, of a decision that has already been made.

- We’re going to get a new car soon.
- John says he’s going to call in this evening.
- When are you going to get your hair cut?
- I’m going to keep asking her out until she says ‘Yes’.
- I’m going to stop him reading my letters if it’s the last thing I do.

4  **be going + infinitive: things that are on the way**

Another use of the *going to* structure is to predict the future on the basis of present evidence – to say that a future action or event is on the way, or starting to happen.

- Sandra’s going to have another baby in June.
- Look at the sky. It’s going to rain.
- Look out! We’re going to crash!

5  **differences between the two structures**

In many cases, both structures can be used to express the same idea. But there are some differences.

a  **fixed arrangement / intention**

The present progressive can emphasise the idea of ‘fixed arrangement’; *going to* can emphasise the idea of ‘intention’, or ‘previous decision’. Compare:

- **Are you doing anything this weekend?**
  (asking about arrangements – more natural than *Are you going to do anything this weekend?*)
- **Are you going to do anything about that letter from the tax people?**
  (pressing to know what has been decided – more natural than *Are you doing anything about that letter . . . ?*)
- **Who’s cooking lunch?** (asking what has been arranged)
  **Who’s going to cook lunch?** (asking about a decision)
- **I’m seeing Phil tonight.** (emphasis on arrangement)
  **I’m really going to tell him what I think of him.** (emphasis on intention – NOT **I’m really telling him . . . .**) 
- **I’m getting a new job.** (It’s already arranged.)
  **I’m going to get a new job.** (I’ve decided to.)

b  **events outside people’s control**

The present progressive is not generally used to make predictions about events that are outside people’s control.

- *Things are going to get better soon.* (NOT *Things are getting better soon.*)
- *He’s going to have an accident one of these days.*
  (NOT *He’s having an accident one of these days.*)
- *It’s going to snow before long.** (NOT *It’s snowing before long.*)
c permanent states

The present progressive is used for actions and events, but not usually for permanent states. Compare:

Our house is getting / is going to get new windows this winter.
Their new house is going to look over the river.
(NOT Their new house is looking over the river.)

6 commands and refusals

Both structures can be used to insist that people do things or do not do things.

You're finishing / going to finish that soup if you sit there all afternoon!
She's taking / going to take that medicine whether she likes it or not!
You're not playing / going to play football in my garden.
You're not wearing / going to wear that skirt to school.

The present progressive is common in emphatic refusals.

I'm sorry, you're not taking my car.
I'm certainly not washing your socks!

7 gonna

In informal speech, going to is often pronounced /gonə/. This is sometimes shown in writing as gonna, especially in American English.

Nobody's gonna talk to me like that.

For will and shall, see 221 – 222.
For was going to, has been going to etc, see 226.

221 future (3): shall/will
(information and prediction)

1 forms

<table>
<thead>
<tr>
<th>Shall/will</th>
<th>You will</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she/it will</td>
<td>+ infinitive without to</td>
</tr>
<tr>
<td>We shall/will</td>
<td></td>
</tr>
<tr>
<td>They will</td>
<td></td>
</tr>
</tbody>
</table>

questions: shall/will I? will you? etc
negatives: I will/shall not, you will not etc
negative questions: will/shall I not? will you not? etc
or won't/shan't I? won't you? etc
contractions: I'll, you'll etc; shan't /ʃənt/ (GB only), won't /wɔnt/

British people use I shall/I will and we shall/ we will with no difference of meaning in most situations. (For cases where there is a difference, see 222.) However, shall is becoming very much less common than will. Shall is not normally used in American English.

For second- and third-person uses of shall, see 222.6.
For strong and weak pronunciations of shall and will, see 588.
For information about all uses of will, see 600.
2 giving information about the future; predicting

The *shall/will* structure is used to give (or ask for) information about the future, in cases where there is no reason to use a present progressive or *going to* (see 220).

- *We shall need* the money on the 15th.
- *It’ll be* spring soon.
- *All the family will be* at the wedding.
- *In another thirteen minutes the alarm will go off.* This *will close an* electrical contact, causing the explosive to detonate.
- *She’ll be here* in a couple of minutes.

We often use *shall/will* in predictions of future events – to say what we think, guess or calculate will happen.

- *Tomorrow will be* warm, with some cloud in the afternoon.
- *Who do you think will win* on Saturday?
- *I shall be* rich one day.
- *You’ll never finish* that book.

Note that some questions beginning *Will you . . . ?* are used for giving orders, not asking for information (see paragraph 8 below).

3 conditional use

The *shall/will* structure is often used to express conditional ideas, when we say what *will happen* if something else happens.

- *He’ll have* an accident if he goes on driving like that.
- *If it rains* the match *will be cancelled*.
- *Look out – you’ll fall!* (if you’re not more careful.)
- ‘*Come out for a drink.*’ ‘*No, I’ll miss the film on TV.*’
- *Don’t leave me. I’ll cry!*

4 ‘predicting’ the present or past

We can use *will* to make a kind of prediction about the present or past – to say what we think is probably the case, or has probably happened.

- *Don’t phone them now – they’ll be having* dinner.
- *There’s somebody at the door.* ‘*That’ll be the postman.*’
- As you *will have noticed*, there is a new secretary in the front office.
- *It’s no use expecting Barry to turn up. He’ll have forgotten.*

5 predictions as orders

Predictions can be used as a way of giving orders – instead of telling somebody to do something, the speaker just says firmly that it will happen. This is common in military-style orders.

- *The regiment will attack* at dawn.
- You *will start* work at six o’clock sharp.

6 *shall/will* and present tenses: both used

Often *shall/will* and present-tense forms (especially the *going to* structure) are possible with similar meanings. The choice depends on whether we want
future (3): shall / will (information and prediction) 221

to emphasise present ideas like intention/certainty (present tenses), or not (shall/will). Compare:
- What will you do next year?
  What are you doing next year?
- What are you going to do next year?
- All the family will be there.
  All the family are going to be there.
- If your mother comes, you’ll have to help with the cooking.
  If your mother comes, you’re going to have to help with the cooking.
- You won’t believe this.
  You’re not going to believe this.
- Next year will be different.
  Next year is going to be different.

7 differences

We prefer present tenses when we are talking about future events that have some present reality (see 220). Compare:
  I’m seeing Janet on Tuesday. (The arrangement exists now.)
  I wonder if she’ll recognise me. (no present reference)
In predictions, we use going to when we have outside evidence for what we say – for example a page in a diary, black clouds in the sky, a person who is obviously about to fall. We prefer will for predictions when there is not such obvious outside evidence – when we are talking more about what is inside our heads: what we know, or believe, or have calculated. (When we use will, we are not showing the listener something; we are asking him or her to believe something.) Compare:
- Look out – we’re going to crash! (There is outside evidence.)
  Don’t lend him your car. He’s a terrible driver – he’ll crash it.
  (the speaker’s knowledge)
- I’ve just heard from the builder. That roof repair’s going to cost £7,000.
  (outside evidence – the builder’s letter)
  I reckon it’ll cost about £3,000 to put in new lights. (the speaker’s opinion)
- Alice is going to have a baby. (outside evidence – she is pregnant now)
  The baby will certainly have blue eyes, because both parents have.
  (speaker’s knowledge about genetics)

8 other uses of shall and will

Shall and will are not only used to give and ask for information about the future. They can also be used to express ‘interpersonal’ meanings such as requests, offers, orders, threats and promises. For details, see 222.
  Shall I open a window?
  Will you get here at nine tomorrow, please?
  I’ll break his neck!

9 will you . . . ?

With a verb referring to a state, will you . . . ? asks for information.
  How soon will you know your holiday dates?
  Will you be here next week?
With a verb referring to an action, will you + infinitive usually introduces an order or request (see 222.5).

Will you do the shopping this afternoon, please?

To ask for information about people’s plans, we use a present tense (see 220) or the future progressive (see 225).

Are you doing the shopping this afternoon?

Will you be doing the shopping...?

For This is the last time I’ll... and similar structures, see 307.5.

222 future (4): shall and will (interpersonal uses)

1 differences between shall and will

Shall and will are not only used for giving information about the future. They are also common in offers, promises, orders and similar kinds of ‘interpersonal’ language use. In these cases, will (or ‘ll) generally expresses willingness, wishes or strong intentions (this is connected with an older use of will to mean ‘wish’ or ‘want’). Shall expresses obligation (like a more direct form of should).

2 announcing decisions: will

We often use will when we tell people about a decision as we make it, for instance if we are agreeing to do something.

OK. We’ll buy the tickets if you’ll buy supper after the show.

‘The phone’s ringing.’ I’ll answer it.’ (NOT I’m going to answer it.)

‘Remember to phone Joe, won’t you?’ ‘Yes, I will.’

Shall is not used in this way.

‘You can have it for £50.’ OK. I’ll buy it.’ (NOT ‘... I shall buy it.’)

Note that the simple present is not normally used to announce decisions.

I think I’ll go to bed. (NOT I think I go to bed.)

‘There’s the doorbell.’ I’ll go.’ (NOT ‘... I go.’)

To announce decisions that have already been made, we generally prefer the present progressive or going to (see 220).

Well, we’ve agreed on a price, and I’m going to buy it.

Stressed will can express a strong intention.

I will stop smoking! I really will!

3 refusals: won’t

Will not or won’t is used to refuse, or to talk about refusals.

I don’t care what you say, I won’t do it.

The car won’t start.

I shan’t (British only) is also sometimes used in refusals, but this is unusual in modern English.
4 asking for instructions and decisions: shall

Questions with shall I/we are used (especially in British English) to ask for instructions or decisions, to offer services, and to make suggestions. Will is not used in this way.

Shall I open a window? (not Will I open a window?)
Shall I carry your bag?
What time shall we come and see you?
What on earth shall we do?
Shall we go out for a meal?
Let's go and see Lucy, shall we?

5 giving instructions and orders: will

We can use Will you ...? to tell or ask people to do things. (In polite requests, Would you ...? is preferred – see 604.5.)

Will you get me a newspaper when you're out?
Will you be quiet, please!
Make me a cup of coffee, will you?

6 threats and promises: will

We often use will/'ll in threats and promises. Shall is also possible in British English, especially after I and we, but it is less common than will.

I'll hit you if you do that again. You'll suffer for this!
I promise I won't smoke again. (not promise I don't smoke ...)
I shall give you a teddy bear for your birthday.
I'll phone you tonight. (not phone ...)

In older English, shall was often used with second and third person subjects in threats and promises. This is now very unusual.

You shall have all you wish for. He shall regret this.

7 obligation: shall

In contracts and other legal documents, shall is often used with third-person subjects to refer to obligations and duties.

The hirer shall be responsible for maintenance of the vehicle.

In other cases, we prefer must or should to express ideas of this kind.

For details of structures used in requests, see 483.
For reporting of interpersonal will and shall in indirect speech, see 481.7.

223 future (5): simple present

1 timetables etc

We can sometimes use the simple present to talk about the future. This is common when we are talking about events which are part of a timetable or something similar.

The summer term starts on April 10th.
What time does the bus arrive in Seattle?
My plane is at three o'clock.
Are you on duty next weekend?
2 subordinate clauses

The simple present is often used with a future meaning in subordinate clauses – for example after what, where, when, until, if, than. For details, see 556.

*I’ll tell you what I find out.* (NOT ...what I’ll find out.)

*She’ll pay us back when she gets a job.* (NOT ...when she’ll get a job.)

3 other cases

In other cases, we do not usually use the simple present to talk about the future.

*Lucy’s coming for a drink this evening.* (NOT Lucy comes ...)

*I promise I’ll phone you this evening.*

(NOT I promise I phone you this evening.)

*‘There’s the doorbell.’ I’ll go.’ (NOT ...I go.*)

Occasionally the simple present is used with a future meaning when giving and asking for instructions.

*So when you get to London you go straight to Victoria Station, you meet up with the others, you get your ticket from Ramona and you catch the 17.15 train for Dover, OK?*

*Well, what do we do now? Where do I pay?*

224 future (6): future perfect

*shall/will have + past participle*

We can use the future perfect to say that something will have been done, completed or achieved by a certain time in the future. (For the exact meaning of by in this case, see 118.)

*By next Christmas we’ll have been here for eight years.*

*The builders say they’ll have finished the roof by Tuesday.*

A progressive form can be used if we want to emphasise the continuity of a future achievement.

*I’ll have been teaching for twenty years this summer.*

(or I’ll have taught ...)

We can also use *will have ...* to ‘predict the present’ (see 221.4) – to say what we think or guess has probably happened.

*It’s no use phoning – he’ll have left by now.*

For more about perfect forms, see 423.

For more about progressive forms, see 450.
future (7): future progressive

shall/will + be + ...ing

1 events in progress in the future

We can use the future progressive to say that something will be in progress (going on) at a particular moment in the future.

This time tomorrow I’ll be lying on the beach.
Good luck with the exam. We’ll be thinking of you.

The future progressive is also used (without a progressive meaning) to refer to future events which are fixed or decided, or which are expected to happen in the normal course of events. It does not suggest the idea of personal intention.

Professor Baxter will be giving another lecture on Roman glass-making at the same time next week.
You’ll be hearing from my solicitors.
I’ll be seeing you one of these days, I expect.

2 ‘predicting the present’

This tense can also be used to ‘predict the present’ (see 221.4) – to say what we think or guess is probably happening now.

Don’t phone now – they’ll be having lunch.

3 polite enquiries

The future progressive can be used to make polite enquiries about people’s plans. (By using this tense to ask ‘What have you already decided?’, the speaker shows that he/she does not want to influence the listener’s intentions.) Compare:

Will you be staying in this evening?
(very polite enquiry, suggesting ‘I simply want to know your plans’)  
Are you going to stay in this evening? (pressing for a decision)
Will you stay in this evening, please? (instruction or order)

In older English, Shall you + infinitive was used to make polite enquiries in this way.

4 progressive form with going to

A progressive form of the going to structure is also possible.

I’m going to be working all day tomorrow, so I won’t have time to shop.

For more about the use of progressive forms for polite ‘distancing’, see 161.
For progressive forms in general, see 450.

future (8): future in the past

Sometimes when we are talking about the past, we want to talk about something which was in the future at that time – which had not yet happened. To express this idea, we use the structures that are normally used to talk about the future (see 219–225), but we make the verb forms past. For
example, instead of is going to we use was going to; instead of the present progressive we use the past progressive; instead of will we use would; instead of is to we use was to.

Last time I saw you, you were going to start a new job.
I didn’t have much time to talk to her because I was leaving for Germany in two hours.
In 1968 I arrived in the town where I would spend the next ten years of my life.
I went to have a look at the room where I was to talk that afternoon.
Perfect forms of be going to are also possible.
I’ve been going to write to you for ages, but I’ve only just found time.

For was to + perfect infinitive (e.g. She was to have taken over my job, but she fell ill), see 90.1.

227 gender (references to males and females)

English does not have many problems of grammatical gender. Usually, people are he or she and things are it. Note the following points.

1 animals, cars, ships and countries

People sometimes call animals he or she, especially when they are thought of as having personality, intelligence or feelings. This is common with pets and domestic animals like cats, dogs and horses.

Once upon a time there was a rabbit called Joe. He lived …
Go and find the cat and put her out.
He is sometimes used in cases where the sex of an animal is not known.
Look at the little frog, darling. Isn’t he sweet?

Some people use she for cars, motorbikes etc; sailors often use she for boats and ships (but most other people use it).

‘How’s your new car?’ ‘Terrific. She’s running beautifully.’
The ship’s struck a rock. She’s sinking!

We can use she for countries, but it is more common in modern English.
France has decided to increase its trade with Romania.
(or … her trade …)

2 he or she

Traditionally, English has used he in cases where the sex of a person is not known, or in references that can apply to either men or women, especially in a formal style.

If I ever find the person who did that, I’ll kill him.
If a student is ill, he must send his medical certificate to the College office.
A doctor can’t do a good job if he doesn’t like people.

Many people now regard such usage as sexist and try to avoid it. The expression he or she is becoming increasingly common.
If a student is ill, he or she must send a medical certificate to the College office.
3 unisex they

In an informal style, we often use they to mean ‘he or she’, especially after.

Indefinite words like somebody, anybody, nobody, person. This usage is

sometimes considered ‘incorrect’, but it has been common in educated

speech for centuries.

If anybody wants my ticket they can have it.

‘There’s somebody at the door.’ ‘Tell them I’m out.’

When a person gets married, they have to start thinking about their

responsibilities.

God send everyone their heart’s desire. (Shakespeare)

For more details of this structure, see 505.

4 actor and actress etc

A few jobs and positions have different words for men and women.

Examples:

<table>
<thead>
<tr>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>actor</td>
<td>actress</td>
</tr>
<tr>
<td>(bride)groom</td>
<td>bride</td>
</tr>
<tr>
<td>duke</td>
<td>duchess</td>
</tr>
<tr>
<td>hero</td>
<td>heroine</td>
</tr>
<tr>
<td>host</td>
<td>hostess</td>
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<tr>
<td>monk</td>
<td>nun</td>
</tr>
<tr>
<td>policeman</td>
<td>policewoman</td>
</tr>
<tr>
<td>prince</td>
<td>princess</td>
</tr>
<tr>
<td>waiter</td>
<td>waitress</td>
</tr>
<tr>
<td>widower</td>
<td>widow</td>
</tr>
</tbody>
</table>

A mayor can be a man or a woman; in Britain a mayoress is the wife of a male

mayor.

Some words ending in -ess (e.g. authoress, poetess) have gone out of use

(author and poet are now used for both men and women). Steward and

stewardess are being replaced by other terms such as flight attendant.

5 words ending in -man

Some words ending in -man do not have a common feminine equivalent

(e.g. chairman, fireman, spokesman). As many women dislike being called,

for example, ‘chairman’ or ‘spokesman’, these words are now often avoided

in references to women or in general references to people of either sex. In

many cases, -person is now used instead of -man.

Alice has just been elected chairperson (or chair) of our committee.

A spokesperson said that the Minister does not intend to resign.

In some cases, new words ending in -woman (e.g. spokesperson) are coming

into use. But there is also a move to choose words, even for men, which are

not gender-marked (e.g. supervisor instead of foreman, ambulance staff

instead of ambulance men, firefighter instead of fireman).
6 man

Man and mankind have traditionally been used to refer to the whole of the human race.

Why does man have more diseases than animals?
That's one small step for a man, one giant leap for mankind.
(Neil Armstrong, on stepping onto the moon)

Some people find this usage sexist, and prefer to avoid it by using terms such as people, humanity or the human race. Note also the increasingly common use of synthetic fibres instead of man-made fibres.

7 titles

Ms (pronounced /mɪz/ or /mɑːz/) is often used instead of Mrs or Miss. Like Mr, it does not show whether the person referred to is married or not.

For more information about names and titles, see 353.

228 get

Get is one of the commonest words in English, and is used in many different ways. It is sometimes avoided in a very formal style, but it is correct and natural in most kinds of speech and writing. The meaning of get depends on what kind of word comes after it. With a direct object, the basic meaning is 'come to have'; with other kinds of word, the basic meaning is 'come to be'.

1 get + noun/pronoun

With a direct object (noun or pronoun), get usually means 'receive', 'fetch', 'obtain', 'catch' or something similar.

I got a letter from Lucy this morning.
Can you come and get me from the station when I arrive?
If I listen to loud music I get a headache.
If you get a number 6 bus, it stops right outside our house.

Get can be used with two objects (see 583).

Let me get you a drink.

Other meanings are sometimes possible.

I didn't get the joke. (= 'understand')
I'll get you for this. (= 'punish, make suffer')

Could I get . . . ? is not generally used to order things. Compare:

Could I have a coffee? (= Please bring me one.)
Could I get a coffee? (= Could I make/buy myself one?)

Get + noun/pronoun is not normally used to mean 'become'. Get to be . . . is common with this meaning (see paragraph 6, below).

Wayne's getting to be a lovely kid. (NOT Wayne's getting a lovely kid.)

2 get + adjective

Before an adjective, get usually means 'become'.

As you get old, your memory gets worse.
My feet are getting cold.
With **object + adjective**, the meaning is ‘make something/somebody become’.

* I can’t **get my hands warm**.
* We must **get the house clean** before Mother arrives.
* It’s time to **get the kids ready** for school.

For **go + adjective** (*go green, go blind* etc.), and the differences between **get, go, become, turn** etc, see 129.

3 **get + adverb particle or preposition**

Before an adverb particle (like **up, away, out**) or a preposition, **get** nearly always refers to a movement of some kind. (For the difference between **get** and **go**, see 229.)

* I often **get up** at five o’clock.
* I went to see him, but he told me to **get out**.
* Would you mind **getting off** my foot?

In some idioms the meaning is different – e.g. **get to a place** (= arrive at . . .); **get over something** (= recover from); **get on with somebody**.

With an object, the structure usually means ‘make somebody/something move’.

* You can’t **get him out of bed** in the morning.
* Would you mind **getting your papers off** my desk?
* Have you ever tried to **get toothpaste back** into the tube?
* The car’s OK – it **gets me from** A to B.

4 **get + past participle**

**Get** can be used with a past participle. This structure often has a reflexive meaning, to talk about things that we ‘do to ourselves’. Common expressions are **get washed, get dressed, get lost, get drowned, get engaged/married/divorced**.

* You’ve got five minutes to **get dressed**.
* She’s **getting married** in June.

**Get + past participle** is also used to make passive structures, in the same way as **be + past participle**.

* My watch **got broken** while I was playing with the children.
* He **got caught** by the police driving at 120 mph.
* I never **get invited** to parties.

This structure is less often used to talk about longer, more deliberate, planned actions.

* Our house **was built** in 1827. (Not *Our house got built* in 1827.)
* Parliament **was opened** on Thursday. (Not *Parliament got opened* . . .)

5 **get + object + past participle**

This structure can be used to mean ‘finish doing something’. The past participle has a passive meaning.

* It will **take me another hour** to **get the washing done**.
* After you’ve **got the children dressed**, can you make the beds?

Another meaning is ‘arrange for something to be done by somebody else’.

* I **must get my hair cut**. You ought to **get your watch repaired**.
We can also use the structure to talk about things that happen to us. In this case, get means ‘experience’.

*We got our roof blown off* in the storm last week.
*I got my car stolen* twice last year.

For the use of have in a similar structure, see 242.

6  **get ...ing; get + infinitive**

*Get ...ing* is sometimes used informally to mean ‘start ...ing’, especially in the expressions *get moving*, *get going*.

*We’d better get moving – it’s late.*

With an object, the structure means ‘make somebody/something start ...ing’.

*Don’t get him talking* about his illnesses.

*Once we got the heater going* the car started to warm up.

With an infinitive, *get* can mean ‘manage’, ‘have an opportunity’ or ‘be allowed’.

*We didn’t get to see* her – she was too busy.
*When do I get to see* your new baby?

There is often an idea of gradual development.

*He’s nice when you get to know* him.

*You’ll get to speak* English more easily as time goes by.

*Wayne’s getting to be* a lovely kid.

With an object, the infinitive structure means ‘make somebody/something do something’ or ‘persuade somebody/something to do something’: there is often an idea of difficulty.

*I can’t get that child to go* to bed.  *Get Penny to help* us if you can.
*See if you can get the car to start.*

For similar structures with *have + object + verb form*, see 242.

7  **got and gotten**

In American English the past participle of *get* is *gotten*, except in the structure *have got* (see 241).

29  **get and go (movement)**

*Go* is used to talk about a whole movement.

*Get* is used when we are thinking mainly about the end of a movement – the arrival. Compare:

- *I go to work by car and Lucy goes by train.*
  *I usually get there first.*

- *I went to a meeting in Bristol yesterday.*
  *I got to the meeting at about eight o’clock.*

We often use *get* to suggest that there is some difficulty in arriving.

*It wasn’t easy to get through the crowd.*

*I don’t know how we’re going to get over the river.*

*Can you tell me how to get to the police station?*

For other uses of *get*, see 228.
For *get and go* meaning ‘become’, see 129.
230 **give** with action-nouns

We often replace certain verbs by a structure with *give* and a noun. This happens, for example, with some verbs referring to sounds made by people (e.g. *cough*, *cry*, *scream*, *chuckle*, *laugh*, *shout*).

He **gave a cough** to attract my attention.

Suddenly she **gave a loud scream** and fell to the ground.

The structure can be used with an indirect object (e.g. *She gave me a smile*).

This often happens in an informal style to replace transitive verbs like *push*, *kick*, *clean*.

If the car won’t start, we’ll **give it a push**.

If something doesn’t work, I usually **give it a kick**.

Could you **give the carpet a clean**?

Examples of other common expressions:

‘Perhaps salt will make it taste better.’ ‘OK, let’s **give it a try**.’

I’ll **give you a ring** if I hear anything. (GB)

‘Are you coming to the film?’ ‘No, I’m tired. I’ll **give it a miss**.’ (GB)

For other structures in which nouns replace verbs, see 573.
For more about structures with *give*, see 583.

231 **go/come for a . . .**

We can use the structure *go/come for a . . .* in some common fixed expressions referring to actions, mostly leisure activities. Using this structure makes the action sound casual and probably rather short. (Compare *go . . .ing* – see 232.) Common examples:

*go/come for a walk/run/swim/ride/drive/sail/drink*

Note also the expressions *go for a bath/shower*.

This structure is only used with particular action-nouns – we would probably not say, for example, *Come for a ski with us* or *I’m going for a read*.

For other structures in which nouns are used to refer to actions, see 573.

232 **go/come . . .ing**

1 **go . . .ing**

We use *go* with an *-ing* form in a number of common expressions, mostly referring to sporting and leisure activities.

Let’s **go climbing** next weekend.

Did you **go dancing** last Saturday?

Common expressions:

*go: climbing, dancing, fishing, hunting, riding, sailing, shooting, shopping, skating, skiing, swimming, walking*
2 **come...ing**

_Come...ing_ is also possible in certain situations (for the difference between _come_ and go, see 134).

*Come swimming with us tomorrow.*

3 **prepositions**

Note that prepositions of place, not direction, are used after _go/come...ing._

*I went swimming in the river._ (NOT _I went swimming to the river._)

_She went shopping at Harrods._ (NOT _...to Harrods._)

_It's dangerous to go skating on the lake._ (NOT _...to the lake._)

For _for_ see a..., see 231.

233 **gone with be**

_Gone_ can be used like an adjective after _be_, to say that somebody is away, or that something has disappeared or that there is no more.

_She's been gone for three hours – what do you think she's doing?_

_You can go out shopping, but don't be gone too long._

_When I came back my car was gone._

_Is the butter all gone?_

For _be_ with _finished_ see 211.

For _been_ used as a past participle of _go_ or _come_, see 94.

234 **had better**

1 **meaning**

We use _had better_ to give strong advice, or to tell people what to do (including ourselves).

_You'd better turn that music down before your Dad gets angry._

_It's seven o'clock. I'd better put the meat in the oven._

_Had better_ may suggest a threat. It is not used in polite requests. Compare:

_Could you help me, if you've got time?_ (request)

_You'd better help me. If you don't, there'll be trouble._ (order/threat)

_Had better_ refers to the immediate future. It is more urgent than _should_ or _ought_. Compare:

_'I really ought to go and see Fred one of these days.' ‘Well, you'd better do it soon – he's leaving for South Africa at the end of the month.’_

Note that _had better_ does not usually suggest that the action recommended would be better than another one that is being considered – there is no idea of comparison. The structure means 'It would be good to...', not 'It would be better to...'.

had better 234
2 forms

*Had better* refers to the immediate future, but the form is always past
(*have better* is impossible). After *had better* we use the infinitive without *to*.

- It’s late — you **had better hurry up**.
  (not … you **have better** …)
  (not — you had better *hurrying/to hurry* …)

In British English, *better* can come before *had* for emphasis.

- ‘I promise I’ll pay you back.’ ‘You better had.’

We normally make the negative with *had better not* + infinitive.

- You’d **better not wake** me up when you come in.
  (You hadn’t better wake me … is possible but very unusual.)

A negative interrogative form *Hadn’t … better … ?* is possible.

- Hadn’t we better tell him the truth?

Normal unemphatic short answer forms are as follows:

- ‘Shall I put my clothes away?’ ‘You’d **better’!‘
- ‘He says he won’t tell anybody.’ ‘He’d **better not’.

*Had* is sometimes dropped in very informal speech.

- You **better** go now.
- I **better** try again later.

235 half

1 half (of)

We can use *half* or *half of* before a noun with a determiner (article, possessive or demonstrative). We do not normally put *a* or *the* before *half* (but see below).

- She spends *half (of)* her time travelling. (*not — she spends a/the half …*)
- I gave him *half (of)* a cheese pie to keep him quiet.

When *half (of)* is followed by a plural noun, the verb is plural.

- Half (of) my friends live abroad. (*not — half of my friends lives …*)

*Of* is not used in expressions of measurement and quantity.

- I live *half a mile* from here. (*not … half of a mile …*)
- How much is *half a loaf* of bread? (*not … half of a loaf …*)

We use *half of* before pronouns.

- ‘Did you like the books?’ ‘I’ve only read *half of them’.

- Half of us are free on Tuesdays, and the other half on Thursdays.

2 no following noun

*Half* can be used without a following noun, if the meaning is clear.

- I’ve bought some chocolate. You can have *half*.
  *(not … you can have the half,)*

3 the half

We use *the* before *half* if we talk about a particular half. In this case, *of* must be used before a noun.

- Would you like the big *half* or the small *half*?
- I didn’t like the second *half* of the film.
4 half a and a half

Half usually comes before the article a/an, but it is possible to put it after in expressions of measurement.

Could I have half a pound of grapes? (or ... a half pound ...)

We usually say a half bottle to refer to a half-sized bottle of wine or spirits.

5 one and a half

The expression one and a half is plural. Compare:

I’ve been waiting for one and a half hours. (not ... one and a half hour.)
I’ve been waiting for an hour and a half.

For more information about numbers and counting expressions, see 385.
For half two (= ‘half past two’), see 555.

236 happen

Happen can be used with a following infinitive to suggest that something happens unexpectedly or by chance.

If you happen to see Joan, ask her to phone me.

One day I happened to get talking to a woman on a train, and she turned out to be a cousin of my mother’s.

In sentences with if, the idea of by chance can be emphasised by using should before happen.
Let me know if you should happen to need any help.

237 hardly, scarcely and no sooner

These three expressions can be used (often with a past perfect tense) to suggest that one thing happened very soon after another. Note the sentence structure:

... hardly ... when/before ...
... scarcely ... when/before ...
... no sooner ... than ...

I had hardly/scarcely closed my eyes when the phone rang.
She was hardly/scarcely inside the house before the kids started screaming.
I had no sooner closed the door than somebody knocked.
We no sooner sat down in the train than I felt sick.

In a formal or literary style, these structures are sometimes used with inverted word order (see 298).

Hardly had I closed my eyes when I began to imagine the most fantastic shapes.

No sooner had she agreed to marry him than she started to have terrible doubts.

No sooner did Steve start going out with Tracy than she fell in love with Jasper.

For the difference between hard and hardly, see 21.
For hardly any etc, see 41.3.
For the use of the past perfect tenses, see 421.
238  **have** (1): introduction

*Have* is used in several different ways:

a  as an auxiliary verb
   *Have you heard about Peter and Corinne?*

b  to talk about possession, relationships and other states
   *They have three cars.*
   *Have you got any brothers or sisters?*
   *Do you often have headaches?*

c  to talk about actions and experiences
   *I’、“m going to have a bath.*
   *We’re having a party next weekend.*

d  with an infinitive, to talk about obligation (like *must*)
   *I had to work last Saturday.*

e  with *object + verb form*, to talk about causing or experiencing actions and events
   *He soon had everybody laughing.*
   *I must have my shoes repaired.*
   *We had our car stolen last week.*

For details of the different structures and meanings, see the following sections.

For contractions (*I’ve, haven’t* etc), see 144.
For weak forms, see 588.
For *had better + infinitive*, see 234.

239  **have** (2): auxiliary verb

*have* + past participle

1  **perfect verb forms**

We use *have* as an auxiliary verb with past participles, to make ‘perfect’ verb forms.

*You’ve heard about Peter and Corinne?* (present perfect: see 418–420)
*I realised that I had met him before.* (past perfect: see 421)
*We’ll have been living here for two years next Sunday.*
   (future perfect: see 224)
*I’d like to have lived in the eighteenth century.*
   (perfect infinitive: see 276)
*Having been there before, he knew what to expect.*
   (perfect participle: see 403.1)
2 questions and negatives

Like all auxiliary verbs, have makes questions and negatives without do.

Have you heard the news? (NOT Do you have heard . . . ?)
I haven’t seen them. (NOT I don’t have seen them.)

3 progressive forms

There are no progressive forms of the auxiliary verb have.

I haven’t seen her anywhere. (NOT I’m not having seen her anywhere.)

For contractions, see 144.
For weak forms, see 588.

240 have (3): actions

1 meaning and typical expressions

We often use have + object to talk about actions and experiences, especially in an informal style.

Let’s have a drink. I’m going to have a bath.
I’ll have a think and let you know what I decide. Have a good time.

In expressions like these, have can be the equivalent of ‘eat’, ‘drink’, ‘enjoy’, ‘experience’ or many other things – the exact meaning depends on the following noun. Common expressions:

have breakfast / lunch / supper / dinner / tea / coffee / a drink / a meal
have a bath / a wash / a shave / a shower
have a rest / a lie-down / a sleep / a dream
have a good time / a bad day / a nice evening / a day off / a holiday
have a good journey / flight / trip etc
have a talk / a chat / a word with somebody / a conversation /
   a disagreement / a row / a quarrel / a fight
have a swim / a walk / a ride / a dance / a game of tennis etc
have a try / a go
have a look
have a baby (= ‘give birth’)
have difficulty / trouble (in) . . . ing
have an accident / an operation / a nervous breakdown
(Note American English take a bath/shower/rest/swim/walk.)

Have can also be used to mean ‘receive’ (e.g. I’ve had a phone call from Sue).
And won’t have can mean won’t allow (e.g. I won’t have her boyfriend in my house).

2 grammar

In this structure, we make questions and negatives with do. Got is not used. Progressive forms are possible. Contractions and weak forms of have are not used.

Did you have a good holiday? (NOT Had you a good holiday?)
‘What are you doing?’ I’m having a bath.’
I have lunch at 12.30 most days. (NOT I’ve lunch . . . )

For other common structures in which nouns are used to talk about actions, see 573.
have (4): have (got) – possession, relationships etc 241

241 have (4): have (got) – possession, relationships and other states

1 meanings

We often use have to talk about states: possession, relationships, illnesses, the characteristics of people and things, and similar ideas.

Her father has a flat in Westminster.
They hardly have enough money to live on.
Have you any brothers or sisters?
The Prime Minister has a bad cold.
My grandmother didn’t have a very nice personality.
The house has got a wonderful atmosphere.
Sometimes have simply expresses the fact of being in a particular situation.
She has a houseful of children this weekend.
I think we have nice.

2 short and long forms

Instead of the short forms I have, you have etc, we can use longer forms made by adding got. The short question and negative forms have I? etc and I have not etc are often avoided (and are not normally used in American English); instead, we use longer forms with got or do. Got-forms are especially common in an informal style.

I’ve got a new boyfriend. (More natural than I have a new boyfriend.)
Has your sister got a car? or Does your sister have a car?
(More natural than Has your sister a car?)
I haven’t got your keys. (More natural than I haven’t your keys.)
The school does not have adequate sports facilities. (More natural than The school has not adequate sports facilities.)

3 have got (details)

Note that have got means exactly the same as have in this case – it is a present tense of have, not the present perfect of get. Got-forms of have are informal, and are most common in the present. Do is not used in questions and negatives with got.

I’ve got a new car.
My mother’s got two sisters.
Have you got a headache?
It’s a nice flat, but it hasn’t got a proper bathroom.
I’ve got an appointment with Mr Lewis at ten o’clock.
Got-forms of have are not used in short answers or tags.
‘Have you got a light?’ No, I haven’t.
Anne’s got a bike, hasn’t she?

Got-forms of have are less common in the past tense.

I had flu last week. (Not I had got flu... )
Did you have good teachers when you were at school?
Got is not generally used with infinitives, participles or -ing forms of have: you cannot usually say to have got a headache or having got a brother. Got-infinitives are sometimes possible after modal verbs (e.g. She must have got a new boyfriend).
4 repetion and habit

When we are talking about repeated states, got-forms of have are less often used; do is normally used in questions and negatives. Compare:

- I've got toothache.
- I've had toothache.
- Have you got time to go to London this weekend?
- Do you ever have time to go to London?
- Sorry, I haven't got any beer.
- We don't usually have beer in the house.

5 progressive forms, weak forms and contractions

Progressive forms of have are not used with these 'state' meanings.

- I have (got) a headache. (NOT I am having a headache.)

Contractions and weak forms (see 588) are used before got. In British English, contractions are also possible before nouns with determiners like a/an, some, any, no, every.

- I've got a problem.
- We've some tickets for the opera, if you're interested. (GB)
- I've no idea. (GB)
- She's every chance of a gold medal. (GB)

6 British-American differences

Traditionally, do-forms of have have been used in British English mostly to express habit or repetition. Compare (GB):

- Do you often have meetings?
- Have you got a meeting today?

In American English, do-forms are not limited in this way. Compare (US):

- Do you often have meetings?
- Do you have a meeting today? (OR Have you got a meeting today?)

In modern British English (which is heavily influenced by American English), do-forms are common even when there is no idea of repetition.

- Do you have time to go to the beach this weekend? (US / modern GB)

In British English, short question and negative forms of have are possible, though these are often formal. They are not used in American English.

Compare:

- Have you an appointment? (formal GB only)
- Do you have an appointment? (US / GB)
- Birmingham has not the charm of York or Edinburgh. (formal GB only)
- Birmingham does not have the charm . . . (US / GB)

Contracted short forms of have are used only in British English. Compare:

- We've a swimming pool in the village. (GB only)
- We have / We've got a swimming pool . . . (US / GB)

In very informal American speech, people may drop 've (but not 's) before got.

- I've got a problem.
- Got- and do-forms may be mixed in American English, especially when short answers, reply questions and tags follow got-forms.

- I've got a new apartment, 'You do?'
- I don't think we've got any choice, do we?
have (5): + object + verb form

*Have* can be followed by *object + infinitive* (without *to*), *object + -ing*, and *
object + past participle*.

1 *have + object + infinitive/-ing form*

In this structure, *have* often means ‘experience’. The usage is rather
informal.

*I had a very strange thing happen to me when I was fourteen.*

*We had a gipsy come to the door yesterday.*

*It’s lovely to have children playing in the garden again.*

*I looked up and found we had water dripping through the ceiling.*

Note the difference between the infinitive in the first two examples (for
things that *happen(ed)*), and the *-ing* form in the last two (for things that
*are/were happening*). This is like the difference between the simple and
progressive past tenses (see 417).

Another meaning is ‘cause somebody/something to do something’.

*He had us laughing all through the meal.*

*We’ll soon have your car going.*

The infinitive structure is not common in British English with this meaning.
It is used in American English to talk about giving instructions or orders.

*I’m ready to see Mr Smith. *Have him come in, please.*

*The manager had everybody fill out a form.*

*I won’t have + object + -ing form* can mean ‘I won’t allow . . .’

*I won’t have you telling me what to do.*

2 *have + object + past participle*

This structure can be used to talk about arranging for things to be done by
other people. The past participle has a passive meaning.

*I must have my watch repaired.* (= *I want my watch to be repaired.*)

*If you don’t get out of my house I’ll have you arrested.*

Another meaning is ‘experience’. Again, the past participle has a passive
meaning.

*We had our roof blown off in the storm.*

*King Charles I had his head cut off.*

*I won’t have . . . (= ‘I won’t allow . . .’) can be followed by *object + past
participle.*

*I won’t have my house turned into a hotel.*

For similar structures with *get*, see 228.5.

have (6): have (got) to

1 meaning

We can use *have (got) + infinitive* to talk about obligation. The meaning is
quite similar to *must*; for the differences, see 352.

*S*orry, I’ve *got to go* now.

*Do you often have to travel on business?*
2 Have (got) + infinitive can also be used, like must, to express certainty. (This used to be mainly an American English structure, but it is now becoming common in British English.)
   I don’t believe you. You have (got) to be joking.
   Only five o’clock! It’s got to be later than that!

2 grammar
   In this structure, have can be used like an ordinary verb (with do in questions and negatives), or like an auxiliary verb (without do). Got is usually added to present-tense auxiliary-verb forms.
   When do you have to be back?
   When have you (got) to be back?
   Have got to is not normally used to talk about repeated obligation.
   I usually have to get to work at eight. (Not I’ve usually got to . . .)
   Progressive forms are possible to talk about temporary continued obligation.
   I’m having to work very hard at the moment.

   For more details of the use of do-forms and got-forms of have, see 241.

3 future obligation
   To talk about the future, we can use have (got) to if an obligation exists now; we use will have to for a purely future obligation. Compare:
   I’ve got to get up early tomorrow – we’re going to Devon.
   One day everybody will have to get permission to buy a car.
   Will have to can be used to tell people what to do. It ‘distances’ the instructions, making them sound less direct than must (see 352).
   You can borrow my car, but you’ll have to bring it back before ten.

   For more about ‘distancing’, see 161.

4 pronunciation; gotta
   Have to is often pronounced /hæftə/.  
   He’ll have to /hæftə/ get a new passport soon.
   Note the spelling gotta, sometimes used in informal American English (for instance in strip cartoons) to show the conversational pronunciation of got to.
   I gotta call home.
   A man’s gotta do what a man’s gotta do.

244 hear and listen (to)

1 hear: meaning
   Hear is the ordinary word to say that something ‘comes to our ears’.
   Suddenly I heard a strange noise.
   (Not Suddenly I listened to a strange noise.)
   Can you hear me?

2 listen (to): meaning
   Listen (to) is used to talk about paying attention to sounds that are going on, in progress. It emphasises the idea of concentrating, trying to hear as well as
possible. You can hear something without wanting to, but you can only listen to something deliberately. Compare:

I heard them talking in the next room, but I didn’t really listen to what they were saying.

‘Listen very carefully, please.’ ‘Could you speak a bit louder? I can’t hear you very well.’

I didn’t hear the phone because I was listening to the radio.

3 **complete experiences: hear**

Note that listen (to) is mostly used to talk about experiences that are going on, in progress. To talk about experiencing the whole of a performance, speech, piece of music, broadcast etc, we generally use hear. Compare:

- When she arrived, I was listening to a record of Brendel playing Beethoven.
  (NOT ... I was hearing ...)
  I once heard Brendel play all the Beethoven concertos.
  (NOT ... I once listened to Brendel play ...)
- I wish I had more time to listen to the radio. (NOT ... to hear the radio.)
  Did you hear/listen to the news yesterday?

4 **hear not used in progressive forms**

**Hear** is not usually used in progressive forms. To say that one hears something at the moment of speaking, can hear is often used, especially in British English (see 125).

I can hear somebody coming. (NOT I am hearing ...)

5 **listen and listen to**

When there is no object, listen is used without to. Compare:

- Listen! (NOT Listen to!)
- Listen to me! (NOT -Listen-me!)

There are similar differences between see, look (at) and watch. See 489.
For hear + object + infinitive/-ing, see 245.

245 **hear, see etc + object + verb form**

1 **object + infinitive or -ing form**

**Hear, see, watch, notice** and similar verbs of perception can be followed by **object + infinitive (without to) or object + -ing form.**

I heard him go down the stairs.
I heard him going down the stairs.
  (NOT I heard him went down the stairs.)

There is often a difference of meaning. We use an infinitive after these verbs to say that we hear or see the whole of an action or event, and we use an -ing form to suggest that we hear or see an action or event in progress, going on. Compare:

- I saw her cross the road. (= As I looked, she crossed it from one side to the other.)
- I saw her crossing the road. (= As I looked, she was crossing it – she was in the middle, on her way across.)
– I once heard him give a talk on Japanese politics.
   As I walked past his room I heard him talking on the phone.
– Watch me jump over the stream.
   I like to watch people walking in the street.
– I heard the bomb explode. (NOT I heard the bomb exploding.)
   I saw the book lying on the table. (NOT I saw the book lie . . .)
A progressive form can suggest repetition.
   I saw her throwing stones at the other children.
After can see/hear (which refer to actions and events that are in progress – see 125), only the -ing structure is used.
   I could see John getting on the bus. (NOT I could see John get . . .)
These structures can be used after passive forms of hear and see. In this case, the infinitive has to.
   He was never heard to say ‘thank you’ in his life.
   (NOT He was never heard say . . .)
   Justice must not only be done; it must be seen to be done.
   She was seen walking away from the accident.
Passive forms of watch and notice are not used in this way.

2 possessives not used
After these verbs, possessives cannot be used with -ing forms.
   I saw Mary crossing the road. (NOT I saw Mary’s crossing the road.)

3 object + past participle
In this structure, the past participle has a passive meaning.
   I heard my name repeated several times. (= My name was repeated.)
   Have you ever seen a television thrown through a window?
The idea of ‘action or event in progress’ can be given by a progressive form
   (being + past participle).
   As I watched the tree being cut down . . .
   I woke up to hear the bedroom door being opened slowly.
These structures are not possible after passive forms of hear and see.

5 look at
Look at can be followed by object + -ing form, and in American English also
   by object + infinitive.
   Look at him eating!
   Look at him eat! (US)

For more about verbs that can be followed by both infinitives and -ing forms, see 296.
For the difference between hear and listen, see 244.
For see, look and watch, see 489.

246 hear, see etc with that-clause
The present-tense forms I hear (that) . . . and I see (that) . . . are often used to
   introduce pieces of news which one has heard, read or seen on television.
   I hear (that) Alice is expecting a baby.
   I see (that) the police are going on strike.
Some other verbs can be used like this. Common examples are understand and gather. These are often used when the speaker or writer is checking information.

'I understand you're moving to a new job.' 'Yes, that's right.'
'I gather you didn't like the party.' 'What makes you say that?'

For cases when that can be left out, see 560.

247  help

After help, we can use object + infinitive.

Can you help me find my ring? (NOT Can you help me finding my ring?)
Thank you so much for helping us to repair the car.
We often use the infinitive without to; in British English, this is rather informal.

Can you help me find my ring? Help me get him to bed.
Help can also be followed directly by an infinitive without an object.

Would you like to help wash up?

For the expression can't help...ing, see 126.

248  here and there

We use here for the place where the speaker/writer is, and there for other places.

(on the telephone) 'Hello, is Tom there?' 'No, I'm sorry, he's not here.'
(NOT ...he's not there.)
Don't stay there in the corner by yourself. Come over here and talk to us.
(in a letter) I hope you're enjoying yourself over there in the sun. But I wish you were here with me.

Note that here and there cannot normally be used as nouns.

This place is terrible. It is terrible here.
But not Here is terrible.
Did you like that place?
But not Did you like there?

There are similar differences between this and that (see 565), come and go (see 134) and bring and take (see 112).

For here's and there's followed by plural nouns, see 509.4.
For inverted word order after here and there, see 444.6.
For Here you are, see 520.18.

249  high and tall

1  What kind of things are tall?

We use tall mostly for people, trees, buildings with many floors, and a few other things which are higher than they are wide (e.g. factory chimneys or electricity pylons).

How tall are you? (NOT How high are you?)
There are some beautiful tall trees at the end of our garden.
I'd like something cool to drink in a tall glass.
In other cases we usually prefer high.
Mount Elbruz is the highest mountain in Europe.
The garden’s got very high walls.

2 measurements
In measurements, we use tall for people, but we often use high for things.
Compare:
I’m six feet tall.
That tree is about eighty feet high/tall.

3 distance above the ground
We use high, not tall, to talk about distance above the ground. A child
standing on a chair may be higher than her mother, although she is probably
not taller.
That shelf is too high for me to reach.
The clouds are very high today.

4 parts of the body
Parts of the body can be long, but not tall.
Alex has got beautiful long legs. (NOT . . . tall legs.)

For big, great and large, see 105.

250 holiday and holidays
In British English, the plural holidays is often used for the ‘big holiday’ of the
year. In other cases we normally use the singular holiday. Compare:
Where are you going for your summer holiday(s)?
We get five days’ Christmas holiday this year.
Next Monday is a public holiday.
The singular is used in the British expression on holiday (note the
preposition).
I met Marianne on holiday in Norway. (NOT . . . on/in holidays . . .)
Americans normally use the word vacation. (In British English, vacation is
mainly used for the periods when universities are not teaching.) Holiday is
used in American English for a day of publicly observed celebration (such as
Thanksgiving), whether or not people work on it.

251 home
1 articles and prepositions
No article is used in the expression at home (meaning ‘in one’s own place’.
Is anybody at home? (NOT . . . at the home?)
At is often dropped, especially in American English.
Is anybody home?
Home (without to) can be used as an adverb referring to direction.
I think I’ll go home. (NOT . . . to home.)
There is no special preposition in English to express the idea of being at somebody else's home (like French chez, German bei, Danish/Swedish/Norwegian hos etc). One way of saying this is to use at with a possessive.

We had a great evening at Philip's.
Ring up and see if Jacqueline is at the Smiths', could you?
Possessive pronouns cannot be used in this way, though.
Come round to my place for a drink. (NOT... to mine...)

2 house and home

House is an emotionally neutral word: it just refers to a particular type of building. Home is used mostly in more personal senses: it is the place that somebody lives in, and can express the idea of emotional attachment to a place. Compare:

There are some horrible new houses in our village.
I lived there for six years, but I never really felt it was my home.

252 hope

1 tenses after hope

After I hope, we often use a present tense with a future meaning.
I hope she likes (= will like) the flowers.  I hope the bus comes soon.

For a similar use of present tenses after bet, see 102.

2 negative sentences

In negative sentences, we usually put not with the verb that comes after hope.
I hope she doesn't wake up. (NOT I don't hope she wakes up.)

For 'transferred negation' with think, believe etc, see 359.

3 special uses of past tenses

We can use I was hoping... to introduce a polite request.
I was hoping you could lend me some money.
I had hoped... is used to talk about hopes that were not realised – hopes for things that did not happen.
I had hoped that Jennifer would become a doctor, but she wasn't good enough at science.

For more about the use of past tenses in polite requests, see 483.
For I hope so/not, see 515.
For the differences between hope, expect, wait and look forward, see 202.

253 hopefully

One meaning of hopefully is 'full of hope', 'hoping'.
She sat there waiting hopefully for the phone to ring.
Another meaning is 'it is to be hoped that' or 'I hope'. This is a fairly recent use in British English, and some people consider it incorrect.
Hopefully, inflation will soon be under control.
Hopefully I'm not disturbing you?
254 how

1 use and word order

How is used to introduce questions or the answers to questions.

*How did you do it?*    *Tell me how you did it.*    *I know how he did it.*

We also use how in exclamations. The word order is not the same as in questions: the verb comes after the subject in exclamations. Compare:

- *How cold is it?*
  *How cold it is!*
- *How do you like my hair?*
  *How I love weekends!* (NOT *How do I love weekends!*)
- *How have you been?*
  *How you've grown!* (NOT *How have you grown!*)

When how is used in an exclamation with an adjective or adverb, this comes immediately after how.

*How beautiful the trees are!* (NOT *How the trees are beautiful!*)
*How well she plays!* (NOT *How she plays well!*)

For more information about exclamations, see 201.
For the difference between how and what like, see 255.

2 comparisons: how not used

In comparisons we use as or like (see 320) or the way (see below), not how.

*Hold it in both hands, as I like the way Mummy does.*

(NOT ... how Mummy does.)

3 how, what and why

These three question words can sometimes be confused. Note particularly the following common structures.

*How do you know?* (NOT *Why do you know?*)
*What do you call this?* (NOT *How do you call this?*)
*What's that school called?* (NOT *How is that school called?*)
*What do you think?* (NOT *How do you think?*)
*What? What did you say?* (NOT *How? How did you say?*)
*Why should I think that?* (NOT *How should I think that?*)

Both *What about...?* and *How about...?* are used to make suggestions.

*What/How about eating out this evening?*

*What about...?* is used to bring up points that have been forgotten.

*What about the kids? Who's going to look after them?*

In exclamations, what is used before noun phrases; how is used before adjectives (without nouns), adverbs and verb phrases.

*What a marvellous house!*    *How marvellous!*    *How you've changed!*

4 other expressions beginning with how...

Many interroagative expressions of two or more words begin with how. These are used to ask for measurements, quantities etc. Examples:

*How much do you weigh?*    *How far is your house?*
*How many people were there?*    *How often do you come to New York?*
*How old are your parents?*
Note that English does not have a special expression to ask for ordinal numbers (first, second etc).  
'It's our wedding anniversary.' 'Congratulations. Which one?'  
(NOT '...the how-manyeth?')

5 **how-clauses in sentences**

In longer sentences, how-clauses are common as the objects of verbs like ask, tell, wonder or know, which can introduce indirect questions.

_Don't ask me how the journey was._
_Tell us how you did it._
_I wonder how animals talk to each other._
_Does anybody know how big the universe is?_

_How-clauses can also be used as subjects, complements or adverbials, especially in a more informal style._

_How you divide up the money _is your business._
_This is how much I've done since this morning._
_Son, spend your money _how you like_, only don't buy yourself anything that eats._

_Prepositions can sometimes be dropped before how-clauses, but not in all cases._

_Have you got any idea (of) how she got away?_
_I'm worried _about how_ we're going to pay for the car._
_Let's look (at) _how_ the sales figures are going._

6 **the way**

_The way_ can often be used instead of non-interrogative how. Note that _the way_ and _how_ are not used together.

_Have you ever watched the way cats wash each other?_
_(NOT... the way how cats wash...)_

_The way_ you organise the work is for you to decide.
_(NOT... the way how you organise...)_

For more about _the way_, see 587.
For more information about the use of prepositions before conjunctions, see 441.
For infinitives after _how_, see 288.
For _how_ after _learn_, see 310.

255 **how and what ... like?**

1 **changes**

We generally use _how_ to ask about things that change – for example people's moods and health. We usually prefer _what ... like?_ to ask about things that do not change – for example people's character and appearance. Compare:

- 'How's Ron?' 'He's very well.'
- 'What's Ron _like_?' 'He's quiet and a bit shy.' (NOT 'How's Ron?...')
- 'How does she look today?' 'Tired.'
- 'What _does your sister look like_?' 'Short and dark, pretty, very cheerful-looking.'
2 reactions

We often use how to ask about people’s reactions to their experiences.

‘How was the film?’ ‘Very good.’

How’s your steak?

How’s the new job?

In cases like these, what . . . like? is usually also possible.

256 -ic and -ical

Many adjectives end in -ic or -ical. There is no general rule to tell you which form is correct in a particular case.

1 some adjectives ending in -ic

academic    dramatic    majestic    semantic
artistic    emphatic    neurotic    syntactic
athletic    energetic    pathetic    systematic
catholic    fantastic    phonetic    tragic
domestic    linguistic    public

Some of these words ended in -ical in older English (e.g. fantastical, majestic, tragic).

New adjectives which come into the language generally end in -ic, except for those in -logical.

2 some adjectives ending in -ical

biological (and many other adjectives ending in -logical)
chemical    logical    musical    tactical
critical    mathematical    physical    topical
cynical    mechanical    radical
grammatical    medical    surgical

3 adjectives with both forms

A few adjectives can have both forms without any important difference of meaning. Examples are:

algebraic(al)    egoistic(al)    geometric(al)
arithmetic(al)    fanatic(al)    strategic(al)

4 differences of meaning

In some cases, both forms exist but with a difference of meaning.

a classic and classical

Classic usually refers to a famous or supreme example of its type.

Vosne Romanée is a classic French wine.

Classical refers to the culture of ancient Greece and Rome, or to European works of art of the so-called ‘classical’ period in the 18th century. (Classical music often refers simply to any serious music, especially older music.)

She’s studying classical languages.

It’s hard to learn classical guitar.
b  **comic** and **comical**

*Comic* is the normal adjective for artistic comedy.

- *comic* verse  
  *Shakespeare’s comic technique*
- *comic* opera

*Comical* is a rather old-fashioned word meaning ‘funny’.

- an **comical** expression

c  **economic** and **economical**

*Economic* refers to the science of economics, or to the economy of a country, state etc.

- *economic* theory  
  *economic* problems

*Economical* means ‘not wasting money’.

- an **economical** little car  
  an **economical** housekeeper

d  **electric** and **electrical**

*Electric* is used with the names of particular machines that work by electricity.

- an **electric** motor  
  **electric** blankets

Note also: an **electric** shock; an **electric** atmosphere (full of excitement).

*Electrical* is used before more general words.

- **electrical** appliances  
  **electrical** equipment
- **electrical** components  
  **electrical** engineering

e  **historic** and **historical**

*Historic* is used in the sense of ‘making history’.

- 1 January 1973 – the **historic** date when Britain joined the European Common Market.

*Historical* means ‘connected with history’ or ‘really existing in history’.

- **historical** research  
  a **historical** novel

Was King Arthur a **historical** figure?

f  **magic** and **magical**

*Magic* is the more common word, and is used in a number of fixed expressions.

- a *magic* wand (= a magician’s stick)  
  the *magic* word  
  a *magic* carpet

*Magical* is sometimes used instead of *magic*, especially in metaphorical senses like ‘mysterious’, ‘wonderful’ or ‘exciting’.

- It was a **magical** experience.

g  **politic** and **political**

*Politic* is a rather unusual word for ‘wise’, ‘prudent’.

- I don’t think it would be **politic** to ask for a loan just now.

*Political* means ‘connected with politics’.

- **political** history  
  a **political** career
 idioms and collocations

5  adverbs
Note that whether the adjective ends in -ic or -ical, the adverb ends
in -ically (pronounced /ikli/). The one common exception is publicly
(NOT -publically).

6  nouns ending in -ics
Many nouns ending in -ics are singular (e.g. physics, athletics). Some can be
either singular or plural (e.g. mathematics, politics). For details, see 501.3.

257  idioms and collocations

1  What are idioms?
An expression like turn up (meaning 'arrive'), break even (meaning 'make
neither a profit nor a loss') or a can of worms (meaning 'a complicated
problem') can be difficult to understand, because its meaning is different
from the meanings of the separate words in the expression. (If you know
break and even, this does not help you at all to understand break even.)
Expressions like these are called 'idioms'. Idioms are usually special to one
language and cannot be translated word for word (though related languages
may share some idioms).

2  verbs with particles or prepositions
Common short verbs like bring, come, do, get, give, go, have, keep, make,
put, and take are very often used with prepositions or adverb particles (e.g.
on, off, up, away) to make two-word verbs. These are called 'prepositional
verbs' or 'phrasal verbs', and many of them are idiomatic.

Can you look after the cats while I'm away?
She just doesn't know how to bring up children.

I gave up chemistry because I didn't like it.

Many of these two-word verbs are especially common in informal speech
and writing. Compare:

- What time are you planning to turn up? (informal)
  Please let us know when you plan to arrive. (more formal)
- Just keep on till you get to the crossroads. (informal)
  Continue as far as the crossroads. (formal)

For details of phrasal and prepositional verbs, see 582.
For the difference between prepositions and adverb particles, see 19.

3  collocations (conventional word combinations)
We can talk about a burning desire or a blazing row, but we don't say
a blazing desire or a burning row. Somebody can be a heavy smoker or a
devoted friend, but not a devoted smoker or a heavy friend. Expressions like
these are also idiomatic, in a sense. They are easy to understand, but not so
easy for a learner to produce correctly. One can think of many adjectives that
might be used with smoker to say that somebody smokes a lot – for example
big, strong, hard, fierce, mad, devoted. It just happens that English speakers
have chosen to use heavy, and one has to know this in order to express the
idea correctly. (A learner who uses the wrong words for an idea like this may
be understood, but he or she will not sound natural.) These conventional combinations are called 'collocations', and all languages have large numbers of them. Some more English examples:

- a crashing bore (but not a crashing nuisance)
- a golden opportunity (but not a golden chance)
- change one's mind (but not change one's thoughts)
- Thanks a lot. (but not Thank you a lot.)
- slightly annoyed (but not slightly interesting)

4 situational language

The expressions that are used in typical everyday situations are often idiomatic in the same sense. With the help of a dictionary and a grammar, one could invent various possible ways of expressing a particular idea, but generally there are only one or two ways that happen to be used by English speakers, and one has to know what they are in order to speak or write naturally. Some examples:

- Could you check the oil? (More natural than Could you inspect the oil? or Could you see how much oil there is in the engine?)
- Is it a direct flight or do I have to change? (More natural than Does the plane go straight there or do I have to get another one?)
- Sorry I kept you waiting. (More natural than Sorry I made you wait.)
- Could I reserve a table for three for eight o'clock? (More natural than Could you keep me a table for three persons for eight o'clock?)

5 using idioms

Idioms are common in all kinds of English, formal and informal, spoken and written. However, informal spoken language is often very idiomatic.

Students should not worry because they do not know all the collocations and other idiomatic expressions that are commonly used by English speakers. If they use non-idiomatic ways of expressing ideas, they will normally be understood, and English speakers do not expect foreigners to speak perfectly idiomatically or correctly. It is therefore not necessary for students to make a special effort to learn and use idioms: they will learn the most common idiomatic expressions naturally along with the rest of their English. If they try consciously to fill their speech and writing with idioms the effect will probably be very strange.

Note that books of idioms often contain expressions which are slangy, rare or out of date, and which students should avoid unless they understand exactly how and when the expressions are used. This is particularly true of colourful idioms like raining cats and dogs, hit the nail on the head, eat like a horse or as old as the hills.

For more about formal and informal language, see 216
For slang, see 510.
if (1): introduction

1 uncertain events and situations

In clauses after if, we usually talk about uncertain events and situations: things which may or may not happen, which may or may not be true, etc.

Ask John if he's staying tonight. (He may or may not be staying.)
If I see Annie I'll give her your love. (I may or may not see Annie.)

2 conditions

An if-clause often refers to a condition – something which must happen first, so that something else can happen.

If you get here before eight, we can catch the early train.
Oil floats if you pour it on water.

Clauses of this kind are often called ‘conditional’ clauses. Verb phrases with would/should are also sometimes called ‘conditional’.

3 if... then

We sometimes construct sentences with if... then to emphasise that one thing depends on another. (Note that we do not use if... so in this way.)

If she can't come to us, then we’ll have to go and see her.
(Note... so we’ll have to go and see her.)

4 if meaning ‘if it is true that’

Another common use of if is to mean ‘if it is true that’ or ‘if it is the case that’.

If you were in Boston, why didn’t you come and see us?
If it will help, I'll lend you some money.

5 tenses

The same tenses can be used after if as after other conjunctions (see 259 for details). However, special tenses can also be used to give the idea that something is unlikely, imaginary or untrue (see 260).

If I married you, we would both be unhappy.
(past tense used to talk about an imaginary future situation)

6 ‘first’, ‘second’ and ‘third’ conditionals

Some students’ grammars concentrate on three common patterns with if, which are often called the ‘first’, ‘second’ and ‘third’ conditionals.

‘first conditional’

if + present will + infinitive
If we play tennis I'll win.

‘second conditional’

if + past would + infinitive
If we played tennis I would win.

‘third conditional’

if + past perfect would have + past participle
If we had played tennis I would have won.
Although these are useful structures to practise, it is important to realise that there are many different structures with *if*, and that they do not really divide into three main kinds. As far as tenses are concerned, it is more accurate to distinguish two kinds of structure (see paragraph 2 above): (1) *if* with ordinary tenses (including the so-called ‘first’ conditional), and (2) *if* with ‘special’ tenses (including the so-called ‘second’ and ‘third’ conditionals).

For details of the use of *if*, see the following sections.
For *if* in indirect speech, see 481.6.
For more information about *would/should*, see 498.
For the difference between *if* and *when*, see 590.
For the difference between *if* *not* and *unless*, see 574.
For the difference between *if* and *in case*, see 271.

259  **if** (2): ordinary tense-use

1  **the same tenses as with other conjunctions**

When we do not want to suggest that a situation is unreal or imaginary, we use ordinary tenses with *if* – the same tenses as with other conjunctions. Present tenses are used to refer to the present, past tenses to the past, and so on.

*If you want to learn a musical instrument, you have to practise.*
*If you didn’t do much maths at school, you’ll find economics difficult to understand.*
*If that was Mary, why didn’t she stop and say hello?*

2  **present tense with future meaning**

In the *if*-clause, we normally use a present tense to talk about the future. (This happens after most conjunctions – see 556.)

*If I have enough time tomorrow, I’ll come and see you.*
*(not ... if I will have enough time ...)*
*I’ll give her your love if I see her.* *(not ... if I will see her.)*
*If it’s fine tomorrow, I’m going to paint the windows.*

For *will* in conditional *if*-clauses, see next paragraph and 261.1.
For *if* + *will* in reported speech (e.g. *I don’t know if I’ll be here tomorrow*), see 481

3  **if... will/would**

We can use *if* + *will* in polite requests. In this case, *will* is not a future auxiliary; it means ‘are willing to’.

*If you will come this way, I’ll take you to the manager’s office.*
*If your mother will fill in this form, I’ll have her luggage taken up to her room.*

*Would* can be used to make a request even more polite.

*If you would come this way... Wait over there, if you would.*
*We would appreciate it if you would be so kind as to let us have your cheque by return.*
Stressed will can also be used after if when it expresses the idea of insistence.

If you will get drunk every night, it’s not surprising you feel ill.

(= If you insist on getting drunk …)

For sentences like If it will make you happy, I’ll stop smoking, see 261.1.
For more information about the ‘distancing’ use of would and other past forms, see 161.

4 position of if-clause

Note that an if-clause can come at the beginning or end of a sentence.
When an if-clause comes first, it is often separated by a comma. Compare:

If you eat too much, you get fat.
You get fat if you eat too much.

For if not and unless, see 574.
For if and whether in indirect speech, see 593.
For the use of special tenses with if, see 260–261.
For some and any with if, see 522.5.

260 if (3): special tense-use

1 unreal situations

We use ‘special’ tenses with if when we are talking about unreal situations – things that will probably not happen, situations that are untrue or imaginary, past events that did not happen, and similar ideas. In these cases, we use would and past tenses to ‘distance’ our language from reality.

For more about ‘distancing’, see 161.

2 present and future situations

To talk about unreal or improbable situations now or in the future, we use a past tense in the if-clause (even though the meaning is present or future), and would + infinitive in the other part of the sentence.

If I knew her name, I would tell you. (not If I know …)

She would be perfectly happy if she had a car.
What would you do if you lost your job?

This structure can be used to make a suggestion sound less definite (for example, if we want to be more polite).

It would be nice if you helped me a bit with the housework.
Would it be all right if I came round about seven tomorrow?

3 would, should and ’d

After I and we, should can be used in British English with the same meaning as would (see 498).

If I knew her name, I should tell you.
If we had a map we should be able to get out of here.

We use ’d as a contraction (see 144).

I’d get up earlier if there was a good reason to.

For I should … meaning ‘I advise you to …’, see 264.2.
For would in the if-clause, see 261.8.
For should in the if-clause, see 261.2.
4 if I were etc

We often use were instead of was after if. This is common in both formal and informal styles. In a formal style it is much more common than was, and many people consider it more correct, especially in American English. The grammatical name for this use of were is ‘subjunctive’ (see 541).

If I were rich, I would spend all my time travelling.
If my nose were a little shorter I’d be quite pretty.

Note that were is not normally used instead of would be in polite requests (see 259.3).

We should be grateful if you would be so kind as to let us have your cheque as soon as possible. (NOT ... if you were so kind ...)

For the expression If I were you ..., see 264.

5 special tense-use and ordinary tense-use compared

In conditional clauses, the difference between, for example, if I come and if I came is not a difference of time. They can both refer to the present or future; the past tense suggests that the situation is less probable, or impossible, or imaginary. Compare:

- If I become President, I’ll ... (said by a candidate in an election)
- If I became President, I’d ... (said by a schoolboy)
- If I win this race, I’ll ... (said by the fastest runner)
- If I won this race, I’d ... (said by the slowest runner)
- Will it be all right if I bring a friend tonight? (direct request)
  Would it be all right if I brought a friend tonight?
  (less direct, more polite request)

6 unreal past situations

To talk about past situations that did not happen, we use a past perfect tense (had + past participle) in the if-clause, and would have + past participle in the other part of the sentence.

If you had asked me, I would have told you.
(Not: If you would have asked me ...)
(Not: If you asked me ...)
(Not ... I had told you.)

If you had worked harder, you would have passed your exam.
I’d have been in bad trouble if Jane hadn’t helped me.

7 unrealised present and future possibilities

The same structure can sometimes be used (especially in British English) to talk about present and future situations which are no longer possible because of the way things have turned out.

If my mother had been alive, she would have been 80 next year.
(Or: If my mother were alive, she would be ...)
It would have been nice to go to Australia this winter, but there’s no way we can do it. (Or: It would be nice ...)
If my mother hadn’t knocked my father off his bicycle thirty years ago,
I wouldn’t have been here now. (Or ... I wouldn’t be here now.)
8 **could** and **might**

In unreal conditional sentences, we can use *could* to mean ‘would be able to’ and *might* to mean ‘would perhaps’ or ‘would possibly’.

*If I had another £500, I could buy a car.*
*If you asked me nicely, I might get you a drink.*

*Could have . . .* and *might have . . .* can be used in sentences about the past.

*If he’d run a bit faster, he could have won.*
*If I hadn’t been so tired, I might have realised what was happening.*

For other cases where a past tense is used with a present or future meaning, see 422.
For *if only*, see 265.
For *if so* and *if not*, see 261.12.
For ordinary tenses with *if*, see 259.

261 **if (4): other points**

1 **future in if-clauses**

We normally use a present tense with *if* (and most other conjunctions) to refer to the future (see 556).

*I’ll phone you if I have time.*  (*NOT . . . if I will have time.*)

But we use *if . . . will* when we are talking about later results rather than conditions (when *if* means ‘if it is true that’ – see 258.4). Compare:

*I’ll give you £100 if you stop smoking.*  (*Stopping smoking is a condition of getting the money – it must happen first.*)
*I’ll give you £100 if it’ll help you to go on holiday.*

(The help is a *result* – it follows the gift of money.)

For *if* with non-future will, see 259.3.

2 **if . . . should; if . . . happen to**

We can suggest that something is unlikely, or not particularly probable, by using *should* (not *would*) in the *if*-clause.

*If you should run into Peter, tell him he owes me a letter.*
*If . . . happen to* has a similar meaning.

*If you happen to pass a supermarket, perhaps you could get some eggs.*
*

*Should* and *happen to* can be used together.

*If you should happen to finish early, give me a ring.*
*

*Would* is not common in the main clause in these structures.

*If he should be late, we’ll have to start without him.*

>(*NOT . . . we’d have to start without him.*)

3 **if . . . was/were to**

This is another way of talking about unreal or imaginary future events.

*If the boss was/were to come in now, we’d be in real trouble.*

(= *If the boss came . . .*)

*What would we do if I was/were to lose my job?*
It can be used to make a suggestion sound less direct, and so more polite.

_If you were to move your chair a bit, we could all sit down._

This structure is not used with state verbs.

_If I knew her name I would tell you._  (NOT  _If I were to know her name_. . .)

For the difference between _was_ and _were_ after _if_, see 260.4.

4 **_if it was/were not for_**

This structure is used to say that one particular event or situation changes everything.

_If it wasn’t/weren’t for his wife’s money he’d never be a director._

(= Without his wife’s money . . .)

_If it wasn’t/weren’t for the children, we wouldn’t have anything to talk about._

To talk about the past we use _If it had not been for_.

_If it hadn’t been for your help, I don’t know what I’d have done._

But for can be used to mean ‘if it were not for’ or ‘if it had not been for’.

_But for_ your help, I don’t know what I’d have done.

5 **_leaving out if_: conversational**

_If_ is sometimes left out at the beginning of a sentence in a conversational style, especially when the speaker is making conditions or threats.

_You want to get in, you pay like everybody else._  (= _If you want_. . .)

_You touch me again, I’ll kick your teeth in._

6 **_leaving out if_: formal inversion-structures**

In formal and literary styles, _if_ can be dropped and an auxiliary verb put before the subject. This happens with _were_, _had_ and _should_; very rarely with other auxiliary verbs.

_Were she my daughter, . . ._  (= _If she were my daughter_. . .)

_Had I realised what you intended, . . ._  (= _If I had realised_. . .)

_Should you change your mind, . . ._  (= _If you should change_. . .)

Negatives are not contracted.

_Had we not changed our reservations, we should all have been killed in the crash._  (NOT  _Hadn’t we changed_. . .)

For other uses of inverted word order, see 298–299.

7 **_extra negative_**

An _extra not_ is sometimes put into _if_-clauses after expressions suggesting doubt or uncertainty.

_I wonder if we shouldn’t ask the doctor to look at Mary._

(= _I wonder if we should ask_. . .)

_I wouldn’t be surprised if she didn’t get married soon._

(= . . . _if she got married soon_.)

For more details of double negative structures, see 361.
8 **parallel structures: would ... would**

Conditional *would* is sometimes used in both clauses of an *if*-sentence. This is very informal, and is not usually written. It is common in spoken American English.

*It would be better if they would tell everybody in advance.*

*How would we feel if this would happen to our family?*

For *I would be grateful if you would ... etc*, see 259.3.

9 **parallel structures: ’d have ... ’d have**

In informal spoken English, *if*-clauses referring to the past are sometimes constructed with ’’d have’. This is frequently considered incorrect, but happens quite often in educated people’s speech. It is not normally written.

*If I’d have known, I’d have told you.*

*It would have been funny if she’d have recognised him.*

Instead of the contracted ’d, full forms are sometimes used for emphasis or in negatives. Both *had* and *would* occur.

*I didn’t know. But if I had’ve known ...*

*We would never have met if he hadn’t have crashed into my car.*

*If you wouldn’t have phoned her we’d never have found out what was happening.*

10 **elliptical structures**

In a formal style, *subject + be* is sometimes left out after *if*.

*If in doubt, ask for help.* (≈ *If you are in doubt . . .*)

*If about to go on a long journey, try to have a good night’s sleep.*

For more details of elliptical structures, see 181–186.

11 **if any etc**

Note also the common rather formal use of *if* before non-assertive words (see 374) like *any, anything, ever and not.*

*There is little if any good evidence for flying saucers.*

(≈ *There is little evidence, if there is any at all, . . .*)

*I’m not angry. If anything, I feel a little surprised.*

*He seldom if ever travels abroad.*

*Usually, if not always, we write ‘cannot’ as one word.*

12 **if so and if not**

After *if*, we can use *so* and *not* instead of repeating or negating a clause that has come before.

*Are you free this evening? If so, let’s go out for a meal.*

(≈ . . . *If you are free . . .*)

*I might see you tomorrow. If not, then it’ll be Saturday.*

(≈ . . . *If I don’t see you tomorrow . . .*)

13 **giving reasons with *if***

An *if*-clause can be used when somebody admits a fact and gives a reason for it.

*If I’m a bit sleepy, it’s because I was up all night.*
14 *if* meaning ‘I’m saying this in case’

*If*-clauses are quite often used to explain the purpose of a remark – to suggest ‘I’m saying this in case…’

*There’s some steak in the fridge if you’re hungry.*

*If you want to go home, Anne’s got your car keys.*

262 **if** (5): other words with the same meaning

Many words and expressions can be used with a similar meaning to *if*, and often with similar structures. Some of the commonest are *imagine (that)*, *suppose (that)*, *supposing (that)* (used to talk about what might happen), and *providing (that)*, *provided (that)*, *as/so long as*, *on condition (that)* (used to make conditions).

*Imagine* we could all fly. Wouldn’t that be fun!

*Supposing* you fell in love with your boss, what would you do?

You can borrow my bike *providing/provided* you bring it back.

I’ll give you the day off *on condition that* you work on Saturday morning.

You’re welcome to stay with us *as/so long as* you share the expenses.

For suggestions with *suppose, supposing* and *what if*, see 546. For omission of *that*, see 560

For *when* and *if*, see 590.

263 **if** (6): meaning ‘although’

In a formal style, *if* can be used with a similar meaning to *although*. This is common in the structure *if* + *adjective* (with no verb). If is not as definite as *although*; it can suggest that what is being talked about is a matter of opinion, or not very important.

*His style, if simple, is pleasant to read.*

*The profits, if a little lower than last year’s, are still extremely healthy.*

The same kind of idea can be expressed with *may . . . but* (see 334).

*His style may be simple, but it is pleasant to read.*

For *even if*/*though*, see 195.4.

264 **if I were you**

1 *advice*

We often use the structure *if I were you* . . . to give advice.

*If I were you, I’d get that car serviced. I shouldn’t worry if I were you.*

*If I was you* . . . is also possible, but some people consider it incorrect (see 260.4).

2 *I should . . .*

Sometimes we leave out *If I were you*, and just use *I should* . . . to give advice.

*(I would . . . is normal in American English.)*

*I should get that car serviced. I shouldn’t worry.*

In this case, *I should* means more or less the same as *you should.*
if only

We can use *If only* . . . ! to say that we would like things to be different. It means the same as *I wish* . . . (see 601), but is more emphatic. The clause with *if only* often stands alone, without a main clause. We use the same tenses after *If only* . . . ! as after *I wish*.

a past to talk about the present

*If only I knew more people!*  *If only I was better-looking!*

We can use *were* instead of *was* (see 260.4). This is considered more correct in a formal style.

*If only I were better looking!*

b *would* + infinitive to refer to the future

*If only it would stop raining, we could go out.*

*If only somebody would smile!*

c past perfect (*had* + past participle) to refer to the past

*If only she hadn’t told the police, everything would have been all right.*

ill and sick

*Ill* is often used to mean ‘unwell’ in British English. (In American English *ill* is unusual except in a formal style.) *Ill* is most common in predicative position (after a verb).

*George didn’t come in last week because he was ill.*

In attributive position (before a noun), many British people prefer to use *sick*. *Sick* is also the normal informal American word for ‘unwell’.

*He spent twenty years looking after his sick father.*

*The President is sick.*

*Be sick* can mean ‘vomit’ (= ‘bring food up from the stomach’).

*I was sick* three times in the night.  *She’s never sea-sick.*

*I feel sick.* Where’s the bathroom?

(US also *I feel sick to my stomach . . .*)

immediately, the moment etc (conjunctions)

In British English, *immediately* and *directly* can be used as conjunctions, to mean ‘as soon as’.

*Tell me immediately* you have any news.

*I knew something was wrong immediately* I arrived.

*Directly* I walked in the door I smelt smoke.

*The moment* (that), *the instant* (that), *the second* (that) and *the minute* (that) can be used in the same way (in both British and American English).

*Telephone me the moment* (that) you get the results.

*I loved you the instant* (that) I saw you.

For information about when *that* can be left out, see 560.

For *once* and *now* (that) used as conjunctions, see 383, 390.
268 imperatives

1 forms and use

In sentences like *Come here, Be quiet, Have a drink* or *Don’t worry about it,* the verb forms *come, be, have* and *don’t worry* are called ‘imperatives’. Affirmative imperatives have the same form as the infinitive without *to*; negative imperatives are constructed with *do not (don’t) + infinitive.*

Imperatives are used, for example, to tell or ask people what to do, to make suggestions, to give advice or instructions, to encourage and offer, and to express wishes for people’s welfare.

*Look in the mirror before you drive off. Try again – you nearly did it.*
*Please do not lean out of the window. Have some more tea.*
*Tell him you’re not free this evening. Enjoy your holiday.*

An imperative followed by *and* or *or* can have a similar meaning to an if-clause.

*Walk down our street any day and you’ll see kids playing.*
(= *If you walk …*)
*Shut up or I’ll lose my temper. (= If you don’t shut up …)*
*Don’t do that again or you’ll be in trouble.*

2 emphatic imperative

We can make an emphatic imperative with *do + infinitive.* This is common in polite requests, complaints and apologies.

*Do sit down. Do be a bit more careful.*
*Do forgive me – I didn’t mean to interrupt.*

3 passive imperative

To tell people to arrange for things to be done to them, we often use *get + past participle.*

*Get vaccinated as soon as you can.*

For more about *get* as passive auxiliary, see 228.4.

4 *do(n’t) be*

Although *do* is not normally used as an auxiliary with *be,* *do* is used before *be* in negative and emphatic imperatives (see 89).

*Don’t be silly! Do be quiet!*}

5 subject with imperative

The imperative does not usually have a subject, but we can use a noun or pronoun to make it clear who we are speaking to.

*Mary come here – everybody else stay where you are.*
*Somebody answer the phone. Nobody move.*
*Relax, everybody.*

You before an imperative can suggest emphatic persuasion or anger.

*You just sit down and relax for a bit. You take your hands off me!* Note the word order in negative imperatives with pronoun subjects.

*Don’t you believe it.* (not *-You don’t believe it.*)
*Don’t anybody say a word.* (not *-Anybody don’t say …*)
6 question tags

After imperatives, the normal question tags (see 465–466) are will you? won’t you? would you? can you? can’t you? and could you? After negative imperatives, will you? is used.

Give me a hand, will you?
Sit down, won’t you?
Get me something to drink, can you?
Be quiet, can’t you?
Don’t tell anybody, will you?

7 word order

Always and never come before imperatives.

Always remember what I told you. (NOT Remember always . . .)
Never speak to me like that again.

8 let

Some languages have a first person imperative form (used to suggest that ‘I’ or ‘we’ should do something). English does not have this, but there is a structure with let + infinitive that has a similar meaning. Let us is contracted to let’s except in a very formal style.

Let me see. Do I need to go shopping today?
Let’s go home. Let us pray.

Let can also be used with third person nouns or pronouns.

‘Mr Parker’s in the waiting room.’ ‘Let him stay there all day as far as I’m concerned.’

For more details of this use of let, see 315.

269 in and into, on and onto (prepositions)

1 position and movement

We generally use in and on to talk about the positions of things – where they are; and into and onto to talk about directions and destinations – where things are going. Compare:

- A moment later the ball was in the goal.
  The ball rolled slowly into the goal. (NOT . . . rolled slowly in the goal.)
- She’s in the bedroom getting dressed.
  She ran into the room carrying a paper. (NOT She walked in the room . . .)
- She was walking in the garden.
  Then she walked into the house.
- The cat’s on the roof again.
  How does it get onto the roof?

Note that into and onto are normally written as single words. On to is also possible in British English.

2 in and on for movement

After some verbs (e.g. throw, jump, push, put) we can use both in and into, or on and onto, to talk about directional movement. We prefer into/onto
when we think of the movement itself, and *in/on* when we think more of the end of the movement – the place where somebody or something will be. Compare:

- The children keep **jumping into** the flowerbeds.
  Go and **jump in** the river.
- The experiment involved **putting** glowing magnesium **into** jars of pure oxygen.
  Could you **put** the ham **in** the fridge?
- He was trying to **throw** his hat **onto** the roof.
  **Throw** another log **on** the fire.

We always use *in* and *on* after sit down and arrive.

*He sat down in the armchair, and I sat down on the floor.*

(Not *He sat down into... and I sat down onto...*)

We arrive **in** Athens at midday. (Not **We arrive into** Athens...)

### 3 into for change

We normally use *into* after verbs suggesting change.

*When she kissed the frog, it changed into a handsome prince.*

(Not... *changed in a handsome prince.*)

Can you translate this **into** Chinese? (Not... *translate this in Chinese*)

*Cut* can be followed by **into** or **in**.

*Cut the onion **into (to)** small pieces.*

And note the expression *in half*.

*I broke it **in half**.* (Not... *into half.*)

### 4 in and on as adverbs

*In* and *on* are used as adverbs for both position and movement.

*I stayed in last night.*

*What have you got on?*

*C**ome in!* (Not *Come **into**!*)

*Put your coat on.*

For the difference between *in* and *to*, see 270

### 70 in and to

#### 1 go to school in... etc

After expressions like go to school, go to work, we use *in*, not *to*, to say where the school, work etc is located.

*He went to school **in** Bristol.* (Not *He went to school **to** Bristol*)

*At* is also possible.

*She went to university **at/in** Oxford.*

For the difference between *in* and *at*, see 80.

#### 2 arrive etc

We use *in* (or *at*), not *to*, after arrive and land.

*We arrive **in** Bangkok on Tuesday morning.*

(Not *We arrive **to** Bangkok...*)

*What time do we land **at** Barcelona?* (Not... *land **to** Barcelona?*)
in case and if

1 precautions

*In case* is mostly used to talk about precautions – things which we do in order to be ready for possible future situations.

*I always take an umbrella in case it rains.* (= ... because it might rain.)

In clauses which refer to the future, *in case* is normally followed by a present tense (like most other conjunctions – see 556).

*I've bought a chicken in case your mother stays to lunch.*

(Not ... *in case your mother will stay...*)

2 *in case... should*

We often use *should* + infinitive (with a similar meaning to *might*) after *in case*. This adds the meaning ‘by chance’.

*I've bought a chicken in case your mother should stay to lunch.*

This structure is especially common in sentences about the past.

*I wrote down her address in case I should forget it.*

The meaning ‘by chance’ can also be expressed by (*should*) happen to.

*We took our swimming things in case we happened to find a pool.*

(Or ... *in case we should happen to find a pool...*)

3 *in case and if*

In British English, *in case* and *if* are normally used in quite different ways.

‘I do A *in case* B happens’ usually means ‘I do A first because B might happen later’. A is first.

‘I do A *if* B happens’ means ‘I do A if B has already happened’. B is first.

Compare:

- *Let's buy a bottle of wine in case Roger comes.*
  (= Let's buy some wine now because Roger might come later.)
  *Let's buy a bottle of wine if Roger comes.* (= We'll wait and see. If Roger comes, then we'll buy the wine. If he doesn't we won't.)

- *I'm taking an umbrella in case it rains.*
  *I'll open the umbrella if it rains.*
  (Not *I'll open the umbrella in case it rains.*)

- *People insure their houses in case they catch fire.* (Not ... *if they catch fire.*
  *People telephone the fire brigade if their houses catch fire.*
  (Not ... *telephone... in case their houses catch fire.*)

In American English, *in case* can sometimes be used in the same way as *if*.

*In case the house burns down, we'll get the insurance money.* (GB If...)

4 *in case of*

The prepositional phrase *in case of* has a wider meaning than the conjunction *in case*, and can be used in similar situations to *if*.

*In case of fire, break glass.* (= *If there is a fire...*)
272 in front of, facing and opposite

We do not use in front of to mean ‘across a road/river/room etc from’. This idea is usually expressed with opposite or facing. (US across from).

There’s a garage opposite my house. (not . . . in front of my house.)
She sat facing me across the table. (not . . . in front of me . . .)
In front of is the opposite of behind. Compare:

There’s a bus stop in front of the school.
(The bus stop is on the same side of the road as the school.)
There’s a bus stop opposite the school.
(The bus stop is on the other side of the road from the school.)

For the difference between before and in front of, see 97

273 in spite of

In spite of is used as a preposition. In spite of + noun means more or less the same as although + clause.

We went out in spite of the rain. (= . . . although it was raining.)
We understood him in spite of his accent.
(= . . . although he had a strong accent.)
In spite of is the opposite of because of. Compare:

She passed her exams in spite of her teacher. (She had a bad teacher.)
She passed her exams because of her teacher. (She had a good teacher.)
In spite of can be followed by an -ing form.

In spite of having a headache I enjoyed the film.

She failed the exam in spite of having worked very hard.
In more formal English, despite can be used in the same way as in spite of.

274 indeed

1 very . . . indeed

Indeed is often used after an adjective or adverb, to strengthen the meaning of very.

Thank you very much indeed.
I was very pleased indeed to hear from you.
He was driving very fast indeed.
Indeed is unusual in this sense without very, and is not normally used after extremely or quite.

(Not He was driving fast indeed.)
(Not He was driving quite extremely fast indeed.)

2 indeed with verb

Indeed can also be used after be or an auxiliary verb in order to suggest
confirmation or emphatic agreement. This is rather formal. It is common in
short answers (see 493).

We are indeed interested in your offer, and would be glad to have prices as soon as possible.
‘It’s cold.’ ‘It is indeed.’
‘Henry made a fool of himself.’ ‘He did indeed.’

For other ways of using indeed, see a good dictionary.

275 infinitives (1): introduction

Infinitives are forms like (to) write, (to) stand. Unlike verb tenses (e.g. writes, stood), infinitives do not usually show the actual times of actions or events. They usually refer to actions and events in a more general way, rather like -ing forms. (See 290–296).

Infinitives are generally used with the marker to; for cases when to is not used, see 277.

Besides simple infinitives like (to) write, there are also progressive infinitives (e.g. (to) be writing), perfect infinitives (e.g. (to) have written) and passive infinitives (e.g. (to) be written). For details of the various forms, see 276.

Infinitives have many functions. An infinitive can be used, for example:

a after do or a modal auxiliary verb, as part of a verb phrase

*Do you think she's ready?  We must get some more light bulbs.*

b as the subject or complement of a clause (see 279)

*To watch him eating really gets on my nerves.*
*The main thing is to stay calm.  It’s nice to talk to you.*

c to express a person’s purpose (see 281)

*He came to London to look for work.*

d as object or complement of a verb, adjective or noun (see 283–287)

*I don’t want to go to bed.  I’m anxious to contact your brother.*
*You have the right to remain silent.*

For full details of these and other uses of infinitives, see the following sections.

276 infinitives (2): forms

Besides the ordinary infinitive (e.g. (to) go, (to) work), there are also progressive, perfect and passive forms.

1 progressive infinitive: (to) be ...ing

Like other progressive forms (see 450), the progressive infinitive is used to suggest that actions and events are/were/will be continuing around the time we are talking about.

*It’s nice to be sitting here with you.*
*I noticed that he seemed to be smoking a lot.*
*This time tomorrow I’ll be lying on the beach.*
*(future progressive tense: see 225)*
*Why’s she so late? She can’t still be working.*
2 **perfect infinitive: (to) have + past participle**

Perfect infinitives can have the same kind of meaning as perfect tenses (see 418–420) or past tenses (see 416–417).

*It's nice to have finished work. (= It's nice that I have finished.)*

*I'm sorry not to have come on Thursday. (= ... that I didn't come ...)*

We often use perfect infinitives to talk about 'unreal' past events: things that did not happen, or that may not have happened.

*I meant to have telephoned, but I forgot.*

*You should have told me you were coming.*

For details, see 278.

3 **passive infinitive: (to) be + past participle**

Passive infinitives have the same kind of meaning as other passive forms (see 407–414).

*There's a lot of work to be done.*

*She ought to be told about it.*

*That window must be repaired before tonight.*

Sometimes active and passive infinitives can have similar meanings, especially after a noun or be (see 287).

*There's a lot of work to do / to be done.*

4 **combinations**

Perfect progressive and perfect passive infinitives are common.

*I'd like to have been sitting there when she walked in.*

*They were lucky – they could have been killed.*

Progressive passive infinitives are possible but unusual.

*What would you like to be doing right now?* ‘I'd like to be being massaged.’

Progressive perfect passive infinitives (e.g. *It must have been being built at the time*) do not normally occur.

5 **negative forms**

Negative infinitives are normally made by putting *not* before the infinitive.

*Try not to be late. (NOT USUALLY -Try to not be late.) (NOT -Try to don't be late.)*

*You were silly not to have locked your car.*

*He's very busy. I'm afraid he can't be disturbed.*

6 **to**

The marker *to* is normally used before infinitives (e.g. *He wanted to go*).

However, in some cases we use infinitives without *to* (e.g. *She let him go*). See 277 for details. Note that this *to* is not a preposition; after the preposition *to* we use -*ing* forms (see 295.2).

7 **split infinitive**

A 'split infinitive' is a structure in which *to* is separated from the rest of the infinitive by an adverb.

*I'd like to really understand philosophy.*

*He began to slowly get up off the floor.*
Split infinitive structures are quite common in English, especially in an informal style. Some people consider them incorrect or careless, and avoid them if possible by putting the adverb in another position.

*He began slowly to get up off the floor.*

For details of the use of infinitives, see the following sections.
For the use of *to* instead of a whole infinitive (e.g. *I'd like to*), see 186.

### 277 infinitives (3): without *to*

We usually put the marker *to* before the infinitive (for example *I want to know, It's nice to see you*). But we use the infinitive without *to* in some cases.

#### 1 after modal auxiliary verbs

After the modal auxiliary verbs *will, shall, would, should, can, could, may,* *might* and *must*, we use the infinitive without *to*.

*I must go now. (NOT *I must to go now.*)

*Can you help me?   I would rather go alone.*

*Do you think she might be joking?  She will probably be elected.*

*I will have finished by tomorrow morning. (future perfect tense – see 224)*

*They would have won if they had played a bit harder.*

The infinitive without *to* can also be used after *need* and *dare* in some cases (see 357, 150), and after *had better* (see 234).

*Need I do the washing up?  How dare you call me a liar?*

*You'd better see what she wants.*

The *to*-infinitive is used after *ought* (see 398), *used* (see 577), *be* (see 90) and *have* (see 243).

#### 2 after *let, make, hear etc*

Certain verbs are followed by object + infinitive without *to*. They include *let, make, see, hear, feel, watch* and *notice*.

*She lets her children stay up very late. (NOT *She lets her children to stay…*)

*(NOT *She lets her children staying…*)

*I made them give me the money back.  I didn’t see you come in.*

*We both heard him say that I was leaving.*

*Did you feel the earth move?*

*Help* can also be used in this way (see 247).

*Could you help me (to) unload the car?*

This structure is also possible in certain cases with *have* (see 242) and *know* (see 306).

*Have Mrs Hansen come in, please.* (mainly US)

*I've never known him (to) pay for a drink.* (perfect tenses of *know* only)

In passive versions of these structures (with *make, see, hear, help* and *know*) the infinitive with *to* is used.

*He was made to pay back the money.*

*She was heard to say that she disagreed.*

For more information about structures with *let*, see 316. For *make*, see 327.
For more information about *see, hear, watch etc* + object + verb, see 245, 296.5.
For verbs that are followed by *object + to*-infinitive, see 284.
3 after why (not)

We can introduce questions and suggestions with why (not) + infinitive without to. For more details, see 599.

Why pay more at other shops? We have the lowest prices.
Why stand up if you can sit down? Why sit down if you can lie down?
You’re looking tired. Why not take a holiday?

4 after and, or, except, but, than, as and like

When two infinitive structures are joined by and, or, except, but, than, as or like, the second is often without to.

I’d like to lie down and go to sleep.
Do you want to have lunch now or wait till later?
We had nothing to do except look at the cinema posters.
I’m ready to do anything but work on a farm.
It’s easier to do it yourself than explain to somebody else how to do it.
It’s as easy to smile as frown.
I have to feed the animals as well as look after the children.
Why don’t you do something useful like clean the flat?
Rather than is usually followed by an infinitive without to.

Rather than wait any more, I decided to go home by taxi.

For more information about leaving words out (‘ellipsis’) with and, or etc, see 182.

5 after do

Expressions like All I did was, What I do is etc can be followed by an infinitive without to.

All I did was (to) give him a little push.
What a fire-door does is (to) delay the spread of a fire.

278 infinitives (4): using perfect infinitives

1 perfect or past meaning

Perfect infinitives can have the same kind of meaning as perfect or past tenses.

I’m glad to have left school. (= I’m glad that I have left . . .)
She was sorry to have missed Bill. (= . . . that she had missed Bill.)
We hope to have finished the job by next Saturday.

(= . . . that we will have finished . . .)

You seem to have annoyed Anne yesterday.

(= It seems that you annoyed Anne yesterday.)

2 perfect infinitive for ‘unreal’ past

After some verbs (e.g. mean, be, would like) we can use perfect infinitives to refer to ‘unreal’ past situations that are the opposite of what really happened.

I meant to have telephoned, but I forgot. (The speaker did not telephone.)
He was to have been the new ambassador, but he fell ill.
I wish I’d been there – I would like to have seen Harry’s face when Nan walked in.
With *would like, would prefer* and one or two other verbs, a double perfect infinitive is sometimes used in informal speech; the extra perfect infinitive does not change the meaning.

*I would have liked to have seen* Harry's face.

### 3 modals

After the modal verbs *could, might, ought, should, would* and *needn’t*, we often use perfect infinitives to refer to unreal situations.

*Did you see him fall? He could have killed himself.*

(He did not kill himself.)

*You should have written – I was getting worried.*

(The person did not write.)

*I would have gone to university if my parents had had more money.*

(The speaker did not go to university.)

*She needn’t have sent me flowers.*

(She did send flowers.)

Note that the structure **modal verb + perfect infinitive** does not always refer either to the past or to an ‘unreal’ situation. It can also be used, for instance, when we say how confident we are that something has happened.

*She could/should/ought to/may/will/must have arrived by now.*

For more details, see the entries for the different modal verbs.

### 279 infinitive clause as subject, object or complement of sentence

#### 1 infinitive clause as subject

In older English, an infinitive clause could easily be the subject of a sentence.

*To make mistakes is easy.*

*To wait for people who were late made him angry.*

In modern English, this is unusual in an informal style. We more often use *it* as a ‘preparatory subject’ and put the infinitive clause later (see 301 for details).

*It’s easy to make mistakes.*

*It made him angry to wait for people who were late.*

When we are talking about an activity in general, we often use an *-ing* structure at the beginning of a sentence as the subject, rather than an infinitive clause (see 292).

*Selling insurance is a pretty boring job.*

(More natural than *To sell insurance . . .*)

For more information about *-ing* forms, see 290 – 296.

#### 2 infinitive clause as complement

An infinitive clause can be used after *be* as a subject complement.

*My ambition was to retire at thirty.*

*Your task is to get across the river without being seen.*

Sentences like these can also be constructed with ‘preparatory *it*’ (see 301).

*It was my ambition to retire at thirty.*

*It is your task to get across the river without being seen.*
3 **infinitive as object**

Many verbs can be followed by an infinitive clause in the place of the direct object. Compare:
- *I like cornflakes for breakfast.* (noun object)
- *I like to have cornflakes for breakfast.* (infinitive clause as object)
- *She wants some exercise.* (noun object)
- *She wants to dance.* (infinitive object)

For details of verbs that can be followed by an infinitive, see 283.

4 **infinitive with its own subject**

Sometimes it is necessary to make it clear who or what is the subject of an infinitive, especially if this is not the same as the subject of the sentence. The subject of the infinitive is normally introduced by *for*.

*For Ann to go to France would make me very happy.*

(NOT *Ann to go to France would...*)

For details of this structure, see the next entry.

For the use of it as a 'preparatory object' in structures like *He made it difficult to refuse*, see 302.

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280 **infinitive clause** introduced by

**for** + noun/pronoun

1 **infinitive with its own subject**

The structure *for + noun/pronoun + infinitive* is very common in English. It is used when an infinitive needs its own subject. Compare:
- *Ann will be happy to help you.* (Ann will help.)
  *Ann will be happy for the children to help you.* (The children will help.)
- *My idea was to learn Russian.*
  *My idea was for her to learn Russian.*
- *To ask Joe would be a big mistake.*
  *For you to ask Joe would be a big mistake.*

(NOT *You to ask Joe would be...*)

Note that the subject of the infinitive is the object of the preposition *for*.

Object forms of pronouns are used.

*Ann will be happy for them to help you.* (NOT...*for they to help you.*

2 **use**

The structure is often used when we are referring to possibility, necessity or frequency, when we are expressing wishes, suggestions or plans for the future, and when we are giving personal reactions to situations. Like other infinitive structures, it is used especially after adjectives, nouns and verbs; it can also act as the subject or object of a clause. It often has the same meaning as a *that*-clause. Compare:

*It’s important for the meeting to start on time.*
*It’s important that the meeting should start on time.*
3 after adjectives (wishes etc)

The structure for + object + infinitive can be used after certain adjectives which express wishes and other personal feelings about the importance or value of future events (e.g. anxious, eager, delighted, willing, reluctant).

- adjective + for + object + infinitive
- I'm anxious for the party to be a success.
- She's eager for us to see her work.
- Robert says he'd be delighted for Mary to come and stay.

4 with preparatory it

For-structures with preparatory it (see 301) are common with many adjectives expressing possibility, necessity, importance, urgency, frequency and value judgements.

- (...) it (...) + adjective + for + object + infinitive
- It's impossible for the job to be finished in time.
- Would it be easy for you to phone me tomorrow?
- It's important for the meeting to start at eight.
- It seems unnecessary for him to start work this week.
- I consider it essential for the school to be properly heated.
- Is it usual for foxes to come so close to the town?
- I thought it strange for her to be out so late.
- It's not good for the oil tank to be so close to the house.

Other common adjectives that are used in this way include vital, necessary, pointless, unimportant, common, normal, unusual, rare, right, wrong. Note that likely and probable are not used like this.

- She's likely to arrive this evening.
- (NOT It's likely for her to arrive this evening.)
- It's probable that she'll be in a bad temper. OR She'll probably be...
- (NOT It's probable for her to be...)

5 after nouns

The structure can also be used after nouns in expressions with meanings similar to the adjectives listed above. Examples are: time, a good/bad idea, plan, aim, need, request, mistake, shame.

- It's time for everybody to go to bed.
- His idea is for us to travel in separate cars.
- There's a plan for Jack to spend a year in Japan.
- Our aim is for students to learn as quickly as possible.
- It was a big mistake for them not to keep John as manager.
- It was a real shame for them not to win after all their work.

6 after something, anything, nothing etc

Something, anything, nothing and similar words are often followed by for + object + infinitive.

- Have you got something for me to do?
- There's nothing for the cats to eat.
- Is there anybody for Louise to play with in the village?
- I must find somewhere for him to practise the piano.
7 after verbs

For-structures are not normally used in object position after verbs.

I need you to help me. (not I need for you to help me.)

However, verbs which are normally followed by for (e.g. ask, hope, wait, look, pay, arrange) can often be used with for + object + infinitive.

Anne asked for the designs to be ready by Friday.
I can’t wait for them to finish talking.
Can you arrange for the gold to be delivered on Monday?

(not ... for the gold being delivered.)

A few other verbs can be used with this structure. Examples are suit and take (time) (see 551).

When will it suit you for us to call?
It took twenty minutes for the smoke to clear.

In informal American English, like, hate, mean, intend and some other verbs with similar meanings can be used with a for-structure. This is not usually possible in British English.

I would like for you to stay as long as you want.
She hates for people to feel sad.
Did you mean for John to mail those letters?

8 after too and enough

A for-structure is often used after too and enough.

This is much too heavy for you to lift.
There are too many people here for me to talk to all of them.
Do you think it’s warm enough for the snow to melt?
I explained enough for her to understand what was happening.

9 as subject or object

The for-structure can be the subject of a clause.

For us to fail now would be a disaster.
For her to lose the election would make me very happy.

However, it is more common for a structure with preparatory it to be used (see paragraph 4 above).

It would make me very happy for her to lose the election.
Preparatory it is normal when the for-structure is the object of a clause.
He made it very difficult for us to refuse.

10 for there to be

The infinitive of there is (there to be) is common after for.

I’m anxious for there to be plenty of time for discussion.
It’s important for there to be a fire escape at the back of the building.

11 that-clauses

Instead of the for + object + infinitive structure, a that-clause with should or a subjunctive is often possible, especially when we want to express wishes, recommendations, suggestions and plans for the future. A that-clause is usually more formal than a for-structure.

It is important that there should be a fire escape.
I’m anxious that the party should be a success.
His idea is that we should travel in separate cars.
It is essential that the meeting start at eight.

For the use of should or the subjunctive in that-clauses, see 541.4.
For more information about too and enough, see 570, 193.

281 infinitive clauses of purpose

We often use an infinitive to talk about a person’s purpose – why he or she does something.

I sat down to rest. (NOT I sat down for resting / for to rest.)
He went abroad to forget. I’m going to Austria to learn German.
To switch on, press red button.

We can also use in order to (more formal) or so as to.

He got up early in order to have time to pack.
I moved to a new flat so as to be near my work.
In order to and so as to are normal before ‘stative’ verbs like be, know and have.

I watched him in order to know more about him.
(More natural than I watched him to know more about him.)

We normally use in order / so as before a negative infinitive.

I’m going to leave now, so as not to be late.
(NOT I’m going to leave now, not to be late.)

A for-structure (see 280) can be used to talk about a purpose that involves action by somebody else.

I left the door unlocked for Harriet to get in.

For the use of for to talk about purposes and causes, see 213.
For and + verb instead of an infinitive after go, come, try etc, see 52.

282 infinitive clauses: other uses

1 I came home to find . . .

Infinitive clauses can be used to say what somebody found out or learnt at the end of a journey or task.

I arrived home to find that the house had been burgled.
The idea of surprise or disappointment can be emphasised by using only before the infinitive.

After driving all night we got to Amy’s place, only to discover that she was away.

He spent four years getting a degree, only to learn that there were no jobs for graduates.

2 to hear her talk, you’d think . . .

The infinitives of see and hear can be used to explain the reason for a false impression. The infinitive structure is usually followed by you’d think or a similar expression.

To see them together, you’d think they were an old married couple. But they only met yesterday.
To see him walk down the street, you’d never know he was blind.
To hear her talk, you’d think she was made of money.
283 infinitive complements (1): after verbs

verbs that can be followed by infinitives

After many non-auxiliary verbs, we can use the infinitives of other verbs.

It's **beginning to rain.**
I don't want to see you again.
She **seems to be crying.**
I expect to have finished by tomorrow evening.
The car needs to be cleaned.

Common verbs that can be followed by infinitives (for more detailed entries on some of these, see Index):

<table>
<thead>
<tr>
<th>afford</th>
<th>begin</th>
<th>fail</th>
<th>intend</th>
<th>prefer</th>
<th>seem</th>
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</thead>
<tbody>
<tr>
<td>agree</td>
<td>care</td>
<td>forget</td>
<td>learn</td>
<td>prepare</td>
<td>start</td>
</tr>
<tr>
<td>appear</td>
<td>choose</td>
<td>go on</td>
<td>like</td>
<td>pretend</td>
<td>swear</td>
</tr>
<tr>
<td>arrange</td>
<td>consent</td>
<td>happen</td>
<td>love</td>
<td>promise</td>
<td>trouble</td>
</tr>
<tr>
<td>ask</td>
<td>continue</td>
<td>hate</td>
<td>manage</td>
<td>propose</td>
<td>try</td>
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<tr>
<td>attempt</td>
<td>dare</td>
<td>help</td>
<td>mean</td>
<td>refuse</td>
<td>want</td>
</tr>
<tr>
<td>(can't) bear</td>
<td>decide</td>
<td>hesitate</td>
<td>neglect</td>
<td>regret</td>
<td>wish</td>
</tr>
<tr>
<td>beg</td>
<td>expect</td>
<td>hope</td>
<td>offer</td>
<td>remember</td>
<td></td>
</tr>
</tbody>
</table>

Some of these verbs can be followed by **object + infinitive** (e.g. *I want her to be happy*). For details, see 284. A few verbs are followed by **verb + for + object + infinitive** (e.g. *I arranged for her to have violin lessons*). For details of these, see 280.7.

After some verbs we can use not only an infinitive but also an **-ing** form (sometimes with a difference of meaning). For details, see 296.

After some verbs, it is not possible to use an infinitive. Many of these can be followed by **-ing** forms.

I enjoy sailing. (NOT I enjoy to sail.)

For details of verbs that can be followed by **-ing** forms, see 293.

For infinitive clause objects with preparatory *it* (e.g. *I'll leave it to you to lock up; I find it difficult to run fast*), see 302.
For perfect infinitives after verbs, see 278.
For **have + infinitive** (e.g. *I have to go now*), see 243.
For **be + infinitive** (e.g. *You are to start tomorrow*), see 90.
For **be able + infinitive**, see 3.
For **go + infinitive** as future auxiliary, see 220.
For **and + verb** instead of an infinitive after **try, come, go** etc, see 52.
For general information about ‘verb + verb’ structures, see 579.
For information about the structures that are possible with a particular verb, see a good dictionary.

284 infinitive complements (2): after verb + object

1 verbs that can be followed by object + infinitive

Many verbs in English are followed by **object + infinitive**, rather than by a **that-clause**.

She didn't want me to go. (NOT She didn't want that I go.)
They don't allow people to smoke.
(NOT They don't allow that people smoke.)
Infinitive complements (2): after verb + object

*I didn’t ask you to pay* for the meal.
*(not *I didn’t ask that you pay* for the meal.)*

Some common verbs that can be followed by **object + infinitive:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb</th>
<th>Verb</th>
</tr>
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<tbody>
<tr>
<td>advise</td>
<td>hate</td>
<td>persuade</td>
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<tr>
<td>allow</td>
<td>help</td>
<td>prefer</td>
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<tr>
<td>ask</td>
<td>instruct</td>
<td>recommend</td>
</tr>
<tr>
<td>(can’t) bear</td>
<td>intend</td>
<td>remind</td>
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<tr>
<td>beg</td>
<td>invite</td>
<td>request</td>
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<td>cause</td>
<td>leave</td>
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<td>command</td>
<td>like</td>
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<td>compel</td>
<td>love</td>
<td>tempt</td>
</tr>
<tr>
<td>encourage</td>
<td>mean</td>
<td>trouble</td>
</tr>
<tr>
<td>expect</td>
<td>need</td>
<td>want</td>
</tr>
<tr>
<td>forbid</td>
<td>oblige</td>
<td>warn</td>
</tr>
<tr>
<td>force</td>
<td>order</td>
<td>wish (see also 601)</td>
</tr>
<tr>
<td>get (see also 228)</td>
<td>permit</td>
<td></td>
</tr>
</tbody>
</table>

Some verbs (e.g. *let, make, see, hear, feel, watch, notice, have,* and sometimes *know* and *help*), are followed by **object + infinitive without to.**

*Why won’t you let me explain?*

*I heard her open the door and go out.*

For details, see 277.

Many of the verbs listed above can also be followed by other constructions such as an *-ing* form or a *that*-clause.

Some verbs cannot be followed by **object + infinitive;** for example *suggest.***

*I suggested that she should go home. (not *I suggested her to go home.)*

For verbs that are followed by **for + object + infinitive** (e.g. *I arranged for her to go early*), see 295.3.

2 **passive structures**

Many of the verbs listed in paragraph 1 can be used in passive structures with infinitives. The normal structure is **subject + passive verb + infinitive.**

*We were advised to come early.*

*You are expected to start work at 8.00 every morning.*

However, some verbs can be used with infinitives in active structures but not passives – for example *like, dislike, love, hate, prefer, wish* and verbs with similar meanings.

*She likes people to be happy.*

*(but not *People are liked to be happy by her.)*

*I prefer you to call me by my first name.*

*(but not *You are preferred to call . . .)*

For general information about passive structures, see 407–414.

*For object + to be + complement* after verbs of thinking and feeling (e.g. *I considered him to be an excellent choice*), see 580.

*For structures with take (e.g. *The ferry took two hours to unload*), see 551.*

*For detailed information about the structures that are possible with a particular verb, see a good dictionary.*
infinitive complements (3): after adjectives

1 reactions and feelings

Infinitives are often used after adjectives which describe people’s reactions and feelings.

I’m pleased to see you. John was surprised to get Ann’s letter.
She’s anxious to go home. We’re happy to be here.
I was shocked to see how ill he was.

Most people are afraid to hear the truth about themselves.

Not all adjectives of this kind are followed by the infinitives of other verbs; some are followed by preposition + -ing form (see 294), or by that-clauses (see 12). Some adjectives (e.g. afraid, sure) can be followed by either an infinitive or an -ing form, often with a difference of meaning; for details, see 296.

For structures with for (e.g. She’s anxious for the children to go home), see 280.

2 other adjectives

Besides adjectives referring to reactions and feelings, many other common adjectives can be followed by infinitives. Examples are right, wrong, stupid, certain (see 296.15), welcome, careful, due, fit, able (see 3), likely (see 321), lucky.

We were right to start early. I was stupid to believe him.
She’s certain to win. You’re welcome to stay as long as you like.
Be careful not to wake the children. It’s very likely to rain.
You were lucky not to be killed.

For structures with preparatory it (e.g. It is important (for the children) to get to bed early), see 301.

3 superlatives etc

Superlatives can be followed by an infinitive structure. The meaning is similar to an identifying relative clause (see 474).

He’s the oldest athlete ever to win an Olympic gold medal.
(= . . . who has ever won . . .)

This structure is also common with first, second, third etc, next, last and only.

Who was the first person to climb Everest without oxygen?
The next to arrive was a big black snake.
She’s the only scientist to have won three Nobel prizes.

Note that this structure is only possible when the noun with the superlative has a subject relationship with the following verb. In other cases, an infinitive cannot be used.

Is this the first time that you have stayed here?
(NOT . . . the first time for you to stay here.)

4 subject of clause = object of infinitive

Some adjectives can be used with infinitives in a special structure, in which the subject of the clause is really the object of the infinitive. Examples are easy, difficult, impossible, good, ready, and adjectives after enough and too.

He’s easy to amuse.
(= To amuse him is easy. OR It is easy to amuse him.)
Japanese is **difficult** for Europeans to learn.

(= It is difficult for Europeans to learn Japanese.)

**His theory is impossible to understand.**

(= It is impossible to understand his theory.)

**Are these berries good to eat?** The letters are **ready to sign.**

The apples were **ripe enough to pick.** The box was **too heavy to lift.**

But note that easy, difficult and impossible cannot be used in this structure when the subject of the clause is the subject of the infinitive. Other structures have to be used.

**Iron rusts easily.** (NOT **Iron is easy to rust.**)

**She has difficulty learning maths.** (NOT **She is difficult to learn maths.**)

**This material can’t possibly catch fire.**

(= NOT **This material is impossible to catch fire.**)

The structure often ends with a preposition.

**She’s nice to talk to.** He’s very easy to get on with.

It’s not a bad place to live in.

Note that we do not put an object pronoun after the infinitive or preposition in these cases.

**Cricket is not very interesting to watch.**

(= NOT Cricket is not very interesting to watch it.)

**She’s nice to talk to.** (NOT She’s nice to talk to her.)

When the adjective is used before a noun, the infinitive usually comes after the noun.

**It’s a good wine to keep.** (NOT It’s a good to keep wine.)

For more about enough/too + adjective + infinitive, see 193, 576.
For so + adjective + infinitive (e.g. Would you be so kind as to hold this for a moment?), see 513.6.

For information about the structures that are possible with a particular adjective, see a good dictionary.

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**86** **infinitive complements (4):**

**after nouns and pronouns**

**1 nouns related to verbs**

We can use infinitives after some nouns which are related to verbs that can be followed by infinitives (e.g. wish, decide, need).

**I have no wish to change.** (= I do not wish to change.)

**I told her about my decision to leave.**

(= I told her that I had decided to leave.)

**Is there any need to ask Joyce?** (= Do we need to ask Joyce?)

Not all nouns can be followed by infinitives in this way.

**I hate the thought of getting old.** (NOT . . . the thought to get old.)

And note that not all related verbs and nouns are followed by the same structures. Compare:

- I **hope** to arrive.
  
  There’s no **hope** of arriving.

- She **prefers** to live alone.
  
  I understand her **preference** for living alone.
1. I do not intend to return.  
   I have no intention of returning.

2. **nouns related to adjectives**
   We can also use infinitives after some nouns which are related to adjectives,  
   or which have an adjectival sense.
   
   You were a fool to agree. (= You were foolish to agree.)
   What a nuisance to have! (= How annoying to have to go!)
   It's a pleasure to see you again. (= It's pleasant to see you again.)
   The car's a pig to start. (= ... difficult to start.)

3. **purpose**
   An infinitive can be used after a noun, or an indefinite pronoun such as  
   *something, anything*, to explain the purpose or intended effect of a particular  
   thing; what it does, or what somebody does with it. The noun or pronoun  
   can be the subject or object of the infinitive.
   
   **Subjects**
   Have you got a key to open this door?
   It was a war to end all wars.
   I'd like something to stop my toothache.
   
   **Objects**
   I need some more books to read.
   Is there any milk to put on the cornflakes?
   Did you tell her which bus to take?
   Is there anything to drink?
   
   Some/any/nowhere can also be followed by infinitives.
   The kids want somewhere to practise their music.
   
   If the noun or pronoun is the object of the infinitive, we do not add an object  
   pronoun after the infinitive.
   I gave her a paper to read. *(not ... a paper to read it)*
   He needs a place to live in. *(not ... a place to live in it)*

4. **quantifiers**
   Quantifiers like enough, too much/many/little/few, plenty etc are often  
   followed by *noun + infinitive.*
   
   There was enough light to see what I was doing.
   There's too much snow (for us) to be able to drive.
   We've got plenty of time to see the British Museum.
   Enough is often dropped before room and time.
   
   There's hardly (enough) room to breathe in here.
   Do you think we'll have (enough) time to do some shopping?

5. **infinitive with preposition**
   When a noun is followed by *infinitive + preposition,* another structure is  
   possible: *noun + preposition + whom/which + infinitive.* This is very formal.
   
   Mary needs a friend to play with.
   OR Mary needs a friend with whom to play.
   He's looking for a place to live in.
   OR He's looking for a place in which to live.
infinitive complements (5): active and passive infinitive

This is not possible when there is no preposition. One cannot say, for example, *I need a book which to read.*

6 the life to come etc

In expressions like *the life to come* (= ‘life after death’), *the world to come*, *his wife to be* (= ‘his future wife’), the infinitive has the same meaning as a relative clause with *be* (= *the life/world that is to come, his wife that is to be*).

For infinitives used to talk about people’s purposes, see 281.
For passive infinitives (e.g. *There's work to be done*), see 287.
For structures with *for + object + infinitive* (e.g. *Is there any need for Peter to ask Joyce?*), see 280.5.
For infinitives after *first, next, last or superlative + noun* (e.g. *the first woman to climb Everest*), see 285.3.
For *for + -ing* referring to purpose (e.g. *stuff for cleaning silver*), see 294.
For detailed information about the structures that are possible with a particular noun, see a good dictionary.

287 infinitive complements (5): active and passive infinitive with similar meaning

1 obligation

The structure *noun + infinitive* can express the idea of obligation. Active and passive infinitives are both possible.

*I've got letters to write. The carpets to be cleaned are in the garage.*

If the subject of the clause is the person who has to do the action, active infinitives are used.

*I've got work to do. (NOT I've got work to be done.)*

If the subject is the person or thing that the action is done to, passive infinitives are normally used after *be*.

*These sheets are to be washed. (NOT These sheets are to wash.)*
*This form is to be filled in in ink. (NOT This form is to fill in . . .)*
*The cleaning is to be finished by midday. (NOT . . . is to finish . . .)*

Active infinitives are possible in a structure with *for* (see 280).

*This form is for you to fill in.*

In other cases, active and passive infinitives are often both possible with the same meaning.

*There's a lot of work to do / to be done.*
*There are six letters to post / to be posted.*
*Give me the names of the people to contact / to be contacted.*
*The people to interview / to be interviewed are in the next room.*

2 to be seen/found/congratulated etc

The passive infinitives of *see and find* are normal after *be*.

*He was nowhere to be seen/found. (NOT He was nowhere to see/find.)*

We can use a similar structure to express value judgements with verbs like *congratulate, encourage, avoid.*

*You are to be congratulated. (NOT . . . to congratulate.)*
*This behaviour is to be encouraged.*
But note the common expression *to blame*, meaning ‘responsible’ (for some unfortunate event).

*Nobody was to blame* for the accident.

3 **nothing to do and nothing to be done etc**

Note the difference between *There’s nothing to do* and *There’s nothing to be done.*

*I’m bored – there’s nothing to do.* (= There are no entertainments.)
*There’s nothing to be done – we’ll have to buy a new one.*

(= There’s no way of putting it right.)

For structures like *She’s easy to amuse*, see 285.4.
For structures with *take* (e.g. *The ferry took two hours to unload*), see 551.
For more about *be* + infinitive, see 90.

288 **infinitive complements (6): after who, what, how etc**

1 **indirect questions**

In indirect speech (see 481), we can use an infinitive after the question words *who, what, where* etc (but not usually *why*). This structure expresses ideas such as obligation and possibility.

*I wonder who to invite.* (= . . . who I should invite.)
*Show me what to do.*
*Can you tell me how to get to the station?*

(= . . . how I can get to the station?)
*I don’t know where to put the car.*
*Tell me when to pay.*
*I can’t decide whether to answer her letter.*

(but not I can’t understand why to do it.)

2 **direct questions**

We do not usually begin a direct question with *How to . . .? What to . . .?* etc.

After question words, we often use *shall* and *should.*

*How shall I tell her?* (NOT *How to tell her?*)
*What shall we do?* (NOT *What to do?*)
*Who should I pay?* (NOT *Who to pay?*)

3 **titles**

*How to . . ., What to . . .* etc are often found as titles for instructions, information leaflets, books etc.

**HOW TO IMPROVE YOUR PRONUNCIATION**
**WHAT TO DO IF FIRE BREAKS OUT**

For questions beginning *Why (not) + infinitive*, see 599.
For more information about question words, see 460.
289  information structure

1  different ways of organising information

When we talk about a situation, we can usually organise the information in various ways – for example, by choosing different elements of the situation as the subject of a clause or sentence.

The storm blew Margaret's roof off.
Margaret's roof was blown off in the storm.
Margaret had her roof blown off in the storm.

The way we choose to organise information in a clause or sentence can depend on what has been said before, on what the listener already knows, or on what we want to emphasise. This is a complicated area of English grammar, and it is still not very well understood. Some guidelines are given below.

2  normal order: important new information last

Most often, a clause or sentence moves from ‘known’ to ‘new’: from low to high information value. So we often choose as the subject a person or thing that is already being talked about or that has already been mentioned, or something that speaker and hearer are both familiar with, or even some new information that is not the main point of the message. The important new information generally comes at the end of a clause or sentence.

‘How’s Joe these days?’ ‘Oh, fine. He’s just got married to a very nice girl.’
(More natural than ‘... A very nice girl’s just got married to him.’)

My father was bitten by a dog last week.
(More natural than A dog bit my father last week.)

Our dog bit the postman this morning.
(More natural than The postman was bitten by our dog this morning.)

‘I can’t find my clothes.’ ‘Well, your trousers are under my coat.’
(More natural than ‘... My coat’s on your trousers.’)

To avoid beginning a clause with a completely new element, we can use the there is structure. For details, see 563.

There’s a cat on the roof.
(More natural than A cat’s on the roof.)

For ‘known’ and ‘new’ information with as, since and because, see 72.

3  getting the right subject: actives, passives, etc

In many situations, there is an agent (the person or thing who does something) and a recipient (the person or thing that something is done to). If we want to make the agent the subject, we can usually do this by choosing an active verb form (see 10).

The storm blew Margaret’s roof off.
Somebody’s stuck chewing gum all over the carpet.

If we want to make the recipient the subject, we can usually do this by choosing a passive verb form (see 407).

Margaret’s roof was blown off in the storm.
Chewing gum’s been stuck all over the carpet.
If we want to make something else the subject, we can often do this by using a structure with **have + object + past participle** (see 242.2).

*Margaret had her roof blown off* in the storm.

*The carpet's had chewing gum stuck all over it.*

Other structures with *have* can be used to ‘personalise’ a situation by making a person the subject. Compare:

*The house is full of children.*  *There are children all over the house.*

*I’ve got the house full of children.*

We can often get the subject we want by choosing the right verb. Compare:

- *The biscuit factory employs* 7,000 people.
  *7,000 people work for the biscuit factory.*
- *He led the children through the silent streets.*
  *The children followed him through the silent streets.*

Some verbs (called ‘ergative verbs’) can have both agent and recipient subjects. For details, see 579.3.

*She opened the door.*  *The door opened.*

### 4 end-weight

Longer and heavier structures usually come last in a clause or sentence. (These usually have the highest ‘information-value’ in any case.)

*Children are sometimes discouraged by the length of time it takes to learn a musical instrument.* (More natural than *The length of time it takes to learn a musical instrument sometimes discourages children.*)

Because of this, we often use a structure with ‘preparatory it’ in order to move a clause or infinitive subject or object to the end of a sentence. For details, see 301.

*It worried me that she hadn’t been in touch for so long.*
  *(More natural than *That she hadn’t been in touch for so long worried me.*)

*It’s important to tell us everything you know.*
  *(More natural than *To tell us everything you know is important.*)

*He made it clear that he was not in the least interested.*
  *(More natural than *He made that he was not in the least interested clear.*)

Adverbs do not normally separate the verb from the object in an English clause (see 22.1). However, a very long and heavy object may come after a shorter adverb. Compare:

*She plays the violin very well.* *(Not *She plays very well the violin.)*

*She plays very well almost any instrument that you can think of, and several that you can’t.*

End-weight can also affect the word order of indirect questions. Compare:

*I’m not sure what the point is.*

*I’m not sure what is the point of spending hours and hours discussing this.*

### 5 emphatic structures

There are various ways of giving extra emphasis to one part of a sentence. One way is to use a ‘cleft sentence’ with *it* or *what*: this emphasises one idea
by putting everything else into a subordinate clause. For details, see 131.

It was my mother who finally called the police.

What I need is a hot bath and a drink.

If we move to the beginning of a sentence something that does not normally go there, this gives it extra emphasis. This kind of structure (‘fronting’) is common in speech, where intonation can make the information structure clear. For details, see 217.

The other plans we’ll look at next week. Nice man, your uncle.

For more information about emphasis, see 189.

290 -ing forms (‘gerunds’ and ‘participles’):
introduction

1 uses and terminology

We can use -ing forms (e.g. smoking, walking) not only as verbs, but also like adjectives, adverbs or nouns. Compare:

You’re smoking too much these days. (part of present progressive verb)

There was a smoking cigarette end in the ashtray.

(adjective describing cigarette end)

She walked out of the room smoking. (similar to an adverb)

Smoking is bad for you. (noun: subject of sentence)

When -ing forms are used as verbs, adjectives or adverbs, they are often called ‘present participles’. (This is not a very suitable name, because these forms can refer to the past, present or future.) When they are used more like nouns, they are often called ‘gerunds’. In fact, the distinction is not really as simple as this, and some grammarians prefer to avoid the terms ‘participle’ and ‘gerund’. For a detailed discussion of this point, see Section 17.54 of A Comprehensive Grammar of the English Language, by Quirk, Greenbaum, Leech and Svartvik (Longman 1985).

In Practical English Usage the expression ‘-ing form’ is used except when there is a good reason to use one of the other terms. Noun-like uses of -ing forms are discussed in sections 292–296. Ways of using -ing forms like adjectives and adverbs are discussed in sections 403–406, together with similar uses of ‘past participles’ (e.g. invited, broken).

2 perfect, passive and negative -ing forms

Note the structure of perfect, passive and negative -ing forms.

Having slept for twelve hours, I felt marvellous. (perfect)

She loves being looked at. (passive)

Not knowing what to do, I went home. (negative)

She’s angry about not having been invited. (negative perfect passive)
3 -ing clauses

We can combine -ing forms with other words into clause-like structures.

She went running out of the room.
Collecting stamps is a hobby of his.
Having lost all my money, I went home.
Who’s the man sitting in the corner?

For spelling rules, see 533–535.

291 -ing forms used as modifiers

-ing forms can be used as modifiers before nouns. This can happen both with
noun-like -ing forms (‘gerunds’) and adjective-like -ing forms (‘participles’).
The two structures do not have quite the same kind of meaning. Compare:
– a waiting room (= a room for waiting – waiting is a gerund, used rather
  like a noun)
  a waiting train (= a train that is waiting – waiting is a participle, used
  rather like an adjective)
– a sleeping pill (sleeping is a gerund)
  a sleeping child (sleeping is a participle)
– working conditions (gerund)
  working men and women (participle)

For more about the difference between participles and gerunds, see 290.
For noun + noun structures, see 378–382.
For participle structures, see 403–406.

292 -ing forms used like nouns (1): subject, object
or complement

1 subject, object or complement

An -ing form can be the subject, object or complement of a verb.
Smoking is bad for you. (subject) I hate packing. (object)
My favourite activity is reading. (complement)

2 -ing form with its own object

The -ing form subject, object or complement is still a verb, and can have its
own object.
Smoking cigarettes is bad for you. I hate packing suitcases.
My favourite activity is reading poetry.

3 determiners and possessives with -ing forms

We can often use determiners (for example the, my, this) with -ing forms.
the opening of Parliament I don’t mind your going without me.
Does my smoking annoy you? I hate all this useless arguing.
Possessive’s forms are also possible.
John’s going to sleep during the wedding was rather embarrassing.
She was angry at Lina’s trying to lie to her.
Note that possessives and pronouns are not used before -ing forms if it is already clear who is being talked about.

*Thank you for waiting.* (NOT *Thank you for your waiting.*)

When an -ing form is used with an article, it cannot usually have a direct object. Instead, we can use an of-structure.

**the smoking of cigarettes (not the smoking cigarettes)**

No is often used with an -ing form to say that something is not allowed, or is impossible. The structure often occurs alone in notices; it can also follow *there is.*

**NO SMOKING NO PARKING NO WAITING**

Sorry – *there’s no smoking in the waiting room.*

*She’s made up her mind; there’s no arguing with her.*

### 4 object pronouns before -ing forms

In an informal style it is more common to use object forms (like me, John) instead of possessives (my, John’s) with -ing forms, especially when these come after a verb or preposition.

*I don’t mind you going without me.*

*She was angry at Lina trying to lie to her.*

Some verbs (e.g. see, hear, watch, feel) are normally followed by object + -ing form.

*I saw him getting out of the car.* (NOT *I saw his getting...*)

### 5 it...-ing

We can use *it* as a preparatory subject or object for an -ing form (see 301–302).

*It’s nice being with you.*

*I thought it pointless starting before eight o’clock.*

This is common with any/no good, any/no use and (not) worth (see 603).

*It’s no good talking to him – he never listens.*

*Is it any use expecting them to be on time?* 

I didn’t think *it* worth complaining about the meal.

Possessives or object pronouns (but not subject pronouns) can be used before the -ing forms in these structures.

*It’s no use his/him apologising – I shall never forgive him.* 

(Not *It’s no use he apologising...*)

### 6 nouns and -ing forms

When there is a noun which has a similar meaning to an -ing form, the noun is usually preferred.

*We’re all excited about his arrival.* (NOT ...about his arriving.)

### 293 -ing forms used like nouns (2): after verbs

#### 1 verbs that can be followed by -ing forms

After some verbs we can use an -ing form, but not normally an infinitive.

*I enjoy travelling.* (NOT *I enjoy to travel*)

*He’s finished mending the car.* (NOT *He’s finished to mend...*)

*She’s given up smoking.* (NOT ...given up to smoke)

*The doctor suggested taking a long holiday.*

(Not *The doctor suggested (me) to take...*)
Some common verbs that are normally followed by -ing forms:

<table>
<thead>
<tr>
<th>admit</th>
<th>dislike</th>
<th>give up</th>
<th>postpone</th>
</tr>
</thead>
<tbody>
<tr>
<td>appreciate</td>
<td>endure</td>
<td>(can't) help</td>
<td>practise</td>
</tr>
<tr>
<td>avoid</td>
<td>enjoy</td>
<td>imagine</td>
<td>put off</td>
</tr>
<tr>
<td>burst out</td>
<td>escape</td>
<td>involve</td>
<td>resent</td>
</tr>
<tr>
<td>(crying/laughing)</td>
<td>excuse</td>
<td>keep (on)</td>
<td>resist</td>
</tr>
<tr>
<td>consider</td>
<td>face</td>
<td>leave off</td>
<td>risk</td>
</tr>
<tr>
<td>contemplate</td>
<td>fancy</td>
<td>mention</td>
<td>(can't) stand</td>
</tr>
<tr>
<td>delay</td>
<td>feel like</td>
<td>mind</td>
<td>suggest</td>
</tr>
<tr>
<td>deny</td>
<td>finish</td>
<td>miss</td>
<td>understand</td>
</tr>
<tr>
<td>detest</td>
<td>forgive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some verbs can be followed by both -ing forms and infinitives – see paragraph 4 below.

2 verb + object + -ing form

Some of the verbs listed above, and some others, can be followed by object + -ing form.

I dislike people telling me what to think.
I can't imagine him working in an office.
Nobody can stop him doing what he wants to.
Would you rather spend time gardening or spend money paying somebody to do it for you?
Did you see her talking to the postman?

Stop (in an informal style) and prevent are often followed by object + from + -ing form.

Try to stop/prevent them (from) finding out.

Note that after many verbs we can use possessive + -ing form rather than object + -ing form, especially in a formal style. (See 292.3 for details.)

3 -ing form with passive meaning

After deserve, need and require, the -ing form has a passive sense. This structure is more common in British English.

I don't think his article deserves reading. (= . . . deserves to be read.)
Your hair needs cutting. (= . . . needs to be cut.)

In informal British English, want can also be used like this.

The car wants servicing. (= . . . needs to be serviced.)

4 -ing form or infinitive

After some verbs, either an -ing form or an infinitive can be used. These include:

<table>
<thead>
<tr>
<th>advise</th>
<th>forbid</th>
<th>hear</th>
<th>prefer</th>
<th>start</th>
</tr>
</thead>
<tbody>
<tr>
<td>allow</td>
<td>forbid</td>
<td>hear</td>
<td>prefer</td>
<td>start</td>
</tr>
<tr>
<td>can't bear</td>
<td>forget</td>
<td>intend</td>
<td>propose</td>
<td>stop</td>
</tr>
<tr>
<td>begin</td>
<td>go on</td>
<td>love</td>
<td>remember</td>
<td>watch</td>
</tr>
<tr>
<td>continue</td>
<td>hate</td>
<td>permit</td>
<td>see</td>
<td></td>
</tr>
</tbody>
</table>

In some cases there is a difference of meaning between the two structures: see 296 for details.

For details of the structures used after a particular verb, see a good dictionary.
294 -ing forms used like nouns (3):

after nouns and adjectives

1 noun/adjective + -ing form: examples

Some nouns and adjectives can be followed by -ing forms. A preposition is normally used to connect the noun/adjective to the -ing form. Nouns/adjectives that are followed by -ing forms cannot usually be followed by infinitives (see paragraph 3 for some exceptions).

I hate the idea of getting old. (NOT ...the idea to get old.)
The thought of failing never entered his head.

(NOT The thought to fail...)
I'm tired of listening to this. (NOT I'm tired to listen...)
She's very good at solving problems. (NOT ...good to solve...)

2 purpose

For + -ing form can be used after a noun, or after an indefinite pronoun such as something or anything, to explain the purpose of an object or material – what it is for.

A strimmer is a machine for cutting grass and weeds.
I need something for killing flies.
Have you got any stuff for cleaning silver?

This structure is mostly used to talk in general about types of object and material. When we talk about an individual's purpose in using a particular object, we are more likely to use an infinitive after the noun or pronoun (see 213.2).

I must find something to kill that fly.

3 -ing form or infinitive

After some nouns and adjectives, we can use either an -ing form or an infinitive. Normally there is little or no difference of meaning.

We have a good chance of making/to make a profit.
I'm proud of having won/to have won.

For be used to...ing, see 578.
For infinitives after nouns and adjectives, see 285–286.
For information about the structures that are possible after a particular noun or adjective, see a good dictionary.

295 -ing forms used like nouns (4):

after prepositions

1 after all prepositions

When we put a verb after a preposition, we normally use an -ing form, not an infinitive.

You can't make an omelette without breaking eggs.

(NOT...without to break eggs)
Always check the oil before starting the car.

(NOT...before to start the car)
We got the job finished by working sixteen hours a day.  
He's talking about moving to the country.  
They painted the house instead of going on holiday.  
(NOT ... instead to go...)  
I look forward to hearing from you.  (NOT ... to hear from you.)

2 to as a preposition

To is actually two different words. It can be an infinitive marker, used to show that the next word is an infinitive (e.g. to swim, to laugh). It can also be a preposition, followed for example by a noun (e.g. She's gone to the park, I look forward to Christmas).

When to is a preposition, it can be followed by the -ing form of a verb, but not normally by the infinitive. Common expressions in which this happens are look forward to, object to, be used to, prefer (doing one thing to doing another), get round to, in addition to.

In the following examples, note how the preposition to can be followed by either a noun or an -ing form.

- I look forward to your next letter.
  I look forward to hearing from you. (a common way of closing a letter)
- Do you object to Sunday work?
  Do you object to working on Sundays?
- I'm not used to London traffic.
  I'm not used to driving in London.
- I prefer the seaside to the mountains.
  I prefer swimming to walking.
- I'll get round to the washing up sooner or later.
  I'll get round to doing the washing up sooner or later.

A few verbs and adjectives are used with to before nouns, but are followed by the infinitives of verbs. Examples are agree, consent, entitled, inclined, prone.

She agreed to our plan / She agreed to do what we wanted.  
He's inclined to anger / He's inclined to lose his temper.  
Accustomed can be followed by to + -ing form or an infinitive (see 296.11).

3 object + infinitive after for

Note that some verbs are followed by for + object + infinitive. An -ing form is not usually possible in these cases.

We're still waiting for her to arrive. (NOT ... waiting for her arriving.)  
Can you arrange for us to get tickets? (NOT ... for our getting tickets?)

For the difference between used to + infinitive and be used to + -ing form, see 577–578.  
For -ing forms after conjunctions (e.g. When planning a holiday...), see 406.6.  
For time clauses with on + -ing form, see 406.6.
296  **-ing forms used like nouns (5): -ing form or infinitive?**

Some verbs and adjectives can be followed by either an -\textit{ing} form or an infinitive.

\begin{itemize}
  \item \textit{I started playing / to play} the violin when I was 10.
  \item \textit{She was proud of having won / to have won}.
\end{itemize}

In some cases, there is a difference of meaning.

1  **remember and forget**

\textit{Remember/forget + -ing form} refers back to the past – to things that one did. \textit{Forget \ldots ing} is used mostly in the phrase \textit{I'll never forget \ldots ing}, and expressions with similar meanings.

\begin{itemize}
  \item \textit{I still remember buying} my first bicycle.
  \item \textit{I'll never forget meeting} the Queen.
\end{itemize}

\textit{Remember/forget + infinitive} refers forward in time – to things that one still has or still had to do at the moment of remembering or forgetting.

\begin{itemize}
  \item \textit{You must remember to fetch Mr Lewis from the station tomorrow}.
  \item \textit{I forgot to buy the soap}.
\end{itemize}

2  **go on**

\textit{Go on + -ing form} means ‘continue’.

\begin{itemize}
  \item \textit{She went on talking} about her illnesses until we all went to sleep.
\end{itemize}

\textit{Go on + infinitive} refers to a change of activity.

\begin{itemize}
  \item \textit{She stopped talking about her illnesses and went on to tell} us about all her other problems.
\end{itemize}

3  **regret**

\textit{Regret + -ing form} refers back to the past – something that one is sorry one did.

\begin{itemize}
  \item \textit{I regret leaving} school at 14 – it was a big mistake.
\end{itemize}

\textit{Regret + infinitive} is used mostly in announcements of bad news.

\begin{itemize}
  \item \textit{We regret to inform} passengers that the 14.50 train for Cardiff will leave approximately 37 minutes late.
  \item \textit{We regret to say} that we are unable to help you.
\end{itemize}

4  **advise, allow, permit and forbid**

In active clauses after these verbs, we use an -\textit{ing} form if there is no object.

If there is an object we use an infinitive. Compare:

\begin{itemize}
  \item \textit{I wouldn't advise} taking the car – there's nowhere to park.
  \item \textit{I wouldn't advise you to take} the car . . .
  \item \textit{We don't allow/permit smoking} in the lecture room.
  \item \textit{We don't allow/permit people to smoke} in the lecture room.
  \item The headmistress has forbidden \textit{singing} in the corridors.
  \item The headmistress has forbidden children to sing . . .
\end{itemize}

Note the corresponding passive structures.

- \textit{Smoking} is not allowed/permitted in the lecture room.

\textit{People are not allowed/ permitted to smoke} in the lecture room.
- **Singing** is forbidden.
  - **Children** are forbidden to sing.
  - **Early booking** is advised.
  - **Passengers** are advised to book early.

5 **see, watch and hear**

After these verbs, the difference between **object + -ing form** and **object + infinitive** is like the difference between progressive and simple tenses. With -ing forms the verbs suggest that one pays attention to events or actions that are already going on; infinitives usually refer to complete events/actions which are seen/heard from beginning to end. (Note that these verbs are followed by the infinitive without to.) Compare:

- I looked out of the window and **saw** Mary crossing the road.
- I **saw** Mary step off the pavement, cross the road and disappear into the post office.
- As I passed his house I **heard** him practising the piano.
  - I **once heard** Brendel play all the Beethoven concertos.

For more details, see 245
For differences between **see** and **watch**, see 489.

6 **try**

To talk about making an experiment – doing something to see what will happen – we use **try + -ing**.

I **tried sending** her flowers, **writing** her letters, **giving** her presents, but she still wouldn’t speak to me.

To talk about making an effort to do something difficult, we can use either **try + infinitive** or **try + -ing**.

I **tried to change** the wheel, but my hands were too cold.
  - (or I **tried changing** the wheel . . .)

7 **mean**

**Mean** in the sense of ‘involve’, ‘have as a result’ (see 339) can be followed by an **-ing form**.

If you want to pass the exam it will **mean** studying hard.

In the sense of ‘intend’, **mean** is followed by an infinitive.

I don’t think she **means to get** married for the moment.

8 **learn and teach**

These verbs (and others with similar meanings) are followed by **-ing forms** when we are referring to lessons or subjects of study.

- She goes to college twice a week to **learn typing**.
- Mr Garland **teaches** skating in the winter and **rock-climbing** in the summer.

Infinitives are used when we talk about the result of the study – about successfully learning a skill.

- She **learnt to read** German at school, but she **learnt to speak** it in Germany.
- **I taught** myself to type.
9  **like, love, hate and prefer**

After these four verbs, both infinitives and -ing forms can generally be used without a great difference of meaning.

* I hate working / to work at weekends.
  I don’t get up on Sundays. *I prefer staying / to stay in bed.*

In British English, *like + -ing* is used mostly to talk about enjoyment, and *like + infinitive* mostly to talk about choices and habits. In American English, *like + infinitive* is common in both senses. Compare:

* I like climbing mountains. (more typically GB)*
  *I like to climb mountains. (more typically US)*
  *When I’m pouring tea I like to put the milk in first. (GB / US)*

After *would like*, *would prefer*, *would hate* and *would love*, infinitives are most often used.

* I’d like to tell you something. (NOT *I’d like telling you something.*)
  *Can I give you a lift?* ‘No thanks, I’d prefer to walk.’
  (NOT … *I’d prefer walking.*)

Compare:

*Do you like dancing? (= Do you enjoy dancing?)*

*Would you like to dance? (= Do you want to dance now?)*

For more about *like*, see 319.
For details of structures with *prefer*, see 435.

10  **begin and start**

*Begin* and *start* can be followed by infinitives or -ing forms. Usually there is no important difference.

* She began playing / to play the guitar when she was six.*
  *He started talking / to talk about golf, but everybody went out of the room.*

After progressive forms of *begin* and *start*, infinitives are preferred.

* I’m beginning to learn karate. (NOT *I’m beginning learning karate.*)*

Infinitives are also preferred with stative verbs like *understand*, *realise*, *know*.

* I slowly began to understand how she felt.*
  (NOT … *began understanding …*)

* He started to realise that if you wanted to eat you had to work.*
  (NOT … *started realising …*)

11  **attempt, intend, continue, can’t bear, be accustomed to, be committed to**

After these words and expressions we can generally use either an -ing form or an infinitive without much difference of meaning.

* I intend telling / to tell her what I think.*

* I’m not accustomed to giving/give personal information about myself to strangers.*

For details of structures with *to + -ing*, see 295 2.

12  **-ing form or infinitive of purpose: stop**

Some verbs that are followed by -ing forms can also be followed by an infinitive of purpose (see 281). A common example is *stop.*

* I stopped running. (NOT … I stopped to run.*)
  * I stopped to rest. (= … in order to rest.)
13 afraid

To talk about fear of things that happen accidentally, we prefer afraid of + -ing.

I don’t like to drive fast because I’m afraid of crashing.

‘Why are you so quiet? ’I’m afraid of waking the children.’

In other cases we can use afraid of + -ing or afraid + infinitive with no difference of meaning.

I’m not afraid of telling / to tell her the truth.

14 sorry

Sorry for/about + -ing is used to refer to past things that one regrets. (That-clauses are also very common in an informal style.)

I’m sorry for/about losing my temper this morning.

(or I’m sorry that I lost my temper.)

Sorry + perfect infinitive can be used with the same meaning. This is rather formal.

I’m sorry to have woken you up. (or I’m sorry that I woke you up.)

Sorry + infinitive is used to apologise for current situations – things that one is doing or going to do, or that one has just done.

Sorry to disturb you – could I speak to you for a moment?

I’m sorry to tell you that you failed the exam.

Sorry to keep you waiting – we can start now.

15 certain and sure

Certain/sure of + -ing are used to refer to the feelings of the person one is talking about.

Before the game she felt certain of winning, but after a few minutes she realised it wasn’t going to be so easy.

You seem very sure of passing the exam. I hope you’re right.

Certain/sure + infinitive refer to the speaker’s or writer’s own feelings.

The repairs are certain to cost more than you think.

(not The repairs are certain of costing…)

‘Kroftova’s sure to win – the other girl hasn’t got a chance.’

Note that He is sure to succeed means ‘I am sure that he will succeed’.

16 interested

To talk about reactions to things one learns, interested + infinitive is commonly used.

I was interested to read in the paper that scientists have found out how to talk to whales.

I’m interested to see that Alice and Jake are going out together.

I shall be interested to see how long it lasts.

To talk about a wish to find out something, both interested + -ing and interested + infinitive are common.

I’m interested in finding out / to find out what she did with all that money.

Aren’t you interested in knowing / to know whether I’m pregnant?
To talk about a wish to do something, we usually use *interested* with an -ing form.

*I'm interested in working* in Switzerland. Do you know anybody who could help me? (NOT *I'm interested to work* in Switzerland...)

For the difference between *used to* + infinitive and *be used to* + -ing, see 577–578. For *object* + -ing form or infinitive after *get* and *have*, see 228.5–6 and 242.

297 instead (of)

1 preposition: instead of

*Instead* is not used alone as a preposition; we use the two words *instead of*.

*I'll have tea instead of coffee, please.* (NOT ...instead coffee...)

*Can you work with Sally instead of me today, please?*

*Instead of* is not usually followed by an infinitive.

*I stayed in bed all day instead of going to work.*

(NOT ...instead (of) to go to work)

2 instead of and without

These are sometimes confused. We use *instead of* when one person, thing or action replaces another. We use *without* to say that a person, thing or action is not *together with* another. Compare:

– *Ruth was invited to the reception, but she was ill, so Lou went instead of her.* (Lou replaced Ruth.) (NOT ...Lou went without her.)

*Max and Jake were invited, but Max was ill, so Jake went without him.*

(Normally they would have gone together.)

– *She often goes swimming instead of going to school.* (Swimming replaces school.) (NOT She often goes swimming without going to school.)

*She often goes swimming without telling her mother.* (Swimming and telling her mother should go together.)

(NOT She often goes swimming instead of telling her mother.)

3 adverb: instead

*Instead* (without of) is an adverb. It most often comes at the beginning or end of a clause.

*She didn’t go to Greece after all. Instead, she went to America.*

*Don’t marry Phil. Marry me instead.*

298 inversion (1): auxiliary verb etc before subject

auxiliary verb + subject + main verb

*have/be* + subject + main verb

We put an auxiliary verb (and non-auxiliary *have* and *be*) before the subject of a clause in several different structures.

1 questions

*Have your father and mother arrived?*

(NOT *Have arrived your father and mother?*)
Where is the concert taking place?

(Not Where is taking place the concert?)
(Not Where the concert is taking place?)

Note that spoken questions do not always have this word order (see 462).

You’re coming tomorrow?

Indirect questions do not usually have this order (see 481.6).

I wondered what time the film was starting.

(Not . . . what time was the film starting.)
(Not . . . what time was starting the film.)

However, in formal writing inversion is sometimes used with be in indirect questions after how, especially when the subject is long.

I wondered how reliable was the information I had been given.

For more information about questions, see 461–466.

2 exclamations

Exclamations often have the same structure as negative questions (see 360).

Isn’t it cold? Hasn’t she got lovely eyes?

In spoken American English, exclamations often have the same form as ordinary (non-negative) questions.

Have you got a surprise coming? Am I mad!

In a rather old-fashioned literary style, inversion is sometimes found in exclamations after how and what.

How beautiful are the flowers! What a peaceful place is Skegness!

For more information about the grammar of exclamations, see 201.

3 with may

May can come before the subject in wishes.

May all your wishes come true!

May he rot in hell!

4 after so, neither, nor

In ‘short answers’ and similar structures, these words are followed by auxiliary verb + subject.

‘I’m hungry.’ So am I. ‘I don’t like opera.’ Neither/Nor do I.’

For more details of these structures, see 516 and 364.

5 after negative and restrictive expressions

If a negative adverb or adverbial expression is put at the beginning of a clause for emphasis, it is usually followed by auxiliary verb + subject. These structures are mostly rather formal.

Under no circumstances can we cash cheques.

At no time was the President aware of what was happening.

Not until much later did she learn who her real father was.

The same structure is possible after a complete clause beginning not until . . .

Not until he received her letter did he fully understand the depth of her feelings.
Inversion is also used after restrictive words like *hardly, seldom, rarely, little* and *never*, and after expressions containing *only*. These structures, too, are formal or literary.

- *Hardly had I arrived when trouble started.*
- *Seldom have I seen such a remarkable creature.*
- *Little did he realise the danger he faced.*
- *Never . . . was so much owed by so many to so few.* (Churchill)
- *Only then did I understand what she meant.*
- *Only after her death was I able to appreciate her.*
- *Not only did we lose our money, but we were nearly killed.*

Inversion is not used after non-emphatic adverbial expressions of place and time.

- *Not far from here you can see foxes.*
  (NOT *Not far from here can you . . .*)

Inversion is used when *not + object* is put at the beginning of a sentence for emphasis.

- *Not a single word did she say.*

6 after *as, than and so*

Inversion sometimes happens after *as, than* and emphasising *so* in a literary style.

- *She was very religious, as were most of her friends.*
- *City dwellers have a higher death rate than do country people.*
- *So ridiculous did she look that everybody burst out laughing.*

7 conditional clauses

In formal and literary clauses conditional clauses, an auxiliary verb can be put before the subject instead of using *if*.

- *Were she my daughter . . . (= If she were my daughter . . .)*
- *Had I realised what you intended . . . (= If I had realised . . .)*

Negatives are not contracted in this case.

- *Had we not spent all our money already, . . . (NOT *Hadn’t we spent . . .)*

For more details of this structure, see 261.6.
For more about fronting, see 217.

299 inversion (2): whole verb before subject

1 after adverbial expressions of place

When an adverbial expression of place or direction comes at the beginning of a clause, intransitive verbs are often put before their subjects. This happens especially when a new indefinite subject is being introduced. The structure is most common in literary and descriptive writing.

- *Under a tree was lying one of the biggest men I had ever seen.*
- *On the grass sat an enormous frog.*
- *Directly in front of them stood a great castle.*
- *Along the road came a strange procession.*

This structure is often used in speech with *here, there* and other short adverbs and adverb particles.
Here comes Freddy! (not Here Freddy comes.)
There goes your brother.
I stopped the car, and up walked a policeman.
If the subject is a pronoun, it goes before the verb.
Here she comes. (not Here comes she.)
Off we go!

2 reporting

In story-telling, the subject often comes after reporting verbs like said, asked, suggested etc when these follow direct speech.

‘What do you mean?’ asked Henry. (or . . . Henry asked.)
I love you,’ whispered Jan.
If the subject is a pronoun, it usually comes before the verb.
‘What do you mean?’ he asked.

300 irregular verbs

1 common irregular verbs

This is a list of the more common irregular verbs. Students should check that they know all of them. For a complete list of English irregular verbs, see a good dictionary.

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<tr>
<th>Infinitive</th>
<th>Simple past</th>
<th>Past participle</th>
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**2 verbs that are easily confused**

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<td>lay</td>
<td>laid</td>
<td>laid</td>
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<tr>
<td>(= ‘put down flat’)</td>
<td>lay</td>
<td>lain</td>
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<tr>
<td>lie</td>
<td>lied</td>
<td>lied</td>
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<tr>
<td>(= ‘be down’)</td>
<td>lied</td>
<td>lied</td>
</tr>
<tr>
<td>(= ‘say things that are not true’)</td>
<td>left</td>
<td>left</td>
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<tr>
<td>leave</td>
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<td>left</td>
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<tr>
<td>live</td>
<td>lived</td>
<td>lived</td>
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<tr>
<td>raise</td>
<td>raised</td>
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<tr>
<td>(= ‘put up’)</td>
<td>rose</td>
<td>risen</td>
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<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
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<tr>
<td>(= ‘go/get up’)</td>
<td>struck</td>
<td>struck</td>
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<tr>
<td>strike</td>
<td>struck</td>
<td>struck</td>
</tr>
<tr>
<td>(= ‘hit’)</td>
<td>stroked</td>
<td>stroked</td>
</tr>
<tr>
<td>(= ‘pass the hand gently over’)</td>
<td>wound /waʊnd/</td>
<td>wound /waʊnd/</td>
</tr>
<tr>
<td>wind /waʊnd/</td>
<td>wound /waʊnd/</td>
<td>wound /waʊnd/</td>
</tr>
<tr>
<td>(= ‘turn, tighten a spring etc’)</td>
<td>wounded</td>
<td>wounded</td>
</tr>
<tr>
<td>wound /wʊnd/</td>
<td>wounded</td>
<td>wounded</td>
</tr>
<tr>
<td>(= ‘injure in a battle’)</td>
<td></td>
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</tbody>
</table>

Note that the old past participle *drunken* is still used as an adjective in some expressions (e.g. *drunken driving*).
*Speed* can also have regular forms.
*Says* is pronounced /sez/.
3 American English

Note the following differences between British and American English.

a burned, dreamed, leaned, learned, smelled, spelled, spilled and spoiled are all regular in American English. In British English, irregular past tenses and participles with -ed are more common (see list in paragraph 1), but regular forms also occur; there may sometimes be a difference of usage.

b Wake can be regular in American English.

c Spit has both spitted and spat as past tense and participle in American English.

d Quit and wer are regular in British English, but irregular in American; fit is also usually irregular in American English.

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>fit</td>
<td>fit</td>
</tr>
<tr>
<td>quit</td>
<td>quit</td>
</tr>
<tr>
<td>wet</td>
<td>wet</td>
</tr>
</tbody>
</table>

f Dive is regular in British English, but can be irregular in American.

dive   dived/dove (/doow/) dived

f The American past participle of get is either got or gotten (see 228.7).

g Note the standard American pronunciations of ate (/aet/) and shone (usually /joon/).

301 it (1): preparatory subject

1 infinitive subjects

When the subject of a clause is an infinitive expression, this does not normally come at the beginning. We usually prefer to start with the ‘preparatory subject’ it, and to put the infinitive expression later (long or complicated items are often put towards the end of a sentence – see 289). Preparatory it is common before be + adjective/noun complement.

It’s nice to talk to you.

(More natural than To talk to you is nice.)

It’s important to book in advance.

It’s my ambition to run a three-hour marathon.

It upsets me to hear people arguing all the time.

It was good of you to phone.

It can also be used as a preparatory subject for the for + infinitive structure (see 280).

It will suit me best for you to arrive at about ten o’clock.

It’s essential for the papers to be ready before Thursday.

2 clause subjects

We also normally use preparatory it when the subject of a clause is itself another clause.

It’s probable that we’ll be a little late.

It doesn’t interest me what you think.

It’s surprising how many unhappy marriages there are.
It's exciting when a baby starts talking.
It seems that he forgot to buy the tickets.
It is said that only three people in the world can understand his theory.
It's essential that she should be told immediately.

For more details of structures with should, see 497.
For the use of subjunctives in sentences about necessity and importance, see 541.

3 -ing form subjects
It can be a preparatory subject for an -ing form. This is usually rather informal.
    It was nice seeing you.
    It's crazy her going off like that.
    It's worth going to Wales if you have the time.
    It's no use trying to explain – I'm not interested.
    It surprised me your not remembering my name.

For more information about structures with worth, see 603.
For there as a preparatory subject with any/no use, see 563.2.

4 it takes . . . + infinitive
We can use this structure to talk about the time necessary for things to happen (see 551).
    It took me months to get to know her.
    How long does it take to get to London from here?

5 if, as if and as though
It is used to introduce some clauses with if, as if and as though.
    It looks as if we're going to have trouble with Ann again.
    It's not as if this was the first time she's been difficult.
    It will be a pity if we have to ask her to leave.
    But it looks as though we may have to.

6 emphasis: 'cleft sentences'
It can be used in 'cleft sentences' with who- and that-clauses to emphasise one part of a sentence.
    It was my aunt who took Peter to London yesterday, not my mother.
        (emphasising my aunt)
    It was Peter that my aunt took to London yesterday, not Lucy.
        (emphasising Peter)

For more details of cleft sentences, see 131.

For 'impersonal' it in sentences like It's raining, see 424.7.
For passive structures with it as a preparatory subject, see 411.
For it as 'preparatory object', see next section.
it (2): prepartory object

1 infinitive or clause object + complement

We can sometimes use it as a prepartory object. This happens when the object of a verb is an infinitive expression or a clause with an adjective or noun complement.

subject + verb + it + complement + infinitive/clause

I find it difficult to talk to you.
My blister made it a problem to walk.
I thought it strange that she hadn’t written.
George made it clear what he wanted.

Note that this structure is not normally used when there is no adjective or noun complement after the verb.

I cannot bear to see people crying.

(NOT I cannot bear it to see people crying)
I remember that we were very happy. (NOT I remember it that . . .)

But note the structure I like/love/hate it when . . .

I love it when you sing.

Note also the idiom I take it that . . . (= ‘I assume that . . .’).

I take it that you won’t be working tomorrow.

2 -ing form object + complement

This structure is also possible with -ing form objects.

I find it interesting talking to you.

3 if-clauses

It is used as a prepartory object for an if-clause after would appreciate.

I would appreciate it if you would keep me informed.

(NOT I would appreciate if you would . . .)

4 owe and leave

Note the structures owe it to somebody to . . . and leave it to somebody to . . .

We owe it to society to make our country a better place.
I'll leave it to you to decide.

For it as a preparatory subject, see 301.

303 its and it's

These two words are often confused by native speakers of English as well as by foreign learners.

Its is a possessive word (like my, your).

Every country has its traditions. (NOT . . . it's traditions.)
It's the contracted form of it is or it has.

It's raining again. (NOT Its raining again.)
Have you seen my camera? It's disappeared. (NOT ...Its disappeared.)

There is a similar difference between whose and who's – see 598.
For more about contractions, see 144.

304 it's time

1 followed by infinitive

It's time (or it is time) can be followed by an infinitive.

It's time to buy a new car.

When it is necessary to express the subject of the infinitive, the for + object +
infinitive structure (see 280) can be used.

It's time for her to go to bed.

2 followed by past tense with present meaning

It's time can also be followed by a subject with a past tense verb. The
meaning is present.

It's time she went to bed. It's time you washed those trousers.
I'm getting tired. It's time we went home.

For other structures in which a past tense has a present or future meaning, see 422.

305 just

1 meanings

Just has several meanings.

a time

Just often emphasises the idea of 'at the present' or 'close to the present'.
I'll be down in a minute – I'm just changing my shirt. (= 'right now')
Alice has just phoned. (= 'a short time ago')
'Where's my tea?' I'm just going to make it.' (= 'immediately')
'What's happened to Keith? He seems to have disappeared.' 'No, he's
around. I saw him just last week.' (= 'as recently as')

Note that just now can mean either 'at this moment' or 'a few moments ago',
depending on the tense. Compare:

She's not in just now. Can I take a message?
I saw Phil just now. He wanted to talk to you.

In expressions like just after, just before and just when, just suggests
closeness to the time in question.

I saw him just after lunch. (= ... very soon after lunch.)

b 'only', 'scarcely'

Just can mean 'only', 'nothing more than'.

Complete set of garden tools for just £15.99!
I just want somebody to love me – that's all.
I'm just a poor boy.
In some contexts, the meaning is more like ‘scarcely’, ‘with nothing to spare’, ‘with nothing in reserve’.

*We just caught the train.* I’ve got *just* enough money for a cup of coffee.

This meaning can be emphasised by *only*.

*I’d only just* got into the bath when she phoned.

*There was only just* enough light to read by.

*Just* can be used as a ‘softener’, to make a request seem less demanding, and therefore more polite.

*Could I just use your phone for a moment?* *Just* sign here.

*Just* a moment.

c ‘exactly’

*Just* often means ‘exactly’.

‘What’s the time?’ *It’s just* four o’clock.’

Thanks. *That’s just* what I wanted.

*Just* then, the door opened and Graham came in.

*I got home just as the sun was setting.*

*Just* as . . . as means ‘no less than’.

*She’s just as bad-tempered as her father.*

d emphasiser

*Just* can emphasise other words and expressions. It means ‘simply’, ‘there’s no other word for it’.

*You’re just beautiful.* *I just* love your dress.

*It just* breaks my heart to see her so unhappy.

2 **tenses**

When *just* means ‘a moment ago’, a present perfect tense is most common in British English.

‘Where’s Eric?’ *He’s just gone out.* I’ve *just had* a call from Sarah.

In American English a past tense is common in this case.

‘Where’s Eric?’ *He just went out.* I *just had* a call from Sarah.

When *just now* means ‘a moment ago’, it is used with a past tense in both British and American English.

*Did you hear a strange noise just now?*

For the position of *just* as a focusing adverb, see 233.

306 **know**

1 **know how + infinitive**

*Know* cannot be followed directly by an infinitive. We use the structure *know how to*.

I *know how to make Spanish omelettes.* (NOT *I know to make . . .*)

For more information about the use of infinitives after *how, what, whether* etc, see 288.

2 **object + infinitive**

In a formal style, *know* is occasionally followed by *object + infinitive.*

*They knew him to be a dangerous criminal.*
However, this is unusual; *that*-clauses are generally more natural.

*They knew that he was a dangerous criminal.*

The passive equivalent of *know + object + infinitive* is more common, at least in a formal style.

*He was known to be a dangerous criminal.*

*Know* is used to mean ‘experience’ in the common structure *I’ve never known + object + infinitive*; an infinitive without to is sometimes used in British English.

*I’ve never known it (to) rain like this.* (GB)

3 **tenses**

*Know* is one of the verbs that cannot usually be used in progressive forms (see 451).

*I know exactly what you mean.* (NOT *I am knowing* . . .)

Note that a present perfect tense is used to say how long one has known somebody or something. (See 418.6 for more details.)

*We’ve known each other since 1974.* (NOT *We know each other since 1974.*)

4 **know and know about/of**

*Know + object* is used mainly to talk about knowledge that comes from direct personal experience. In other cases, we normally use *know about/of, have heard of* or another structure. Compare:

– *‘You don’t know my mother, do you?’ ‘No, I’ve never met her.’*

– *We all know about Abraham Lincoln.*

( NOT *We all know Abraham Lincoln.*)

– *I know your home town. (= I’ve been there.)*

– *I’ve heard of your home town (but I haven’t been there).*

– *I know where you come from.*

(= I know the answer to the question ‘Where do you come from?’).

5 **know and find out etc**

*Know* is not normally used to talk about the process of finding something out: to know something is *to have learnt* it, not *to learn* it. To talk about getting knowledge we can use for example *find out, get to know, learn, hear, can tell.*

– *‘She’s married.’ ‘Where did you find that out?’*  
  (NOT . . . ‘Where did you know that?’)

– *I want to travel round the world and get to know people from different countries.* (NOT . . . *and know people . . .*)

– *He’s from Liverpool, as you can tell from his accent.*

( NOT . . . *as you can know from his accent.*)

6 **I know and I know it**

Note the difference between these two short answers.

*I know* refers to facts – it could be completed by a *that*-clause.

– *‘You’re late.’ ‘I know.’ (= I know that I’m late.*)* (NOT . . . ‘I know it.’)

*I know it* generally refers to things – it replaces a noun.

– *‘I went to a nice restaurant called The Elizabeth last night.’ ‘I know it.’*
last and the last

1 last week, month etc

Last (without the) contrasts with this and next. Last week, last month etc is the week, month etc just before the one in which the words are said or written. (On 20 July 1994, for example, last month is June 1994.) Note that these time expressions are normally used with past tenses, without articles, and without prepositions.

I had a cold last week.
(NOT I have had a cold last week.)
(NOT I had a cold the last week.)
(NOT ... in last week.)
Were you at the meeting last Tuesday?
We bought this house last year.

2 the last week, month etc

The last week, the last month etc can mean the period of seven/thirty/... etc days up to the moment of speaking or writing. (On 20 July 1994, for example, the last month is the period from 20 June to 20 July 1994.) Note that these time expressions are normally used with perfect tenses and with prepositions.

I’ve had a cold for the last week. (for the seven days up to now)
We’ve lived here for the last year. (since twelve months ago)
The last week etc can also be used to refer to a period up until a particular past moment. A past perfect tense is normally used.

I decided to see the doctor, because I’d been feeling ill during the last two months.

Note the word order in expressions like the last three weeks etc.

I’ve been busy for the last three months.
(NOT ... for the three last months.)
We generally say the last few days/weeks etc, not the last days/weeks etc.

The last few days have been very wet.
(NOT The last days have been very wet.)

3 the last in a series

The last can also refer to the last item in a series (with no relation to present time).

In the last week of the holiday something funny happened.
This is going to be the last Christmas I’ll spend at home.

4 last and latest

In talking about events, actions and productions, we use latest, not last, to refer to new or very recent things. Last can mean ‘before this’. Compare:

- She says her latest book’s being published next week. (her most recent book) (NOT She says her last book’s being published next week.)
She thinks it’s much better than her last one. (her previous one)
- He’s enjoying his latest job. (NOT He’s enjoying his last job.)
But it doesn’t pay as much as his last one.
Latest suggests there may be more to come; last can mean ‘final’ (see paragraph 3 above). Compare:

Have you seen Bill’s latest car? He seems to buy a new one every week. This is the last car we buy. I’m afraid I’m getting too old to drive.

5 tenses with This is the last...

Present and future tenses are both possible with This is the last..., and similar structures with last.

This is the last time I’m paying for you.

(or This is the last time I’ll pay for you.)

That’s the last letter he gets from me.

(or That’s the last letter he’ll get from me.)

The difference between next and the next is like the difference between last and the last.

See 367.

For tenses with this is the first/second... etc, see 419.7.

308 later and in

With a time expression, later generally means ‘after that time’.

She was so happy when she got married. But six months later she was divorced.

So you and Penny will come on the Monday, and Colin will arrive about a week later.

With a time expression, we usually use in, not later, to say ‘after now’.

I’ll see you in a few days. (NOT I’ll see you a few days later.)

But without a time expression, later can be used to mean ‘after now’.

Bye! See you later!

309 lay and lie

There are three similar verbs that can be confused: lay (regular except for spelling), lie (irregular) and lie (regular).

1 lay

Lay is a regular verb except for its spelling. Its forms are:

- infinative: (to) lay
- -ing form: laying
- past: laid
- past participle: laid

Lay means ‘put down carefully’ or ‘put down flat’. It has an object.

I laid the papers on the table. (NOT I lay...)

Lay the tent down on the grass and I’ll see how to put it up.

Note the expressions lay a table (= put plates, knives etc on a table) and lay an egg (a bird’s way of having a baby).
2 **lie (irregular)**

The forms of the irregular verb *lie* are:
- infinitive: *(to) lie*
- -ing form: *lying*
- past: *lay*
- past participle: *lain* (used mostly in a formal/literary style)

*l*ie (irregular) means ‘be down’, ‘be/become horizontal’. It has no object.

*Don’t lie in bed all day. Get up and do some work.*

(Not *Don’t lay in bed…*)

*I lay down and closed my eyes.* (Not *-laid down…*)

3 **lie (regular)**

The regular verb *lie* *(lied)* means ‘say things that are not true’.

*You lied* to me when you said you loved me.

4 **dialect forms**

In many British and American dialects, different forms of *lay* and irregular *lie* are used. *Lay* is often used in cases where standard English has *lie*.

*I’m going to lay down for a few minutes.* (Standard English … *lie down…*)

For more information about irregular verbs, see 300.

310 **learn**

1 **structures before a verb**

*Learn* can be followed by *how* + *infinitive* or by an infinitive alone. There is not usually much difference of meaning: *learn (how) can be used to talk both about the process of learning and its result.*

*She enjoyed learning (how) to look after young animals.*

*Last year I learnt (how) to water-ski.*

*It takes a long time to learn (how) to drive in city traffic.*

*He soon learnt (how) to help his wife in her work.*

*How* is common especially in cases where there is a method or technique to be learnt. In other cases it is not generally used. Compare:

*It’s time you learnt (how) to change the oil in the car.*

*In the new job, I soon learnt to keep my mouth shut.*

(More natural than … I soon learnt how to keep my mouth shut.)

2 **forms**

*Learn* is usually irregular in British English (*learn/learnt*) and regular in American English (*learn/learned*). For other verbs like this, see 300.3.

For the adjective *learned* (*'lɜːnd*), see 13.
311 least and fewest

1 **the least as determiner: superlative of little**

*The least* is used before uncountable nouns as a determiner referring to quantity (see 157); it is the superlative of *little* (= ‘not much’), and the opposite of *most*.

> In a 'slow bicycle race', the winner is the person who travels the least distance in one minute without falling off or turning round.

> I think I probably do **the least work** in this office.

*The least* can be used without a noun if the meaning is clear from what comes before.

> Jan earns the most money in our family; Pete earns **the least**.

> ‘Thanks for your help.’ ‘Oh, it was **the least** I could do.’

Note also the expression the least of (= ‘the smallest of’), used before plural abstract nouns.

> ‘What will your mother think?’ ‘That’s **the least of my worries**.’

2 **any . . . at all**

*The least* can have a similar meaning to ‘any . . . at all’. This happens mostly before singular abstract nouns in ‘non-assertive’ contexts (see 374): for instance in questions, negative clauses and if-clauses.

> Do you think there’s **the least chance** of Jones winning the election?

> ‘What’s the time?’ ‘I haven’t got **the least idea**.’

> If you have **the least difficulty** with the arrangements for the conference, phone me at once.

> She’s not **the least bit** afraid of horses.

For countable and uncountable uses of words like *chance, idea* and *difficulty*, see 148.5.

3 **the fewest as determiner: superlative of few**

*The fewest* is used before plural nouns as the superlative of *few*.

*The translation with the fewest mistakes isn’t always the best.*

*Least* is often used instead of *fewest* before plural nouns (* . . . the least mistakes*), especially in an informal style. Some people feel this is incorrect.

4 **(the) least with adjectives: the opposite of (the) most or (the) . . . est**

*(The) least* is used before adjectives in the same way as *(the) most* or *(the) . . . est* (see 136), but with the opposite meaning.

> **The least expensive** holidays are often the most interesting.

> Don’t give the job to Keith: he’s **the least experienced**.

> I’m **least happy** when I have to work at weekends.

For the use of *the* with superlatives, see 65.4, 138.12.

5 **least as adverb**

*Least* can be used as an adverb (the opposite of *most*).

> She always arrives when you **least** expect it.

> I don’t much like housework, and I like cooking **least of all**.
6  **at least**

   At least means ‘not less than (but perhaps more than)’.
   ‘How old do you think he is?’ ‘At least thirty.’
   He’s been in love at least eight times this year.
   We can also use at least as a discourse marker (see 159) to suggest that one thing is certain or all right, even if everything else is unsatisfactory.
   We lost everything in the fire. But at least nobody was hurt.

7  **not in the least**

   We can use not in the least in a formal style to mean ‘not at all’, especially when talking about personal feelings and reactions.
   I was not in the least upset by her bad temper.
   She did not mind working late in the least.

For little and few, see 322
For less and fewer, see 313

312  **left**

   The past participle of leave, left, can be used in a special way, to mean ‘remaining’, ‘not used’, ‘still there’.
   What did you do with the money that was left?
   After the explosion, only two people were left alive.
   Left is very common in the following structures:

   | there is | noun  |
   | have got | something/anything/nothing |
   |   | somebody/anybody/nobody  |
   |   | someone/anyone/no one  |

   Note the position of left: at the end of the structure.
   There are two eggs left, if you’re hungry.
   There’s nothing left in the fridge.
   I haven’t got any money left: can you get the tickets?
   Now that her friends have moved to London she hasn’t got anybody left to play bridge with.

313  **less and fewer**

1  **the difference**

   Less is the comparative of little (used especially before uncountable nouns).
   Fewer is the comparative of few (used before plural nouns). Compare:
   I earn less money than a postman.
   I’ve got fewer problems than I used to have
   Less is quite common before plural nouns, as well as uncountables, especially in an informal style. Some people consider this incorrect.
   I’ve got less problems than I used to have.
2 less/fewer with and without of

Less of and fewer of are used before determiners (like the, my or this) and pronouns.

I'd like to spend less of my time answering letters.
At the college reunions, there are fewer of us each year.

Before nouns without determiners, of is not used.

If you want to lose weight, eat less food. (NOT ... less of food.)
Fewer people make their own bread these days. (NOT ... Fewer of people...)

3 less and fewer without nouns

Nouns that have already been mentioned can be dropped after less and fewer, if the meaning is clear.

Some people in our village still go to church, but less/fewer than 20 years ago.

Less can be used as an adverb (the opposite of the adverb more).

I worry less than I used to.

4 lesser

Lesser is used in a few expressions (in a rather formal style) to mean ‘smaller’ or ‘not so much’.

the lesser of two evils    a lesser-known writer

For little and few, see 322.
For least and fewest, see 311.
For the use of much, far, a lot etc with fewer and less, see 139.

314 lest

Lest has a similar meaning to in case (see 271) or so that ... not (see 519). It is very rare in modern British English, and is found mostly in older literature and in ceremonial language. It is a little more common in formal American English.

They kept watch all night lest robbers should come.
We must take care lest evil thoughts enter our hearts.

Lest can be followed by a subjunctive verb (see 541).

The government must take immediate action, lest the problem of child poverty grow worse.

For fear that is used in a similar way, and is also unusual in modern English.

He hid in the woods for fear that the soldiers would find him.

For more about older English, see 388.

315 let introducing imperatives

Let can be used to introduce suggestions and orders, when these are not addressed to the hearer/reader (or not only to the hearer/reader). This structure can be considered a kind of imperative (see 268).
1 first-person plural imperative

We can use *let us* (formal) or *let’s* (informal) to make suggestions or to give orders to a group that includes the speaker.

*Let us* pray.

*Let’s* have a drink.

*OK, let’s* all get moving.

*Shall we?* is used as a question tag (see 465–466) in British English; *let’s* is used as a short answer.

*Let’s go for a walk, shall we?* ‘Yes, *let’s.*’

There are two possible negatives, with *let us not* and *do not let us* (informal *let’s not / don’t let’s*).

*Let us not* despair. (formal)

*Let’s not* get angry. (informal)

*Do not let us* forget those who came before us. (formal)

*Don’t let’s* stay up too late tonight. (informal)

Forms with *don’t let’s* (and *let’s don’t* in American English) are very informal.

2 first-person singular imperative

*Let me* is used to ‘give instructions to oneself’; the expressions *Let me see* and *Let me think* are very common.

‘What time do you want to have breakfast?’ *(Let me think. Yes, I reckon
eight o’clock will be early enough.)*

*Now what’s the best way to get to Manchester? Let me see* – suppose I take
the M6 from Birmingham . . .

*Let me* just get my coat and I’ll be with you.

In a very informal style, *let’s* is often used to mean *let me* (see 424.9).

*Let’s see. Suppose I take the M6 from Birmingham . . .*

3 third-person imperative

*Let* can also introduce a suggestion or order for someone or something else, not the speaker or hearer. This is common in formal and ceremonial language, but informal uses are also possible.

*Let the prayers begin.*

*Let our enemies understand that we will not hesitate to defend our territory
and our interests, wherever they may be.*

‘Your boyfriend’s going out with another girl.’ *(Let him. I don’t care.)*

Note the structure with *let + the infinitive of there is.*

*Let there be* no doubt in your minds about our intentions.

316 let: structures

1 followed by infinitive without to

*Let* is followed by *object + infinitive without to.*

We usually *let the children stay* up late on Saturdays.

(NOT . . . *let the children to stay / staying . . .*)

*She didn’t let me see* what she was doing. (NOT . . . *let me saw . . .*)

*‘We’ll take you to London.’ ‘Well, let us pay for the petrol.’*
Note also the expressions let . . . know (= ‘tell’, ‘inform’) and let . . . have (= ‘send’, ‘give’).

I’ll let you know my holiday dates next week.

Could you let me have the bill for the car repair?

Let go of means ‘release’.

Don’t let go of Mummy’s hand.

2 not used in passives

Let is unusual in passive forms; we prefer allow.

After questioning he was allowed to go home.

3 with object + preposition/adverb particle

Let can be followed by an object and a prepositional phrase or adverb particle expressing movement.

You’d better let the dog out of the car.

Let him in, could you? Those kids let my tyres down.

For more about infinitives without to, see 277.
For let in first- and third-person imperatives, see 315.

317 letters

Each culture has its own way of organising a letter and arranging it on a page. English-speaking people generally observe the following rules.

1 Put your own address at the top on the right. Addresses generally follow the rule of ‘smallest first’: house number, then street, then town. Postcode and telephone number come last. Don’t put your name with the address.

2 Put the date directly under the address. A common way to write the date is to put the number of the day, followed by the month and year (e.g. 17 May 1992). For other ways (and differences between British and American customs) see 151.

3 In formal letters and business letters, put the name and address of the person you are writing to on the left side of the page, starting on the same level as the date or slightly below.

4 Different styles are common in formal letters on paper which has the address ready-printed at the top of the page. For example, the date may be put on the left, and the address of the person written to may come at the end of the letter or of the first page.

5 Begin the letter (Dear X) on the left. Common ways of addressing people are:
   □ by first name (informal): Dear Penny
   □ by title and surname (more formal): Dear Ms Hopkins
   □ Dear Sir(s), Dear Sir or Madam, Dear Madam (especially to somebody whose name is not known)

Some people like to use the first name and surname (Dear Penny Hopkins) when writing to strangers or people that they do not know well.

Do not use a title like Mr together with a first name.
   (NOT -Dear Mr James Carter).
6 After 'Dear X', put a comma or nothing at all, not an exclamation mark (!). (In American English, a comma is preferred in personal letters, and a colon (: ) in business letters.) **Either** leave an empty line after 'Dear X' and start again on the left, **or** start again on the next line, a few spaces from the left. Do the same for each new paragraph. (The first method is now the most common in Britain.)

7 Letters which begin **Dear Sir(s) or Dear Madam** usually finish **Yours faithfully**. Formal letters which begin with the person's name (e.g. **Dear Miss Hawkins, Dear Peter Lewis**) usually finish **Yours sincerely**. Informal letters may finish, for example, **Yours, See you or Love**. **(Love** is not usually used by one man to another.) In formal letters, many people put a closing formula before **Yours . . .**, especially when writing to people they know: common expressions are **With best wishes** and **With kind regards**.

8 Sign with your **first name** (informal) or your **full name** (formal), but without writing any title (Mr/Ms/Dr/etc). Ways of writing one's full name: **Alan Forbes, A Forbes, AJ Forbes**.

In a formal typewritten letter, add your full typewritten name after your handwritten signature. Friendly business letters are often signed with the first name only above the full typewritten name:

*Yours sincerely*

**Alan Forbes**

9 In informal letters, afterthoughts that are added after the signature are usually introduced by **P.S** (Latin *post scriptum* = 'written afterwards').

10 On the envelope, put the first name before the surname. People usually write a title (Mr, Mrs etc) before the name. You can write the first name in full (Mrs Angela Brookes), or you can write one or more initials (Mrs A E Brookes). It was once common to put the abbreviated title **Esq** (= Esquire) after a man's name; this is now very unusual.

11 British people now usually write abbreviated titles, initials, addresses, dates, and opening and closing formulae without commas or full stops.

12 American usage is different from British in some ways:
- Commas are sometimes used at the ends of lines in addresses; full stops may be used at the ends of addresses; full stops are used after abbreviated titles. After the opening salutation, Americans may put a colon, especially in business letters (Dear Mr. Hawkes:), or a comma.
- **Gentlemen** is used instead of **Dear Sirs**.
- Dates are written differently (month before day) – see 151.
- **Yours faithfully** is not used; common endings are **Sincerely, Sincerely yours** or **Yours truly**, followed by a comma.
- Americans are often addressed (and sign their names) with the first name in full, followed by the initial of a middle name (Alan J. Parker). This is less usual in Britain.
Letters to strangers often begin with an explanation of the reason for writing.

_Dear X_
_I am writing to ask..._

One does not normally begin a letter to a stranger with an enquiry about health.

(NOT _Dear X_
_How are you getting on?)_

For more information about names and titles, see 353.
For more information about the use of commas and full stops, see 455, 457.
For more information about paragraphing, see 401.
For the use of polite enquiries about health etc (How are you getting on?), see 520.1.

Examples of letters and envelopes

Formal

14 Plowden Road
Torquay
Devon
TQ6 1RS
Tel 0742 06538

The Secretary
Hall School of Design
39 Beaumont Street
London
W4 4LJ

16 June 1995

Dear Sir or Madam

I should be grateful if you would send me information about the regulations for admission to the Hall School of Design. Could you also tell me whether the School arranges accommodation for students?

Yours faithfully

Keith Parker
Informal

Dear Keith and Ann,

Thanks a lot for a great weekend. We really enjoyed ourselves.

Bill and I were talking about the holidays. We thought it might be nice to go camping in Scotland for a couple of weeks. Are you interested? Let me know if you are, and we can talk about dates etc.

See you soon, I hope. Thanks again.

Love,

Cathy

P.S. Did I leave a pair of jeans behind in the bedroom? If so, do you think you could send them on?

---

8 life: countable or uncountable noun

When *life* refers to the whole of a particular person's life, it is normally countable.

*My grandmother had a hard life.* (Not ... *had hard life.*)

*My mother's parents lived interesting lives.*

When *life* refers to a particular way of living, it is normally uncountable.

*I think I would enjoy city life.* (Not ... *a city life.*)
When *life* means ‘the situation someone is living in’, it is normally uncountable if used alone. However, *a/an* is common if there is an adjective or other defining expression. Compare:

*She enjoys life.*
*She has a wonderful life.*

For more about countable and uncountable nouns, see 148.

### 319 like (verb)

1 **not used in progressive forms**

*Like* is one of those verbs which are not usually used in progressive forms (see 451), even when we are talking about temporary present events.

‘What do you think of the soup?’ *I like it.*’ (NOT ... *I’m liking it.*’)

2 **not used without an object**

*Like* cannot normally be used without an object.

‘How do you feel about ballet?’ *I like it.*’ (NOT ... *I like.*’)

‘Do you like music?’ ‘Yes, I do.’ (NOT ... *Yes, I like.*’)

3 **position of adverbs**

Note that very much does not come between *like* and its object.

*I like you and your sister very much.*

*OR* *I very much like you and your sister.*

(NOT *I like very much you and your sister.*)

*I very much like going to parties and meeting people.*

(NOT *I like very much going...*)

For more information about adverb position, see 22–23.

4 **like + verb**

In British English, *like + -ing form* is used mostly to talk about enjoyment, and *like + infinitive* mostly to talk about choices and habits. In American English, *like + infinitive* is common in both senses. Compare:

– *I like climbing mountains.* (more typically GB)

  *I like to climb mountains.* (more typically US)

– *When I’m pouring tea I like to put the milk in first.* (GB/US)

Not *like to* can mean ‘think it better not to’.

‘Why didn’t you tell me before?’ *I didn’t like to disturb you while you were having breakfast.*

*Like* can be followed by *object + verb form*.

*I don’t like people phoning me in the middle of the night.*

*She likes people to feel at home when they stay with her.*

5 **would like**

The conditional *would like* (+ infinitive) is often used as a polite way of saying ‘want’, especially in requests and offers.

*I’d like two kilos of tomatoes, please.*

‘Would you like to dance?’ ‘Yes, OK.’ (NOT ... *Would you like dancing?...*)
Do you like . . . ? is not used in this way.

(Not Do you like some more coffee?)

To can be used instead of repeating a whole infinitive (see 186).

‘How about playing tennis?’ I’d like to.

Polite requests often begin If you would like . . . ; the following clause is sometimes dropped.

If you would like to take a seat, I’ll see if Mr Smithers is free.

If you would like to come this way.

Would is sometimes dropped in this structure.

If you like to come this way.

For more about the ‘distancing’ use of conditionals and past tenses, see 161.

For would like with a perfect infinitive (e.g. I would like to have seen that), see 278.

6 if you like etc

In subordinate clauses after if, any, as soon as, who(ever), what(ever),

when(ever), where, where(ever) and how(ever), we often use like to mean ‘want (to)’. Note that to is not used.

‘Can I go now?’ If you like. (Not If you like to.)

Do it any way you like. Come when you like.

You can sit wherever you like.

320 like and as (similarity, function)

We can use like or as to say that things are similar.

1 similarity: like (preposition)

Like is similar to a preposition. We use it before a noun or pronoun.

like + noun/pronoun

You look like your sister. (Not . . . as your sister.)

He ran like the wind. Like his brother, he is a vegetarian.

She’s dressed just like me.

We can use very, quite and other adverbs of degree (see 153) to modify like.

He’s very like his father. She looks a bit like Queen Victoria.

We can use like to give examples.

She’s good at scientific subjects, like mathematics.

(Note . . . as mathematics.)

In mountainous countries, like Peru, . . .

2 similarity: as (conjunction)

As is a conjunction. We use it before a clause, and before an expression beginning with a preposition.

as + clause

as + preposition phrase

Nobody knows her as I do.

We often drink tea with the meal, as they do in China.

In 1939, as in 1914, everybody seemed to want war.

On Friday, as on Tuesday, the meeting will be at 8.30.
3 informal use of like

In informal English like is often used as a conjunction instead of as. This is very common in American English. It is not generally considered correct in a formal style.

\[ \text{Nobody loves you like I do.} \]

\[ \text{You look exactly like your mother did when she was 20.} \]

4 as with inverted word order

In a very formal style, as is sometimes followed by auxiliary verb + subject (note the inverted word order – see 298).

\[ \text{She was a Catholic, as were most of her friends.} \]

\[ \text{He believed, as did all his family, that the king was their supreme lord.} \]

And as can sometimes replace it as the subject of a clause (rather like the relative pronoun which), especially before happen and verbs with similar meanings.

\[ \text{An earthquake can destroy one part of a city while leaving other parts untouched, as happened in Mexico in 1986.} \]

\[ \text{(NOT \ldots as it happened \ldots)} \]

5 as you know etc

Some expressions beginning with as are used to introduce facts which are ‘common ground’ – known to both speaker / writer and listener / reader.

Examples are as you know, as we agreed, as you suggested.

\[ \text{As you know, next Tuesday’s meeting has been cancelled.} \]

\[ \text{I am sending you the bill for the repairs, as we agreed.} \]

There are some passive expressions of this kind – for example as is well known; as was agreed. Note that there is no subject it after as in these expressions.

\[ \text{As is well known, more people get colds in wet weather.} \]

\[ \text{(NOT As it is well known \ldots)} \]

\[ \text{I am sending you the bill, as was agreed.} \]

\[ \text{(NOT \ldots as it was agreed.)} \]

6 comparison with as and like after negatives

After a negative clause, a comparison with as or like usually refers only to the positive part.

\[ \text{I don’t smoke, like Jane.} \]

\[ \text{(Jane smokes.)} \]

\[ \text{I am not a Conservative, like Joe.} \]

\[ \text{(Joe is a Conservative.)} \]

\[ \text{I am no orator, as Brutus is.} \]

\[ \text{(Shakespeare, Julius Caesar)} \]

Before a negative clause, the comparison refers to the whole clause.

\[ \text{Like Mary, I don’t smoke.} \]

\[ \text{(Mary doesn’t smoke.)} \]

7 function or role: as used as a preposition

Another use of as is to say what function or role a person or thing has – what jobs people do, what purposes things are used for, what category they belong to, etc. In this case, as is used like a preposition, before a noun.

\[ \text{He worked as a waiter for two years.} \]

\[ \text{(NOT \ldots like a waiter)} \]

\[ \text{Please don’t use that knife as a screwdriver.} \]

\[ \text{A crocodile starts life as an egg.} \]
Compare this use of as with like.

As your brother, I must warn you to be careful. (I am your brother.)
Like your brother, I must warn you to be careful.
(I am not your brother, but he and I have similar attitudes.)

Note that as is usually pronounced /əz/ (see 588).
For like used instead of as if, see 74.
For What . . . like2, see 255.
For alike, see 32.
For comparisons with as . . . as, see 70.
For the same as, see 486.
For such as, see 543.9.
For like used to join two infinitive structures, see 277.4

321 likely

1 meaning

Likely is an adjective with a similar meaning to probable.
I don’t think a Labour victory is likely.
What’s a likely date for the election?
Note also the informal adverb phrases very/most likely.
I think she’ll very/most likely be late.

2 it is likely + that-clause

When a that-clause is the subject of is likely, we usually use it as a ‘preparatory subject’ (see 301).
It’s likely that the meeting will go on late.
It can also be used as a ‘preparatory object’ with likely (see 302).
I didn’t think it likely that she would come back.

3 infinitive after be likely

Be + likely is often followed by an infinitive. (Probable cannot be used in this way.)
I’m likely to be busy tomorrow.
Are you likely to be staying in this evening?
Do you think it’s likely to rain?
He’s unlikely to agree.
It is not used as a preparatory subject in this structure.
He’s likely to succeed. (NOT It’s likely for him to succeed.)

322 (a) little and (a) few

1 uncountable and plural

We use (a) little with singular (usually uncountable) words, and (a) few with plurals. Compare:
I have little interest in politics.
Few politicians are really honest.
We’ve got a little bacon and a few eggs.

page 314
2 of after (a) little and (a) few

We use (a) little of and (a) few of before a pronoun or determiner (for example the, my, these – see 157).

(a) little of it/this/your etc
(a) few of us/you/them/these/mine etc
(a) little/few of + determiner + noun

Compare:
- *Few people* can say that they always tell the truth.
- *Few of us* can say that we always tell the truth.
- *Could I try a little wine?*
  *Could I try a little of your wine?*
- *Only a few children* like maths.
  *Only a few of the children* in this class like maths.

3 use of a/an

There is a difference between little and a little, and between few and a few.

Without articles, little and few usually have rather negative meanings. They may suggest ‘not as much / many as one would like’, ‘not as much / many as expected’, and similar ideas.

*The average MP has little real power.*

*Few people can speak a foreign language perfectly.*

A little and a few are more positive: their meaning is generally closer to some. They can often suggest ideas like ‘better than nothing’ or ‘more than expected’.

*Would you like a little soup?*
*You don’t need to go shopping. We’ve got a few potatoes and some steak.*

Compare:
- *Cactuses need little water.* (not much water)
  *Give the roses a little water every day.* (not a lot, but some)
- *His ideas are difficult, and few people understand them.*
  *His ideas are difficult, but a few people understand them.*

*Quite a few* (informal) means ‘a considerable number’.

*We’ve got quite a few friends in the village.*

4 formal and informal language

Little and few (with no article) are rather formal. In an informal style (e.g. ordinary conversation), we generally prefer not much/many, or only a little/few.

*Come on! We haven’t got much time!*

*Only a few people speak a foreign language perfectly.*

5 little and few without nouns

We can drop a noun and use little/few alone, if the noun has already been mentioned.

*‘Some more soup?’ ‘Just a little, please.’*
6 complements

Note that (a) little and (a) few are quantifiers, and are normally used before nouns. They can be used alone if a noun has been dropped (see above), but they can rarely be used alone as complements after be when a noun has not been dropped.

*They had little hope.* (But not *Their hope was little.*)

7 (a) little as a modifier

(A) little can modify comparatives.

‘How are you?’ *A little better, thanks.*

*The new model is little faster than the old one.*

Little is not normally used to modify other adjectives or adverbs.

*It’s not very interesting.* (Not *It’s little interesting.*)

A little can be used like a bit (see 106), before adjectives and adverbs with a critical or negative meaning.

*It’s a little inconvenient.*

You must forgive her – she’s *a little confused.*

*They arrived a little late.*

The negative form not a little (e.g. *She was not a little shaken by her experience*) is rare and literary.

Note also the expression little known.

*He’s studying the work of a little known German novelist.*

For less and fewer, see 313.
For the adjective little, see 511.

323 long and (for) a long time

1 long in questions and negatives

*Long* (meaning ‘(for) a long time’) is most common in questions and negative clauses, and with restrictive words like hardly, seldom.

*Have you been waiting long?*

*It doesn’t take long to get to her house.*

*She seldom stays long.*

2 (for) a long time in affirmative clauses

In affirmative clauses we usually prefer (for) a long time.

*I waited (for) a long time, but she didn’t arrive.* (Not *I waited long...*)

*It takes a long time to get to her house.* (Not *It takes long...*)

3 long in affirmative clauses

However, *long* is normal even in affirmative clauses with too, enough, as and so.

*The meeting went on much too long.*

*I’ve been working here long enough. Time to get a new job.*

*You can stay as long as you want.*

*Sorry I took so long.*
Long is also used in affirmative clauses to modify adverbs and conjunctions, and in a few other common expressions.

We used to live in Paris, but that was long before you were born.
Long after the accident he used to dream that he was dying.
Long ago, in a distant country, there lived a beautiful princess.
(rather formal)
This is a problem that has long been recognised.
(pre-verb use – rather formal)
She sits dreaming all day long. (also all night/week/year long)
I'll be back before long.

4 for a long time in negative clauses

When for a long time is used in a negative clause, it sometimes has a different meaning from for long. Compare:
– She didn't speak for long. (= She only spoke for a short time.)
  She didn't speak for a long time. (= She was silent for a long time.)
– He didn't work for long. (= He soon stopped working.)
  He didn't work for a long time. (= He was unemployed for a long time.)
The reason for the difference is to do with the 'scope of negation': in the first and third sentences, not goes with for long, but in the second and fourth for a long time is outside the influence of not (it could go at the beginning of the clause).

5 How long are you here for?

Note that the question How long are you here for? refers to (or includes) the future. Compare:
‘How long are you here for?’ ‘Until the end of next week.’
‘How long have you been here for?’ ‘Since last Monday.’

6 comparative

The comparative of for a long time is (for) longer.
I hope you'll stay longer next time. (not . . . for a longer time.)

For no longer, see 372.
Much, many and far are also more common in questions and negative clauses (see 348 and 206).

324 look

1 copular verb (= 'seem')

Look can mean 'seem' or 'appear'. In this case it is a copular verb (see 147) and can be followed by adjectives.
You look angry — what's the matter? (not You look angrily . . .)
A few noun phrases can be used after look in the same way as adjectives.
I looked a real fool when I fell in the river.
The garden looks a mess.
To talk about a temporary appearance, we can use simple or progressive forms; there is not much difference of meaning.
You look / You're looking very unhappy. What's the matter?
Look can be followed by like or as if. (Progressive forms are not usually used in this case.)

She looks like her mother.
It looks as if it’s going to rain. (NOT It’s looking as if . . .)
She looks as if she’s dreaming.
She looks like she’s dreaming. (informal) (NOT She looks like dreaming.)
Look like being . . . is occasionally used informally in British English with future reference.
It looks like being a wet night. (= It looks as if it will be . . .)

For more about as if, and the use of like for as if, see 74.

2 ordinary verb (= ‘direct one’s eyes’)

When look means ‘direct one’s eyes’, it is used with adverbs, not adjectives. Before an object, a preposition is necessary (usually at). A preposition is not used when there is no object.
The boss looked at me angrily. (NOT The boss looked at me angrily.)
Look carefully – it’s changing colour.
(NOT Look careful . . .)
(NOT Look at carefully . . .)

3 not followed by if

We do not normally use if or whether after look. Instead, we use see or look to see.
Could you see if Ann’s in the kitchen?
(NOT Could you look if Ann’s in the kitchen?)
‘What are you doing?’ I’m looking to see whether these batteries are OK.
(NOT I’m looking whether . . .)

4 look after and look for

Note the difference between these two prepositional verbs. Look after means ‘take care of’; look for means ‘try to find’. Compare:
Could you look after the kids while I go shopping?
I spent ages looking for her before I found her.
Look for is not used to talk about going to get people or things if one knows where they are.
I’m going to the station at three o’clock to fetch Daniel.
(NOT . . . to look for Daniel.)

For other phrasal and prepositional verbs with look, see a good dictionary.
For the difference between look (at), watch and see, see 489.
For Look! and Look here! used as discourse markers, see 159.19.

325 lose and loose

Lose (pronounced /luːz/) is an irregular verb (lose – lost – lost). Loose (pronounced /luːz/) is an adjective (the opposite of tight).
I must be losing weight – my clothes all feel loose.
(NOT I must be loosing weight . . .)
326  a lot, lots, plenty, a great deal, a large number, the majority

1  introduction; use of of

These expressions have similar meanings to the determiners much, many and most, but the grammar is not quite the same. In particular, of is used after these expressions even before nouns with no determiner. Compare:
- There’s not a lot of meat left. (NOT There’s not a lot meat left.)
  There’s not much meat left. (NOT There’s not much of meat left.)
- Many shops open on Sunday mornings. (NOT Many shops…)
  Plenty of shops open on Sunday mornings. (NOT Plenty shops…)

For much, many and most with and without of and other details of their use, see 348 and 347.

2  a lot of and lots of

These are rather informal. In a more formal style, we prefer a great deal of, a large number of, much or many. (Much and many are used mostly in questions and negative clauses – see 348.)

There is not much difference between a lot of and lots of: they are both used mainly before singular uncountable and plural nouns, and before pronouns. It is the subject, and not the form lot/ lots, that makes a following verb singular or plural. So when a lot of is used before a plural subject, the verb is plural; when lots of is used before a singular subject, the verb is singular.

A lot of time is needed to learn a language.

Lots of patience is needed, too. (NOT Lots of patience are needed, too.)

A lot of my friends want to emigrate. (NOT A lot of my friends wants…)

Lots of us think it’s time for an election.

3  plenty of

Plenty of is usually rather informal. It is used mostly before singular uncountables and plurals. It suggests ‘enough and more’.

Don’t rush. There’s plenty of time. Plenty of shops take cheques.

4  a large amount of, a great deal of and a large number of

These are used in similar ways to a lot of and lots of, but are more formal.
A large amount of and a great deal of are generally used with uncountable nouns.

I’ve thrown out a large amount of old clothing.

Mr Lucas has spent a great deal of time in the Far East.

A large number of is used before plurals, and a following verb is plural.

A large number of problems still have to be solved. (More natural than

A large amount of problems… OR A great deal of problems…)

For articles after the number/amount of, see 69.8.

5  the majority of

The majority of (= ‘most’ or ‘most of’) is mostly used with plural nouns and verbs.

The majority of criminals are non-violent.
6 measurement nouns

These expressions are not generally used before words for units of measure, like pounds, years or miles. Other words have to be used.

It cost several pounds. (NOT a lot of pounds.)
They lived many miles from the town.
(NOT They lived plenty of miles from the town.)

7 use without following nouns

These expressions can be used without nouns if the meaning is clear. In this case, of is not used.

‘How much did it cost?’ ‘A lot.’ (= ‘A lot of money.’)
We should be all right for cheese – I’ve bought plenty.
He stays silent for long periods, but when he does speak he says a great deal.

8 use as adverbs

A lot and a great deal can be used as adverbs.

On holiday we walk and swim a lot.
(BUT not . . . we walk plenty or . . . swim lots.)
The government seems to change its mind a great deal.

327 make

1 object + infinitive

When make + object is followed by another verb, we use the infinitive without to.

I made her cry.
(NOT I made her to cry.)
(NOT I made her crying.)

Note that the infinitive must follow the object.

I can’t make the washing machine work.
(NOT I can’t make work the washing machine.)

In passive structures the infinitive with to is used.

She was made to repeat the whole story.

For information about other verbs which are used in similar structures, see 277

2 reflexive object + past participle

In a few cases make can be followed by myself, yourself etc and a past participle. The structure is common with understood, heard and liked/disliked/hated.

I don’t speak good French, but I can make myself understood.
(NOT . . . make myself understand.)
She had to shout to make herself heard.
In his three months in the job he made himself thoroughly disliked.
3 with two objects

Make (meaning ‘prepare’, ‘manufacture’ etc) can be used in a structure with two objects.

Can you make me a birthday cake by Friday?

For more information about verbs with two objects, see 583.

4 with object + object complement

Make can be followed by an object, with an adjective or noun referring to a change in the object. Note the word order.

The rain made the grass wet. (Not -The rain made wet the grass.)

You have made me a very happy man.

For more information about verbs with object complements, see 580.

5 with subject complement

Make is sometimes followed by a subject complement – a noun phrase saying what somebody or something becomes, or what job he/she/it does. This is most common in the expression make a good ...

That wood will make a good hiding place.

Terriers make good hunting dogs.

An indirect object can be put into this structure.

He made her a good husband. (= He was a good husband to her.)

For the difference between make and do, see 164.
For prepositions after make, see 328.

328 make: prepositions

We usually say made of when we are identifying the material used to make something.

Most things seem to be made of plastic these days.

What are your loudspeakers made of?

When we are thinking about the process of manufacture, out of is more often used.

They made all the furniture out of oak. (More natural than ... of oak.)

When a material is changed into a completely different form to make something, we often use make from.

Paper is made from wood. (Not -Paper is made of wood.)

My mother makes wine from blackberries.

To mention just one of the materials that something is made of, we use make with.

‘The soup’s good.’ ‘Yes, I make it with lots of garlic.’

For sentence structures with make, see 327.
marry and divorce

1 get married/divorced

When there is no object, get married and get divorced are more common than marry and divorce in an informal style.

Lulu and Joe got married last week.
(Lulu and Joe married... is more formal.)
When are you going to get married?
The Robinsons are getting divorced.

In a more formal style, marry and divorce are preferred.

Although she had many lovers, she never married.
After three very unhappy years they divorced.

2 no preposition before object

Before a direct object, marry and divorce are used without prepositions.

She married a builder. (NOT She married with a builder.)
Will you marry me?
Andrew's going to divorce Carola.

3 get/be married to

We can also use get/be married to with an object.

She got married to her childhood sweetheart.
I've been married to you for sixteen years and I still don't understand you.

330 may and might (1): introduction

1 grammar

May and might are modal auxiliary verbs (see 344–345).

a There is no -s in the third person singular.
She may be here tomorrow. (NOT She mays...)
It might rain this afternoon.

b Questions and negatives are made without do.
May I help you? (NOT Do I may...)
We might not be home before midnight.

c After may and might we use the infinitive without to of other verbs.
You may be right. (NOT You may to be right.)
She might not want to come with us.

Progressive, perfect and passive infinitives are also possible (see 276).

‘Why hasn’t Laurie come?’ ‘He might be working late.’
‘She didn’t say hello.’ ‘She may not have recognised you.’
Do you think we might be asked for our opinion?

d May and might do not have infinitives or participles (to may, maying, mighted do not exist). When necessary, we use other words.

She wants to be allowed to open a bank account. (NOT... to may open...)
e  *Might* does not normally have a past meaning. It is used in the same way as *may*, to talk about the present and future. The difference is that *might* usually refers to situations which are less probable or less definite (see 331.2 and 332.1). *Might* also replaces *may* in past indirect speech (see 481).

f  However, certain past ideas can be expressed by *may* or *might* followed by a perfect infinitive (*have* + *past participle*).

*She’s* late. *I think she may have missed* the train.

*Why did you do that? You might have killed* yourself.

g  *Might* has a contracted negative *mightn’t*. *Mayn’t* is very unusual.

For more information about contractions, see 144.

2  meanings

*May* and *might* are used mainly to talk about possibility (especially the chances of something happening), and to ask for and give permission (especially in a more formal style).

*I may* see you tomorrow.

*Do you think I might* borrow your typewriter?

For more details of the use of *may* and *might*, see the following sections.

For *may* and *might* after *so that* and *in order that*, see 519.

331  *may* and *might* (2): possibility

1  chances

We often use *may* and *might* to say that there is a chance that something is true, or that there is a possibility of it happening.

*I think Labour are going to win.* *You may be right.*

(= *It is possible that you are right.*)

*We may go climbing in the Alps next summer.*

*Where’s Emma?* *I don’t know. She may be out shopping.*

*Peter might phone. If he does, ask him to ring later.*

*I might get a job soon.* *Yes, and pigs might fly.* (= *It’s very unlikely.*)

*You might be needed at the office on Saturday.*

*May well* can be used to suggest a strong possibility.

*‘I think it’s going to rain.’ You may well be right – the sky’s really black.*

2  *may* and *might*: the difference

*Might* is not used as a past form of *may*: both *may* and *might* are used to talk about the present or future. *Might* is mostly used as a less definite or more hesitant form of *may*, suggesting a smaller chance – it is used when people think something is possible but not very likely. Compare:

*I may go to London tomorrow.* (perhaps a 50% chance)

*Joe might come with me.* (perhaps a 30% chance)

For the ‘distancing’ use of past forms to express uncertainty, hesitation etc, see 161.
3 typical occurrences: may

May can be used to talk about typical occurrences – things that can happen in certain situations. This is common in scientific and academic language. Might is only used in this way to talk about the past.

After having a baby, a woman may suffer from depression for several months.

The flowers may have five or six petals; colour may range from light pink to dark red.

Children of divorced parents may have difficulty in forming stable relationships themselves.

In those days, a man might be hanged for stealing a sheep.

Can is used in a similar way, especially in a less formal style. See 123.1.

4 questions

May is not normally used in direct questions about probability.

Are you likely to go camping this summer?

(not May you go camping . . . ?)

Do you think Emma’s gone shopping?

(not May Emma have gone shopping?)

But may is possible in negative questions about probability.

May we not be making a big mistake? (very formal)

And may is possible in indirect questions (for example after Do you think).

Do you think you may go camping this summer?

5 negatives

Note the difference between may/might not and cannot/can’t.

May/might not means ‘It is possible that . . . not . . .’

Cannot/can’t means ‘It is not possible that . . .’ Compare:

It may/might not be true. (= It is possible that it is not true.)

It can’t be true. (= It is not possible that it is true.)

6 conditional: might meaning ‘would perhaps’

Might (but not may) can have a conditional meaning (= ‘would perhaps’).

If you went to bed for an hour you might feel better.

(= . . . perhaps you would feel better.)

Don’t play with knives. You might get hurt. (= Perhaps you would get hurt if you did.)

7 indirect speech: might

Might is used as the indirect speech equivalent of both may and might after a past reporting verb. Compare:

‘What are you doing at the weekend, Anne?’ ‘Oh, I may go to Scotland – or I just might stay at home.’

Anne said that she might go to Scotland at the weekend, or she might stay at home.
8 past

May and might cannot normally be used to say that something was possible in the past. Other words have to be used.

I couldn’t think clearly, and I felt hot. Perhaps I was ill.

(NOT . . . I might be ill.)

However, might can refer to the past in indirect speech (see paragraph 7 above). For the use of may/might + perfect infinitive, see next paragraph.

9 may/might + perfect infinitive

To say that it is possible that something happened or was true in the past, a special structure can be used: may/might + perfect infinitive (have + past participle).

‘Polly’s very late.’ ‘She may have missed her train.’

(= ‘It is possible that she missed . . .’)

‘What was that noise?’ ‘It might have been a cat.’

We can use the same structure (especially with might) to say that something was possible but did not happen.

You were stupid to try climbing up there. You might have killed yourself.

If she hadn’t been so bad-tempered, I might have married her.

May is occasionally used in the same way in British English, but many people feel that this is incorrect.

You were stupid to try climbing up there. You may have killed yourself.

May/might + perfect infinitive can also refer to the present or future (like present perfect and future perfect tenses).

I’ll try phoning him, but he may have gone out by now.

By the end of this year I might have saved some money.

For the use of could have + past participle in similar senses, see 123.6.

For more information about perfect infinitives, see 278.

10 may, might and can

Can is not used in affirmative clauses to talk about the chances that something actually will happen or is happening (= ‘It is possible that . . .’). To express this meaning, we use may/might/could. We use can to talk about a more general or theoretical kind of possibility (= ‘It is possible to . . .’). Compare:

- There may/might be a strike next week.
  (= It is possible that there will be . . .)
  (NOT There can be a strike next week.)

  Strikes can happen at any time. (= It is possible for strikes to happen . . .)

- I may fly to Amsterdam on Tuesday.

  One can travel to Holland by boat or by air.

However, in questions and negative clauses can is sometimes used to talk about present possibilities, especially the question of whether something is logically possible. (This is not quite the same as the use of may and might to talk about the chance of something happening.)

Can that be Mike? I thought he was in Greece.

Jake’s getting married? You can’t mean it.
11 may, might and could

Could is often used in similar ways to may and might, to talk about the
chance of something happening or being true.

War could break out any day. (Or War might . . .)
You could be right. (Or You may . . .)

For more about the use of can and could to talk about possibility, see 123.
For basic grammatical information about may and might, see 330.
For the use of may and might to refer to permission, see 332.
For other uses of may and might, see 333–336.

332 may and might (3): permission

1 asking for permission

May and might can both be used to ask for permission. They are more
formal than can and could. Might is very polite and formal; it is not common,
and is mostly used in indirect question structures.

May I put the TV on?
I wonder if I might have a little more cheese.
(Very formal; more natural than Might I have . . .?)

For the use of past forms to express politeness and hesitation, see 161.

2 giving and refusing permission

May is used to give permission; may not is used to refuse permission and
to forbid.

‘May I put the TV on?’ ‘Yes, of course you may.’
‘May I borrow the car?’ ‘No, I’m afraid you may not.’

Students may not use the staff car park.
These are rather formal. In an informal style can and cannot/can’t are more
common (see 124).

Must not is also used to forbid (see 351.3). It is a little stronger or more
emphatic than may not.

Students must not use the staff car park.

3 talking about permission

We do not usually use may and might to talk about permission which has
already been given or refused, about freedom which people already have, or
about rules and laws. Instead, we use can, could or be allowed.

These days, children can / are allowed to do what they like.
(NOT . . . children may do what they like.)
I could / was allowed to read what I liked when I was a child.
(NOT I might read what I liked . . .)

Can you / Are you allowed to park on both sides of the road here?
(More natural than May you park . . .?)
4 indirect speech

However, *may* and *might* can be used in indirect speech to report the giving of permission. *May* is used after present reporting verbs and *might* after past verbs.

*The Manager says that we may leave our coats in the downstairs toilet.*
*What are you doing here?* ‘Peter said that I might look round.’
(very formal)

333 may and might (4): may in wishes and hopes

*May* (but not *might*) is used in formal expressions of wishes and hopes.

*I hope that the young couple may enjoy many years of happiness together.*
*Let us pray that peace may soon return to our troubled land.*

*May* often comes at the beginning of the sentence.

*May you both be very happy!*
*May the New Year bring you all your heart desires.*
*May God be with you.*
*May she rest in peace.* (prayer for a dead person)

For more information about inverted word order (auxiliary verb before subject), see 298.

334 may and might (5): may/might ... but

*May* (and sometimes *might*) can be used in a discussion rather like *although*: to introduce a fact, when one is going to say that the fact makes no difference to the main argument. They are often followed by *but*.

*It may be a comfortable car, but it uses a lot of petrol.*

(= *Although it is a comfortable car, it uses . . .*)

*He may be clever, but he hasn’t got much common sense.*

*You might have plenty of money, but that doesn’t mean you’re better than me.*

*She may have had a lovely voice when she was younger, but . . .*

Note that in this structure, *may* is often used to talk about things that are definitely true, not just possible. *It may be a comfortable car, but . . .* means ‘I agree that it is comfortable, but . . .’, not ‘There’s a chance that it is comfortable . . .’

In indirect speech, *might* is used after a past reporting verb.

*I said that he might be clever, but that he hadn’t got much common sense.*

335 may and might (6): may/might as well

This expression is used in an informal style to suggest that one should do something because there is nothing better, nothing more interesting or nothing more useful to do. *May as well* is perhaps a little more definite than *might as well.*

*There’s nobody interesting to talk to. We may as well go home.*

*‘Shall we go and see Fred?’ ‘OK, might as well.’*
may and might (7): might (requests, suggestions etc) 336

Note the difference between may/might as well and had better (see 234).

Compare:

We may as well have something to eat.
(= There is nothing more interesting to do.)
We'd better have something to eat.
(= We ought to eat; there is a good reason to eat now.)

Might as well is also used to compare one unpleasant situation with another.

This holiday isn't much fun. We might just as well be back home.
(= Things wouldn't be any different if we were at home.)
You never listen – I might as well talk to a brick wall.

336  may and might (7): might (requests, suggestions and criticisms)

Might is often used in affirmative clauses to make requests and suggestions.

You might see if John's free this evening.
You might try asking your uncle for a job.

The structure can be used to criticise. Might have + past participle is used to talk about the past.

You might ask before you borrow my car.
She might have told me she was going to stay out all night.

For the use of could in similar senses, see 124

337  maybe and perhaps

These two words mean the same. In British English both are common:

maybe is used mostly in an informal style. Compare:

Maybe/Perhaps it'll stop raining soon.
Julius Caesar is perhaps the greatest of Shakespeare's early plays.

Perhaps is often pronounced 'praps' by British people.

In American English perhaps is less common, and is rather formal.

338  meals

Not everybody uses the same names for meals: there are quite wide regional and social differences.

1  British usage

a  midday: dinner or lunch

The midday meal is called dinner by many people, especially if it is the main meal of the day. Middle and upper class people usually call it lunch.

b  afternoon: tea

Some people have a light meal of tea and biscuits or cakes, called tea, at four or five o'clock in the afternoon. However, this is no longer very common.
c  early evening: (high) tea or supper
    Many people have a cooked meal around five or six o’clock. This is often
called tea or high tea; some people call it supper.

d  later evening: supper or dinner
    A meal later in the evening is often called supper (and some people use the
same word for a bedtime snack). Some people use dinner for the evening
meal if it is the main meal of the day. A more formal evening meal with
guests, or in a restaurant, is usually called dinner, especially by middle and
upper class people.

2  American usage
    Americans generally use lunch for the midday meal and dinner for the
evening meal. Celebration meals at Christmas and Thanksgiving are called
Christmas/Thanksgiving dinner, even if they are eaten at midday.

339  mean

1  questions
    Note the structure of questions with mean.
   Excuse me. What does ‘hermetic’ mean? (NOT - What means ‘hermetic’?)
    Note also the preposition in What do you mean by ‘hermetic’? (= In what
sense are you using the word?)

2  mean and think, meaning and opinion
    Mean and meaning are ‘false friends’ for speakers of some European
languages. They are not usually used to mean ‘think’ or ‘opinion’ (but see
paragraph 4 below).
    I think that Labour will win the next election.
    (NOT - I mean that Labour will win . . .)
    What’s your opinion? (NOT - What’s your meaning?)

3  structures
    Mean (in the sense of ‘intend’, ‘plan’) can be followed by (object) +
infinite.
    I mean to find out what’s going on.
    Sorry – I didn’t mean to interrupt you.
    Did you mean John to post those letters?
    In the sense of ‘involve’, ‘have as a result’, mean can be followed by a noun
or an -ing form.
    The Fantasians have invaded Utopia. This means war!
    If you want to pass the exam it will mean studying hard.

4  I mean
    I mean is used informally as a ‘discourse marker’ (see 159) to introduce
explanations or additional details. In this use, it is separated from what
follows by a pause.
    He’s funny – I mean, he’s really strange.
It was a terrible evening. *I mean*, they all sat round and talked politics the whole time.

Would you like to come out tonight? *I mean*, only if you want to, of course. *I mean*, used before a pause in this way, can also introduce expressions of opinion. In this case, it is close to *I think* or *I feel*.

A hundred pounds for a thirty hour week. *I mean*, it’s not right, is it? *It’s not right. (But not *I mean that* it’s not right...)*

Another use is to introduce corrections.

She lives in Southport – *I mean* Southampton.

In informal speech, *I mean* is also very common as a general-purpose connector or ‘filler’, with little real meaning.

Let’s go and see Phil on Saturday. *I mean*, we could make an early start...

5 *What do you mean...?*

What do you mean...? can express anger or protest.

*What do you mean*, I can’t sing?

*What do you mean* by waking me up at this time of night?

6 *no progressive form*

*Mean* is not normally used in progressive forms when it refers to meanings.

*What does* that strange smile *mean*?

(NOT *-What is that strange smile meaning?*)

But progressive forms can be used to refer to intentions.

*I’ve been meaning* to phone you for weeks.

340 *means*

1 *singular and plural ending in -s*

Both the singular and the plural of *means* end in -s.

*In the 19th century a new means of communication was developed – the railway. (NOT ... a new mean of communication...)*

There are several *means* of transport on the island.

For other words with singular forms ending in -s, see 501.3.

2 *by all/any/no means*

*By all means* is not the same as *by all possible means*. It is used to give permission or to encourage somebody to do something, and means ‘of course’ or ‘it is all right to...’ Compare:

– ‘Can I borrow your sweater?’ *By all means.*

*By all means* get a new coat, but don’t spend more than £80.

If there isn’t a bus, then *by all means* take a taxi.

– *We must help her by all possible means.*

(NOT *We must help her by all means.*)

*By no means* (or not *by any means*) is not the opposite of *by all means*. It is similar to *definitely not*, or *not by a long way*.

‘Is that all you’ve got to say?’ *By no means.*

Galileo was *by no means* the first person to use a telescope.

Schumann is *not by any means* my favourite composer.
341 measurements: ‘marked’ and ‘unmarked’ forms

Many adjectives that are used in measurements come in pairs (e.g. tall/short, old/young, heavy/light, fast/slow). The word that is used for the ‘top’ end of the measurement scale can usually be used in another sense, to talk about the quality in general. For instance, one can ask how long something is even if it is relatively short. Grammarians call these uses of words ‘unmarked’.

Compare:
- She’s very tall and he’s very short. (marked)
  Exactly how tall are they both? (unmarked)
  (NOT Exactly how short are they both?)
- He’s very young for the job. (marked)
  I don’t really know how old he is. (unmarked)
  (NOT . . . how young he is.)
  He’s only twenty-three years old. (unmarked)
  (NOT . . . twenty-three years young.)
- Lead is one of the heaviest metals. (marked)
  Scales are used to measure how heavy things are. (unmarked)
  (NOT . . . how light things are.)

Some nouns are used in similar ‘unmarked’ ways. Compare:
- Age brings wisdom but I’d rather have youth and stupidity. (marked)
  What is her exact age? (unmarked) (NOT What is her exact youth?)
- The worst thing about the film was its length. (marked)
  What’s the length of a football field? (unmarked)
  (NOT What’s the shortness . . . ?)

342 mind

Mind can mean ‘dislike’, ‘be annoyed by’, ‘object to’. We use mind mostly in questions and negative clauses.

I don’t mind you coming in late if you don’t wake me up.
‘Do you mind the smell of tobacco?’ ‘Not at all.’
Would you mind . . . ? and Do you mind . . . ? are often used to ask people to do things, or to ask for permission. We can use -ing forms or if-clauses.

Would/Do you mind . . . ing?

Would/Do you mind opening the window? (= Please open . . .)
Would/Do you mind my opening the window? (= Can I open . . . ?)

Would/Do you mind if . . . ?

Would you mind if I opened the window?
Do you mind if I smoke?

To ask general questions about people’s feelings, we can use Do you mind . . . ? but not usually Would you mind . . . ?

Do you mind people smoking in your house?
Do you mind if people smoke in your house?
  (BUT NOT Would you mind people smoking in your house?)
Note that the answer No or Not at all is used to give permission after Would/Do you mind . . . ? (but we usually add more words to make the meaning quite clear).

‘Do you mind if I look at your paper?’ ‘No, please do.’

In subordinate clauses after mind, a present tense is usually used if we want to express a future meaning (see 556).

I don’t mind what you do after you leave school.

(NOT I don’t mind what you will do . . .)

343 miss

1 ‘fail to contact’, ‘be late for’

Miss often expresses the idea of failing to contact somebody / something, or being late for somebody / something.

She threw a plate at me, but missed.

How could he miss an easy goal like that?

If you don’t hurry we’ll miss the train. (not . . . lose the train.)

You’ve just missed her – she went home five minutes ago.

The station’s about five minutes’ walk, straight ahead. You can’t miss it.

An -ing form can be used after miss.

I got in too late and missed seeing the news on TV.

2 ‘be sorry to be without’

We can use miss to say that we are sorry because we are no longer with somebody, or no longer have something.

Will you miss me when I’m away?

He doesn’t like going to the country – he misses the noise and the bright lights.

An -ing form is possible.

I miss living in the mountains.

Note that regret is not used in the same way. Compare:

I’ll always miss being with you.

(= I’ll always be sorry I’m not with you any more.)

I’ll always regret being with you. (= I’ll always be sorry I was with you.)

3 ‘notice the absence of’

Another meaning of miss is ‘notice that somebody / something is not there’.

The child ran away yesterday morning, but nobody missed her till lunchtime.

4 miss not used

Miss is not used simply to say that somebody has not got something.

In some of the villages they haven’t got electricity.

(not . . . they miss electricity.)

In a formal style, the verb or noun lack can be used to express this idea.

. . . they lack electricity.

I am sorry that lack of time prevents me from replying at greater length to your enquiry.
missing

Missing is often used as an adjective, meaning ‘lost’.

When did you realise that the money was missing?
The missing children were found at their aunt’s house.

We can use missing after a noun. This often happens in clauses beginning with there is.

There’s a page missing from this book.

In an informal style, a structure with have . . . missing is also possible.

We’ve got some plates missing – do you think Alan’s borrowed them?
He had several teeth missing.

modal auxiliary verbs: introduction

1 What are modal auxiliary verbs?

The verbs can, could, may, might, will, would, shall (mainly British English), should, must and ought are called ‘modal auxiliary verbs’. They are used before the infinitives of other verbs, and add certain kinds of meaning connected with certainty or with obligation and freedom to act (see next section). Need (see 357) and dare (see 150) can sometimes be used like modal auxiliary verbs, and the expression had better (see 234) is also used like a modal auxiliary.

2 grammar

a Modal verbs have no -s in the third person singular.
   She may know his address. (not -She may’s . . . )

b Questions, negatives, tags and short answers are made without do.
   Can you swim? (not -Do you can swim?)
   He shouldn’t be doing that, should he? (not -He doesn’t should . . . )

c After modal auxiliary verbs, we use the infinitive without to of other verbs.
   Ought is an exception – see 398.
   I must water the flowers. (not +must to water . . . )
   Progressive, perfect and passive infinitives are also possible (see 276).
   I may not be working tomorrow.
   She was so angry she could have killed him.
   The kitchen ought to be painted one of these days.

d Modal verbs do not have infinitives or participles (to may, maying, mayed do not exist), and they do not normally have past forms (though would, could, should and might can sometimes be used as past tenses of will, can, shall and may). Other expressions are used when necessary.
   I’d like to be able to skate. (not . . . to can skate.)
   People really had to work hard in those days.
   (not -People really musted work . . . )

For more about infinitives without to, see 277.
However, certain past ideas can be expressed by a modal verb followed by a perfect infinitive (have + past participle).

You should have told me you were coming.
I think I may have annoyed Aunt Mary.

For details of these uses, see the entries on particular modal verbs.

Modal verbs have contracted negative forms (can’t, won’t etc) which are used in an informal style. (Shan’t and mayn’t are only used in British English; mayn’t is very rare.) Will and would also have contracted affirmative forms (‘ll, ‘d). For details, see 144. Some modals have both ‘strong’ and ‘weak’ pronunciations. For details, see 588.

There is quite often used as a preparatory subject with modal verbs, especially when these are followed by be (see 562).

There may be rain later today.

3 meanings

We do not normally use modal verbs to say that situations definitely exist or that particular events have definitely happened. We use them, for example, to talk about things which we expect, which are or are not possible, which we think are necessary, which we want to happen, which we are not sure about, which tend to happen, or which have not happened.

He may arrive any time.
She could be in London or Paris or Tokyo – nobody knows.
I can’t swim.
I think you ought to see a lawyer.
We really must tidy up the garden.
What would you do if you had a free year?
Edinburgh can be very cold in winter.
I think they should have consulted a doctor earlier.
You might have told me Frances was ill.

For further general information about the meanings of modal auxiliary verbs, see next section. For more detailed information, see the sections for each verb.

345 modal auxiliary verbs: meanings

1 two kinds of meaning

Most of the meanings of modal verbs can be divided into two groups. One is to do with degrees of certainty: modal verbs can be used to say for instance that a situation is certain, probable, possible or impossible. The other is to do with obligation, freedom to act and similar ideas: modal verbs can be used to say that somebody is obliged to do something, that he/she is able to do something, that there is nothing to stop something happening, that it would be better if something happened (or did not), or that something is permitted or forbidden.
2 degrees of certainty

Modal verbs can express various degrees of certainty about a fact or an event.

a complete certainty (positive or negative)

I shall be away tomorrow.  
I won't rain this evening.  
I shan't be late on Tuesday.  
You must be tired.  
There's the phone. That'll be Tony.  
That can't be John - he's in Dublin.  
Things will be all right.  
I knew it couldn't be John.  
They knelt in front of the child who would one day rule all England.  
I told you you wouldn't be ready in time.

b probability / possibility

She should / ought to be here soon.  
It shouldn't / oughtn't to be difficult to get there.  
We may be buying a new house.  
The water may not be warm enough to swim.

c weak probability

I might see you again - who knows?  
Things might not be as bad as they seem.  
We could all be millionaires one day.

d theoretical or habitual possibility

How many people can get into a telephone box?  
New England can be very warm in September.  
Small children may have difficulty in understanding abstract ideas.

e conditional certainty or possibility

If we had enough time, things would be easy.  
I wouldn't do this if I didn't have to.  
If John came we could all go home.  
I couldn't do anything without your help.  
If you stopped criticising I might get some work done.  
It mightn't be a bad thing if we took a short holiday.

3 obligation and freedom to act

Modal verbs can express various aspects of obligation and freedom. These uses of modal verbs are very important in the polite expression of requests, suggestions, invitations and instructions.

a strong obligation

Students must register at the tutorial office in the first week of term.  
All sales staff will arrive for work by 8.40 a.m.  
Need I get a visa for Hungary?

b prohibition

Students must not use the staff car park.  
Books may not be taken out of the library.  
You can't come in here.
c  weak obligation; recommendation
   You should try to work harder. She really ought to wash her hair.
   That child had better start saying thank-you for things.
   You might see what John thinks. What shall we do?

d  willingness, volunteering, resolving, insisting and offering
   If you will come this way . . .
   I should be grateful if you would let me know your decision as soon
   as possible.
   I'll pay for the drinks. I'll definitely work harder next term.
   She will keep interrupting people. Shall I give you a hand?

e  permission
   Can I borrow your keys? May we use the phone?
   Do you think I might take a break now?

f  absence of obligation
   You needn't work this Saturday.

g  ability
   She can speak six languages.
   Note that obligation, permission etc are usually seen from the speaker's
   point of view in statements and the hearer's in questions. Compare:
   - You must go and see Ann. (I think it is necessary.)
   - Must you go and see Ann? (Do you think it is necessary?)
   - You can borrow my car. (I give permission.)
   - Can I borrow your car? (Will you give permission?)

4  other meanings
   Besides the meanings discussed in paragraphs 2 and 3, will and would are
   used to talk about habitual behaviour (see 600, 604).
   Most evenings he'll just sit in front of the TV and go to sleep.
   When we were kids, my mum would take us out on bikes all round
   the countryside.
   Used to + infinitive (see 577) is similar to a modal verb structure in some
   ways. It is used to talk about habitual behaviour and (unlike would) habitual
   states.
   I used to play a lot of tennis when I was younger.
   The grass used to look greener when I was a child.
   (Not - the grass would look greener when I was a child.)

5  subject-independence
   An interesting, rather complicated point about modal verbs is that their
   meaning usually 'spreads over' a whole clause. This means that one can
   change a modal structure from active to passive, for example, without
   affecting the meaning very much. Compare:
   - A child could understand his theory.
   - His theory could be understood by a child.
- You **mustn't put** adverbs between the verb and the object.  
  *Adverbs mustn't be put* between the verb and the object.
- **Dogs** **may chase** cats.  
  *Cats may get chased* by dogs.

With most other verbs that are followed by infinitives, their meaning is attached to the subject, so that a change from active to passive changes the sense of the sentence completely. Compare:
- **Dogs** **like to chase** cats.  
  *Cats like to be chased* by dogs. (different and – of course – untrue)
- **Pete wants to phone** Ann.  
  *Ann wants to be phoned* by Pete. (not the same meaning)

For more details of the use of the various modal verbs, see the entries for each verb.

346 **more**

1 **more + noun**

We can use *more* before a noun phrase as a determiner (see 157). We do not generally use *of* when there is no other determiner (e.g. article or possessive).
   
   We need **more time**. *(not ... more of time.)*
   
   *Could I have some more pie?* *(not ... more of pie.)*
   
   *More university students are having to borrow money these days.*
   
   *(not ... More of university students ...)*

However, *more of* can be used without a following determiner in a few cases – for instance, before personal and geographical names.
   
   *It would be nice to see more of Ray and Barbara.*
   
   Five hundred years ago, much *more of Britain* was covered with trees.

2 **more of + determiner/pronoun**

Before determiners (e.g. *a, the, my, this*) and pronouns, we use *more of*.
   
   *He's more of a fool than I thought.*
   
   *Three more of the missing climbers have been found.*
   
   *Could I have some more of that smoked fish?*
   
   *I don't think any more of them want to come.*

3 **more without a noun**

We can drop a noun after *more* if the meaning is clear.
   
   *I'd like some more, please.*

4 **one more etc**

Note the structure *one more, two more etc + noun phrase.*
   
   *There's just one more river to cross.*

For *another* used in a similar way, see 53.

5 **more as an adverb**

*More* can also be used as an adverb.
   
   *I hate this job more every day.*
6 comparative structures

More is used to make the comparative forms of longer adjectives and most adverbs (see 136 and 137).

As you get older you get more tolerant.
Please drive more slowly.

For no more, not any more/longer, see 372.
For far more, much more, many more etc, see 139.

347 most

1 most + noun

We can use most before a noun phrase as a determiner (see 157). We do not generally use of when there is no other determiner (e.g. article or possessive).

Most cheese is made from cow’s milk. (NOT Most of cheese . . .)
Most Swiss people understand French. (NOT Most of Swiss people . . .)
However, most of can be used without a following determiner in a few cases – for instance, before personal and geographical names.

Most of George seemed to be covered with hair.
The Romans conquered most of England.

2 most of + determiner/pronoun

Before determiners (e.g. a, the, my, this) and pronouns, we use most of.

He’s eaten two pizzas and most of a cold chicken.
You’ve got most of the bed, as usual.
Most of the people here know each other.
Most of my friends live abroad. (NOT Most my friends . . .)
She’s eaten most of that cake.
Most of us thought he was wrong.

3 most without a noun

We can drop a noun after most if the meaning is clear.

Some people had difficulty with the lecture, but most understood.
Ann and Robby found a lot of blackberries, but Susan found the most.

4 the most with nouns

In comparisons (when most has a superlative meaning) it is normally used with the, though this is sometimes dropped in an informal style in British English.

Susan found (the) most blackberries.
Which country produces (the) most wine?
However, the is not used when there is no comparison, and most simply means ‘the majority of’.

Most children like ice-cream. (NOT The most children . . .)
5 (the) most as an adverb

(The) most can also be used as an adverb. The is often dropped in an
informal style.

They all talk a lot, but your little girl talks (the) most.
The truth hurts most.

6 superlative adjectives and adverbs

(The) most is used to make the superlative forms of longer adjectives and
most adverbs (see 136 and 137).

I wasn’t as clever as the others, but I was the most beautiful.
Which car goes fastest?

7 most meaning ‘very’

Most can be used before adjectives to mean ‘very’ in evaluating expressions,
especially in a formal style.

That is most kind of you.
Thank you for a most interesting afternoon.
The experience was most distressing.

348 much and many

1 the difference

Much is used with singular nouns; many is used with plurals.

I haven’t got much time.
How much of the roof needs repairing?
You can have as much of the milk as you like.
I don’t know many of your friends.
She didn’t stay for as many days as she had intended.

2 much/many + noun

We can use much and many before noun phrases as determiners. We do not
generally use of when there is no other determiner (e.g. article or possessive).

She didn’t eat much breakfast. (not...much of breakfast.)
There aren’t many large glasses left. (not...many of large glasses left.)

However, much of can be used without a following determiner in a few cases
– for instance, before personal and geographical names.

I’ve seen too much of Howard recently.
Not much of Denmark is hilly.

3 much/many of + determiner + noun

Before determiners (e.g. a, the, my, this) and pronouns, we use much of and
many of:

You can’t see much of a country in a week.
How much of the house do you want to paint this year?
I won’t pass the exam: I’ve missed too many of my lessons.
You didn’t eat much of it.
How many of you are there?
4 much/many without a noun

We can drop a noun after much or many, if the meaning is clear.

You haven't eaten much.
‘Did you find any mushrooms?’ ‘Not many.’

Note that much and many are only used like this when a noun has been dropped. They are not used as the complements of nouns: other structures are used. Compare:

There wasn’t much (food).
That’s too much (food).

BUT NOT -The food wasn’t much.

(Because you couldn’t say The food wasn’t much food.)

Many is not usually used alone to mean ‘many people’.

Many people think it’s time for a change. (NOT Many think…)

5 not used in affirmative clauses

In an informal style, we use much and many mostly in questions and negative clauses. They are unusual in affirmative clauses except after so, as and too; other words and expressions are used. Compare:

‘How much money have you got?’ ‘I’ve got plenty.’ (NOT ‘I’ve got much.’)
He’s got lots of men friends, but he doesn’t know many women.

(More natural than He’s got many men friends.)

There was so much traffic that it took me an hour to get home. And there was a lot of bad driving on the road.

(More natural than… there was much bad driving…)

You make too many mistakes – lots of spelling mistakes, for example.

(More natural than… many spelling mistakes…)

Very much is common in affirmative clauses as an adverb, but not as a determiner. Compare:

I liked it very much.
Thank you very much.

There’s a whole lot of water coming under the door.

(not There’s very much water coming…)\n
In a formal style, much and many are not so unnatural in affirmative clauses.

Much has been written about the causes of unemployment. In the opinion of many economists,…

Far and long (= ‘a long time’) are also used mostly in questions and negative clauses. See 206 and 323

6 much as adverb

We can use much as an adverb.

I don’t travel much these days.

Much can come before some verbs expressing enjoyment, preference and similar ideas, especially in a formal style.

I much appreciate your help.
We much prefer the country to the town.
Janet much enjoyed her stay with your family.
Before some other verbs (e.g. *like*, *dislike*), this is only possible in negative structures and after *very*. Compare:

- I *very much like* your brother.
- I *don’t much like* your sister.
- I like your parents a *lot*. (NOT I *much like* your parents.)

For more information about a *lot (of)*, *lots (of)*, *plenty (of)* etc, see 326.
For *much* and *many* modifying comparatives (e.g. *much older, many more*), see 139.
For *much* and *very* as modifiers before past participles (e.g. *much/very amused*), see 405.4.

### 349 must (1): introduction

#### grammar

*Must* is a modal auxiliary verb (see 344–345).

a There is no *-s* in the third person singular.

- *He must start coming on time.* (NOT *He musts...*)

b Questions and negatives are made without *do*.

- *Must you go?* (NOT *Do you must go?*)
- *You mustn’t worry.* (NOT *You don’t must worry.*)

c After *must*, we use the infinitive without *to* of other verbs (see 277).

- *I must write to my mother.* (NOT *I must to write...*)

Progressive, perfect and passive infinitives are also possible (see 276).

- *You must be joking.*
- *It must have been terrible to live during the war.*
- *Dogs must be kept on a lead.*

d *Must* has no infinitive or participles (*to must, musting, musted* do not exist), and it has no past tense. When necessary, we use other words, for example forms of *have to* (see 243).

- *It’s annoying to have to get up early on Sundays.*
  (NOT ... *to must get up...*)
- *He’ll have to start coming on time.* (NOT *He’ll must...*)
- *She’s always had to work hard.* (NOT *She’s always musted...*)
- *We had to cut short our holiday because my mother was ill.*
  (NOT *We musted...*)

e However, ideas about the past can be expressed by *must* followed by a perfect infinitive (*have + past participle*). See 350.4.

- *I can’t find my keys. I must have left them at home.*

*Must* can also be used with a past sense in indirect speech.

- *Everybody told me I must stop worrying.*

f There is a contracted negative *mustn’t* (*’mənts’*).

*Must* has two pronunciations: a ‘strong’ pronunciation /mʌst/ and a ‘weak’ pronunciation /m(ə)st/. The weak pronunciation is used in most cases (see 588).
2 meanings

Must is used mostly to express the conclusion that something is certain (see 350), and (less often in American English) to talk about necessity and obligation (see 351).

You must be Anna’s sister – you look just like her.
You really must get your hair cut.

For the difference between must and have to, see 352.
For the difference between must and should, see 496.

350 must (2): concluding that something is certain

1 statements

Must can be used to express the conclusion that something is certain or highly probable – to suggest that there are excellent arguments for believing something.

If A is bigger than B, and B is bigger than C, then A must be bigger than C.
Mary must have a problem – she keeps crying.
‘I’m in love,’ ‘That must be nice, dear.’
There’s the doorbell. It must be Roger.

2 questions and negatives: can

Must is not often used to express certainty in questions and negative clauses. In questions we use can.

There’s somebody at the door. Who can it be? (not ... Who must it be?)
In negative clauses we generally use cannot/can’t to say that something is certainly not the case.

It can’t be the postman at the door. It’s only seven o’clock.
(not ... it mustn’t be the postman ...)

However, must not/mustn’t is occasionally used in this sense, especially in American English.

I haven’t heard Molly moving about. She mustn’t be awake yet. Her alarm mustn’t have gone off.
(or ... She can’t be awake yet. Her alarm can’t have gone off.)

And mustn’t is normal in this sense in British English in question tags (see 465–466) after must, and in negative questions.

It must be nice to be a cat, mustn’t it? (not ... can’t it?)
Mustn’t it have been strange to live in the Middle Ages?

3 need not

Need not is used in British English to say that something is not necessarily so; does not have to can also be used. Must not is not used in this sense.

‘Look at those tracks. That must be a dog.’ ‘It needn’t be – it could be a fox.’
(or ... ‘It doesn’t have to be ...’)
(not ... ‘It mustn’t be ...’)

...
4 conclusions about the past
We can use must with a perfect infinitive (have + past participle) to express conclusions about the past.

'We went to Rome last month.' 'That must have been nice.'
'A woman phoned while you were out.' 'It must have been Kate.'
Can is used in questions and negatives.

Where can John have put the matches? He can't have thrown them away.

5 indirect speech
Must can be used after a past reporting verb as if it were a past tense.

I felt there must be something wrong.

6 must and should
Should can be used as a weaker form of must. Compare:

Ann must be at home by now. (= I think she's certainly at home.)
Ann should be at home by now. (= I think she's very probably at home.)

For more about the difference between must and should, see 496.

351 must (3): necessity and obligation

1 statements: the speaker's point of view
In affirmative statements, we can use must to say what is necessary, and to give strong advice and orders to ourselves or other people. This is especially common in British English; in American English have to is generally preferred, particularly in speech.

Plants must get enough light and water if they are to grow properly.
British industry must improve its productivity.
I really must stop smoking.
You must be here before eight o'clock tomorrow.

Must is common in emphatic invitations.

You really must come and see us soon.

In statements about obligation with must the obligation normally comes from the speaker. To talk about an obligation that comes from 'outside' (for instance a regulation, or an order from somebody else), we usually prefer have to (see 352).

I have to work from nine to five.

(More natural than I must work from nine to five.)
In my job I have to travel a lot.

(More natural than In my job I must travel a lot.)

2 questions: the hearer's point of view
In questions, British people can use must to ask about what the hearer thinks is necessary. (Americans generally prefer have to.)

Must I clean all the rooms? (US Do I have to . . . ?)
Why must you always leave the door open?
3  **negatives: prohibitions**

British people can use *must not / mustn’t* to say that things should not be done, or tell people not to do things. *Can’t* is also possible, and is normal in American English.

_The government really mustn’t/can’t expect people to work hard for no money._

_You mustn’t/can’t open this parcel until Christmas Day._

Note that *must not / mustn’t* is not used to say that things are unnecessary. This idea is expressed by *do not need to* or *do not have to*.

_You don’t need to get a visa to go to Scotland._

*(not: You mustn’t get a visa to go to Scotland.)*

In British English, we can give permission not to do things with *need not*.

_You needn’t work tomorrow if you don’t want to._

*(US You don’t have to work . . .)*

4  **past necessity and obligation**

*Must* is not normally used to talk about past obligation (except in indirect speech – see below). This is because *must* is used mainly for giving orders and advice and for making recommendations, and one cannot do these things in the past. *Had to* is used to talk about ‘outside’ obligation in the past.

_I had to cycle three miles to school when I was a child._

For *must + perfect infinitive* expressing conclusions about the past, see 350.4.

5  **indirect speech**

*Must* can be used (especially in British English) after a past reporting verb as if it were a past tense.

_The doctor said that I must stop smoking._

Obligation can also be reported with *had to* and *would have to*.

_The doctor said that I had to / would have to stop smoking._

6  **must and should**

*Should* can be used as a weaker form of *must*. Compare:

_That carpet must be cleaned. (= It is absolutely necessary.)_

_That carpet should be cleaned. (= It would be a good idea.)_

For more about the difference between *must* and *should*, see 496.

For more information about *have (got) to*, see 243; for more about the difference between *must* and *have to*, see 352.

352  **must (4): must and have (got) to**

There are some differences between *must* and *have to*.

1  **concluding that something is certain**

Both *must* and *have (got) to* can be used to express the conclusion that something is certain. *Must* is unusual in this sense in American English, especially in speech. *Have (got) to* used to be unusual in British English in
must (4): must and have (got) to

this sense, but it is now becoming common.

*This must be the worst job in the world.* (GB)
(*or This has (got) to be the worst job . . .*)

You must be joking. (GB) (*or You have (got) to be joking.*)

Negative conclusions are not usually expressed with must not.

*That can’t be his mother – she’s not old enough.*

(*not in British English* *That mustn’t be his mother . . .*)

Does not have to is used to say that something is not necessarily true.

‘A dog’s been killing our chickens.’ *It doesn’t have to be a dog – it could be a fox.*

Conclusions about the past are usually expressed with must followed by the
perfect infinitive (*have + past participle*).

*I hear you’ve been to Patagonia. That must have been interesting.*

(*not* *That has to have been interesting.*)

2 necessity and obligation

*Must* and *have (got) to* can both be used in British English to talk about
necessity. In American English, *have to* is more common, especially in speech.

*Plants must / have to get enough light and water if they are to grow properly.*

Both verbs can be used in British English to talk about obligation. (In American
English, *have to* is the normal form.) British English often makes a distinction
as follows. Must is used mostly to talk about the feelings and wishes of the
speaker and hearer – for example, to give or ask for orders. Have (got) to is used
mostly to talk about obligations that come from ‘outside’ – for example from laws,
regulations, agreements and other people’s orders. Compare:

- I must stop smoking. (I want to.)
  I've got to stop smoking. Doctor’s orders.
- This is a terrible party. We really must go home.
  This is a lovely party, but we’ve got to go home because of the baby-sitter.
- I’ve got bad toothache. I must make an appointment with the dentist.
  I can’t come to work tomorrow morning because I’ve got to see the dentist
  at ten o’clock.
- You really must go to church next Sunday – you haven’t been for ages.
  (I am telling you to.)
  Catholics have to go to church on Sundays. (Their religion tells them to.)
- Must you wear dirty old jeans all the time?
  (Is it personally important for you?)
  Do you have to wear a tie at work? (Is there a regulation?)

Opinions about what people should do can be expressed with *must or should,*
but not usually with *have to* in British English.

People must/should understand that the world is changing.

3 future obligation: will have to, have (got) to and must

*Will have to* is used to talk about future obligation, but *have (got) to* is
preferred when arrangements for the future have already been made.

Compare:

*When you leave school you’ll have to find a job.*
*I’ve got to go for a job interview tomorrow.*
Must can be used to give orders or instructions for the future.

You can borrow my car, but you **must** bring it back before ten.

Will have to can be used to ‘distance’ the instructions, making them sound less like direct orders from the speaker.

You can borrow my car, but you’ll **have to** bring it back before ten.

Will need to can be used in the same way (see 357.3).

### 4 talking about the past: had to... and must have...

Had to is used to talk about past obligation. Must is used with the perfect infinitive (*have* + past participle) to express certainty about the past (see paragraph 1, above). Compare:

*Edna isn’t in her office. She **had to** go home.*

(= It was necessary for her to go home.)

*Edna isn’t in her office. She **must have** gone home.*

(= It seems certain that she has gone home.)

### 5 negative forms

The negative forms **must not** and **do not have to** / **have not got to** have quite different meanings. Must not is used to prohibit (to tell people not to do things) and to refer to prohibitions; do not have to / have not got to is used to say that there is no obligation. Compare:

- You **mustn’t** tell George. (= Don’t tell George.)
- You **don’t have to** tell George. (= You can if you like but it isn’t necessary.)
- You **mustn’t** park on double yellow lines in England.
- You **don’t have to** carry identity papers in England.

For more about **have** (got) to, see 243.

For more about the use of **must** to express conclusions about certainty, see 350.

For more about the use of **must** to express necessity and obligation, see 351.

For **needn’t** and **don’t need** to, see 357.

### 353 names and titles

Names and titles are used both when talking about people and when talking to them. There are some differences.

#### 1 talking about people

When we talk about people we can name them in four ways.

##### a first name

This is informal. We use first names mostly to talk about relatives, friends and children.

*Where’s Peter? He said he’d be here at three.*

*How’s Maud getting on at school?*

##### b first name + surname

This is neutral – neither particularly formal nor particularly informal.

*Isn’t that Peter Connolly the actor?*

*We’re going on holiday with Mary and Daniel Sinclair.*
c title (Mr, Mrs etc) + surname

This is more formal. We talk like this about people we do not know, or when we want to show respect or be polite.

_Can I speak to Mr Lewis, please?
We’ve got a new teacher called Mrs Campbell.
Ask Miss Andrews to come in, please.
There’s a Ms Sanders on the phone._

Note that it is less usual to talk about people by using title + first name + surname (e.g. Mr John Parker).

d surname only

We often use just the surname to talk about public figures – politicians, sportsmen and sportswomen, writers and so on.

_Do you think Roberts would make a good President?
The women’s 5,000 metres was won by Jones.
I don’t think Eliot is a very good dramatist._

Surnames alone are sometimes used for employees (especially male employees), and by members of groups (especially all-male groups like soldiers, schoolboys, team members) when they refer to each other.

_Tell Patterson to come and see me at once.
Let’s put Billows in goal and move Carter up._

2 talking to people

When we talk to people we generally name them in one of two ways.

a first name

This is informal, used for example to relatives, friends and children.

_Hello, Pamela. How are you?_

b title + surname

This is more formal or respectful.

_Good morning, Miss Williamson._

Note that we do not usually use both the first name and the surname of a person that we are talking to. It would be unusual to say ‘Hello, Peter Matthews’, for example.

Members of all-male groups sometimes address each other by their surnames alone, but this is unusual in modern English.

_Mr, Mrs and Ms are not generally used alone._

_Excuse me. Can you tell me the time?
(Not _Excuse me, Mr_ or _Excuse me, Mrs_.)_

_Doctor_ can be used alone to talk to medical doctors whom one is consulting, but not usually in other cases.

_Doctor, I’ve got this pain in my elbow._

_Sir_ and _madam_ are used in Britain mostly by people in service occupations (e.g. shop assistants). Some employees call their male employers _sir_, and some schoolchildren call their teachers _sir_ or _miss_. _Dear Sir_ and _Dear Madam_ are common ways of beginning letters to strangers (see 317) – note the capital
letters. In other situations sir and madam are unusual in British English.

Excuse me. Can you tell me the time? (not -Excuse me, sir...)

In American English, sir and ma'am are less formal than in British English, and are quite often used (especially in the South and West) when addressing people.

3 notes on titles

Note the pronunciations of the titles Mr, Mrs and Ms (used before names):

Mr /ˈmɪstr/  Mrs /ˈmɪzr/  Ms /mɪz/

Mr (= Mister) is not normally written in full, and the other two cannot be.

Like Mr, Ms does not show whether somebody is married or not. It is often used, especially in writing, to talk about or address women when one does not know (or has no reason to say) whether they are married. Many women also choose to use Ms before their own names in preference to Mrs or Miss. Ms is a relatively new title: it has been in common use in Britain since the 1970s, and a little longer in the United States.

Dr (= Doctor) is used as a title for medical and other doctors (but see paragraph 2 for its use.)

Professor does not mean ‘teacher’; it is used only for certain very senior university teachers.

Note that we do not normally combine two titles such as Prof Dr or Mrs Dr.

For ways of addressing people in letters, see 317.
For ways of introducing people, see 520.1.
For full stops with abbreviated titles and initials, see 2.

354 nationalities, countries and regions

1 introduction

In order to refer to a nation or region and its affairs it is usually necessary to know four words:

- the name of the country or region
  Denmark, Japan, France, Catalonia
- the adjective
  Danish, Japanese, French, Catalan
- the singular noun used for a person from the country
  a Dane, a Japanese, a Frenchman/woman, a Catalan
- the plural expression the... used for the population as a whole
  the Danes, the Japanese, the French, the Catalans

Usually the singular noun is the same as the adjective (e.g. Japanese, Mexican), and the plural expression is the same as the adjective + -s (e.g. the Mexicans). See paragraph 2 below for more examples. However, there are a number of exceptions (see paragraph 3).

All words of this kind (including adjectives) begin with capital letters.

American literature (NOT American literature)
The name of a national language is often the same as the national adjective.

Danish is difficult to pronounce. Do you speak Japanese?
### 2 examples

<table>
<thead>
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### 3 exceptions

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Notes

a The Scots prefer the adjective Scottish, but other people often use Scotch.

b The word Briton is unusual except in newspaper headlines – for example TWO BRITONS KILLED IN AIR CRASH. Brit is sometimes used informally. (But most British people call themselves Scottish, Welsh, Irish or English.)

c English is not the same as British, and is not used for Scottish, Welsh or Irish people (see 114).

d Although American is the normal English word for United States citizens and affairs, people from other parts of the American continent may object to this use, and some people avoid it for this reason.

e Arabic is used for the language spoken in Arab countries; in other cases, the normal adjective is Arab. Arabian is used in a few fixed expressions and place names (e.g. Saudi Arabian, the Arabian Sea).

f Note the pronunciation of words like Irishman/men, Dutchman/men: the singular is the same as the plural (/ˈɪrɪʃmən, ˈdʌtʃmən/).

355 near (to)

The adjective near can be used like a preposition, with or without to. To is not normally used when we are talking about physical closeness.

We live near the station.

When we are not talking about physical closeness, near to is often preferred.

I came very near to hitting him.

Nearer and nearest are generally used with to, though to can be dropped in an informal style.

Come and sit nearer (to) me. Who’s the girl sitting nearest (to) the door?

For the difference between nearest and next, see 356

356 nearest and next

1 place and time

Nearest is used for place – it means ‘most near in space’.

Excuse me. Where’s the nearest tube station? (not . . . the next tube station.)

If you want to find Alan, just look in the nearest pub.

Next is used to talk about time or series – it means ‘nearest in the future’ or ‘after this/that one’.

We get off at the next station. (= the station that we will come to first.)

I’m looking forward to her next visit.

As soon as he had finished one trip, he started planning the next.

2 exceptions: next used for place

We use next in a few fixed expressions to mean ‘nearest in space’. The most common are next door and next to.

My girl-friend lives next door. Come and sit next to me.

For next and the next, see 367
357 need

When need is followed by another verb, it can have the forms either of an ordinary verb or (in British English) of a modal auxiliary verb.

1 ordinary verb

*Need* most often has the same forms as ordinary verbs: the third person singular has -s, and questions and negatives are made with do. *Need* is usually followed by an infinitive with to.

*Everybody needs to rest sometimes.*

*Do we need to reserve seats on the train?*

2 modal auxiliary verb

In British English, *need* can also have the same present-tense forms as modal auxiliary verbs: the third person singular has no -s, and questions and negatives are made without do. In this case, *need* is normally followed by an infinitive without to.

*We needn't reserve seats – there'll be plenty of room.*

These modal forms are used mainly in negative sentences, but they are also possible in questions, after if, and in other ‘non-assertive’ structures (see 374).

*You needn't fill in a form. Need I fill in a form? I wonder if I need fill in a form. This is the only form you need fill in. (But not *You need fill in a form.*)*

Modal forms of *need* normally refer to immediate necessity. They are often used to ask for or give permission – usually permission not to do something. Modal verb forms are not used to talk about habitual, general necessity.

*Compare:*

*It's OK – You needn't pay for that phone call.*

*(or ... You don't need to pay for that phone call.)*

*You don't need to pay for emergency calls in most countries.*

*(not ... You needn't pay ... in most countries.)*

Modal forms of *need* are rare in American English.

3 talking about the future

Present tense forms of *need* are used when making decisions about the future.

*Need I come in tomorrow? Tell her she doesn't need to work tonight.*

*Will need to... can be used to talk about future obligation, and give advice for the future. It can make orders and instructions sound less direct.*

*We'll need to repair the roof next year.*

*You'll need to start work soon if you want to pass your exams.*

*You'll need to fill in this form before you see the Inspector.*

For similar uses of *have to*, see 243.3.

4 need ...ing

After *need* an -ing form can be used in British English, with the same meaning as a passive infinitive.

*That sofa needs cleaning again. (= ... needs to be cleaned ...)*

A structure with *object + ...ing* is also possible in some cases.

*You need your head examining. (or ... examined.)*

page 351
5 need not + perfect infinitive

If we say that somebody need not have done something (GB), we mean that he or she did it, but that it was unnecessary – a waste of time.

You needn’t have woken me up. I don’t have to go to work today.
I needn’t have cooked so much food. Nobody was hungry.

On the other hand, if we say that somebody did not need to do something, we are simply saying that it was not necessary (whether or not it was done).

Compare:
I needn’t have watered the flowers. Just after I finished it started raining.
It started raining, so I didn’t need to water the flowers.

6 need not and must not

Need not (GB) is used to say that there is no obligation; must not is used to say that there is an obligation not to do something. Compare:
You needn’t tell Jennifer – she already knows.
You mustn’t tell Margaret – I don’t want her to know.

Need not is also sometimes used to say that something is not necessarily true.
‘She looks quite ill. I’m sure it’s flu.’ ‘It needn’t be – maybe she’s just over-tired.’

For there is no need to..., see 563.2.
For more about verbs followed by perfect infinitives, see 278.
For more about modal auxiliary verbs, see 344–345.

358 negative structures (1): basic rules

1 negative verb forms

We make negative verb forms by putting not after an auxiliary verb.

We have not forgotten you. It was not raining. She can’t swim.

Do is normally used if there is no other auxiliary verb.

I like the salad, but I don’t like the soup. (NOT -I like not the soup.)

Do is followed by the infinitive without to.

I didn’t think.

(NOT -I didn’t to think, -I didn’t thinking OR -I didn’t thought.)

Do is not used with another auxiliary verb.

You mustn’t worry. (NOT -You don’t must worry.)

Do is not normally used with be (even when be is the main verb).

The supper isn’t ready. (NOT -The supper doesn’t be ready.)

Do is not used with negative subjunctives (these are mainly US – see 541), infinitives or -ing forms.

It is important that she not realise what is happening.

Remind me not to come here again. (NOT ...to do not come...)
Don’t worry – I’ll look after you. (not Worry not…) Do not/don’t is also used to make the negative imperative of be. Don’t be rude.

3 infinitives and -ing forms

We put not before infinitives and -ing forms. Do is not used.
It’s important not to worry. (not …to don’t worry.) The best thing about a holiday is not working.

4 other parts of a clause

We can put not with other parts of a clause, not only a verb.
Ask Jake, not his wife. Come early, but not before six. It’s working, but not properly.
We do not usually put not with the subject. Instead, we use a structure with it.
It was not George that came, but his brother. (not -Not George came…)

For the difference between not and no with nouns, see 375.

5 other negative words

Other words besides not can make a clause negative. Compare:
He’s not at home.
He’s never at home.
He’s seldom / rarely / hardly ever at home.
We do not normally use the auxiliary do with these other words. Compare:
He doesn’t work.
He never works. (not -He does never work.)
He seldom / rarely / hardly ever works.
However, do can be used after one of these negative words for emphasis or contrast.
I never did like her.

6 question tags

Affirmative question tags are used after negative clauses.
You don’t work on Sundays, do you?
You seldom work on Saturdays, do you?
(not -You seldom work on Saturdays, don’t you?)
Clauses with little and few (see 322) also have a negative sense, and are followed by affirmative question tags.
There’s little point in doing anything about it, is there? (not …isn’t there?)
He has few reasons for staying, has he?

For more information about question tags, see 465–466.

7 ‘non-assertive words’ (any etc)

We do not usually use some, somebody, something etc in negative clauses. Instead, we use the ‘non-assertive’ words any, anybody, anything etc.
Compare:
I’ve found some mushrooms.
I haven’t found any mushrooms.
negative structures (2): transferred negation

Some other words (e.g. *ever, yet*) are ‘non-assertive’, and found mostly in
doubtless clauses. See 374 for more details.

For transferred negation (e.g. *I don’t think he’s coming*), see 359
For negative questions, see 360
For double negatives, see 361.

359 negative structures (2): transferred negation

1 think, believe etc

When we introduce negative ideas with *think, believe, suppose, imagine* and
related words with similar meanings, we usually make the first verb (e.g. *think*)
negative, not the second.

*I don’t think* you’ve met my wife.
(More natural than *I think you haven’t met my wife.*)

*I don’t believe* she’s at home.
(More natural than *I believe she isn’t at home.*)

However, surprise is often expressed with *I thought + negative.*

‘Would you like a drink?’ *I thought* you’d never ask.

Hello! I *thought* you weren’t coming.

2 hope

Transferred negation is not used with *hope.*

*I hope it doesn’t rain.* (NOT *I don’t hope it rains.*)

3 short answers

In short answers, *think, believe, hope* etc can be followed by *not* (see 515).

‘Are we going to see Alan again?’ *I believe/suppose/hope not.*

Another possible short answer construction is *I don’t . . . so* (see 515).

(Hope is not used in this structure.)

‘Do you think there’ll be snow tomorrow?’ *I don’t believe/suppose/think so.*

(but ‘I hope not.”)

*I don’t think so* is more common than *I think not,* which is rather formal.

4 verbs followed by infinitives

Many verbs can be followed by infinitives (see 283). In an informal style we
often prefer to make the first verb negative rather than the infinitive,
although this may not change the meaning at all. This happens, for example,
with *appear, seem, expect* and *happen.*

Sibyl *doesn’t seem* to like you.

(Less formal than *Sibyl seems not to like you.*)

*I don’t expect* to see you before Monday.

(More natural than *I expect not to see you . . . *)

Angela and I were at the same university, but we *never happened* to meet.

(Less formal than . . . *we happened never to meet.*)

With *intend* and *want + infinitive,* we almost always put *not/never* with the
first verb.

*I don’t want to fail this exam.* (NOT *I want not to fail . . . *)

After I’ve finished this contract I *never intend* to teach again.
5 always, almost

We usually use never . . . any and hardly . . . any/ever, rather than always . . . no and almost . . . no/never.

She never gives people anything. (not She always gives people nothing.)
Hardly anyone turned up. (More natural than Almost no one turned up.)

360 negative structures (3): negative questions

1 structure

Contracted and uncontracted negative questions have different word order.
(Uncontracted negative questions are usually formal.)

auxiliary verb + n’t + subject

Doesn’t she understand? Why haven’t you booked your holiday yet?

auxiliary verb + subject + not

Does she not understand? Why have you not booked your holiday yet?
Non-auxiliary have (British English) and non-auxiliary be go in the same position as auxiliary verbs.

Hasn’t she any friends to help her? (GB – see 241)
Have they not at least a room to stay in? (GB)
Aren’t you ready? Is Mrs Allen not at home?

2 two meanings

Negative questions can have two different kinds of meaning. It is usually clear from the situation and context which kind of question is being asked.

a ‘Isn’t it true that . . .?’ A negative question can ask for confirmation of a positive belief. In this case the question expects the answer Yes, and means ‘Isn’t it true that . . .?’

Didn’t you go and see Helen yesterday? How is she?
(= I believe you went and saw Helen yesterday . . .)

Expressions of opinion can be made less definite by expressing them as negative questions.

Wouldn’t it be better to switch the lights on?

Negative questions of this kind are common in exclamations (see 201) and rhetorical questions (see 464).

Isn’t it a lovely day!
‘She’s growing up to be a lovely person.’ ‘Yes, isn’t she!’
Isn’t the answer obvious? (= Of course the answer is obvious.)

b ‘Is it true that . . . not . . .?’ A negative question can also ask for confirmation of a negative belief. In this case the question expects the answer No, and means ‘Is it true that . . . not . . .?’

Don’t you feel well? (= Am I right in thinking you don’t feel well?)
Oh, dear. Can’t they come this evening?

This kind of negative question can show that the speaker is surprised that something has not happened or is not happening.

Hasn’t the postman come yet?
Didn’t the alarm go off? I wonder what’s wrong with it.
3 polite requests, invitations, offers, complaints and criticisms

Pressing invitations and offers often begin Won’t you . . . ? Wouldn’t you . . . ?
or Why don’t you . . . ?
  Won’t you come in for a few minutes?
  Wouldn’t you like something to drink?
  Why don’t you come and spend the weekend with us?
But in other cases we do not usually use negative questions to ask people to
do things. This is done with ordinary questions, or with negative statement
+ question tag.
  Excuse me, can you help me for a moment?
    (ordinary question, used as a request)
  You can’t help me for a moment, can you?
    (negative statement + question tag, common in informal requests)
  but not Can’t you help me for a moment?
Negative questions may be understood as complaints or criticisms.
  Can’t you lend me your pen for a minute? (Meaning something like
    Are you too selfish to lend me . . . ?)
  Don’t you ever listen to what I say?

4 yes and no

In a reply to a negative question, Yes suggests an affirmative verb, and No
suggests a negative verb. Compare:
  ‘Haven’t you written to Mary?’ ‘Yes.’ (= ‘I have written to her.’)
  ‘Haven’t you told her about us?’ ‘No.’ (= ‘I haven’t told her about us.’)
  ‘Didn’t the postman come this morning?’ ‘Yes, he did.’
  ‘Didn’t he bring anything for me?’ ‘No, he didn’t.’

361 negative structures (4): double negatives

1 English and other languages

In some languages, a negative word like nobody, nothing or never has to be
used with a negative verb. In standard English, nobody, nothing, never etc
are themselves enough to give a negative meaning, and not is unnecessary.
  I opened the door, but I could see nobody. (not I couldn’t see nobody.)
Nothing matters now – everything’s finished.
    (not Nothing doesn’t matter . . .)
  I’ve never understood what she wants.
    (not I haven’t never understood . . .)

2 nobody and not anybody, etc

Nobody, nothing, never etc are rather emphatic. We often prefer to use not
anybody, not anything, not ever etc. Note that anybody, anything, ever etc
are not themselves negative words – they have to be used with not to give a
negative meaning.
  I opened the door, but I couldn’t see anybody.
    (not . . . but I could see anybody.)
  I’m sorry, I can’t tell you anything.
negative structures (5): ambiguous sentences

At the beginning of a clause, only nobody, nothing etc are used.

Nothing matters. (NOT Not anything matters.)
Nowhere is safe.

For more information about ‘non-assertive’ words like any, anybody, anything, ever etc, see 374.

3 double and multiple negatives and their meaning

Double negatives are possible in standard English, but then both words normally have their full meaning. Compare:

Say nothing. (= Be silent.)
Don’t just say nothing. Tell us what the problem is. (= Don’t be silent . . .)

Multiple negatives are sometimes used instead of simple positive structures for special stylistic effects. This is rather literary; in spoken English it can seem unnatural or old-fashioned.

Not a day passes when I don’t regret not having studied music in my youth. (More natural: Every day I regret not having studied music when I was younger. Or I wish I had studied music when I was younger.)

4 dialects

In many British, American and other dialects, two or more negatives can be used with a single negative meaning.

I ain’t seen nobody. (Dialect for I haven’t seen anybody.)
I ain’t never done nothing to nobody, and I ain’t never got nothing from nobody no time. (American song by Bert Williams)

For more information about ain’t, see 144.4.

5 extra negative in expressions of doubt

In informal standard spoken English, a negative verb (without a negative meaning) is sometimes used after expressions of doubt or uncertainty.

I shouldn’t be surprised if they didn’t get married soon.
(= . . . if they got married soon.)
I wonder whether I oughtn’t to go and see a doctor – I’m feeling a bit funny. (= . . . whether I ought to . . .)

6 . . . I don’t think etc

In informal speech, expressions like I don’t think or I don’t suppose are often added after negative statements. In this case, the extra negative makes no difference to the meaning of the statement.

She hasn’t got much chance of passing the exam, I don’t think.
We won’t be back before midnight, I don’t suppose.

362 negative structures (5): ambiguous sentences

In a negative structure, not can refer to different parts of a sentence.
Compare:

Arthur didn’t write to Sue yesterday – he phoned her.
Arthur didn’t write to Sue yesterday – he wrote to Ann.
Arthur didn’t write to Sue yesterday – he wrote this morning.
The exact meaning is shown in speech by stress and intonation, and even in writing it is usually clear from the context and situation. However, confusions sometimes arise. They can usually be avoided by reorganising the sentence. Compare:

*The car crash didn’t kill him.* (Did he live, or did something else kill him?)
*It wasn’t the car crash that killed him.* (Only one possible meaning.)

Negative sentences with *because*-clauses are often ambiguous.

*I didn’t sing because Pam was there.*

This sentence could mean ‘My reason for not singing was that Pam was there’ or ‘My reason for singing was not that Pam was there’. The first meaning could be shown clearly by putting the *because*-clause at the beginning.

*Because Pam was there, I didn’t sing.*

363 **neither (of): determiner**

1 **neither + singular noun**

We use *neither* before a singular noun to mean ‘not one and not the other (of two)’.

‘Can you come on Monday or Tuesday?’ *I’m afraid neither day is possible.*’

2 **neither of + plural**

We use *neither of* before a determiner (for example *the, my, these*), and before a pronoun. The noun or pronoun is plural.

*Neither of my brothers can sing.* (NOT *Neither my brothers can sing.*)
*Neither of us saw it happen.*

After *neither of + noun/pronoun*, we use a singular verb in a formal style.

*Neither of my sisters is married.*

In an informal style, a plural verb is possible.

*Neither of my sisters are married.*

3 **neither used alone**

We can use *neither* alone, without a noun or pronoun.

‘Which one do you want?’ *Neither.*

4 **pronunciation**

In British English, *neither* can be pronounced both /ˈnaiðə(r)/ and /ˈniːðə(r)/. In American English, the usual pronunciation is /ˈniːðər/.

364 **neither, nor and not ... either**

1 **neither and nor**

We can use *neither* and *nor* as adverbs to mean ‘also not’. *Neither* and *nor* come at the beginning of a clause, and are followed by inverted word order: *auxiliary verb + subject.* (In American English, *nor* is not used after *and.*)

*neither/nor + auxiliary verb + subject*

‘I can’t swim.’ *Neither can I.* (NOT ‘I also can’t.’)
*Ruth didn’t turn up, and nor did Kate.* (GB) (NOT ... and Kate didn’t too.)
2 not either

We can also use not...either with the same meaning and normal word order.

'I can’t swim.' 'I can’t either.'

Ruth didn’t turn up, and Kate didn’t either.

In very informal speech, me neither (and occasionally me either) can be used instead of I...n’t either.

'I can’t swim.' ‘Me neither.’

3 not...nor

Nor can follow not, especially after a pause; it is more emphatic than or.

She didn’t phone that day, nor the next day. (More emphatic than...that day or the next day.) (Not...neither the next day.)

Our main need is not food, nor money. It is education.

For the pronunciation of neither, see 363.
For other uses of either, see 178–179.
For so am I, so do I etc, see 516.
For the difference between too/also and either in negative sentences, see 46.
For more about inverted word order, see 298–299.

365 neither...nor

This structure is used to join two negative ideas. (It is the opposite of both...and.) It is usually rather formal.

I neither smoke nor drink. (less formal: I don’t smoke or drink.)

The film was neither well made nor well acted.

Sometimes more than two ideas are connected by neither...nor.

He neither smiled, spoke, nor looked at me.

When singular subjects are connected by neither...nor, the verb is normally singular, but it can be plural in a less careful style.

Neither James nor Virginia was at home. (normal)

Neither James nor Virginia were at home. (less careful)

See also both...and... (111) and either...or (179).

366 newspaper headlines

1 special language

Headlines are the short titles above newspaper reports (e.g. RUSSIAN WOMAN LANDS ON MOON). The headlines in English-language newspapers can be very difficult to understand. One reason for this is that newspaper headlines are often written in a special style, which is very different from ordinary English. In this style there are some special rules of grammar, and words are often used in unusual ways.
2 grammar

a Headlines are not always complete sentences. Many headlines consist of noun phrases with no verb.

MORE WAGE CUTS
HOLIDAY HOTEL DEATH
EXETER MAN’S DOUBLE MARRIAGE BID

b Headlines often contain strings of three, four or more nouns; nouns earlier in the string modify those that follow.

FURNITURE FACTORY PAY CUT ROW
Headlines like these can be difficult to understand. It sometimes helps to read them backwards. FURNITURE FACTORY PAY CUT ROW refers to a ROW (disagreement) about a CUT (reduction) in PAY at a FACTORY that makes FURNITURE.

c Headlines often leave out articles and the verb be.

SHAKESPEARE PLAY IMMORAL, SAYS HEADMASTER
WOMAN WALKS ON MOON

d In headlines, simple tenses are often used instead of progressive or perfect forms. The simple present is used for both present and past events.

BLIND GIRL CLIMBS EVEREST (= ... has climbed ...)
STUDENTS FIGHT FOR COURSE CHANGES (= ... are fighting ...)
The present progressive can be used, especially to talk about changes. Be is usually dropped.

BRITAIN GETTING WARMER, SAY SCIENTISTS
TRADE FIGURES IMPROVING

e Many headline words are used as both nouns and verbs, and nouns are often used to modify other nouns (see paragraph 2b). So it is not always easy to work out the structure of a sentence. Compare:

US CUTS AID TO THIRD WORLD
 (= The US reduces its help ... CUTS is a verb, AID is a noun.)
AID CUTS ROW (= There has been a disagreement about the reduction in aid. AID and CUTS are both nouns.)
CUTS AID REBELS (= The reduction is helping the revolutionaries. CUTS is a noun, AID is a verb.)

f Headlines often use infinitives to refer to the future.

PM TO VISIT AUSTRALIA
HOSPITALS TO TAKE FEWER PATIENTS
For is also used to refer to future movements or plans.
TROOPS FOR GLASGOW? (= Are soldiers going to be sent to Glasgow?)

g Auxiliary verbs are usually dropped from passive structures, leaving past participles.

MURDER HUNT: MAN HELD (= a man is being held by police.)
SIX KILLED IN EXPLOSION (= Six people have been killed ...)
Note that forms like held, attacked are usually past participles with passive meanings, not past tenses (which are rare in newspaper headlines).
Compare:
AID ROW: PRESIDENT ATTACKED (= the President has been attacked.)
AID ROW: PRESIDENT ATTACKS CRITICS
 (= the President has attacked her critics.)
— *BOY FOUND SAFE* (= The missing boy *has been found* safe.)

*BOY FINDS SAFE* (= A boy *has found* a safe.)

A colon (:) is often used to separate the subject of a headline from what is said about it.

**STRIKES: PM TO ACT**

**MOTORWAY CRASH: DEATH TOLL RISES**

Quotation marks (‘…’) are used to show that words were said by somebody else, and that the newspaper does not necessarily claim that they are true.

**CRASH DRIVER ‘HAD BEEN DRINKING’**

A question mark (?) is often used when something is not certain.

**CRISIS OVER BY SEPTEMBER?**

For other styles with special grammar, see 1.

## 3 Vocabulary

Short words save space, and so they are very common in newspaper headlines. Some of the short words in headlines are unusual in ordinary language (e.g. *curb*, meaning ‘restrict’ or ‘restriction’), and some are used in special senses which they do not often have in ordinary language (e.g. *bid*, meaning ‘attempt’). Other words are chosen not because they are short, but because they sound dramatic (e.g. *blaze*, which means ‘big fire’, and is used in headlines to refer to any fire). The following is a list of common headline vocabulary.

**act** take action; do something

**FOOD CRISIS: GOVERNMENT TO ACT**

**aid** military or financial help; to help

**MORE AID FOR POOR COUNTRIES**

**UNIONS AID HOSPITAL STRIKERS**

**alert** alarm, warning

**FLOOD ALERT ON EAST COAST**

**allege** make an accusation

**WOMAN ALLEGES UNFAIR TREATMENT**

**appear** appear in court accused of a crime

**MP TO APPEAR ON DRUGS CHARGES**

**axe** abolish, close down; abolition, closure

**COUNTRY BUS SERVICES AXED**

**SMALL SCHOOLS FACE AXE**

**BA** British Airways

**BA MAKES RECORD LOSS**

**back** support

**AMERICA BACKS BRITISH PEACE MOVE**

**ban** forbid, refuse to allow something; prohibition

**CHINA BANS US IMPORTS**

**NEW BAN ON DEMONSTRATIONS**

**bar** refuse/refusal to allow entry

**HOTEL BARS FOOTBALL FANS**

**NEW BAR ON IMMIGRANTS**

**bid** attempt

**JAPANESE WOMEN IN NEW EVEREST BID**
blast  explosion; criticise violently
   BLAST AT PALACE
   PM BLASTS OPPOSITION

blaze  fire
   SIX DIE IN HOTEL BLAZE

block  stop, delay
   TORIES BLOCK TEACHERS’ PAY DEAL

blow  bad news; discouragement; unfortunate happening
   SMITH ILL: BLOW TO WORLD CUP HOPES

bolster  give support/encouragement to
   EXPORT FIGURES BOLSTER CITY CONFIDENCE

bond  political/business association
   INDIA CUTS TRADE BONDS WITH PAKISTAN

boom  big increase; prosperous period
   SPENDING BOOM OVER, SAYS MINISTER

boost  encourage(ment); to increase; an increase
   GOVERNMENT PLAN TO BOOST EXPORTS

brink  edge (of disaster)
   WORLD ON BRINK OF WAR

call (for)  demand/appeal (for)
   CALL FOR STRIKE TALKS
   HOSPITAL ROW: MP CALLS FOR ENQUIRY

campaign  organised effort to achieve social or political result
   MP LAUNCHES CAMPAIGN FOR PRISON REFORM

cash  money
   MORE CASH NEEDED FOR SCHOOLS

charge  accusation (by police)
   THREE MEN HELD ON BOMB CHARGE

chop  abolition, closure
   300 BANK BRANCHES FACE CHOP

City  London’s financial institutions
   NEW TRADE FIGURES PLEASE CITY

claim  (make) a statement that something is true (especially when there may be disagreement); pay claim  demand for higher wages
   SCIENTIST CLAIMS CANCER BREAKTHROUGH
   RACISM CLAIM IN NAVY
   TEACHERS’ PAY CLAIM REJECTED

clamp down on  deal firmly with (usually something illegal)
   POLICE TO CLAMP DOWN ON SPEEDING

clash  quarrel, fight (noun or verb)
   STUDENTS CLASH WITH POLICE

clear  find innocent
   DOCTOR CLEARED OF DRUGS CHARGE

Commons  the House of Commons (in Parliament)
   MINISTERS IN COMMONS CLASH OVER HOUSING

con  swindle
   TEENAGERS CON WIDOW OUT OF LIFE SAVINGS
crackdown  firm application of the law
     GOVERNMENT PROMISES CRACKDOWN ON DRUGS DEALERS

\textbf{crash}  financial failure
     BANK CRASH THREATENS TO BRING DOWN GOVERNMENT

\textbf{curb}  restrict; restriction
     NEW PRICE CURBS

\textbf{cut}  reduce; reduction
     BRITAIN CUTS OVERSEAS AID
     NEW HEALTH SERVICE CUTS

\textbf{cutback}  reduction (usually financial)
     TEACHERS SLAM SCHOOL CUTBACKS

\textbf{dash}  (make) quick journey
     PM IN DASH TO BLAST HOSPITAL

\textbf{deadlock}  disagreement that cannot be solved
     DEADLOCK IN PEACE TALKS

\textbf{deal}  agreement, bargain
     TEACHERS REJECT NEW PAY DEAL

\textbf{demo}  demonstration
     30 ARRESTED IN ANTI-TAX DEMO

\textbf{dole}  unemployment pay
     DOLE QUEUES LENGTHEN

\textbf{drum}  dramatic event; tense situation
     PRINCE IN AIRPORT DRAMA

\textbf{drive}  united effort
     DRIVE TO SAVE WATER

\textbf{drop}  give up, get rid of; fall (noun)
     GOVERNMENT TO DROP CHILD LABOUR PLAN
     BIG DROP IN INDUSTRIAL INVESTMENT

\textbf{due}  expected to arrive
     QUEEN DUE IN BERLIN TODAY

\textbf{edge}  move gradually
     WORLD EDGES TOWARDS WAR

\textbf{envoy}  ambassador
     FRENCH ENVOY DISAPPEARS

\textbf{face}  be threatened by
     HOSPITALS FACE MORE CUTS
     STRIKERS FACE SACK

\textbf{feud}  long-lasting quarrel or dispute
     FAMILY FEUD EXPLODES INTO VIOLENCE: SIX HELD

\textbf{find}  something that is found
     BEACH FIND MAY BE BONES OF UNKNOWN DINOSAUR

\textbf{firm}  determined not to change
     PM FIRM ON TAX LEVELS

\textbf{flak}  heavy criticism
     GOVERNMENT FACES FLAK OVER VAT

\textbf{flare}  begin violently
     RIOTS FLARE IN ULSTER
foil  prevent somebody from succeeding

TWELVE-YEAR-OLD FOILS BANK RAIDERS

fraud  swindle, deceit

JAIL FOR TICKET FRAUD MEN

freeze  keep(ing) prices etc at their present level; block(ing) a bank account

MINISTER WANTS TWO-YEAR PAY FREEZE

DRUG PROFITS FROZEN

gag  censor(ship), prevent(ion) from speaking

AFRICAN PRESIDENT ACTS TO GAG PRESS

gaol  older British spelling for jail

gems  jewels

£2M GEMS STOLEN

go  resign; be lost, disappear

PM TO GO?

4,000 JOBS TO GO IN NORTH

go for  be sold for

PICASSO DRAWING GOES FOR £5M

go-ahead  approval

SCOTTISH ROAD PLAN GETS GO-AHEAD

grab  take violently

GERMANS GRAB SHARES IN BRITISH COMPANIES

grip  control; hold tightly

REBELS TIGHTEN GRIP ON SOUTH

COLD WAVE GRIPS COUNTRY

gun down  shoot

TERRORISTS GUN DOWN PRIEST

hail  welcome, praise

PM HAILS PEACE PLAN

halt  stop

CAR PLANT TO HALT PRODUCTION

haul  amount stolen in robbery, or seized by police or customs

TRAIN ROBBERY: BIG GOLD HAUL

RECORD DRUGS HAUL AT AIRPORT

head  lead; leader

PM TO HEAD TRADE MISSION

COMMONWEALTH HEADS TO MEET IN OTTAWA

head for  move towards

ECONOMY HEADING FOR DISASTER, EXPERTS WARN

hike  (US) rise in costs, prices etc

INTEREST HIKE WILL HIT BUSINESS

hit  affect badly

SNOWSTORMS HIT TRANSPORT

hit out at  attack (with words)

PM HITS OUT AT CRITICS

hitch  problem that causes delay

LAST-MINUTE HITCH DELAYS SATELLITE LAUNCH

hold  arrest; keep under arrest

POLICE HOLD TERROR SUSPECT

MAN HELD AFTER STATION BLAST
in (the) red  in debt; making a financial loss
  BRITISH STEEL IN RED
IRA  Irish Republican Army
  IRA LEADER MAKES STATEMENT
jail  prison
  JAIL FOR PEACE MARCHERS
jobless  unemployed (people)
  THREE MILLION JOBLESS BY APRIL?
key  important, vital
  KEY WITNESS VANISHES
landslide  victory by large majority in election
  LANDSLIDE FOR SCOTTISH NATIONALISTS
lash  criticise violently
  BISHOP LASHES TV SEX AND VIOLENCE
launch  send (satellite etc) into space; begin (campaign etc); put (new product) on market
  SPACE TELESCOPE LAUNCH DELAYED
  ENVIRONMENT MINISTER LAUNCHES CAMPAIGN FOR CLEANER BEACHES
  BRITISH FIRM LAUNCHES THROW-AWAY CHAIRS
lead  clue (in police enquiry)
  NEW LEAD IN PHONEBOX MURDER CASE
leak  unofficial publication of secret information
  PM FURIOUS OVER TAX PLAN LEAKS
leap  big increase
  LEAP IN IMPORTS
life  imprisonment ‘for life’
  LIFE FOR AXE MURDERER
link  connection, contact
  NEW TRADE LINKS WITH PERU
loom  threaten to happen
  VAT ON FOOD: NEW ROW LOOMS
Lords  the House of Lords (in Parliament)
  LORDS VOTE ON DOG REGISTRATION
mar  spoil
  CROWD VIOLENCE MARS CUP FINAL
mercy  intended to save lives
  DOCTOR IN MERCY DASH TO EVEREST
mission  delegation (official group sent to conference etc)
  SHOTS FIRED AT UN MISSION
mob  angry crowd; organised crime / Mafia (US)
  MOBS RAMPAGE THROUGH CITY STREETS
  MOB LEADERS HELD
move  step towards a particular result (often political)
  MOVE TO BOOST TRADE LINKS WITH JAPAN
MP  Member of Parliament
  MP DENIES DRUGS CHARGE
nail  force somebody to admit the truth
  MP NAILS MINISTER ON PIT CLOSURE PLANS
net  win, capture
  TWO SISTERS NET £3M IN POOLS WIN
odds  chances, probability
  JONES RE-ELECTED AGAINST THE ODDS
on  about, on the subject of, concerning
  NEW MOVE ON PENSIONS
opt (for)  choose
  WALES OPTS FOR INDEPENDENCE
oust  drive out, replace
  MODERATES OUsted IN UNION ELECTIONS
out to  intending to
  SCOTS NATIONALISTS OUT TO CAPTURE MASS VOTE
over  about, on the subject of, because of
  ROW OVER AID CUTS
pact  agreement
  DEFENCE PACT RUNS INTO TROUBLE
pay  wages
  TRANSPORT PAY TALKS BREAK DOWN
PC  police constable
  PC SHOT IN BANK RAID
peak  high point
  BANK LENDING HITS NEW PEAK
peer  lord; Member of the House of Lords
  PEERS REJECT GOVERNMENT WAGE-FREEZE PLAN
peg  hold (prices etc) at present level
  BANKS PEG INTEREST RATES
peril  danger
  FLOOD PERIL IN THAMES VALLEY
pit  coal mine
  THREAT OF MORE PIT CLOSURES
plant  factory
  STEEL PLANT Blaze
plea  call for help
  BIG RESPONSE TO PLEA FOR FLOOD AID
pledge  promise
  GOVERNMENT GIVES PLEDGE ON JOBLESS
PM  Prime Minister
  EGG THROWN AT PM
poli  election; public opinion survey
  TORIES AHEAD IN POLLS
pools  football pools: a form of gambling in which people guess the results of
  football matches
  SISTERS SHARE BIG POOLS WIN
premier  head of government
  GREEK PREMIER TO VISIT UK
press  the newspapers
  BID TO GAG PRESS OVER DEFENCE SPENDING
press (for) urge, encourage, ask for urgently
  MINISTER PRESSURED TO ACT ON HOUSING
  OPPOSITION PRESS FOR ENQUIRY ON AIR CRASHES
probe investigation; investigate
  CALL FOR STUDENT DRUGS PROBE
  POLICE PROBE RACING SCANDAL
pull out withdraw; pull-out withdrawal
  US PULLS OUT OF ARMS TALKS
  CHURCH CALLS FOR BRITISH PULL-OUT FROM ULSTER
push (for) ask for, encourage
  SCHOOLS PUSH FOR MORE CASH
quake earthquake
  HOUSES DAMAGED IN WELSH QUAKE
quit resign, leave
  CHURCH LEADER QUITS
  MINISTER TO QUIT GOVERNMENT
quiz question (verb)
  POLICE QUIZ MILLIONAIRE SUPERMARKET BOSS
raid enter and search; attack (noun and verb), rob, robbery
  POLICE RAID DUCHESS'S FLAT
  BIG GEMS RAID
rampage riot
  FOOTBALL FANS RAMPAGE THROUGH SEASIDE TOWNS
rap criticise
  DOCTORS RAP NEW MINISTRY PLANS
record bigger than ever before
  RECORD LOSS BY INSURANCE FIRM
riddle mystery
  MISSING ENVOY RIDDLE: WOMAN HELD
rift division, disagreement
  LABOUR RIFT OVER DEFENCE POLICY
rock shock, shake
  BANK SEX SCANDAL ROCKS CITY
  IRELAND ROCKED BY QUAKE
row noisy disagreement, quarrel
  NEW ROW OVER PENSION CUTS
rule out reject the possibility of
  PM RULES OUT AUTUMN ELECTION
sack dismiss(al) from job
  STRIKING POSTMEN FACE SACK
saga long-running news story
  NEW REVELATIONS IN BANK SEX SAGA
scare public alarm, alarming rumour
  TYPHOID SCARE IN SOUTHWEST
scrap throw out (as useless)
  GOVERNMENT SCRAPS NEW ROAD PLANS
seek look for
  POLICE SEEK WITNESS TO KILLING
**seize**

*take (especially in police and customs searches)*

POLICE **SEIZE** ARMS AFTER CAR CHASE

£3M DRUGS **SEIZED** AT AIRPORT

**set to**

*ready to; about to*

**INTEREST RATES SET TO RISE**

**shed**

*get rid of*

BRITISH RAIL TO **SHED** 5,000 JOBS

**slam**

*criticise violently*

BISHOP **SLAMS** DEFENCE POLICY

**slash**

*cut, reduce drastically*

GOVERNMENT TO **SLASH** HEALTH EXPENDITURE

**slate**

*criticise*

PM **SLATES** BISHOP

**slay**

*(US) murder*

**FREEWAY KILLER SLAYS SIX**

**slump**

*fall (economic)*

EXPORTS **SLUMP**

CITY FEARS NEW **SLUMP**

**snatch**

*rob, robbery*

**BIG WAGES SNATCH IN WEST END**

**soar**

*rise dramatically*

**IMPORTS SOAR FOR THIRD MONTH**

**spark**

*cause to start*

REFEREE’S DECISION **SPARKS** RIOT

**split**

*disagree(ment)*

CABINET **SPLIT** ON PRICES POLICY

**spree**

*wild spending expedition*

**BUS DRIVER SPENDS £30,000 IN THREE-DAY CREDIT CARD SPREE**

**stake**

*financial interest*

**JAPANESE BUY STAKE IN BRITISH AIRWAYS**

**storm**

*angry public disagreement*

**STORM OVER NEW STRIKE LAW**

**storm out of**

*leave angrily*

**TEACHERS’ LEADERS STORM OUT OF MEETING**

**stun**

*surprise, shock*

**JOBLESS FIGURES STUN CITY**

**surge**

*sudden increase; rise suddenly*

**SURGE IN JOBLESS FIGURES**

**swap**

*exchange*

**HEART SWAP BOY BETTER**

**sway**

*persuade*

**HOSPITAL PROTEST SWAYS MINISTERS**

**switch**

*to change; a change*

**DEFENCE POLICY SWITCH**

**swoop**

*to raid; a police raid*

**POLICE IN DAWN SWOOP ON DRUGS GANG**

**threat**

*danger*

**TEACHERS’ STRIKE THREAT**

**toll**

*number killed*

**QUAKE TOLL MAY BE 5,000**
top (adj) senior, most important
TOP BANKER KIDNAPPED
top (verb) exceed
IMPORTS TOP LAST YEAR’S FIGURES
Tory Conservative
VICTORY FOR TORY MODERATES
trio three people
JAILBREAK TRIO RECAPTURED	
troops soldiers
MORE TROOPS FOR BORDER AREA

UK The United Kingdom (of Great Britain and Northern Ireland)
EC CRITICISES UK JAIL CONDITIONS
Ulster Northern Ireland
PM IN SECRET TRIP TO ULSTER
UN The United Nations
UN IN RED: CANNOT BALANCE BUDGET
urge encourage
GOVERNMENT URGED TO ACT ON POLLUTION
US The United States of America
US URGED TO PULL OUT OF ARMS DEAL

VAT value added tax
NEXT, VAT ON BABYFOOD?
vow promise
EXILED PRESIDENT VOWS TO RETURN

walk out leave in protest
CAR WORKERS WALK OUT OVER WAGE FREEZE
wed marry
BISHOP TO WED ACTRESS

367 next and the next

1 next

Next week, next month etc is the week or month just after this one. If I am speaking in July, next month is August; if I am speaking in the year 2006, next year is 2007.

Goodbye – see you next week. (NOT ... see you the next week.)
I’m spending next Christmas with my family.

(NOT ... I’m spending the next Christmas ...)

Next year will be difficult. (the year starting next January)
Prepositions are not generally used before these time expressions.

2 next Sunday etc

When next is used with the names of days or months, it is not always clear exactly what is meant.

‘See you next Sunday.’ ‘Do you mean this coming Sunday or the one after?’
The closer the day/month referred to, the more likely people are to understand next as meaning 'the one in next week/year'; the further away it
is, the more likely they are to interpret next as meaning ‘the one in this week/year’; the dividing line (where confusion is greatest) is probably somewhere about three days/months before the time referred to. But not everybody uses next in exactly the same way in this situation. To avoid misunderstanding, one can say for example (1) on Sunday, this Sunday, the/this Sunday coming, the/this coming Sunday or (on) Sunday this week, and (2) on Sunday week, a week on Sunday or (on) Sunday next week.

3 the next

One meaning of the next is ‘counting forward from this moment’. The next week, the next month etc can mean the period of seven days, thirty days etc starting at the moment of speaking. On July 15th, 1992, the next month is the period from July 15th to August 15th; the next year is the period from July 1992 to July 1993.

I’m going to be very busy for the next week.
(= the seven days starting today)

The next year will be difficult. (= the twelve months starting now)
Note the word order in the next six weeks etc. When there is no number we generally say the next few days, not the next days.

I’ll be at college for the next three years. (NOT the three next years.)

The next few days are going to be wet.
(= The next days are going to be wet)

For other uses of the next, and the difference between the next and the nearest, see 356
For last and the last, see 307

368 no and none

1 the difference

We use no (= ‘not a’, ‘not any’) immediately before a singular or plural noun.

No aeroplane is 100% safe.
We’ve got no plans for the summer.
There is no time to talk about it now.

Before a determiner (e.g. the, my, this) we use none of. We also use none of before a pronoun.

None of the keys would open the door.
None of my brothers remembered my birthday.
None of this cheese is any good.
None of it is worth keeping.

None of us speaks French.

When we use none of with a plural noun or pronoun, the verb can be singular (more formal) or plural (more informal).

None of my friends is interested. (formal)
None of my friends are interested. (informal)

2 none without a noun

We can use none alone, without a noun, if the meaning is clear from what comes before.

‘How many of the books have you read?’ ‘None.’
3 not used to talk about two

We use neither of, not none of, to talk about two people or things.

_Neither of my parents could be there._ (NOT _None of my parents_. . .)

For the difference between no/none and not a/any, see 369.
For no and not, see 375.
For none and no one, see 373.
For no as a modifying adverb (e.g. no better), see 56.
For more information about neither, see 363.

369 no/none and not a/any

1 emphatic

No can be used instead of not a or not any when we want to emphasise the negative idea.

_Would you believe it? There's no wardrobe in the bedroom!_  
(More emphatic than . . . _There isn't a wardrobe_. . .)

_Sorry I can't stop. I've got no time._  
(More emphatic than . . . _I haven't got any time_.)

_There were no letters for you this morning, I'm afraid._  
(More emphatic than _There weren't any letters_. . .)

_None of can be used instead of not any of._

_She's done none of the work I told her to do._

(More emphatic than _She hasn't done any_. . .)

After no, countable nouns are usually plural unless the sense makes a singular noun necessary. Compare:

_He's got no children._ (More natural than _He's got no child_.)  
_He's got no wife._ (More normal than _He's got no wives_.)

We prefer not a/any in objects and complements when the sense is not emphatic. Compare:

_He's no fool._ (= _He's not a fool at all_. – emphatic negative)  
_A spider is not an insect._  
(NOT _A spider is no insect_ – the sense is not emphatic.)

2 subjects

_Not any cannot normally be used with subjects. No and none of are used instead._

_No brand of cigarette is completely harmless._ (NOT _Not any brand_. . .)  
_No tourists ever came to our village._ (NOT _Not any tourists_. . .)

_None of my friends lives near me._ (NOT _Not any of my friends_. . .)

3 nobody etc

_Nobody, nothing, no one and nowhere are used in similar ways to no._

_I saw nobody._ (More emphatic than _I didn't see anybody_.)

_No body spoke._ (NOT _Not anybody spoke_.)

For the difference between no and none, see 368.
For more about the difference between no and not, see 375.
For more about no one, see 373.
For more about any, see 54.
370  no doubt

No doubt is often used to mean ‘probably’ or ‘I suppose’.

No doubt it’ll rain soon.
You’re tired, no doubt. I’ll make you a cup of tea.

No doubt is not used alone to say that something is certain. Possible expressions are there is no doubt that (formal), without any doubt (formal), certainly, definitely.

There is no doubt that the world is getting warmer.

(Not No doubt the world is getting warmer.)

Cycling is certainly healthier than driving.

(Not No doubt cycling is healthier than driving.)

Note that doubtless is similar to no doubt (but more formal), while undoubtedly is similar to there is no doubt that.

For structures with the verb doubt, see 167.

371  no matter

1  conjunction

No matter can be used with who, whose, what, which, where, when and how. These expressions are conjunctions, used to join clauses together. The meaning is similar to ‘it doesn’t matter who/what/etc’.

I’ll love you no matter what you do.
No matter where you go, I’ll follow you.

Note the use of a present tense with a future meaning after no matter (see 556).

No matter who telephones, say I’m out.
No matter where you go, you’ll find Coca-Cola.
You’ll be welcome no matter when you come.

2  no matter who etc and whoever etc

The conjunctions no matter who/what etc are used rather like whoever, whatever etc (see 596). Compare:

— No matter what you say, I won’t believe you.
Whatever you say, I won’t believe you.

— Phone me when you arrive, no matter how late it is.
Phone me when you arrive, however late it is.

However, clauses with whoever, whatever and whichever can be used as the subjects or objects of other clauses. Clauses with no matter who/what/which cannot be used in this way.

I’ll believe whatever you say.

(But not I’ll believe no matter what you say.)

3  use without a verb

Sometimes no matter who/what etc can be used at the end of a clause, without a following verb.

I’ll always love you, no matter what. (= … no matter what happens.)
4 **no matter and it doesn’t matter**

*It doesn’t matter* is not a conjunction, and can be used to introduce a sentence that has only one clause. *No matter* cannot be used in this way.

*It doesn’t matter what you think.* (but not *No matter what you think.*)

Note that the verb matter is not used in progressive forms (see 451).

*Your opinions don’t matter.* (not *Your opinions aren’t mattering.*)

For more about the use of preparatory *it* (as in *It doesn’t matter what...*), see 301–302.

372 **no more, not any more, no longer, not any longer**

We use *no more* with nouns, to talk about quantity or degree – to say how much.

*There’s no more bread.*   *She’s no more a great singer than I am.*

We do not use *no more* in standard modern English as an adverb to express the idea of actions and situations stopping. Instead, we use *no longer* (usually before the verb), *not... any longer or not... any more* (informal).

*I no longer support the Conservative party.* (not *I no more support...*)

*This can’t go on any longer.*   *Annie doesn’t live here any more.*

*Anymore* may be written as one word, especially in American English.

*She felt that he did not love her anymore.*

373 **no one and none**

1 **no one**

*No one* (also written *no-one* in British English) means the same as *nobody*. It cannot be followed by of.

*No one wished me a happy birthday.* (not *No one of my friends...*)

*I stayed in all evening waiting, but no one came.*

2 **none**

To express the idea ‘not a single one (of)’, we can use *none (of)*, *not any (of)* or *not one (of)* (more emphatic). *No one* is not used in this way.

*None of my friends wished me a happy birthday.*

*I haven’t read any of his books.*

*Not one of my shirts is clean.* (not *No one of my shirts...*)

*‘Have you found any blackberries?’ ‘Not one.’*

For more about *none*, see 368.

374 **non-assertive words**

1 **What are assertive and non-assertive words?**

There are some words that are used mainly in affirmative sentences. Examples are *some* (and *somebody, someone, something and somewhere*), *once, sometimes* and *already*. These are called ‘assertive’, because they
are mainly used when we assert – that is, when we say that something is true. In questions and negatives we more often use other words like any, anybody etc, ever and yet. These are not generally used when we assert things, and are called ‘non-assertive’. Compare:

- Somebody telephoned. (assertive)
  Did anybody telephone? (non-assertive)
- I’ve bought you something. (assertive)
  I haven’t bought you anything. (non-assertive)
- I met the Prime Minister once. (assertive)
  Have you ever met the Prime Minister? (non-assertive)
- I sometimes go to the theatre. (assertive)
  Do you ever go to the theatre? (non-assertive)
- She’s already here. (assertive)
  Is she here yet? (non-assertive)

2 Where are they used?
Non-assertive words are used in questions and negative sentences, in if-clauses, in comparisons, and together with adverbs, verbs, prepositions, adjectives and determiners that have a negative kind of meaning.

  Let me know if you have any trouble.
  I wonder if she found anything.
  She writes better than anybody I know.
  He seldom says anything.
  I’ve hardly been anywhere since Christmas.
  He denied that he had ever seen her.
  Please forget that I ever told you anything about it.
  I’d rather do it without anybody’s help.
  It’s difficult to understand anything he says.
  Few people have ever seen her laugh.

3 assertive words in questions etc
Assertive words can be used in questions, if-clauses etc in order to give a more positive feeling to a sentence.

  Did you say something? (Suggests ‘I think you said something’.)
  Would you like some more chips? (Invitation to have some more)
  If you’ve already finished, let’s go. (The person seems to have finished.)

For information about particular non-assertive words, see the entries for the words in question.
For assertive uses of any, see 54

375 not and no
To make a word, expression or clause negative, we use not.

  Not surprisingly, we missed the train. (not – No surprisingly …)
  The students went on strike, but not the teachers.
  (not … but no the teachers.)
  I can see you tomorrow, but not on Thursday.
  I have not received his answer.
We can use *no* with a noun or *-ing* form to mean ‘not any’, or ‘not a/an’.

**No teachers** went on strike. (= *There weren’t any* teachers on strike.)
I’ve got **no** Thursdays free this term. (= *I haven’t got any* Thursdays . . .)
I telephoned, but there was **no answer**. (= *There wasn’t an* answer.)

**NO SMOKING**
Sometimes sentences constructed with *verb + not* and *no + noun* have similar meanings. The structure with *no* is usually more emphatic.

*There wasn’t an* answer.  (?*There was no* answer.)

For *no . . . ing*, see 292.3.
For more information about *no*, see 368.

376 **not only**

In the rather formal structure *not only . . . but also*, *not only* and *but also* can go immediately before the words or expressions that they modify.

*We go there* **not only** in winter, **but also** in summer.

**Not only** the bathroom was flooded, **but also** the rest of the house.

**The place was not only** cold, **but also** damp.

Mid-position with the verb (see 15) is also possible. In this case, *not only* is generally used without *do*.

*She not only sings* like an angel, but **also** dances divinely.

*She not only plays* the piano, but **also** the violin.

*Not only* can be moved to the beginning of a clause for emphasis. It is then followed by *auxiliary verb + subject*; *do* is used if there is no other auxiliary (for more about this word order, see 298). *But* can be left out in this case.

**Not only has she been** late three times; **she has also done no work.**

**Not only do they need** clothing, but they are also short of water.

Note that in informal English *not only . . . but also* is not very common; other structures are generally preferred.

*We don’t only go there in winter. We go in summer too.*

377 **noun complementation**

Many nouns, especially abstract nouns, can be followed by ‘complements’ – other words and expressions that ‘complete’ their meaning. These complements can be prepositional phrases, infinitive expressions or clauses (with or without prepositions).

*Alan’s criticism of the plan* made him very unpopular.
*I hate the thought of leaving you.*
*Does she understand the need to keep everything secret?*
*I admire your belief that you are always right.*
*There’s still the question of whether we’re going to pay her.*

Many nouns can be followed by more than one kind of complement.

*He didn’t give any reason for the changes.*
*You’ve no reason to get angry.*
*The main reason why I don’t believe her is this.*

Not all nouns can be followed by all kinds of complement.

– *the idea of marriage*
– *the idea that I might get married*
– *but not the idea to get married*
-- freedom to choose
freedom of choice
BUT NOT freedom of choosing

Note that a related noun and verb may have different kinds of complement.

I have no intention of resigning.
I do not intend to resign.

To find out what complement structures are possible with a particular noun, it is necessary to consult a good dictionary.

For complementation in general, see 140.
For more information about -ing forms after nouns, see 294.
For infinitives after nouns, see 286.
For should in clauses after nouns, see 497.
For subjunctives in clauses after nouns, see 541.
For the prepositions that are used after some common nouns, see 437.
For prepositions before clauses, see 441.
For structures with preparatory it (e.g. It's a pity that we can't see him), see 301–302.

378 noun modifiers

It is common in English to use nouns in a similar way to adjectives, to modify other nouns. Noun modifiers are especially common in attributive position (before other nouns); for details of this structure, see 379.

We need some new garden chairs.
That shoe shop's closed down.
He's a Birmingham man.

Some nouns can also be used as modifiers in predicative position (after be and sometimes after other copular verbs). This happens especially with nouns which refer to material or origin.

It's not leather, you know; it's plastic.
He doesn't sound Birmingham; I think he's Liverpool.

Noun modifiers can be modified themselves.

That sports shoe shop's closed down.
It's not real leather, you know.
My family were all working class.

379 nouns in groups (1): introduction and general rules

1 three structures

There are three main ways in which we can put nouns together so that one modifies another.

a noun + noun

a bicycle factory  a war film  the table leg  coffee beans

b noun + 's + noun

my sister's car  a bird's nest  cow's milk
the prisoner's complaint
c noun + preposition + noun

*the top of the page*  
*a man from Birmingham*

*a feeling of disappointment*  
*a book on modern music*

2 choice of structures

A particular idea is normally expressed in only one of these ways, though sometimes there are two possibilities.

*a table leg (not a table’s leg or a leg of a table)*

cow’s milk (not cow milk or milk of a cow)

*the top of the page (not the page’s top)*

*the earth’s gravity or the gravity of the earth (not the earth gravity)*

*a Birmingham man or a man from Birmingham (not a Birmingham’s man)*

Unfortunately the exact differences between the three structures are complicated and difficult to analyse – this is one of the most difficult areas of English grammar. The following paragraphs give general information about these structures; sections 380–382 give more details and some information about the differences. Note that the ‘rules’ given in these sections only describe tendencies, and there are quite a number of exceptions. In order to be certain which structure is used to express a particular idea, it is necessary to consult a good dictionary.

3 noun + noun

In the noun + noun structure, the first noun modifies or describes the second, a little like an adjective.

*a horse race (a kind of race)*  
*milk chocolate (a kind of chocolate)*

*a race horse (a kind of horse)*  
*chocolate milk (a kind of milk)*

*a book case (a kind of case)*  
*mineral water (a kind of water)*

Noun + noun expressions can often be changed into structures where the second noun becomes a subject and the first an object.

*an oil well (= a well that produces oil)*

*a sheepdog (= a dog that looks after sheep)*

*a Birmingham man (= a man who comes from Birmingham)*

*the airport bus (= the bus that goes to the airport)*

Note that the first noun is usually singular in form, even if it has a plural meaning. (For exceptions, see 508.)

*a shoe shop (= a shop that sells shoes)*  
*a horse race (= a race for horses)*

*a toothbrush (= a brush for teeth)*  
*trouser pockets (= pockets in trousers)*

*a ticket office (= an office that sells tickets)*

Articles belonging to the first (modifying) noun are dropped in noun + noun combinations. Compare:

*Officers in the army are well paid.*

*Army officers are well paid. (not *The army officers are well paid.)*

More than two nouns can be put together. A group of two nouns can modify a third noun, these can modify a fourth, and so on.

*oil production costs  road accident research centre*

This kind of structure is very common in newspaper headlines (see 366) because it saves space.
4 noun + 's + noun

In the noun + 's + noun structure, too, the first noun modifies or describes the second.

*my mother's car* (a particular car)  *a child's bicycle* (a kind of bicycle)

These expressions often correspond to structures in which the first noun is a subject and the second is a verb or object (the opposite of the noun + noun structure).

*my mother's car* (my mother has a car)
*the committee's report* (the committee made a report)
*a child's bicycle* (a child rides this kind of bicycle)
*goat's milk* (goats give this kind of milk)
*the train's arrival* (the train arrived)

For more information about the grammar of possessive 's structures, see 432.

5 noun + preposition + noun

Sometimes the noun + noun or the noun + 's + noun structure is not possible, and it is necessary to use a structure with of or another preposition.

*a feeling of disappointment* (NOT *a disappointment's feeling*)
*letters from home* (NOT *home's letters*)

6 pronunciation

Most noun + noun combinations have the main stress on the first noun.

*a bicycle factory  'coffee beans  a fruit drink  'ski boots*

However, there are quite a number of exceptions.

*a garden chair  a fruit pie*

The difference between noun modifiers and adjectival modifiers is sometimes shown by stress. Compare:

*a French teacher* (noun modifier: *a person who teaches French*)
*a French teacher* (adjective modifier: *a teacher who is French*)

Noun + 's + noun combinations have the main stress on the first noun mostly in classifying expressions (see 380), which name a certain kind of thing. Compare:

- *a doll's house* (a kind of house)
  *my brother's house* (not a kind of house)
- *'goat's milk* (a kind of milk)
  *the goat's tail* (not a kind of tail)

Here, too, there are exceptions.

*a child's bicycle* (a kind of bicycle)

To be sure of the stress on a particular combination, it is necessary to check in a good dictionary.

For the stressing of road and street names, see 485.

7 spelling

Some short, common noun + noun combinations are generally written together like single words.

*bathroom  lampshade  seaside  but not railway station*

Others may be written with a hyphen (e.g. girl-friend) or separately (e.g. furniture shop). In many cases usage varies, and some combinations can be
found written in all three ways (e.g. skiboots, ski-boots or ski boots; headmaster, head-master or head master). Hyphens are becoming less common in modern English, and (except with very common short combinations like bathroom) it is usually acceptable to write the two words separately. For information about the spelling of particular combinations, see a good dictionary.

380 nouns in groups (2): classifying expressions

1 noun + noun

The noun + noun structure is mostly used to make ‘classifying’ expressions, which name a particular kind of thing.

- a sheep dog (a particular kind of dog)
- mountain plants (a special group of plants)
- mineral water (a sort of water)

We use the noun + noun structure especially to talk about things that belong to common well-known classes (so that the two nouns really describe a single idea). In other cases we prefer a preposition structure. Compare:

- the postman, the milkman, the insurance man (all well-known kinds of people who may call regularly at a British home)
- a man from the health department (not a regular kind of visitor)

More examples:
- He was reading a history book. (a common class of book)
  He was reading a book about the moon. (not a moon book)
- She was sitting at a corner table in the restaurant.
  (Restaurants often have corner tables.)

  Who’s the girl in the corner? (not Who’s the corner girl?)
- What does that road sign say?
  She was showing signs of tiredness. (not ... tiredness signs.)

2 noun + ’s + noun

The ’s structure is also used with a classifying meaning in certain expressions. These expressions usually refer to something that is used by or produced by or from a person or animal; the first noun refers to the person or animal. Generally, either both nouns are singular or both are plural.

- a child’s toy, children’s clothes, a man’s sweater
- a pair of women’s jeans, cow’s milk, birds’ nests

  but a women’s magazine

See 382.3–4 for more details.

381 nouns in groups (3): the ’s structure and the of structure

1 meanings of the ’s structure

We can use the possessive ’s to talk about several different sorts of ideas: for example possession, relationship, physical features and characteristics, non-physical qualities and measurement. The ’s structure often corresponds
to a sentence in which the first noun becomes the subject of have or some other verb.

That's my father's house. (My father has that house.)
Mary's brother is a lawyer. (Mary has a brother who is a lawyer.)
Pete's eyes are like yours. (Pete has eyes like yours.)
the plan's importance (the importance that the plan has)
I didn't believe the girl's story. (The girl told a story.)
Have you read John's letter? (John wrote a letter.)
the government's decision (The Government made a decision.)
the train's arrival (The train arrived.)

In some cases, the first noun may correspond to the object of a verb.

the prisoner's release (Somebody released the prisoner.)

2 possessive 's and of

We express these ideas with the possessive 's structure most often when the first noun refers to a person or animal, or to a country, organisation or other group of living creatures, especially if the relationship between the two nouns could be expressed with have.

my father's name (NOT the name of my father)
Ann's back (NOT the back of Ann)
a bird's nest (NOT a nest of a bird)

America's gold reserves

In other cases, we more often use a structure with of.

the name of the street (NOT the street's name)
the back of the room (NOT the room's back)

Sometimes both structures are possible.

the earth's gravity or the gravity of the earth
the Queen's arrival or the arrival of the Queen
the plan's importance or the importance of the plan
Algeria's history or the history of Algeria

the concerto's final movement or the final movement of the concerto

In place names like Cologne Cathedral or Birmingham Airport, the noun + noun structure is normal. (For the in place names, see 69.18.)

For the use of the 's structure in expressions of time, see 382 8
For details of the grammar of the possessive 's structure, see 432

382 nouns in groups (4): special cases

1 parts

We use the 's structure to talk about parts of people's and animals' bodies.

a man's leg  an elephant's trunk  a sheep's heart

But to talk about parts of non-living things, we usually use the noun + noun structure or the of structure.

a table leg (NOT a table's leg)
the car door (NOT the car's door)
the roof of a house
With words like top, bottom, front, back, side, edge, inside, outside, beginning, middle, end, part, we usually prefer the of structure.

the top of the page (NOT the page top)
the back of the bus (NOT the bus back)
the bottom of the glass (NOT the glass bottom)
the end of the film

There are a number of common exceptions – for example the water's edge, the seaside, the roadside, a mountain top.

2 units, selections and collections

We also prefer the of structure with words that refer to units, selections and collections, like piece, slice, lump (of sugar), bunch (of flowers), blade (of grass), pack (of cards), herd, flock, group and so on.

a piece of paper (NOT a paper piece)
a bunch of flowers (NOT a flower bunch)

3 'used by'

The 's structure can refer to something that is used by a person or animal: the first noun refers to the user.

children's clothes   women's magazines   a bird's nest

There are some exceptions.

baby clothes   a birdbath

British and American usage sometimes differ. Compare:

a baby's bottle (GB)   a doll's house (GB)   a baby's pram (GB)
a baby bottle (US)   a doll house (US)   a baby carriage (US)

4 'produced by/from'

The 's structure is often used for products from living animals.

cow's milk   lamb's wool   sheep's wool
a bird's egg   a hen's egg

b ut camel hair, horsehair

When the animal is killed to provide something, we usually use noun + noun.

calf skin   chamois leather   fox fur
chicken soup   a lamb chop   tortoise shell

5 containers

The noun + noun structure is used for particular kinds of container.

a matchbox   a paint tin   a coffee cup

But we use the of structure to talk about a container together with its contents.

a box of matches   a tin of paint   a cup of coffee

6 'made of'

The noun + noun structure is normally used to say what things are made of.

a silk dress   a stone bridge   an iron rod   a gold ring

In older English, the of structure was more common in this case (e.g. a dress of silk, a bridge of stone), and it is still used in some metaphorical expressions.
He rules his family with a rod of iron.
The flowers were like a carpet of gold.
A few pairs of nouns and adjectives (e.g. gold, golden) are used as modifiers with different meanings. Generally the noun simply names the material something is made of, while the adjective has a more metaphorical meaning.

- a gold watch – golden memories
- silk stockings – silken skin
- a lead pipe – a leaden sky (grey and depressing)
- a stone roof – a stony silence

But wooden and woollen just mean 'made of wood/wool'.

7 measurement

The noun + noun structure is used in measurements, with a number before the first noun. The number is usually joined to the first noun by a hyphen (-). Note that the first noun is normally singular in form in these cases.

- a five-litre can – a ten-pound note
- (NOT – a five-litres can, a ten-pounds note)
- a six-pound chicken – a three-mile walk – a five-day course
- a two-person tent – ten two-hour lessons

The number one is often left out.

- a pint mug

In fractions, the plural -s is not dropped.

- a two-thirds share (NOT – a two-third share)

Note the use of the 's structure before worth.

- a pound's worth of walnuts
- three dollars' worth of popcorn

8 measurement of time

The 's structure (or the plural with 's) is often used to say how long things last.

- a day's journey – three hours' journey – twenty minutes' delay

The second noun’s article is sometimes included, and the apostrophe (’) is sometimes dropped, but this is not generally considered correct.

- a three hours(’) journey (= a journey of three hours)

Noun + noun structures are also possible.

- a three-hour journey – a twenty-minute delay

9 other expressions of time

We use the noun + noun structure for the names of things that happen or appear regularly.

- the evening news – a Sunday paper

But we prefer the ‘s structure to talk about particular moments and events.

- yesterday's news – last Sunday's match
383 now (that)

Now (that) can be used as a conjunction. In an informal style, that is often dropped (see 560).

Now that Andrew is married, he has become much more responsible.
Now the exams are over I can enjoy myself.

For now as a discourse marker used to structure talk, see 159.8.
For the use of once as a conjunction, see 390.
For conjunctions in general, see 142–143.

384 nowadays

Nowadays is an adverb meaning ‘these days’, ‘at the present time’.

People seem to be very depressed nowadays.
Nowadays we think nothing of space travel.
Nowadays cannot be used as an adjective or possessive.
I don’t like modern fashions. (Not I don’t like the nowadays fashions.)

385 numbers

1 fractions and decimals

We say simple fractions like this:

\[ \frac{1}{8} \text{ one eighth} \]
\[ \frac{3}{7} \text{ three sevenths} \]
\[ \frac{2}{5} \text{ two fifths} \]
\[ \frac{11}{16} \text{ eleven sixteenths} \]
\[ \frac{3}{4} \text{ hour three quarters of an hour} \]
\[ \frac{7}{10} \text{ mile seven tenths of a mile} \]

More complex fractions can be expressed by using the word over.

\[ \frac{317}{509} \text{ three hundred and seventeen over five hundred and nine} \]

We write and say decimals like this:

0.375 nought point three seven five (US zero point three . . .)

(Not 0.375—nought comma three seven five)

(Not —nought point three hundred and seventy-five)

4.7 four point seven

2 singular and plural with fractions and decimals

With fractions below 1, we normally use of a + singular noun. The same structure is common with decimals below 1.

three quarters of a ton

0.1625 cm nought point one six two five of a centimetre

However, decimals below 1 can also be followed directly by a plural noun.

nought point one six two five centimetres

Fractions and decimals over 1 are normally followed directly by a plural noun.

one and a half hours (Not —one and a half hour)

1.3 millimetres (Not —1.3 millimetre)

Note also the structure a . . . and a half.
I’ve been waiting for an hour and a half.
Singular verbs are normally used after fractions and other expressions referring to amounts (for more details, see 504).

*Three quarters of a ton is too much.* (not *Three quarters of a ton are...*)

3.6 kilometres is about 2 miles.

3 **nought, zero, nil etc**

The figure 0 is usually called *nought* in British English, and *zero* in American English. When we say numbers one figure at a time, 0 is often called *oh* (like the letter O).

*My account number is four one three oh six.*

In measurements of temperature, 0 is called *zero* in both British and American English. *Zero* is followed by a plural noun.

*Zero degrees Celsius is thirty-two degrees Fahrenheit.*

Zero scores in team games are called *nil* (American *zero* or *nothing*). In tennis and similar games, the word *love* is used (originally from French *l'oie*, meaning 'the egg' – the figure 0 is egg-shaped).

*And the score at half-time is: Scotland three, England nil.*

*Forty-love; Andrews to serve.*

4 **telephone numbers**

We say each figure separately, pausing after groups of three or four (not two). When the same figure comes twice, British people usually say *double*.

307 4922  three oh seven, four nine **double** two

(US three zero seven, four nine **two** two)

5 **Roman numbers**

Roman numbers (*I, II, III, IV* etc) are not common in modern English, but they are still used in a few cases – for example the names of kings and queens, page numbers in the introductions to some books, the numbers of paragraphs in some documents, the numbers of questions in some examinations, the figures on some clock faces, and occasionally the names of centuries.

*It was built in the time of Henry V.*

*For details, see Introduction page ix.*

*Do question (vi) or question (vii), but not both.*

*a fine XVIII Century English walnut chest of drawers*  

The Roman numbers normally used are as follows:

<table>
<thead>
<tr>
<th>1</th>
<th>I</th>
<th>10</th>
<th>X</th>
<th>40</th>
<th>XL</th>
<th>xL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>II</td>
<td>11</td>
<td>XI</td>
<td>45</td>
<td>XLV</td>
<td>xlv</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>12</td>
<td>XII</td>
<td>50</td>
<td>L</td>
<td>l</td>
</tr>
<tr>
<td>4</td>
<td>IV</td>
<td>13</td>
<td>XIII</td>
<td>50</td>
<td>LX</td>
<td>lx</td>
</tr>
<tr>
<td>5</td>
<td>V</td>
<td>14</td>
<td>XIV</td>
<td>90</td>
<td>XC</td>
<td>xc</td>
</tr>
<tr>
<td>6</td>
<td>VI</td>
<td>15</td>
<td>XIX</td>
<td>100</td>
<td>C</td>
<td>c</td>
</tr>
<tr>
<td>7</td>
<td>VII</td>
<td>16</td>
<td>XX</td>
<td>500</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>VIII</td>
<td>17</td>
<td>XXX</td>
<td>1000</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>IX</td>
<td>30</td>
<td>XXX</td>
<td>1995</td>
<td>MCMXCV</td>
<td></td>
</tr>
</tbody>
</table>
6 cardinal and ordinal numbers: books, chapters etc; kings and queens

After a noun we usually use a cardinal number instead of an ordinal number. This structure is common in titles. Compare:

- the fourth book – Book Four
- the third act – Act Three
- Mozart’s thirty-ninth symphony – Symphony No. 39, by Mozart
- the third day of the course – Timetable for Day Three

However, the names of kings and queens are said with ordinal numbers.

- Henry VIII: Henry the Eighth (NOT Henry Eight)
- Louis XIV: Louis the Fourteenth
- Elizabeth II: Elizabeth the Second

7 centuries

Note how the names of centuries relate to the years in them. The period from 1701 – 1800 is called the 18th century (not the 17th); 1801 – 1900 is the 19th century, etc.

8 floors

The ground floor of a British house is the first floor of an American house; the British first floor is the American second floor, etc.

9 and; punctuation

In British English we always use and before the tens in a number.
In American English, and can be dropped.

- 310 three hundred and ten (US also three hundred ten)
- 5,642 five thousand, six hundred and forty-two

In measurements containing two different units, and is possible before the smaller, but is usually left out.

- two hours (and) ten minutes
- two metres (and) thirty centimetres

In writing we generally use commas (,) to divide large numbers into groups of three figures, by separating off the thousands and the millions. Full stops (.) are not used in this way.

- 3,127 (NOT 3.127) 5,466,243

We do not always use commas in four-figure numbers, and they are not used in dates.

- 4,126 or 4126
- the year 1648

Spaces are also possible in British English.

*There are 1,000 (or 1000) millimetres in a metre.*

10 a and one

We can say a hundred or one hundred, a thousand or one thousand, a million or one million. One is more formal.

*I want to live for a hundred years. (NOT . . . for hundred years.)*
*Pay Mr J Baron one thousand pounds. (on a cheque)*
A can only be used at the beginning of a number. Compare:

\[
\begin{align*}
\text{a}/\text{one hundred} \\
\text{three thousand one hundred} \\
(\text{NOT three thousand a hundred})
\end{align*}
\]

A thousand can be used alone, and before and, but not usually before a number of hundreds. Compare:

\[
\begin{align*}
\text{a}/\text{one thousand} \\
\text{a}/\text{one thousand and forty-nine} \\
\text{one thousand, six hundred and two} \\
(\text{More natural than a thousand, six hundred and two.})
\end{align*}
\]

We can use a or one with measurement words. The rules are similar.

\[
\begin{align*}
\text{a}/\text{one kilometre} \text{ (but one kilometre, six hundred metres)} \\
\text{an}/\text{one hour and seventeen minutes} \text{ (but one hour, seventeen minutes)} \\
\text{a}/\text{one pound} \text{ (but one pound twenty-five)}
\end{align*}
\]

11 numbers with determiners

Numbers can be used after determiners. Before determiners, a structure with of is necessary.

- You’re my one hope.
- One of my friends gave me this. (NOT -One my friend…)

12 eleven hundred etc

In an informal style we often use eleven hundred, twelve hundred etc instead of one thousand, one hundred etc. This is most common with round numbers between 1,100 and 1,900.

- We only got fifteen hundred pounds for the car.

This form is used in historical dates (see 151).

- He was born in thirteen hundred.
- It was built in fifteen (hundred and) twenty-nine.

13 billion

In American English, a billion is a thousand million. This is now generally true in British English, but a British billion used to be a million million, and this still occasionally causes misunderstandings among British speakers.

14 singular forms with plural meanings

After a number, dozen, hundred, thousand, million and billion have no final -s, and of is not used. This also happens after several and a few. Compare:

- five hundred pounds
- hundreds of pounds
- several thousand times
- It cost thousands.
- a few million years
- millions of years
Singular forms are used as modifiers before nouns in plural measuring expressions.

- a five-pound note
- a three-mile walk
- six two-hour lessons
- a three-month-old baby
- a four-foot deep hole
- a six-foot tall man

In an informal style, we often use foot instead of feet in other structures, especially when we talk about people’s heights.

- My father’s just over six foot two.

For the use of be in measurements, see 91.
For the use of possessive forms in expressions of time (e.g. ten minutes’ walk; four days’ journey), see 382.8.
For of after half; see 235.
For singular verbs after expressions referring to amounts and quantities, see 504.

15 British money

There are 100 pence in a pound. Sums of money are named as follows:

- 1 p one penny (informal one p (/pi:/) or a penny)
- 5 p five pence (informal five p)
- £3.75 three pounds seventy-five (pence) or three pounds and seventy-five pence (more formal)

Some people now use the plural pence as a singular in informal speech; pound is sometimes used informally as a plural.

- That’s two pounds and one pence, please.
- It cost me eight pound fifty.

Singular forms are used in expressions like a five-pound note (see above). However, pence is often used instead of penny (a five pence stamp).

16 American money

There are 100 cents (¢) in a dollar ($). Sums of money are named very much as in British English. Some coins have special names: one-cent coins are called pennies; five-cent coins are nickels; ten-cent coins are dimes; a twenty-five cent coin is a quarter.

17 non-metric measures

In recent years, Britain has adopted some metric measurement units, but non-metric measures are still quite widely used. America uses mainly non-metric units. Approximate values are as follows:

- 1 inch (1 in) = 2.5 cm
- 12 inches = 1 foot (30 cm)
- 3 feet (3 ft) = 1 yard (90 cm)
- 5,280 feet / 1,760 yards = 1 mile (1.6 km)
- 5 miles = 8 km

- 1 ounce (1 oz) = 28 gm
- 16 ounces = 1 pound (455 gm)
- 2.2 pounds (2.2 lb) = 1 kg
- 14 pounds (14 lb) = 1 stone (6.4 kg) (British only)
1 British pint = 56.8 cl
1 US pint = 47.3 cl
8 pints (8 pt) = 1 gallon
1 British gallon = 4.55 litres
1 US gallon = 3.78 litres

1 acre = 4,840 square yards = 0.4 hectares
1 square mile = 640 acres = 259 ha

British people usually measure their weight in stones and pounds; Americans just use pounds. Height is measured in feet; distance can also be measured in feet, but longer distances are often measured in yards.

I weigh eight stone six. (NOT ... eight stones six)
We are now flying at an altitude of 28,000 feet.
The car park's straight on, about 500 yards on the right.

18 areas
We say, for example, that a room is twelve feet by fifteen feet, or that a garden is thirty metres by forty-eight metres.

A room twelve feet by twelve feet can be called twelve feet square; the total area is 144 square feet.

19 a and per
When we relate two different measures, we usually use a/an; per is often used in formal writing.

It costs two pounds a week. (... £2 per week.)
We're doing seventy miles an hour. (... 70 miles per hour / mph.)

20 numbers as complements
Numbers are used as subjects or objects, but not usually as complements after be.

I've got three sisters. (NOT My sisters are three.)
There are twelve of us in my family.

(More natural than We are twelve...)

21 spoken calculations
Common ways of saying calculations in British English are:

2 + 2 = 4  Two and two is/are four. (informal)
            Two plus two equals/is four. (formal)
7 − 4 = 3  Four from seven is/leaves three. (informal)
            Seven take away four is/leaves three. (informal)
            Seven minus four equals/is three. (formal)
3 × 4 = 12 Three fours are twelve. (informal)
            Three times four is twelve. (informal)
            Three multiplied by four equals/is twelve. (formal)
9 ÷ 3 = 3  Three(s) into nine goes three (times). (informal)
            Nine divided by three equals/is three. (formal)
22 example of a spoken calculation

Here, for interest, is a multiplication (146 × 281) together with all its steps, in the words that a British English speaker might have used as he/she was working it out on paper before the days of pocket calculators.

\[
\begin{array}{c}
146 \\
× 281 \\
\hline \\
29200 \\
11680 \\
\hline \\
41026 \\
\end{array}
\]

* A hundred and forty-six times two hundred and eighty-one.

beginning: *Put down two noughts. Two sixes are twelve; put down two and carry one; two fours are eight and one are nine; two ones are two.*

next line: *Put down one nought. Eight sixes are forty-eight; put down eight and carry four; eight fours are thirty-two and four is thirty-six; put down six and carry three; eight ones are eight and three is eleven.*

next line: One times 146 is 146.

the addition: *Six and nought and nought is six; eight and four and nought is twelve; put down two and carry one; six and two are eight and one is nine and one is ten; put down nought and carry one; nine and one are ten and one is eleven; put down one and carry one; two and one are three and one are four.*

total: *forty-one thousand and twenty-six.*

Note how is and are can often be used interchangeably.

For ways of saying and writing dates, see 151.

For ways of telling the time, see 555.

386 of course

We use *of course* to mean something like ‘as everybody knows’ or ‘as is obvious’.

*It looks as if the sun goes round the earth, but of course the earth really goes round the sun.*

*We’ll leave at eight o’clock. Granny won’t be coming, of course.*

This means that *of course* is not a very polite reply to a statement of fact. Compare:

‘Could you help me?’ *Of course.*

‘It’s cold.’ *It certainly is.* (*Of course it is* would be quite rude, because it would suggest that the first speaker had said something too obvious to be worth mentioning.)

For another way of using *of course*, see 159.5.
387 often

Often is used to mean ‘frequently on different occasions’. If we want to say ‘frequently on the same occasion’, we generally use a different expression (e.g. a lot of times, several times, frequently), or the structure keep ...ing.

Compare:

I often fell in love when I was younger.
I fell several times yesterday when I was skiing.

(or I kept falling yesterday ...) (not I often fell yesterday ...)

Note that often has two common pronunciations: /ˈofn/ and /ˈoftən/.

For the position of often and other adverbs of indefinite frequency, see 23.2.

388 older English verb forms

The English that was used a few hundred years ago was different in very many ways from modern English—grammar, vocabulary, pronunciation and spelling have all changed greatly since Shakespeare’s time. Some of the most striking differences are in the way verbs are used. For example, older English had distinct second-person singular verb forms ending in -st, with a corresponding second-person singular pronoun thou (object form thee, possessives thy, thine). There were also third-person singular verb forms ending in -th, and ye could be used as a second-person plural pronoun.

Tell me what thou knowest.
How can I help thee?
Where thy master goeth, there goest thou also.
Oh come, all ye faithful.

Older forms of be included art and wert.

I fear thou art sick.
Wert thou at work today?

Questions and negatives were originally made without do; at a later stage, forms with and without do (including affirmative forms with do) were both quite common.

Came you by sea or by land?
They know not what they do.
Be not afraid.
Then he did take my hand and kiss it.

Simple tenses were often used in cases where modern English has progressive forms.

We go not out today, for it raineth.

Subjunctives (see 541) were more widely used than in modern English.

If she be here, then tell her I wait her pleasure.

Inversion (see 298–299) was more common, and infinitives and past participles could come later in a clause than in modern English.

Now are we lost indeed.
Hamlet, thou hast thy father much offended. (Shakespeare)
And she me caught in her arms long and small
and therewithal so sweetly did me kiss
and softly said ‘Dear heart, how like you this?’ (Wyatt)
These forms were not only common in older literature; some of them continued to be used by 19th-century and early 20th-century writers (particularly in poetry) long after they had died out of normal usage. Modern writers of historical novels, films or plays often make their characters use some of these older forms in order to give a ‘period’ flavour to the language. And the forms also survive in certain special contexts where tradition is especially valued – for example the language of religious services, public ceremonies and the law. Some dialects, too, preserve forms which have disappeared from the rest of the language – second-person pronouns (thou etc) are still used by many people in Yorkshire.

389 once (adverb)

When the adverb once has the indefinite meaning ‘at some time’, we use it to talk about the past but not the future. To refer to an indefinite time in the future, we can use sometime or one day. Compare:

- I met her once in Venezuela.
  Once upon a time there were three baby rabbits.

- Come up and see me sometime. (not ‘Come up and see me once.)
  We must have a drink together one day.
  (not ‘We must have a drink together once.)

When once has the more precise meaning of ‘one time (not twice or three times)’, it can be used to talk about any time, including the future.

I’m only going to say this once.

390 once (conjunction)

Once can be used as a conjunction, meaning ‘after’, ‘as soon as’. It often suggests that something is finished or completed, and is most often used with a perfect tense.

- Once you’ve passed your test I’ll let you drive my car.
  I’d like to go for a walk once the rain’s stopped.
- Once he had found somewhere to live he started looking for work.
  Once you know how to ride a bike you never forget it.

Note that we do not use that after once (not . . . once that the rain’s stopped).

For present perfect instead of future perfect after conjunctions, see 556. For the use of now (that) as a conjunction, see 383.

391 one: substitute word

1 use

We often use one instead of repeating a singular countable noun.

‘Which is your boy?’ ‘The one in the blue coat.’
‘I’d like a cake. A big one with lots of cream.’
‘Can you lend me a pen?’ ‘Sorry, I haven’t got one.’
2  **a ... one**

We drop *a* if there is no adjective. Compare:

*I'm looking for a flat. I'd like a small one with a garden.*
*I'd like one with a garden.* (NOT ... *a one* with a garden.)

3  **ones**

*One* has a plural *ones*.

*I'd like to try on those shoes.* 'Which *ones*?' *The ones at the front of the window.*

Green apples often taste better than red *ones*.

'What sort of sweets do you like?' *Ones with chocolate inside.*

4  **leaving out one(s)**

*One(s)* can be left out immediately after superlatives, *this, that, these, those, either, neither, another* and some other determiners.

*I think my dog's the fastest (one).*

'Which (one) would you like?' *That (one) looks the nicest.*

Either (one) will suit me.

She looked at each (one) very carefully before she chose.

Let's have another (one).

In American English, *ones* is not generally possible immediately after *these* and *those* (and it is unusual in British English).

*I don't think much of these.* (GB ... these *ones* also possible)

We do not use *one(s)* immediately after *my, your etc, some, any, both* or a number.

*Take your coat and pass me mine.* (NOT ... *pass me my one.*)

'Are there any grapes?' *Yes, I bought some today.*

(Not ... *I bought some ones today.*)

I need some matches. Have you got any? (not ... *any ones*?)

I'll take both. (not ... *both ones*.)

She bought six. (not ... *six ones*.)

But *one(s)* is used in all these cases if there is an adjective.

*I'd like that green one.* (not ... *that green*.)

I don't think much of those new ones. (not ... *those new*.)

*I bought some sweet ones* today. (not ... *I bought some sweet today.*)

'Has the cat had her kittens?' *Yes, she had four white ones.*

(Not ... *four white.*)

5  **uncountable and abstract nouns**

We do not use *one(s)* for uncountable nouns. Compare:

*If you haven't got a fresh chicken I'll take a frozen one.*

If you haven't got fresh cream I'll take tinned (cream).

(Not ... *tinned one.*)

And it is unusual to use *one* for abstract nouns.

*The Dutch grammatical system is very similar to the English system.*

(More natural than ... *to the English one.*)
6 noun modifiers

One(s) is not generally used after noun modifiers, except those which refer to materials.

Do you need coffee (cups) or tea cups? (not...or tea ones.)
But we can lend you plastic chairs or metal ones.

7 one(s) always refers back

We use one(s) to avoid repeating a noun which has been mentioned before.

Then I saw a round thing in the sky with flashing lights.

(not...a round one with flashing lights.)

Let's go and ask the old man for advice. (not...ask the old one...)

8 that of

One(s) is not normally used after a noun with possessive 's. Instead, we can either just drop one(s), or use a structure with that/those of (more formal).

A grandparent's job is easier than a parent's. (not...than a parent's one.)
A grandparent's job is easier than that of a parent.

(not...than the one of a parent.)

Trollope's novels are more entertaining than those of Dickens.

(not...than Dickens' ones / the ones of Dickens.)

9 one and it

To refer to one particular thing that has already been clearly identified, we use it, not one. Compare:

'Can you lend me a pen?' 'Sorry, I haven't got one.'
(notor 'Sorry, I haven't got it.')

'Can I borrow your pen?' 'Sorry, I need it.' (not 'Sorry, I need one.')

For substitution in general, see 542.
For repetition and avoidance of repetition in general, see 479.
3 one and you: only used in generalisations

One and you are only used in this way in very general statements, when we are talking about 'anyone, at any time'. Compare:
- One/You can usually find people who speak English in Sweden.
  English is spoken in this shop. or They speak English in this shop.
  (NOT One speaks English... – the meaning is not 'people in general'.)
- One/You should knock before going into somebody's room.
  Somebody's knocking at the door. (NOT One is knocking...)
- It can take you/one ages to get served in this pub.
  Thanks, I'm being served. (NOT Thanks, one is serving me.)

One generally has a singular meaning (= 'any individual'); it is not used to refer to groups.

We speak a strange dialect where I come from.
  (NOT One speaks a strange dialect where I come from.)

4 people including the speaker/hearer

One is not used to generalise about people who could not include the speaker; you is not used to generalise about people who could not include the hearer. Compare:
- One/You must believe in something.
  In the sixteenth century people believed in witches.
  (NOT... one/you believed in witches – this could not include the speaker or hearer.)

5 one/you as subject, object etc

One can be a subject or object; there is a possessive one's and a reflexive pronoun oneself.

He talks to one like a teacher.

One's family can be very difficult.

One should always give oneself plenty of time to pack.

You/your/yourself can be used in similar ways.

6 pronouns referring back: American English

When one is used in American English, he, him and his are generally used later in a sentence to refer back to one. This is not normal in British English.

One cannot succeed at this unless he tries hard.
  (GB... unless one tries hard.)

One should always be polite to his bank manager.
  (GB... to one's bank manager.)
7 they

They has a rather different, less general kind of meaning than one and you. It usually refers to a particular but rather vague group (for example the neighbours, the people around, the authorities).

They don't like strangers round here.
They're going to widen the road soon.
I bet they put taxes up next year.

Note also the common expression they say (= people say).

They say her husband's been seeing that Mrs Hastings again.

(NOT -One says...)

393 one of...

One of is followed by a determiner and a noun phrase (usually plural), or by a plural pronoun. Of cannot be dropped in this structure.

one of my friends

(NOT -one of my friend)

(NOT -one my friend)

one of them

After one of, a noun phrase must have a determiner.

one of the/my/those horses (but not -one of horses)

 Occasionally one of is used with a singular noun referring to a group.

Why don’t you ask one of the crew?

When one of... is a subject, the verb is singular.

One of my friends is a pilot. (NOT -One of my friends are a pilot.)

One of our cats has disappeared. (NOT -One of our cats have disappeared.)

For sentences like She's one of the only women who have/has climbed Everest, see 506.

394 only (focusing adverb)

Only can be used as a ‘focusing adverb’ (see 23.3). It can refer to different parts of a sentence.

1 referring to the subject

Only normally comes before a subject that it refers to.

Only you could do a thing like that.

Only my mother really understands me.

2 referring to other parts of a sentence

When only refers to another part of a sentence, it often goes in ‘mid-position’ with the verb (see 23.10 for details).

She only reads biographies.
I only like swimming in the sea.
She is only on duty on Tuesdays.
She was only talking like that because she was nervous.
I’ve only been to India once.
3 **ambiguous sentences**

Sometimes sentences with *only* are ambiguous (they can be understood in more than one way).

*I only kissed your sister last night.*

(The sense can be ‘only kissed’, ‘only your sister’ or ‘only last night’.)

In speech, the meaning is usually clear because the speaker stresses the part of the sentence that *only* refers to. Even in writing, the context generally stops sentences like these from being really ambiguous. However, if necessary *only* can be put directly before the object, complement or adverbial expression that it refers to. This is rather formal. Compare:

*They only play poker on Saturday nights.* (could be ambiguous)

*They play only poker on Saturday nights.*

*They play poker only on Saturday nights.*

Another way of making the meaning more precise is to split the sentence by using a relative structure.

*Poker is the only game they play on Saturday nights.*

*Saturday nights are the only time they play poker.*

4 **only today etc**

*Only* with a time expression can mean ‘as recently as’, ‘not before’.

*I saw her only today – she looks much better.*

*My shoes will only be ready on Friday.*

*Only last week you said you would never smoke again. That didn’t last long, did it?*

*Only then did she realise what she had agreed to.*

For inverted word order after *only*, as in the last example above, see 298.

395 **open**

1 **open and opened**

We normally use *open*, not *opened*, as an adjective.

*I can read you like an open book.* (NOT . . . *an opened book.*)

*Are the banks open this afternoon?* (NOT . . . *Are the banks opened . . . ?*)

*Opened* is used as the past tense and past participle of the verb *open*, to talk about the action of opening.

*She opened her eyes and sat up.*

*The safe was opened with dynamite.*

2 **when *open* is not used**

Note that *open* is not the most normal word to refer to the fastenings of clothes, or to switches or taps.

*I can’t untie/undo this shoelace.* (NOT *I can’t open this shoelace.*)

*How do you unfasten this belt?*

*Could you turn/switch the radio on?* (NOT . . . *open the radio?*)

*Who left the taps turned on?* (NOT . . . *Who left the taps open?*)

For *closed* and *shut*, see 132.
396  opportunity and possibility

We often say that somebody has the opportunity to do / of doing something.
I have the opportunity to go to Denmark next year. (= I can go . . .)
Possibility is not often used in this structure. We more often say that there is a possibility of something happening.
There's a possibility of my going to Denmark next year. (= I may go . . .)
(NOT I have the possibility to go to Denmark. . .)

397  opposite: position

We put the adjective opposite before a noun when we are talking about one of a pair of things that naturally face or contrast with each other.
I think the picture would look better on the opposite wall.
She went off in the opposite direction.
I've got exactly the opposite opinion to yours.
His brother was fighting on the opposite side.
We put opposite after the noun when it means 'facing the speaker or listener' or 'facing a person or place that has already been mentioned'.
I noticed that the man opposite was staring at me.
(NOT . . . the opposite man was staring at me.)
The man you're looking for is in the shop directly opposite.
The people in the house opposite never draw their curtains.
In American English, this idea is usually expressed by using across (from).
the man sitting across from me
the house across the street

For opposite and in front of, see 272.
For opposite and contrary, see 145.

398  ought

1  forms

Ought is a modal auxiliary verb (see 344–345). The third person singular has no -s.
She ought to understand. (NOT She oughts . . .)
Questions and negatives are made without do.
Ought we to go now? (NOT Do we ought . . .?)
It oughtn't to rain today.
After ought, we use the infinitive with to. (This makes ought different from other modal auxiliary verbs.)
You ought to see a dentist.
To is not used in question tags (see 465).
We ought to wake Helen, oughtn't we? (NOT . . . oughtn't we to?)
In American English, interrogative and contracted negative forms of ought to are rare; should is generally used instead.
He ought to be here soon, shouldn't he?
2 obligation

We can use *ought* to advise people (including ourselves) to do things; to tell people that they have a duty to do things; to ask about our duty. The meaning is very similar to that of *should*; it is not so strong as *must* (see 496).

*What time ought I to arrive?*
*I really ought to phone Mother.*
*People ought not to drive like that.*
*He ought to be given a medal for living with her.*
*There ought to be traffic lights at this crossroads.*

3 deduction

We can use *ought* to say that we guess or conclude that something is probable (because it is logical or normal).

*Henry ought to be here soon – he left home at six.*
*We’re spending the winter in Miami. ‘That ought to be nice.’*
*The weather ought to improve after the weekend.*

4 questions and negatives

Some people feel that the normal question and negative forms of *ought* are rather formal. In an informal style, it is common to avoid them by using a structure with *think . . . ought* or by using *should*.

*Do you think we ought to go now?* (Less formal than *Ought we to . . .?*)
*Should we go now?*
*I don’t think people ought to drive like that.*

In some dialects, questions and negatives are made with *did* (e.g. *She didn’t ought to do that*), but this structure is not used in standard English.

5 *ought to have . . .*

*Ought* has no past form, but we can use *ought to have + past participle* to express certain ideas about the past. This structure can be used to talk about things which were supposed to happen but did not, or to make guesses or draw conclusions about things which are not certain to have happened.

*I ought to have phoned* Ed this morning, *but I forgot.*
*(NOT *I ought to phone* Ed this morning, *but I forgot.)*
*The Parkers ought to have got back from holiday yesterday. Has anybody seen them?*

It is also possible to talk about things that *ought to have happened* by now, or by a future time.

*Ten o’clock. She ought to have arrived at her office by now.*
*We ought to have finished painting the house by the end of next week.*

6 word order

‘Mid-position’ adverbs like *always, never, really* (see 23.10) can go before or after *ought* in a verb phrase. The position before *ought* is less formal.

*You always ought to carry some spare money.* (less formal)
*You ought always to carry some spare money.* (more formal)

In negative clauses, *not* comes before *to*.

*You ought not to go. / You oughtn’t to go.* (NOT *You ought to not go.*)
out of

1 movement

The opposite of the preposition into is out of.

She ran out of the room.
(Not She ran out the room.)
(Not She ran out from the room.)

I took Harry's letter out of my pocket.

Note that out of can be used not only when we mention the place that somebody/something leaves, but also when we mention the opening through which somebody/something passes.

I walked out of the front door without looking back.
Why did you throw the paper out of the window?
He sat staring out of the window.

In informal American English, out can be used without of in this case.

She turned and went out the back door.

2 position

Out of can also be used to talk about position – the opposite of in.

I'm afraid Mr Pallery is out of the country at the moment. He should be back next week.

For into and in, see 269.
For other ways of using out of, see a good dictionary.

own

1 after possessives

We only use own after a possessive word. It cannot directly follow an article.

It's nice if a child can have his or her own room. (Not ... an own room.)
Car hire is expensive. It's cheaper to take one's own car.
(Not ... the own car.)

I'm my own boss.
She likes to have things her own way.
It was my mother's very own engagement ring.

2 a/some ... of one's own

This structure makes it possible to include a/an, some or another determiner in the phrase.

I'd like to have a car of my own.
It's time you found some friends of your own.
He's got no ideas of his own.

For the structure a ... of mine etc, see 434.

3 own with no following noun

We cannot use mine, yours etc with own, but we can drop a noun after my own, your own etc if the meaning is clear.

'Would you like to use my pen?' 'No, thanks. I can only write with my own.' (Not ... mine own.)
4 own and -self

The emphatic and reflexive pronouns myself, yourself etc (see 471) do not have possessive forms. My own etc is used instead.

I'll do it myself, and I'll do it in my own way. (NOT...in my self's way.)
She can wash herself and brush her own hair now.
(NOT...brush herself's hair.)

5 on one's own

Note the two meanings of on one's own.

My mother lives on her own. (without company)
Don't help him. Let him do it on his own. (without help)

For by oneself used in similar ways, see 471.6.

401 paragraphs

Written English text is usually divided into blocks called 'paragraphs' in order to make it easier to read. The divisions between paragraphs break the material up into easily 'digestible' sections, providing places where it is easy for the reader to pause and think for a moment if necessary. And in addition, a good writer can show the structure of his/her text by making the paragraph divisions in suitable places.

A paragraph division is usually shown, as in the passage below, by starting the text on a new line and 'indenting' (leaving a space at the beginning of the line).

Bill decided that it was too late to start stimming, and put some more sugar in his coffee. The way things were, he needed all the help he could get.

Everything was going wrong at work, everything had already gone wrong at home, and the weather in Edinburgh in November was lousy. The only remaining question was: should he commit suicide now or wait till after payday and get drunk first?

Three months ago everything had seemed so perfect. His boss had . . .

Another practice, common in typed letters and documents, and used in this book, is to leave a blank line without indenting.

Dear Sirs

Three months ago I sent you an order for one of your 'Bouncewipe' inflatable doormats, together with my cheque for £35. You wrote acknowledging my order, and said that the doormat would be dispatched within 15 days. Since then I have heard nothing, and repeated phone calls to your offices have had no result beyond vague promises to 'look into the matter'.

I am afraid that my patience is now at an end. If . . .
part

A is usually dropped before part if there is no adjective.

Part of the roof was missing. (but A large part of the roof was missing.)

Part of the trouble is that I can’t see very well.

(More natural than A part of the trouble . . .)

Jan was in Australia part of last year.

participles (-ing and -ed forms) (1): introduction

1 names

When -ing forms are used in certain ways (see below) they are called ‘present participles’. Forms like broken, gone, opened, started are called ‘past participles’. These are not very suitable names: both forms can be used to talk about the past, present or future.

She was crying when I saw her. Who’s the man talking to Elizabeth?

This time tomorrow I’ll be lying on the beach.

It was broken in the storm. You’re fired.

The new school is going to be opened next week.

Present and past participles can be put together to make progressive and perfect forms (e.g. being employed, having arrived, having been invited).

For the spelling of participles, see 533–535.

2 use

a verb forms

Participles are used with the auxiliary verbs be and have to make progressive, perfect and passive verb forms.

It was raining when I got home. I’ve forgotten your name.

You’ll be told as soon as possible.

b adjectives

Participles can be used like adjectives.

I love the noise of falling rain. She says she’s got a broken heart.

John has become very boring. The house looked abandoned.

c adverbs

Sometimes participles are used like adverbs.

She ran screaming out of the room.

d clauses

Participles can combine with other words into clause-like structures.

Who’s the fat man sitting in the corner?

Having lost all my money, I went home.

Most of the people invited to the party didn’t turn up.

Rejected by all his friends, he decided to become a monk.

For details of these uses, see the following sections.

For -ing forms used like nouns (‘gerunds’), see 292–296.
404 participles (2): active and passive

1 active present participles, passive past participles

When -ing forms are used like adjectives or adverbs, they have similar meanings to active verbs.

falling leaves (= leaves that fall)
a meat-eating animal (= an animal that eats meat)
She walked out smiling. (= She was smiling.)

Most past participles have passive meanings when they are used like adjectives or adverbs.

a broken heart (= a heart that has been broken)
He lived alone, forgotten by everybody.
(= He had been forgotten by everybody.)

2 interested and interesting etc

The past participles interested, bored, excited etc are used to say how people feel.

I was very interested in the lesson.
(Not I was very interesting in the lesson.)
I didn’t enjoy the party because I was bored.
(Not ... because I was boring.)
The children always get terribly excited when Granny comes.
(Not ... The children always get terribly exciting ...)  
His explanation made me very confused.
(Not ... made me very confusing.)

The present participles interesting, boring etc describe the people or things that cause the feelings. Compare:

She’s an interesting writer, and I’m very interested in the subjects that she writes about.

Boring teachers make bored students.

3 exceptions: active past participles

A few intransitive verbs have past participles that can be used as adjectives with active meanings, especially before nouns. Examples:

a fallen leaf (= a leaf that has fallen)  
advanced students (= students who have advanced to a high level,  
not students who have been advanced ...)  
developed countries  a grown-up daughter  
increased activity  an escaped prisoner  
vanished civilisations  faded colours  
a retired general  swollen ankles  

Rescuers are still working in the ruins of the collapsed hotel.

Some more past participles can only be used in this way in phrases with adverbs. Examples:

a well-read person (but not a read person)  
a much-travelled man  
recently-arrived immigrants  
The train just arrived at platform six is the delayed 13.15 from Hereford.
Some active past participles can also be used after be. Examples:

She is retired now.
My family are all grown up now – except my husband, of course.
Those curtains are badly faded. This class is the most advanced.

Recovered, camped, stopped, finished (see 211) and gone (see 233) are used in this way after be, but not before nouns.

Why are all those cars stopped at the crossroads?
(but not . . . a stopped car . . .)

I hope you’re fully recovered from your operation.
We’re camped in the field across the stream.
I’ll be finished in a few minutes. Those days are gone now.
He has been gone for hours – where do you think he is?

Note that worry can be used both actively and passively with similar meanings.

I worry about you. I’m worried about you.

405 participles (3): details

1 used as adjectives

Participles can often be used as adjectives before nouns, or after be and other copular verbs.

an interesting book a lost dog
a falling leaf The upstairs toilet window is broken.
screaming children His idea seems exciting.

An -ing form with an object can be used as an adjective. Note the word order.

English-speaking Canadians. (NOT speaking-English Canadians.)
a fox-hunting man Is that watch self-winding?

Other compound structures with participles are also common before nouns.

quick-growing trees government-inspired rumours
home-made cake the above-mentioned point
a recently-built house

Not all participles can be used as adjectives before nouns – for example, we can say a lost dog, but not a found dog. It is not possible to give clear rules for this – it is a complicated area of English grammar which has not yet been completely analysed.

2 after nouns

We often use participles after nouns in order to define or identify the nouns, in the same way as we use identifying relative clauses (see 474).

We couldn’t agree on any of the problems discussed.
(= . . . the problems that were discussed.)
(NOT . . . the discussed problems.)
The people questioned gave very different opinions.
(= The people who were questioned . . .)
(NOT The questioned people . . .)
I watched the match because I knew some of the people playing.
(NOT . . . the playing people.)
I got the only ticket left. (NOT . . . the only left ticket.)
Those is often used with a participle to mean ‘the ones who are/were’.
Most of those questioned refused to answer.
Those selected will begin training on Monday.

3 differences of meaning
A few participles change their meaning according to their position.

Compare:

- a concerned expression (= a worried expression)
  the people concerned (= the people who are/were affected)
- an involved explanation (= a complicated explanation)
  the people involved (= the same as the people concerned)
- an adopted child (= a child who is brought up by people who are not
  his/her biological parents)
  the solution adopted (= the solution that is/was chosen)

4 very with past participles

When a past participle is used as a gradable adjective, it can usually be
modified by very. This is common with words referring to mental states,
feelings and reactions.

a very frightened animal (NOT a much frightened animal)
a very shocked expression
The children were very bored. She looked very surprised.

Common exceptions:
That’s Alice, unless I’m (very) much mistaken.
(NOT . . . unless I’m very mistaken.)
He’s well known in the art world. (NOT . . . very known . . .)

When a past participle is part of a passive verb, much or very much is normal
He’s very much admired by his students. (NOT . . . very admired . . .)
Britain’s trade position has been (very) much weakened by inflation.
(NOT . . . very weakened . . .)

With some words referring to emotional states and reactions, usage is
divided.

I was very amused / much amused / very much amused by Miranda’s
performance.

To be sure whether a particular participle is used with very or much, it is necessary to look in
a good dictionary.

5 by with past participles

By is used after passive verbs to introduce the agent (the person or thing that
does the action – see 408).

Most of the damage was caused by your sister.

After past participles that are used like adjectives, we prefer other
prepositions. Compare:

- She was frightened by a mouse that ran into the room.
  (Frightened is part of a verb referring to an action.)
  She’s always been terribly frightened of dying.
  (Frightened is an adjective referring to a state of mind.)
- The kids were so excited by the noise that they couldn’t get to sleep.
  Joe’s excited about the possibility of going to the States.
I was annoyed by the way she spoke to me.
I'm annoyed with you.
The burglar was surprised by the family coming home unexpectedly.
I'm surprised at/bys your attitude.
He was badly shocked by his fall.
We were shocked at/bys the prices in London.

Other examples:
His whereabouts are known to the police.
The hills are covered in snow.
The room was filled with thick smoke.

6 special past participle forms

A few older forms of past participles are still used as adjectives before nouns in certain expressions.
drunk

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drunk

406 participles (4): clauses

1 structures

Participles can combine with other words into participle clauses.

There's a woman crying her eyes out over there.
Most of the people invited to the reception were old friends.

Not knowing what to do, I telephoned the police.
Served with milk and sugar, it makes a delicious breakfast.

2 after nouns; reduced relative clauses

Participle clauses can be used after nouns.

We can offer you a job cleaning cars.
In came the first runner, closely followed by the second.
Participle clauses are often very like relative clauses (see 473–474), except that they have participles instead of complete verbs.

Who's the girl dancing with your brother?
(= the girl who is dancing . . .)
Anyone touching that wire will get a shock. (= Anyone who touches . . .)
There's Neville, eating as usual.
Half of the people invited to the party didn’t turn up.
I found him sitting at a table covered with papers.

Perfect participles are not often used in this way.

Do you know anybody who's lost a cat?
(Not -Do you know anybody having lost a cat?)

3 adverbial clauses

Participle clauses can also be used in similar ways to full adverbial clauses, expressing condition, reason, time relations, result etc. (This can only happen, of course, when the idea of condition, reason etc is so clear that no
conjunction is needed to signal it.) Adverbial participle clauses are usually rather formal.

*Used economically, one tin will last for six weeks.* (= *If it is used . . .*)
*Having failed my medical exams, I took up teaching.* (= *As I had failed . . .*)
*Putting down my newspaper, I walked over to the window.*
  (= *After I had put down my newspaper, . . .*)
*It rained for two weeks on end, completely ruining our holiday.*
  (= . . . so that it completely ruined our holiday.)

Note that -ing clauses can be made with verbs like be, have, wish and know, which are not normally used in progressive tenses (see 451). In these cases, the participle clause usually expresses reason or cause.

*Being unable to help in any other way, I gave her some money.*
*Not wishing to continue my studies, I decided to become a dress designer.*
*Knowing her pretty well, I realised something was wrong.*

4 **subjects; misrelated participles**

Normally the subject of an adverbial participle clause is the same as the subject of the main clause in a sentence.

*My wife had a long talk with Sally, explaining why she didn’t want the children to play together.* (My wife is the subject of explaining.)

It is often considered a mistake to make sentences in which an adverb clause has a different subject from the main clause. The following sentence, with its ‘misrelated participle’ (also called ‘hanging’ or ‘dangling participle’), would be considered incorrect by many people.

*Looking out of the window of our hotel room, there was a wonderful range of mountains.* (This could sound as if the mountains were looking out of the window.)

However, sentences with ‘misrelated participles’ are common and often seem quite natural, particularly when the main clause has preparatory *it* or *there* as a subject.

*Being French, it’s surprising that she’s such a terrible cook.*
*Having so little time, there was not much that I could do.*

‘Misrelated participles’ are normal in some expressions referring to the speaker’s attitude. Examples:

*Generally speaking, men can run faster than women.*
*Broadly speaking, dogs are more faithful than cats.*
*Judging from his expression, he’s in a bad mood.*
*Considering everything, it wasn’t a bad holiday.*
*Supposing there was a war, what would you do?*  
*Taking everything into consideration, they ought to get another chance.*

5 **participle clauses with their own subjects**

A participle clause can have its own subject. This happens most often in a rather formal style.

*Nobody having any more to say, the meeting was closed.*
*All the money having been spent, we started looking for work.*
*A little girl walked past, her doll dragging behind her on the pavement.*
*Hands held high, the dancers circle to the right.*
The subject is often introduced by *with* when the clause expresses accompanying circumstances.

*A car roared past with smoke pouring from the exhaust.*

*With Peter working in Birmingham, and Lucy travelling most of the week, the house seems pretty empty.*

6 **participle clauses after conjunctions and prepositions**

Participle clauses can be used after many conjunctions and prepositions, such as *after, before, since, when, while, whenever, once, until, on, without, instead of, in spite of* and *as*. Note that *-ing* forms after prepositions can often be considered as either participles or gerunds – the dividing line is not clear (see 290).

*After talking to you I always feel better.*
*After having annoyed everybody he went home.*

Depress clutch *before changing* gear.

*She’s been quite different since coming back from America.*

*When telephoning from abroad, dial 865, not 0865.*

*Once deprived of oxygen, the brain dies.*

*Leave in oven until cooked* to a light brown colour.

*On being introduced, British people often shake hands.*

*They left without saying goodbye.*

*She struck me as being a very nervy kind of person.*

For clauses like *when ready*, see 73.A.
For other (more noun-like) uses of *-ing* forms after prepositions, see 295.

7 **object complements**

The structure *object + participle (clause)* is used after verbs of sensation (e.g. see, hear, feel, watch, notice, smell) and some other verbs (e.g. find, get, have, make).

*I saw a small girl standing in the goldfish pond.*

*Have you ever heard a nightingale singing?*

*I found her drinking my whisky.*

*We’ll have to get the car repaired before Tuesday.*

*Do you think you can get the radio working?*

*We’ll soon have you walking again.*

*I can make myself understood pretty well in English.*

For more about structures with see, see 245. For hear, see 245. For get, see 228. For have, see 241. For make, see 327.

407 **passives (1): passive structures and verb forms**

1 **active and passive structures**

Compare:

- They *built* this house in 1486. (active)
  This house *was built* in 1486. (passive)
- Channel Islanders *speak* French and English. (active)
  French *is spoken* in France, Belgium, Switzerland, the Channel Islands . . . (passive)
passives (1): passive structures and verb forms

- A friend of ours is repairing the roof. (active)
  The roof is being repaired by a friend of ours. (passive)
- This book will change your life. (active)
  Your life will be changed by this book. (passive)

When we say what people and things do, we use active verb forms like build, speak, is repairing, will change. When we say what happens to people and things – what is done to them – we often use passive verb forms like was built, is spoken, is being repaired, will be changed.

The object of an active verb corresponds to the subject of a passive verb.

**OBJECT**

Active: They **built** this house in 1486.

Passive: **This house** was built in 1486.

**SUBJECT**

In most cases, the subject of an active verb is not expressed in the corresponding passive sentence. If it does have to be expressed, this usually happens in an expression with by; the noun is called the ‘agent’ (see 408).

**This house was built in 1486 by Sir John Latton.**

2 passive verb forms

We normally make passive forms of a verb by using tenses of the auxiliary be followed by the past participle (= pp) of the verb. (For get as a passive auxiliary, see 228.4.) Here is a list of all the passive forms of an ordinary English verb, with their names.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Structure</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>am/are/is + pp</td>
<td>English <em>is spoken</em> here.</td>
</tr>
<tr>
<td>present progressive</td>
<td>am/are/is being + pp</td>
<td>Excuse the mess; the house <em>is being painted</em>.</td>
</tr>
<tr>
<td>simple past</td>
<td>was/were + pp</td>
<td>I wasn’t invited, but I went anyway.</td>
</tr>
<tr>
<td>past progressive</td>
<td>was/were being + pp</td>
<td>I felt as if I <em>was being watched</em>.</td>
</tr>
<tr>
<td>present perfect</td>
<td>have/has been + pp</td>
<td><em>Has Mary been told?</em></td>
</tr>
<tr>
<td>past perfect</td>
<td>had been + pp</td>
<td>I knew why I <em>had been chosen</em>.</td>
</tr>
<tr>
<td>will future</td>
<td>will be + pp</td>
<td>You’ll be told when the time comes.</td>
</tr>
<tr>
<td>future perfect</td>
<td>will have been + pp</td>
<td>Everything <em>will have been done</em> by Tuesday.</td>
</tr>
<tr>
<td>going to future</td>
<td>am/are/is going to be + pp</td>
<td>Who’s <em>going to be invited?</em></td>
</tr>
</tbody>
</table>

Future progressive passives (*will be being + pp*) and perfect progressive passives (e.g. *has been being + pp*) are unusual.

Examples of passive infinitives: *(to) be taken; (to) have been invited.*

Examples of passive -ing forms: being watched; having been invited.
Note that verbs made up of more than one word (see 582) can have passive forms if they are transitive.

*The furniture was broken up for firewood.*

*She likes being looked at.*

*I need to be taken care of.*

*He hates being made a fool of.*

For the rules for the use of the different passive forms, see the entries on the various tenses etc.

3 verbs not used in the passive

Not all verbs can have passive forms. Passive structures are impossible with intransitive verbs like *die* or *arrive*, which cannot have objects, because there is nothing to become the subject of a passive sentence. Some transitive verbs, too, are seldom used in the passive. Most of these are ‘stative verbs’ (verbs which refer to states, not actions). Examples are *fit, have, lack, resemble, suit.*

*They have a nice house.* (But not *A nice house is had by them.*)

*My shoes don’t fit me.* (But not *I’m not fitted by my shoes.*)

*Sylvia resembles a Greek goddess.*

(But not *A Greek goddess is resembled by Sylvia.*)

*Your mother lacks tact.* (But not *Tact is lacked . . .*)

*She was having a bath.* (But not *A bath was being had by her.*)

Some prepositional verbs are mainly used in the active.

*Everybody agreed with me.* (But not *I was agreed with by everybody.*)

*We walked into the room.* (But not *The room was walked into.*)

There are no clear rules about this, and students have to learn by experience which verbs cannot be used in the passive.

4 confusing forms

Students often confuse active and passive verb forms in English. Typical mistakes:

- *I was very interesting in the lesson.*
- *We were questioning by the immigration officer.*
- *She has put in prison for life.*

Mistakes like these are not surprising, because:

1. *Be* is used to make both passive verb forms and active progressive tenses.
2. Past participles are used to make both passive verb forms and active perfect tenses.

Compare:

*He was calling.* (active – past progressive)

*He was called.* (passive – simple past)

*He has called.* (active – present perfect simple)

For more about transitive and intransitive verbs, see 579.2.

For the position of prepositions in passive clauses, see 440.

For active verb forms, see 10.
408 passives (2): agent

In a passive clause, we usually use a phrase beginning with by if we want to mention the agent – the person or thing that does the action, or that causes what happens. (Note, however, that agents are mentioned in only about 20 per cent of passive clauses.)

All the trouble was caused by your mother.
I was shocked by your attitude.
These carpets are made by children who work twelve hours a day.

After the past participles of some stative verbs, including some which are used like adjectives, other prepositions can be used instead of by (see 405.5).

We were worried about by her silence.
Are you frightened of spiders?

With is used when we talk about an instrument which is used by an agent to do an action.

He was shot (by the policeman) with a rifle.

For more about with and by, see 117.

409 passives (3): choice of passive structures

1 active or passive?

We often choose to use passive structures when we want to talk about an action, but are not interested in saying who or what does/did it. Passives without ‘agents’ (see 408) are common in academic and scientific writing for this reason.

The positive hydrogen atoms are attracted to the negative oxygen atoms.
Those pyramids were built around 400 AD.

Too many books have been written about the Second World War.

We often prefer to begin a sentence with something that is already known, or that we are already talking about, and to put the ‘news’ at the end. This is another common reason for choosing passive structures – often including agents. Compare:

John’s painting my portrait. (active verb so that the ‘news’ – the portrait – can go at the end)

‘Nice picture.’ ‘Yes, it was painted by my grandmother.’ (passive verb so that the ‘news’ – the painter – can go at the end)

Longer and heavier expressions often go at the end of a clause, and this can also be a reason for choosing a passive structure.

I was annoyed by Mary wanting to tell everybody what to do.
(More natural than Mary wanting to tell everybody what to do annoyed me – the phrase Mary… do would make a very long subject.)

2 meaning and grammar

Meaning and grammar do not always go together. Not all active verbs have ‘active’ meanings; for instance, if you say that somebody receives something or suffers, you are really saying that something is done to him/her. Some English active verbs might be translated by passive or reflexive verbs in certain other languages (e.g. My shoes are wearing out; She is sitting;
Suddenly the door opened). And some English passives might be translated by active or reflexive verbs (e.g. I was born in 1956; English is spoken here). Some verbs can be used in both active and passive forms with similar meanings: for example to worry / to be worried; to drown / to be drowned (see 169). Sometimes active and passive infinitives can be used with very similar meanings: for example There's a lot of work to do / to be done (for details, see 287).

For more about verbs like open ('ergative verbs'), see 579.3.  
For more about reflexive verbs, see 471.  
For active and passive past participles, see 404.3.  
For -ing forms with passive meanings after need and want (e.g. My watch needs cleaning), see 293.3.  
For more about the way information is organised in sentences, see 289.

410 passives (4): verbs with two objects

Many verbs, such as give, send, show, lend, can be followed by two objects, an 'indirect object' and a 'direct object'. These usually refer to a person (indirect object) and a thing (direct object). Two structures are possible.

A. verb + indirect object + direct object

She gave her sister the car.
I had already shown the policewoman Sam's photo.

B. verb + direct object + preposition + indirect object

She gave the car to her sister.
I had already shown Sam's photo to the policewoman.

Both of these structures can be made passive.

A. indirect object becomes subject of passive verb

Her sister was given the car.
The policewoman had already been shown Sam's photo.

B. direct object becomes subject of passive verb

The car was given to her sister.
Sam's photo had already been shown to the policewoman.

The choice between the two passive structures may depend on what has been said before, or on what needs to be put last in the sentence (see 289 for more about 'information structure'). Structure A (e.g. Her sister was given the car) is probably the more common of the two. More examples:

I've just been sent a whole lot of information.
You were lent ten thousand pounds last year.
The visitors were shown a collection of old manuscripts.
The headmaster was sent an invitation.

In structure B (e.g. The car was given to her sister), prepositions are sometimes dropped before indirect object pronouns.

This watch was given (to) me by my father.

Other common verbs used in these structures include pay, promise, refuse,
passives (5): sentences with infinitive and clause objects 411

tell, offer. Note that explain and suggest cannot be used in structure A (see 204, 545).

*The problem was explained to the children.*

(BUT NOT *The children were explained the problem.*)

*A meeting place was suggested to us.*

(BUT NOT *We were suggested a meeting place.*)

For more details of verbs with two objects, see 583

411 passives (5): sentences with infinitive and clause objects

Some sentences have infinitives or clauses as their objects. These cannot normally become the subjects of passive sentences.

*John hoped to meet her.*

(BUT NOT *To meet her was hoped by John.*)

*They all thought that she was a spy.*

(BUT NOT *That she was a spy was thought by them all.*)

*We felt that he was the right man for the job.*

(BUT NOT *That he was ... was felt.*)

*The newspapers say that his company is in trouble.*

(BUT NOT *That his company is in trouble is said ...*)

However, passive structures are often possible if it is used as a preparatory subject for a clause (see 301).

*It was thought that she was a spy.*

*It was felt that he was the right man for the job.*

*It is said that his company is in trouble.*

For passive versions of object + infinitive structures (e.g. They thought her to be a spy / She was thought to be a spy), see next section.

412 passives (6): verbs with object + infinitive

1 passive structures with following infinitive

Many verbs can be followed by object + infinitive (see 284).

*He asked me to send a stamped addressed envelope.*

*They believe him to be dangerous.*

*We chose Felicity to be the Carnival Queen.*

In most cases, these structures can be made passive.

*I was asked to send a stamped addressed envelope.*

*He is believed to be dangerous.*

*Felicity was chosen to be the Carnival Queen.*

*We were told not to come back.*

*They are allowed to visit Harry once a week.*

*He is known to be a criminal.*

*Moriarty is thought to be violent.*
Note that with \textit{say} the infinitive structure is only possible in the passive. 
\begin{quote}
\textit{His company is said to be in trouble.}
\end{quote}
\begin{quote}
\textit{(But not: They say his company \underline{\textit{to be}} in trouble.)}
\end{quote}
In some other cases, the infinitive structure is more common in the passive than in the active (see 580.3).

2 \textbf{infinitives without \textit{to}}

\textit{Hear}, \textit{see}, \textit{make} and \textit{help} can be followed, in active structures, by \textit{object + infinitive without \textit{to}} (see 277). In passive structures \textit{to}-infinitives are used. Compare:
\begin{itemize}
  \item \textit{I saw him come out of the house.}
  \textit{He was seen \underline{\textit{to come}} out of the house.}
  \item \textit{They made him tell them everything.}
  \textit{He was made \underline{\textit{to tell}} them everything.}
\end{itemize}

3 \textbf{preparatory \textit{there}}

With some verbs (e.g. \textit{say}, \textit{think}, \textit{feel}, \textit{report}, \textit{presume}, \textit{understand}), the passive structure is possible with \textit{there} as a ‘preparatory subject’.
\begin{quote}
\textit{There are thought to be} more than 3,000 different languages in the world.
\textit{(= It is thought that there are . . .)}
\end{quote}
\begin{quote}
\textit{There was said to be} disagreement between the Prime Minister and the Home Secretary.
\end{quote}

4 \textbf{perfect, progressive and passive infinitives}

A passive verb can be followed by a perfect, progressive or passive infinitive.
\begin{quote}
\textit{He is believed to have crossed the frontier last night.}
\textit{I was told to be waiting outside the station at 6 o’clock.}
\textit{The hostages are expected to be released today.}
\end{quote}

5 \textbf{exceptions: wanting and liking}

Verbs that refer to wanting, liking and similar ideas cannot usually be used in passive structures with following infinitives.
\begin{quote}
\textit{Everybody wanted Doris to be the manager.}
\textit{(But not: Doris was wanted to be the manager.)}
\textit{We like our staff to say what they think.}
\textit{(But not: Our staff are liked to say what they think.)}
\end{quote}

413 \textbf{passives (7): object complements}

After some verbs the direct object can be followed by an ‘object complement’ – a noun or adjective which describes or classifies the object.
\begin{quote}
\textit{Queen Victoria considered him \underline{\textit{a genius.}}}
\textit{They elected Mrs Sanderson \underline{\textit{President}}.}
\textit{We all regarded Kathy as \underline{\textit{an expert.}}}
\textit{Most people saw him as \underline{\textit{a sort of clown.}}}
\textit{The other children called her \underline{\textit{stupid.}}}
\textit{You’ve made the house \underline{\textit{beautiful.}}}
\end{quote}
In passive clauses these are subject complements; they come after the verb.

*He was considered a genius* by Queen Victoria.
*Mrs Sanderson was elected President.*
*Kathy was regarded as an expert.*
*He was seen as a sort of clown.*
*She was called stupid by the other children.*
*The house has been made beautiful.*

For more about object complements, see 580.

### 414 passives (8): finished-result verbs

Some verbs refer to actions that produce a finished result. Examples are *cut, build, pack, close.* Other verbs do not: for example *push, live, speak, hit, carry.* The past participles of finished-result verbs, and some of their passive tenses, can have two meanings. They can refer to the action, or they can describe the result (rather like adjectives). Compare:

> The theatre was closed by the police on the orders of the mayor.
> (refers to the action of closing)

> When I got there I found that the theatre was closed.
> (refers to the state of being shut – the result of the action)

Because of this, for example, present passive forms can have similar meanings to present perfect passives.

> The vegetables are all cut up – what shall I do now?
> (= The vegetables have all been cut up . . .)

> I got caught in the rain and my suit’s ruined.
> (= . . . has been ruined.)

> I think your ankle is broken.
> (= . . . has been broken.)

### 415 past time (1): talking about the past in English

#### 1 six different tenses

In English, six different tenses are used to talk about the past:

- the simple past (*I worked*)
- the past progressive (*I was working*)
- the simple present perfect (*I have worked*)
- the present perfect progressive (*I have been working*)
- the simple past perfect (*I had worked*)
- the past perfect progressive (*I had been working*)

The differences between these tenses are quite complicated. Some English tenses express meanings (e.g. completion, continuation, present importance) which are not expressed by verb forms in all other languages, and this can make the use of tenses difficult for students to learn. The most important rules for past and perfect tenses are given in the following sections.
2 progressive forms

Progressive forms (also called 'continuous' forms) are used especially when we describe a past event as going on or continuing (perhaps at a particular time, or up to a particular time).

*When you phoned I was working in the garage.*

*I was tired because I had been working all day.*

For general information about progressive verb forms, see 450. For details of the use of particular progressive forms to talk about the past, see the following sections.

3 perfect forms

Perfect forms are used especially when we want to suggest a connection between a past event and the present, or between an earlier and a later past event.

*I have worked with children before, so I know what to expect in my new job.*

*After I had worked with Jake for a few weeks, I felt I knew him pretty well.*

Perfect forms can also suggest completion.

*I’ve done the shopping. What shall I do now?*

For general information about perfect verb forms, see 423. For details of the use of present and past perfect tenses, see the following sections. For a list of all active verb forms, see 10. For passive verb forms, see 407.

166 past time (2): the simple past tense

1 forms (regular verbs)

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked</td>
<td>did I work?</td>
<td>I did not work</td>
</tr>
<tr>
<td>you worked</td>
<td>did you work?</td>
<td>you did not work</td>
</tr>
<tr>
<td>he/she/it worked</td>
<td>did he/she/it work?</td>
<td>he/she/it did not work</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td>etc</td>
</tr>
</tbody>
</table>

Contracted negatives (see 144): *I didn’t work, you didn’t work* etc.

Negative questions (see 360): *did I not work? or didn’t I work?* etc.

For the affirmative past forms of common irregular verbs, see 300.

Questions and negatives of irregular verbs are made in the same way as those of regular verbs (with *did + infinitive*).

For detailed information about question structures, see 461–466. For negatives, see 358–362.

For passive forms *(e.g. Work was done)*, see 407.
2 pronunciation of -ed

The regular past ending -ed is pronounced as follows:

- /d/ after vowels and voiced consonants
  - (except /d/): /ðl/, /b/, /v/, /p/, /z/, /g/, /m/, /n/, /ŋ/, /l/
  - tried /traid/  clothed /kləʊðd/
  - used /ju:zd/      failed /feId/

- /t/ after unvoiced consonants
  - (except /t/): /θ/, /p/, /f/, /s/, /ʃ/, /ʒ/, /k/
  - stopped /stoppt/  laughed /la:ft/  worked /wɜːkt/
  - passed /pɑːst/   watched /ˈwɔːtʃt/

- /d/ after /d/ and /l/
  - ended /ˈendd/  started /ˈstɑːtɪd/

3 spelling of regular affirmative past tense forms

<table>
<thead>
<tr>
<th>Most regular verbs:</th>
<th>add -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>work → worked</td>
<td>help → helped</td>
</tr>
<tr>
<td>start → started</td>
<td>rain → rained</td>
</tr>
<tr>
<td>stay → stayed</td>
<td>show → showed</td>
</tr>
<tr>
<td>wonder → wondered</td>
<td>visit → visited</td>
</tr>
<tr>
<td>gallop → galloped</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs ending in -e:</th>
<th>add -d</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope → hoped</td>
<td>decide → decided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs ending in one stressed vowel + one consonant (except w or y):</th>
<th>double the consonant and add -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop → shopped</td>
<td>plan → planned</td>
</tr>
<tr>
<td>refer → referred</td>
<td>regret → regrettted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs ending in consonant + -y:</th>
<th>change y to i and add -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurry → hurried</td>
<td>cry → cried</td>
</tr>
<tr>
<td>study → studied</td>
<td></td>
</tr>
</tbody>
</table>

Verbs ending in -c have ck in the past (e.g. picnic → picnicked).
In British English, -l is doubled in the past after a short vowel even if the vowel is not stressed: travel → travelled.

4 use

We use the simple past tense to talk about many kinds of past events: short, quickly finished actions and happenings, longer situations, and repeated events.

*Peter broke a window last night.*

*I spent all my childhood in Scotland.*

*Regularly every summer, Janet fell in love.*
The simple past is common in story-telling and when we are telling people about past events.

One day the Princess decided that she didn't like staying at home all day, so she told her father that she wanted to get a job...

The simple past is often used with references to finished periods and moments of time.

I saw John yesterday morning. He told me...

In general, the simple past tense is the 'normal' one for talking about the past; we use it if we do not have a special reason for using one of the other tenses.

For the use of the simple past with a present or future meaning, see 422. For special uses in subordinate clauses, see 356.

**417 past time (3): the past progressive tense**

1. **forms**

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was working</td>
<td>you were working</td>
<td>etc</td>
<td>was I working? were you working? you were not working</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td>etc</td>
<td></td>
</tr>
</tbody>
</table>

For passive forms (e.g. Work was being done), see 407.

2. **use**

We use the past progressive to say that something was in progress (going on) around a particular past time.

'What were you doing at eight o'clock yesterday evening?' I was watching TV. (NOT 'What did you do...?' 'I watched TV.')

When I got up this morning the sun was shining, the birds were singing, ... (NOT ... the sun shone, the birds sang ...)

Another use of the past progressive is to stress that an activity was in progress at every moment during a period of time.

I was painting all day yesterday.

They were quarrelling the whole time they were together.

Some verbs are not used in progressive forms (see 451).

I tried a bit of the cake to see how it tasted. (NOT ... how it was tasting.)

3. **past progressive and simple past: 'background' events**

We often use the past progressive together with a simple past tense. The past progressive refers to a longer 'background' action or situation; the simple past refers to a shorter action or event that happened in the middle of the longer action, or that interrupted it.

As I was walking down the road, I saw Bill.

The phone rang while I was having dinner.

Mozart died while he was composing the Requiem.

The Presidential motorcade was moving slowly through the Central Square. The crowds were cheering. Photographers were jostling each other for the best positions. Suddenly a woman screamed...
4 past progressive and simple past: temporary and permanent

The past progressive, like other progressive forms (see 450), is used for temporary actions and situations. When we talk about longer, more permanent situations we use the simple past. Compare:

- It happened while I was living in Eastbourne last year.
  I lived in London for ten years while I was a child.
- When I got home, I found that water was running down the kitchen walls.
  Explorers believed that the river ran into the Atlantic.

5 past progressive and simple past: repeated actions

The past progressive is not the normal tense for talking about repeated or habitual past actions. The simple past is usually used with this meaning.

I rang the bell six times. (Not: I was ringing the bell six times.)
When I was a child we made our own amusements.
(NOT ... we were making our own amusements.)

However, the past progressive is possible if the repeated actions form a ‘background’ for the main action.

At the time when it happened, I was seeing a lot of Belinda, and I was also going to the opera a lot.

See also ‘special uses’, below.

6 special uses

Because we often use the past progressive to talk about something that is a ‘background’, not the main ‘news’, we can make something seem less important by using this tense.

I was talking to the President last night, and she said ... (as if there was nothing special for the speaker about talking to the President)

The past progressive can be used with always, continually and similar words to talk about things that happened repeatedly and unexpectedly, or in an unplanned way.

Aunt Lucy was always turning up without warning and bringing us presents.
I didn’t like him – he was continually borrowing money.

For more about this use of progressive forms with always etc, see 452.
For the ‘distancing’ use of past progressives (e.g. I was wondering whether you’d like to come out with me this evening), see 161.

418 past time (4): the simple present perfect tense

1 forms

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have worked</td>
<td>have I worked?</td>
<td>I have not worked</td>
</tr>
<tr>
<td>you have worked etc</td>
<td>have you worked? etc</td>
<td>you have not worked etc</td>
</tr>
</tbody>
</table>

page 418
In older English, some present perfect forms were made with *be*, not *have* (e.g. *Winter is come*). This does not normally happen in modern English.

For passive forms (e.g. *The work has been done*), see 407.
For sentences like *The potatoes are all gone*, see 233.
For sentences like *Are you finished yet*, see 211.
For other active uses of *be + past participle*, see 404.

2 **other languages**

In some other languages there are tenses which are constructed like the English present perfect (compare English *I have worked*, French *j'ai travaillé*, German *ich habe gearbeitet*, Italian *ho lavorato*, Spanish *he trabajado*). Note that the English present perfect is used rather differently from most of these similar tenses in other languages.

3 **finished events connected with the present**

We can use the simple present perfect to say that a finished action or event is connected with the present in some way. If we say that something *has happened*, we are thinking about the past and the present at the same time.

* I can't go on holiday because I have broken my leg.
  
  (not: I can't go on holiday because I broke my leg.)

We could often change a simple present perfect sentence into a present sentence with a similar meaning:

* I've broken my leg. (→ My leg is broken now.)

  * Have you read the Bible? (→ Do you know the Bible?)

  * Some fool has let the cat in. (→ The cat is in.)

  * Utopia has invaded Fantasia. (→ Utopia is at war with Fantasia.)

  * Mary has had a baby. (→ Mary now has a baby.)

  * Our dog has died. (→ Our dog is dead.)

  * All the wars in history have taught us nothing. (→ We know nothing.)

  * My experience at school, all those years ago, has given me a permanent hatred of authority. (→ I hate authority.)

The present perfect is often used to express the idea of completion or achievement.

* At last! I've finished!

  * Have you done all the housework?

We do not use the present perfect if we are not thinking principally about the present. Compare:

* I've travelled in Africa a lot. (I know Africa.)

  * Some people think that Shakespeare travelled a lot in Germany.

    (not: Some people think that Shakespeare has travelled . . .)

* We've learnt enough to pass the exam. (The exam is still to come.)

  * We learnt enough to pass the exam. (The exam is over.)

* Look what John's given me! (focus on the gift)

  * Who gave you that? (focus on the past action of giving)

We do not use the present perfect in story-telling.

* Once upon a time there was a beautiful princess who lived . . .
4 finished events: news

The simple present perfect is the most normal tense for giving news of recent events.

- And here are the main points of the news again. The pound has fallen against the dollar. The Prime Minister has said that the government’s economic policies are working. The number of unemployed has reached five million. There has been a fire . . .

The present perfect is not often used to talk about a finished event, if we say when it happened (see below). Compare:

- There has been an explosion at Edinburgh Castle.
  There was an explosion at Edinburgh Castle last night.
  (NOT There has been . . . last night.)

- I’ve had a word with the boss, and he says it’s OK.
  I had a word with the boss today, and he says it’s OK.

Note that after using the present perfect to announce a piece of news, we usually change to simple or progressive past tenses to give the details.

- There has been a plane crash near Bristol. Witnesses say that there was an explosion as the aircraft was taking off, . . .

- The Prime Minister has had talks with President Kumani. During a three-hour meeting, they discussed the economic situation, and agreed on the need for closer trade links between the two countries.

For more further details, exceptions and notes on American usage, see 419.5.

5 finished events with expressions of ‘time up to now’

We often use the simple present perfect for past events when we are thinking of a period of time continuing up to the present – for example when we use indefinite time adverbs that mean ‘at some / any time up to now’, like ever, before, never, yet, already.

- Have you ever seen a ghost?
- You’ve only ever called me ‘darling’ once.
- I’m sure we’ve met before.
- She’s never apologised for anything in her life.
- ‘Has Ben come yet?’ ‘Yes, and he’s already started to make trouble.’

If we use a more definite expression of ‘time up to now’ (e.g. today, this week), we usually prefer a simple past tense in affirmative clauses. Compare:

- I’ve already spoken to the boss about my holiday.
  I spoke to the boss today about my holiday.
  (More natural than I’ve spoken to the boss today . . .)

- Have you seen John this week?
  I haven’t seen John this week.
  I saw John this week, and he says . . .
  (More natural than I’ve seen John this week . . .)

And with adverbs of finished time (e.g. yesterday, last weekend) the present perfect is very unusual (see paragraph 7 below).

For the present perfect progressive with ‘time up to now’, see 420.3.
For other tenses with ever, see 197.
6 repetition and continuation to now

We can use the simple present perfect to say that something has happened several times up to the present.

*I've written six letters since lunchtime.
How often have you been in love in your life?

We often use the simple present perfect to talk about how long present situations have lasted. Note that present tenses are not used in this way.

*I've studied hard for years. (Not *I-study hard for years.)
We've known each other since 1960. (Not *We know each other since 1960.)
I've never liked you.
How long have you been a doctor? (Not *How long are you a doctor?)
We've always lived here.

We can also use the present perfect progressive in this way. For the difference, see 420.4–6.

In an informal style, simple past tenses are sometimes possible with always, ever and never when they refer to ‘time up to now’.

*I always knew I could trust you. (Or *I've always known . . .)
Did you ever see anything like that before? (Or *Have you ever seen . . .?)

For the difference between for and since, see 214. For tenses with since, see 499. For sentences like *This is the first time I have been here, see 419.7.

7 expressions of finished time: present perfect not used

We do not often use the present perfect with expressions that refer to a completely finished period of time, like yesterday, last week, then, when, three years ago, in 1970. This is because the present perfect focuses on the present, and time-expressions like these focus on the past, so they contradict each other.

*I saw Lucy yesterday. (Not *I have seen Lucy yesterday.)
Tom was ill last week. (Not *Tom has been ill last week.)
What did you do then? (Not *What have you done then?)
She died three years ago. (Not *She has died three years ago.)
He was born in 1970. (Not *He has been born in 1970.)

For tenses with just and just now, see 305.

8 time not mentioned

We use the present perfect when we are thinking of a period of ‘time up to now’, even if we do not mention it. On the other hand, we do not use the present perfect when we are thinking of a particular finished time, even if we do not mention it. Compare:

- Have you seen ‘Romeo and Juliet’?
  (Have you ever seen it? Or *Have you seen the current production?)
  Did you see ‘Romeo and Juliet’?
  (Did you see the production on TV last night?)

- You've done a lot for me. ( . . . up to now)
  My grandfather did a lot for me. ( . . . when he was alive)
In some cases, there is little difference between the two points of view, and past and perfect tenses are both possible.

Welcome home! I've missed you.
We (have) heard that you have rooms to let.

For present perfect tenses in clauses referring to the future (e.g. I'll take a rest when I've finished cleaning the kitchen), see 556.

419 past time (5): simple present perfect and simple past (advanced points)

1 origins

We normally use the simple present perfect when we are thinking about past events together with their present results (see 418.3).

I can't come to your party because I've broken my leg.

However, we usually prefer a simple past tense when we identify the person, thing or circumstances responsible for a present situation (because we are focusing on the past cause, not the present result). Compare:

- Some fool has let the cat in.
  Who let that cat in? (not Who has let that cat in?)
- Look what John has given me!
  Who gave you that watch? (not Who's given you that watch?)

Other examples:

'Why are you crying?' Granny hit me.' (not ... Granny has hit me.)
The Chinese invented paper. (not The Chinese have invented paper.)
That's a nice picture. Did you paint it yourself?

Some people think that 'Pericles' was not written by Shakespeare.
I'm glad you were born. How did you get that bruise?

2 expectation and reality

We use a past tense to refer to a belief that has just been shown to be true or false.

It's not as big as I expected. (not ... as I have expected.)
You're older than I thought. (not ... than I have thought.)
But you promised...! (not But you have promised...!)

3 present perfect with past time adverbs

Grammars usually say that the present perfect tenses cannot be used together with expressions of finished time – we can say I have seen him or I saw him yesterday, but not I have seen him yesterday. In fact, such structures are unusual but not impossible (though learners should avoid them). Here are some real examples taken from news broadcasts, newspaper articles, advertisements, letters and conversations.

France has detonated a Hiroshima-sized nuclear bomb on Mururoa Atoll in the South Pacific at 17.02 GMT on Wednesday.
Police have arrested more than 900 suspected drugs traffickers in raids throughout the country on Friday and Saturday.
... a runner who's beaten Linford Christie earlier this year.
A 24-year-old soldier has been killed in a road accident while on patrol last night.

A lot of the drivers will be thinking about the circuit, because we've had some rain earlier today.

The horse's trainer has had a winner here yesterday...
... indicating that the geological activity has taken place a very long time ago.

Perhaps what has helped us to win eight major awards last year alone...

I have stocked the infirmary cupboard only yesterday.

I am pleased to confirm that Lloyds Bank... has opened a Home Loan account for you on 19th May 1982.

4 simple past for news

Recently, some British newspapers have started regularly using the simple past for smaller news announcements – probably to save space. Some authentic examples from the front page of one newspaper:

The Swedish prosecutor leading the Olaf Palme murder hunt resigned after accusing police chiefs of serious negligence.

An unnamed Ulster businessman was shot dead by terrorists...

Driving wind and rain forced 600 out of 2,500 teenagers to abandon the annual ‘Ten Tor’ trek across Dartmoor.

5 American English

In American English the simple past is often used to give news.

Did you hear? Switzerland declared / has declared war on Mongolia!

(GB Have you heard? Switzerland has declared war...)

Uh, honey, I lost / I've lost the keys. (GB...I've lost...)

Lucy just called. (GB Lucy has just called.)

In American English, it is also possible to use the simple past with indefinite past-time adverbs like already, yet, ever and before.

Did you eat already? (OR Have you eaten...?)

(GB Have you eaten already?)

I didn't call Bobby yet. (OR I haven't called...)

(GB I haven't called...)

For more about tenses with just, see 305.

For more about British-American differences, see 50.

6 bad rules

Grammars sometimes say that the present perfect is not used with expressions referring to ‘definite time’. This is confusing – the present perfect is not often used with finished time expressions, but it actually is very common with definite time expressions. Compare:

I've lived here for exactly three years, seven months and two days.

(present perfect with very definite time-reference)

Once upon a time a little girl lived with her mother in a lonely house in a dark forest. (simple past with very indefinite time-reference)

Note also that the choice between simple present perfect and simple past does not depend on whether we are talking about finished actions, as...
learners’ grammars sometimes suggest (though it has a lot to do with whether we are talking about finished time periods). Compare:

That cat has eaten your supper. (finished action – present perfect)
I ate the last of the eggs this morning. (finished action – simple past)

The choice also does not depend directly on whether events are recent (though recent events are more likely to be ‘news’, and we are more likely to be concerned about their present results, so many present perfect sentences are in fact about recent events). Compare:

The French revolution has influenced every popular radical movement in Europe since 1800. (200-year-old event – present perfect)
Ann phoned five minutes ago. (very recent event – simple past)

7 this is the first time etc

We use a simple present perfect tense in sentences constructed with this/it/that is the first/second/third/only/best/worst/etc.

This is the first time that I’ve heard her sing.
(NOT This is the first time that I hear her sing.)
This is the fifth time you’ve asked me the same question.
(NOT This is the fifth time you ask...)
That’s the third cake you’ve eaten this morning.
It’s one of the most interesting books I’ve ever read.

When we talk about the past, we use past perfect tenses in these structures.

It was the third time he had been in love that year.
(NOT... the third time he was in love...)

For tenses with since, see 499.
For present perfect and simple present passives with similar meanings (e.g. The shop has been/is closed), see 414.

120 past time (6): the present perfect progressive tense

1 forms

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<tr>
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</tr>
<tr>
<td>you have been working</td>
<td>have you been working?</td>
<td>you have not been working</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td>etc</td>
</tr>
</tbody>
</table>

2 use: general

We use the present perfect progressive, in general, to talk about situations which started in the past and are still going on, or which have just stopped and have present results.

I’ve been keeping the bread in the top cupboard – is that OK?
Sorry I’m late. Have you been waiting long?
“You look hot.” Yes, I’ve been running.”
We cannot use the present perfect progressive with expressions that refer to a finished period of time.

‘You look tired.’ ‘Yes, I was cycling non-stop until five o’clock.’
(NOT ... ‘I’ve been cycling non-stop until five o’clock.’)

3 present perfect progressive and present
Both the present perfect progressive and the present (simple or progressive) can be used to talk about situations which started in the past and are still going on. The difference is that the present perfect progressive has an ‘up to now’ focus. It is common when we are talking about situations which are just coming to an end or may change, or when we are talking about how long a situation has lasted. Compare:

– I have violin lessons every two weeks.
  I’ve been having violin lessons every two weeks, but I think I’ll make it every week from now on.
– Who is she talking to?
  ‘Sorry I’m late, darling.’ ‘That’s all right. I’ve been talking to this nice boy.’
– It’s raining again.
  It’s been raining since Christmas. (NOT – It’s raining since Christmas.)
– Are you learning English?
  How long have you been learning English?
  (NOT – How long are you learning English?)
– ‘I hear you’re working at Smiths.’
  ‘Yes, I’ve been working there for about three months.’
  (NOT . . . ‘I’m working there for about three months.’)

For the difference between since and for in this situation, see 214.

4 progressive and simple: continuation/completion
Both the present perfect tenses (simple and progressive) can be used to talk about recent actions and situations that have present results. There is an important difference. The present perfect progressive focuses on the action/situation itself, looking at it as a continuous, extended activity (not necessarily finished). The simple present perfect, on the other hand, looks more at the ideas of completion and present result. Compare:

– I must have a bath. I’ve been gardening all afternoon.
  (focus on continuous activity)
  I’ve planted a lot of new rose bushes. (focus on result)
– I’ve been reading your book. (focus on continuous activity)
  I’ve read your book. (focus on completion)
– I’ve been learning irregular verbs all afternoon.
  (focus on continuous activity)
  I’ve learnt all my irregular verbs. (focus on completion)
– Sorry about the mess – I’ve been painting the house.
  (focus on continuous activity)
  I’ve painted two rooms since lunchtime. (focus on completion)
– Who’s been sleeping in my bed? (emphasis on continuous activity – makes the action sound longer and more annoying)
  I think she’s slept enough – I’ll wake her up.
5 progressive and simple: repeated actions

We can use the present perfect progressive to talk about repeated actions and events, but not if we say how often they have happened (because this stresses the idea of completion – see above). Compare:

*I've been playing* a lot of tennis recently.
*I've played* tennis three times this week.

6 progressive and simple: temporary and permanent

We often prefer the present perfect progressive to talk about more temporary actions and situations; when we talk about longer-lasting or permanent situations we often prefer the simple present perfect. Compare:

– *That man has been standing* on the corner all day.
  *For 900 years the castle has stood* on the hill above the village.
– *I haven’t been working* very well recently.
  *He hasn’t worked* for years.
– *I’ve been living* in Sue’s flat for the last month.
  *My parents have lived* in Bristol all their lives.

Generally, however, both progressive and simple tenses are possible in cases like these, with a slight difference of emphasis.

*It’s been raining / It’s rained* steadily since last Saturday.
*Harry has been working / has worked* in the same job for thirty years.

We generally use the progressive to talk about continuous change or development, even if this is permanent.

*Scientists believe that the universe has been expanding steadily since the beginning of time.*

7 non-progressive verbs

Some verbs are not used in progressive forms (see 451), even if the meaning is one for which a progressive form is more suitable.

*I’ve only known* her for two days. (not *I’ve only been knowing* her...)
*She’s had* a cold since Monday. (not *She’s been having* a cold...)

421 past time (7): the past perfect tenses

1 forms

simple past perfect

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
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<tbody>
<tr>
<td>I had worked</td>
<td>had I worked?</td>
<td>I had not worked</td>
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<tr>
<td>you had worked</td>
<td>had you worked?</td>
<td>you had not worked</td>
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<tr>
<td>etc</td>
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</tbody>
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past perfect progressive

<table>
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<tr>
<th>Affirmative</th>
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<td>etc</td>
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</table>

For passives (e.g. The work had been done), see 407.

2 simple past perfect: use

The basic meanings of the simple past perfect are ‘earlier past’ and ‘completed in the past’. A common use is to ‘go back’ when we are already talking about the past, so as to make it clear that something had already happened at the time we are talking about.

I realised that we had met before. (NOT I realised that we met before.)
(NOT I realised that we have met before.)
When I arrived at the party, Lucy had already gone home.
(NOT . . . Lucy already went home.)
(NOT . . . Lucy has already gone home.)

The past perfect is common after past verbs of saying and thinking, to talk about things that had happened before the saying or thinking took place.

I told her that I had finished. (NOT . . . that I (have) finished.)
I wondered who had left the door open.
I thought I had sent the cheque a week before.

For sentences like I arrived before she had finished unpacking (where a past perfect refers to a time later than the time of the main verb), see 96.3.
For more about tenses in indirect speech, see 481.

3 past perfect progressive: use

We use the past perfect progressive to talk about longer actions or situations which had continued up to the past moment that we are thinking about, or shortly before it.

At that time we had been living in the caravan for about six months.
When I found Mary, I could see that she had been crying.

4 progressive and simple: differences

Progressive tenses are often used to talk about more temporary actions and situations; when we talk about longer-lasting or permanent situations we prefer simple tenses (though both forms are often possible in the same situation, with a slight difference of emphasis). Compare:

My legs were stiff because I had been standing still for a long time.
They lived in a castle which had stood on a hill above the village for 800 years.

Progressive forms generally emphasise the continuation of an activity; we use simple tenses to emphasise the idea of completion. Compare:

I had been reading science fiction, and my mind was full of strange images.
I had read all my magazines, and was beginning to get bored.
Some verbs are not normally used in progressive forms (see 451), even if the meaning is one for which a progressive form would be more suitable.

I hadn’t known her for very long when we got married.

(NOT I hadn’t been knowing her . . .)

5 time conjunctions

We can use time conjunctions to talk about two actions or events that happen one after the other. Usually the past perfect is not necessary in these cases, though it can often be used.

After he (had) finished his exams he went to Paris for a month.
She didn’t feel the same after her dog (had) died.

As soon as I (had) put the phone down it rang again.

The past perfect can help to mark the first action as separate, independent of the second, completed before the second started. In contrast, the simple past can suggest that the first action ‘leads into’ the other, or that there is a cause-and-effect link between them. Compare:

- When I had opened the windows I sat down and had a cup of tea.
  (NOT When I opened the windows I sat down . . .)
  When I opened the window the cat jumped out.
  (More natural than When I had opened the windows . . .)

- When I had written my letters I did some gardening.
  (NOT When I wrote my letters I did some gardening.)
  When I wrote to her she came at once.

The past perfect is rather more common with when than with other time conjunctions (when has several meanings, so the exact time relations may have to be shown by the verb tense).

6 unrealised hopes and wishes; things that did not happen

The past perfect can be used to express an unrealised hope, wish etc.

I had hoped we would be able to leave tomorrow, but it’s beginning to look difficult.

He had intended to make a cake, but he ran out of time.

After if, wish and would rather, the past perfect can be used to talk about past events that did not happen.

If I had gone to university I would have studied medicine.
I wish you had told me the truth.
I’d rather she had asked me before borrowing the car.

7 past perfect not used

Past perfect tenses are normally only used as described above. The past perfect is not used simply to say that something happened some time ago, or to give a past reason for a present situation.

General Cary, who commanded a parachute regiment for many years, is now living in retirement. (NOT General Cary, who had commanded . . .)
I left some photos to be developed. Are they ready yet?
(NOT I had left some photos . . .)
past verb form with present or future meaning

A past tense does not always have a past meaning. In some kinds of sentence we can use verbs like *I had, you went or I was wondering* to talk about the present or future.

1  **after *if, unless, supposing* etc**

After *if, unless* and words with similar meanings, we often use past forms to refer to the present or future.

- *If I had* the money now I'd buy a car.
- *If you caught* the ten o'clock train tomorrow you *could* be in Edinburgh by supper-time, *unless the train was* delayed, of course.
- *You look as if you were* just about to scream.
- *Supposing we didn't go* on holiday next year?

For more about structures with *if*, see 258–264.
For *supposing* etc, see 546.
For *unless*, see 574.
For *as if*, see 74.

2  **after *it's time, would rather* and wish**

After these expressions, too, past forms can have present or future meanings.

- *Ten o'clock – it's time you went home.  
Don't come and see me today – I'd rather you came tomorrow.*
- *I wish I had a better memory.*

For structures with *it's time*, see 304.
For *would rather*, see 469.2–3.
For *wish*, see 601.

3  **distancing in questions, requests etc**

We can make questions, requests and offers less direct (and so more polite) by using past tenses. (For more about ‘distancing’ of this kind, see 161.) Common formulae are *I wondered, I thought, I hoped, did you want.* Past progressive forms (*I was wondering* etc) make sentences even less direct.

- *I wondered* if you were free this evening.
- *I thought* you might like some flowers.
- *Did you want* cream with your coffee, sir?
- *I was hoping* we could have dinner together.

4  ‘past’ modals

The ‘past’ modal forms *could, might, would* and *should* usually have present or future reference; they are used as less direct, ‘distanced’ forms of *can, may, will* and *shall.*

- *Could* you help me for a moment?
- *I think it might* rain soon.
- *Would* you come this way, please?
- *Alice should* be here soon.
5 past focus on continuing situations

If we are talking about the past, we usually use past tenses even for things which are still true and situations which still exist.

*Are you deaf? I asked how old you were.*
*I'm sorry we left Liverpool. It was such a nice place.*
*Do you remember that nice couple we met on holiday? They were German, weren't they?*
*I got this job because I was a good driver.*
*Bill applied to join the police last week, but he wasn't tall enough.*

For indirect speech examples, see 482
For past tenses with conditional meanings, see 556.

423 perfect verb forms

1 construction

Perfect verb forms are made with *have + past participle.*

*She has lost her memory.* (simple present perfect tense)
*They have been living in France for the last year.*
(present perfect progressive tense)
*I told him that I had never heard of the place.* (simple past perfect tense)
*When I got there the house had been pulled down.*
(simple past perfect passive tense)
*We will have finished by tomorrow afternoon.*
(simple future perfect tense)
*I'm sorry to have disturbed you.* (perfect infinitive)
*Having seen the film, I don't want to read the book.* (perfect -ing form)

2 terminology and use

A perfect verb form generally shows the time of an event as being earlier than some other time (past, present or future). But a perfect form does not only show the time of an event. It also shows how the speaker sees the event – perhaps as being connected to a later event, or as being completed by a certain time. Because of this, grammars often talk about 'perfect aspect' rather than 'perfect tenses'.

For details of the use of the various perfect verb forms, see the individual entries in the book.

424 personal pronouns (1): general

1 terminology and use

The words *I, me, you, he, him, she, her, it, we, us, they and them* are usually called 'personal pronouns'. (This is a misleading name: *it, they and them* are used to refer to things as well as people.) *One* is also used as a personal pronoun (see 392). *Who* is an interrogative personal pronoun (see 594).
Personal pronouns are used when it is not necessary to use or repeat more exact noun phrases.

John’s broken his leg. He’ll be in hospital for a few days.

(NOT John’s broken his leg. John’ll be in hospital . . .)
Tell Mary I miss her. (NOT Tell Mary I miss Mary.)

2 you: dialect forms

Although standard modern English uses you for both singular and plural, separate forms exist in certain dialects. Some speakers in Yorkshire use thou or tha as a singular subject form and thee as a singular object form; Irish dialects have a separate plural form ye, youse or yiz. Many Americans use you guys (to both men and women) as an informal second-person plural. In southern US speech there is a familiar second-person plural form you all (pronounced y’all), used instead of you when people wish to sound friendly or intimate; there is also a possessive written you all’s or (informally) y’all’s.

Hi, everybody. How’re you all doing? What are you all’s plans for Thanksgiving?

For the older English forms thee and thou, see 388.
For the use of he and she to refer to animals, ships etc, see 227.
For they, them, their with singular reference, see 505.

3 modification of you

You can be modified by adjectives in a few informal British expressions such as Poor/Clever/Lucky (old) you! (This occasionally happens also with me.)

Note also the expressions you people, you lot, you guys, you two/three/ etc.

What are you guys doing tonight?

4 subject and object forms

I, he, she, we and they are used mainly as subjects before verbs. Me, him, her, us and them are used as objects and (especially in an informal style) in most other cases. (See 425 for details.)

I need help. I’ts me that needs help.

Can you help me? You don’t need help as much as me.

‘Who needs help?’ ‘Me.’ She’s taller than him.

For pronoun-verb agreement in sentences like It’s me that needs help, see 425.7.

5 it used to identify

We use it to refer to a person when we are identifying him or her.

‘Who’s that over there?’ ‘It’s John Cook.’ (NOT ‘He’s John Cook.’)

‘Is that our waiter?’ ‘No, it isn’t.’ (NOT ‘No, he isn’t.’)

On the phone: Hello. It’s Alan Williams. (NOT . . . I’m Alan Williams.)

It’s your sister who plays the piano, isn’t it?

6 it referring to nothing etc

It not only refers to the names of things. We can also use it to refer to nothing, everything and all.

Nothing happened, did it? Everything’s all right, isn’t it?
I did all I could, but it wasn’t enough.
7 it as ‘empty’ subject
We use *it* as a meaningless subject with expressions that refer to time, weather, temperature, distances, or just the current situation.

-*It’s ten o’clock.*
-*It’s Monday again.*
-*It rained for three days.*
-*It’s thirty degrees.*
-*It’s ten miles to the nearest petrol station.*
-*It’s terrible – everybody’s got colds, and the central heating isn’t working.*
-*Wasn’t it lovely there!*

8 inclusive and exclusive *we*
We and *us* can include or exclude the listener or reader. Compare:

-*Shall we go and have a drink?* (We includes the listener.)
-*We’re going for a drink. Would you like to come with us?* (We and *us* exclude the listener.)

9 *us* meaning ‘me’
In very informal British speech, *us* is quite often used instead of *me* (especially as an indirect object).

-*Give us a kiss, love.*

10 ‘general’ uses of pronouns
We can refer to people in general, including the speaker and hearer.

-*We must love one another or die.*
One can refer to people in general, including the speaker (see 392).

-*One should never take advice.*
You can refer to people in general, including the hearer (see 392).

-*If you want adventure, romance and excitement, don’t live in Lower Barton.*
*They* can mean ‘the people around’ or ‘the authorities’ (see 392).

-*They say she’s pregnant again.*
-*Why don’t they pay nurses enough?*

11 politeness
It is considered polite to use names or noun phrases, rather than *he, she* or *they*, to refer to people who are present.

-*‘Dad said I could go out.’ ‘No, I didn’t.’* (More polite than *‘He said I could go out.’ . . . *)

-*This lady needs an ambulance.*
However, pronouns need to be used to avoid repetition (see 479).

-*Dad said he didn’t mind . . . (not ‘Dad said Dad didn’t mind . . .*)
People usually mention themselves last in phrases like *you and I, she and I.*

-*Why don’t you and I go away for the weekend?* (More polite than . . . for *me and Tracy.*

(*NOT ‘Why don’t I and you . . .?*)
12 personal pronouns cannot normally be left out

We cannot normally leave out personal pronouns, even if the meaning is
clear without them (for some exceptions, see below).

*It's raining.* (NOT *Is raining.*)

*She loved the picture because it reminded her of home.*

(NOT ... because reminded her of home.)

*They arrested Alex and put him in prison.* (NOT ... and put in prison.)

*'Have some chocolate.' *'No, I don't like it.'* (NOT ... I don't like.)

However, in informal speech, subject pronouns and/or auxiliary verbs are
sometimes left out at the beginning of a sentence. For details of this, see 183.

*Can't help you, I'm afraid.* (= I can't ...)

*Seen Paul?* (= Have you seen Paul?)

Note that we seldom put it after know. See 306 for details.

*'It's getting late.' *'I know.'* (NOT ... I know it.)

After certain verbs (e.g. believe, think, suppose), we use so rather than it.
(For details, see 515.)

*'Is that the manager?' ‘I believe so.’* (NOT ... ‘I believe (it).’)

In British English, personal pronouns can be dropped after prepositions in
descriptive structures with have and with.

*All the trees have got blossom on (them).*

*He was carrying a box with cups in (it).*

13 infinitive clauses

Object pronouns are not normally used in infinitive clauses if the object of
the infinitive has just been mentioned. (See 285.4 for details and exceptions.)

*She's easy to please.* (NOT *She’s easy to please her.)*

*The pie looked too nice to eat.* (NOT ... too nice to eat it.)

*The bridge wasn't strong enough to drive over.* (NOT ... to drive over it.)

*This dish takes two hours to prepare.*

14 one subject is enough

One subject is enough. We do not usually use a personal pronoun to repeat a
subject that comes in the same clause.

*My car is parked outside.* (NOT *My car it is parked outside.)*

*The boss really gets on my nerves.*

(NOT ... The boss he really gets on my nerves.)

*The situation is terrible.* (NOT *It is terrible the situation.*)

However, structures like this are sometimes possible in very informal speech.

*That woman, I'll be glad when she goes back home.*

*It's terrible, the unemployment down there.*

*He's not a bad bloke, Jeff.*

*It's a horrible place, London.*

For more about 'reinforcement tags', see 472.
For *it* as a 'preparatory subject' for an infinitive or a clause, see 301.
For *it* as a 'preparatory object', see 302.
15 personal and relative pronouns

We do not use personal pronouns to repeat the meaning of relative pronouns (see 473.5).

That's the girl who lives in the flat upstairs. (NOT . . .who she lives . . .)
Here's the money (that) you lent me.
(NOT Here's the money (that) you lent me it.)
In modern English, the structure he/she who . . . (meaning 'the person who') is very unusual.

The person who leaves last should put the lights out.

(or Whoever leaves last . . .) (NOT He/She who leaves last . . .)

425 personal pronouns (2): subject and object forms

1 pronouns with two forms

Six English pronouns have one form when they are used as subjects, and a different form for other uses – for example, when they are the objects of verbs or prepositions.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
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<tr>
<td>he</td>
<td>him</td>
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<tr>
<td>she</td>
<td>her</td>
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<tr>
<td>we</td>
<td>us</td>
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<tr>
<td>they</td>
<td>them</td>
</tr>
<tr>
<td>who</td>
<td>whom</td>
</tr>
</tbody>
</table>

Compare:

- I like dogs.
  Dogs don't like me.
- We sent her some flowers.
  She sent us some flowers.
- This is Mr Perkins, who works with me.
  This is Mr Perkins, with whom I am working at the moment.

Whoever is not normally used in modern English.

2 informal use of object forms

In informal English, we use object forms not only as the objects of verbs and prepositions, but also in most other cases where the words do not come before verbs as their subjects. Object forms are common, for example, in one-word answers and after be.

'Who said that?' '(It was) him.' 'Who's that?' '(It's) me.'

In a more formal style, we often prefer to use subject form + verb where possible.

'Who said that?' 'He did.' (But not - 'He.')
It is possible to use a subject form after be, but this is extremely formal, and is usually considered over-correct (especially in British English).

\[ \text{It is I.} \quad \text{It was he.} \]

Object forms are sometimes used in co-ordinated subjects with and in informal speech; this is considered incorrect in more formal usage.

\[ \text{John and me are going skiing this weekend.} \]

(\text{More correct: John and I...})

3 \text{ I in objects} \]

\[ \text{I is often used informally in co-ordinated objects; this is also considered incorrect in more formal usage.} \]

\[ \text{Between you and I, I think his marriage is in trouble.} \]

(\text{More correct: Between you and me...})

\[ \text{That's a matter for Peter and I. (More correct: ... for Peter and me.)} \]

Some people use forms like you and I as objects because they have been corrected at school for using you and me as a subject, and consequently have a vague sense that you and me is always wrong.

4 \text{ who(m) in questions} \]

\[ \text{Whom is not often used in informal English. We prefer to use who as an object, especially in questions.} \]

\[ \text{Who did they arrest?} \]

\[ \text{Who did you go with?} \]

We use whom in a more formal style; and we must use whom after a preposition.

\[ \text{Whom did they arrest? (formal)} \]

\[ \text{With whom did you go? (very formal)} \]

5 \text{ who(m) in relative clauses} \]

In identifying relative clauses, (see 474), whom is unusual. Either we leave out the object pronoun, or we use that or who (see 473–474 for details).

\[ \text{There's the man (that)/(who) we met in the pub last night.} \]

In non-identifying relative clauses (see 474), we usually use whom as an object when necessary (but these clauses are not very common in informal English).

\[ \text{This is John Perkins, whom you met at the sales conference.} \]

\[ \text{I have a number of American relatives, most of whom live in Texas.} \]

6 \text{ who(m) he thought etc} \]

In a sentence like He was trying to find an old school friend, who(m) he thought was living in New Zealand, people are often unsure whether to use whom (because it seems to be the object of the first following verb) or who (because it is the subject of the second verb). Who is considered more correct, but whom is quite often used. Another example:

\[ \text{There is a child in this class who(m) I believe is a musical genius.} \]

In cases with a following infinitive, usage is mixed, but whom is considered more correct.

\[ \text{There is a child in the class who(m) I believe to be a musical genius.} \]
7 It is/was me/I + relative clause

When a relative clause comes after an expression like It is/was me/I, there are
two possibilities:

object form + that (very informal)

*It’s me that needs your help.*

*It was him that told the police.*

subject form + who (very formal)

*It is I who need your help.*

*It was he who told the police.*

We can avoid being too formal or too informal by using a different structure.

*He was the person/the one who told the police.*

8 mixed subject and object

Sometimes a pronoun is the object of a verb or preposition, but the subject
of a following infinitive or clause. Normally an object form is used in
this case.

*It’s for him to decide. (NOT It’s for he to decide.)*

*I think it’s a good idea for you and me to meet soon. (Considered more correct than . . . for you and I to meet soon.)*

*Everything comes to him who waits. (Considered more correct than . . . to he who waits.)*

9 as, than, but and except

After as and than, object forms are generally used in an informal style,
especially in British English.

*My sister’s nearly as tall as me.*

*I can run faster than her.*

In a more formal style, subject forms are used; they are usually followed
by verbs.

*My sister’s nearly as tall as I am.*

*I can run faster than she can.*

But and except are followed by object forms (see 116 and 200).

*Everybody but me knew what was happening.*

*Everybody except him can come.*

426 piece- and group-words

1 pieces

To talk about a limited quantity of something we can use a word for a piece
or unit, together with of, before an uncountable noun. The most general
words of this kind are piece and bit. Bit is informal, and usually suggests a
small quantity.

*a piece/bit of cake/bread*

*some pieces/bits of paper/wood*

*a piece/bit of news/information*
Other words are less general, and are used before particular nouns. Some common examples:

- a bar of chocolate/soap
- a blade of grass
- a block of ice
- a drop of water/oil/vinegar
- a grain of sand/salt/rice/corn
- an item of information/news/clothing/furniture
- a length of material
- a loaf of bread
- a lump of sugar/coal
- a slice of bread/cake/meat
- a speck of dust
- a sheet of paper/metal/plastic/stamps
- a stick of dynamite/chalk/celery
- a strip of cloth/tape/land/water
- a suit of clothes/armour

2 not a . . . of . . .

Some of these ‘piece’ words can be used in a negative structure meaning ‘no . . . at all’.

- There’s not a grain of truth in what he says.
- There hasn’t been a breath of air all day.
- We haven’t got a scrap (of food) to eat.
- He came downstairs without a stitch of clothing on.

3 pairs

Pair is used for many things that normally go in twos, and with plural nouns that refer to some two-part objects (see 501.7).

- a pair of shoes/socks/ear-rings
- a pair of glasses/binoculars
- a pair of trousers/jeans/pyjamas
- a pair of scissors/pliers

4 collections

Special words are used before certain nouns to talk about groups or collections.

- a bunch of flowers
- a crowd of people
- a flock of sheep/birds
- a herd of cattle/goats
- a pack of cards (US a deck of cards)

Set is used before many uncountable and plural nouns referring to groups which contain a fixed number of things.

- a set of cutlery/napkins/dishes/tyres/sparkling plugs/spanners

For a bit as a modifier before adjectives and adverbs, see 106.
For a bit of a . . . , see 154.
For an amount, a lot, a large number etc, see 326.
For sort, type, kind etc, see 526.
427 place

In an informal style, place can often be followed directly by an infinitive or relative clause, with no connecting relative word or preposition. This is particularly common in American English.

I'm looking for a place to live.

(More formal: ... a place to live in or ... a place in which to live.)

There's no place to sit in this room.

You remember the place we had lunch?

(More formal: ... the place we had lunch at? or ... the place at which / where we had lunch?)

I went back to the place I bought the scarf, but it was closed.

Note also the informal expression go places, meaning 'become very successful in life'.

They always said I'd go places, but they never told me how boring the places would be.

For similar structures with way, time and reason, see 477.3.

428 play and game

1 nouns

A play is a piece of dramatic literature, written for the theatre, radio or television.

'Julius Caesar' is one of Shakespeare's early plays.

A game is an activity like, for example, chess, football or bridge.

Chess is a very slow game. (NOT ... a very slow play.)

The uncountable noun play can be used to mean 'playing' in general.

Children learn a great deal through play.

2 verbs

People act in plays or films, and play games or musical instruments.

My daughter is acting in her school play this year.

Have you ever played rugby football?

Play can be used with the same meaning as act before the name of a character in a play or film.

I'll never forget seeing Olivier play Othello.

429 please and thank you

1 requests

We use please to make a request more polite.

Could I have some more rice, please?

'Would you like some help?' 'Yes, please.'

Note that please does not change an order into a request. Compare:

Stand over there. (order)

Please stand over there. (more polite order)

Could you stand over there, please? (polite request)
Please do is a rather formal answer to a request for permission.
'Do you mind if I open the window?' *Please do.*

For more about requests, see 483.

2 when please is not used

We do not use please to ask people what they have said.
'I've got a bit of a headache.' 'I beg your pardon?'
  (NOT ... *Please?*)
We do not use please when we give things to people.
'Have you got a pen I could use?' 'Yes, here you are.'
  (NOT ... *Please.*)
Please is not used as an answer to Thank you (see below).
'Thanks a lot.' 'That's OK.' (NOT ... 'Please. ')

3 thank you and thanks

Thanks is more informal than thank you.
Thank you. (NOT *Thanks you.*) Thank you very much.
Thanks very much. Thanks a lot. (BUT NOT *Thank you a lot.*)
Thank goodness it's Friday. (NOT *Thanks goodness...*)
Indeed can be used to strengthen very much.
Thank you very much *indeed.* (BUT NOT normally *Thank you indeed.*)
Thank you for / Thanks for can be followed by an -ing form. Possessives are
unnecessary and are not used.
'Thank you for coming.' 'Not at all. Thank you for having me.'
  (NOT ... *Thank you for your coming.*...)

4 accepting and refusing

We often use Thank you / Thanks like Yes, please, to accept offers.
'Would you like some potatoes?' *Thank you.* 'How many?'
To make it clear that one wishes to refuse something, it is normal to say
No, thank you / No, thanks.
'Another cake?' 'No, thanks. I've eaten too many already.'
Note that Yes, thanks is not used to accept offers, but to confirm that things
are all right.
'Have you got enough potatoes?' 'Yes, thanks.'

5 replies to thanks

In English, there is not an automatic answer to Thank you: British people,
especially, do not usually answer when they are thanked for small things. If a
reply is necessary, we can say *Not at all* (rather formal), *You're welcome,*
*DOn't mention it, That's (quite) all right or That's OK* (informal British).
Compare:
'Could you pass the salt?' 'Here you are.' *Thanks.* (no answer)
'Here's your coat.' *Thanks.* (no answer)
*Thanks so much* for looking after the children. 'That's all right. Any time.'
  (answer necessary)

For more about the language of common social situations, see 520.
430 point of view

From somebody’s point of view is not quite the same as in somebody’s view/opinion. It usually means something more like ‘from somebody’s position in life’ (for example as a student, as a woman, as a Greek or as a Catholic), and is used to talk about how somebody is affected by what happens. Compare:

- In my opinion, war is always wrong.
  (NOT From my point of view, war is always wrong.)
  He wrote about the war from the point of view of the ordinary soldier.
- In my view, it’s a pretty good school.
  You have to judge a school from the child’s point of view.
- In Professor Lucas’s opinion, everybody should work a 20-hour week.
  From the employers’ point of view, a 20-hour week would cause a lot of problems.

431 politics and policy

Politics (usually singular but always with -s – see 501.3) is used to talk about the theory and practice of government, the profession of government, conflicts between governing groups, and related ideas.

I don’t know much about politics, but I always support the Radical Conservative Centre Coalition Party.

You talk beautifully – you should be in politics.

Policy means a ‘political line’ or a rule of behaviour (not necessarily connected with politics).

After the war, British foreign policy was rather confused.
  (NOT . . . British foreign politics . . .)

It’s not my policy to believe everything I hear.

It’s the firm’s policy to employ a certain number of handicapped people.

432 possessive ’s: forms and grammar

1 spelling

singular noun + ’s  my father’s car
plural noun + ’  my parents’ house
irregular plural + ’s  the children’s room

We sometimes just add an apostrophe (’) to a singular noun ending in -s, especially older and foreign names.

Socrates’ ideas.

But ’s is more common.

Denis’s terrible wife  Tess’s family
Dickens’s novels  Mr Lewis’s dog

We can add ’s or ’ to a whole phrase.

the man next door’s wife
Paul and Mary’s dog
Henry the Eighth’s six wives
2 pronunciation

The ending ’s is pronounced just like a plural ending (see 502).

doctor’s / ’daktər/  dog’s /dɔɡ/  president’s / ’prezɪdənts/  
Jack’s /dʒæk/  Madge’s / ’mædž/  Alice’s /’ælɪs/  
James’s /’dʒæmz/  
The apostrophe in a word like parents’ does not change the pronunciation at all. But with singular classical (ancient Greek and Roman) names ending in s’, we sometimes pronounce a possessive ’s even when it is not written.

Oedipus’ little problem / ’ɔːdɪpəz/  

3 possessive ’s and other determiners

A noun cannot normally have an article or other determiner with it as well as a possessive word (see 157). Definite articles are usually dropped when possessives are used.

the car that is John’s = John’s car (not the John’s car or John’s the car)  
But a possessive word may of course have its own article.

the car that is the boss’s = the boss’s car  

Compound nouns beginning with possessive words (’classifying genitives’) are treated differently. Articles belonging to the possessive word are dropped.

He works as a Queen’s Messenger. (not . . . a the Queen’s Messenger.)  
When we want to use a noun with a/an or this/that etc as well as a possessive, we usually use the ’of mine’ construction (see 434).

She’s a cousin of John’s. (not . . . a John’s cousin.)  
I saw that stupid boyfriend of Angie’s yesterday.  
(not . . . that Angie’s stupid boyfriend . . .)  

4 possessive without a noun

We can use a possessive without a following noun, if the meaning is clear.

’Whose is that?’ ’Peter’s.’  

We often talk about people’s houses, shops, firms and churches in this way. The apostrophe is often dropped in the names of shops and firms.

We had a nice time at John and Susan’s last night.  
I bought it at Smiths.  
She got married at St Joseph’s.  

In modern English, expressions like the doctor, the dentist, the hairdresser, the butcher are often used without ’s.

Alice is at the hairdresser(’s).  

For the meanings and use of possessive ’s forms, see 379, 381.  
For double possessive structures like a friend of John’s, see 434.  

433 possessives: my, mine etc

1 determiners: my, your etc

My, your, his, her, its, our and their are determiners (see 157), and are used at the beginning of noun phrases. They are not adjectives (although they are sometimes called ‘possessive adjectives’ in grammars and dictionaries).

Have you seen my new coat?
One's is used in the same way.

It's easy to lose one's temper when one is criticised.

Note the spelling of the possessive its. The contraction it's is not a possessive: it means it is or it has (see 303). Compare:

The dog's in a good mood. It's just had its breakfast.

(normal it's breakfast.)

2 possessives and other determiners

My, your etc already have a 'definite' meaning, and so do not need to be used with the.

She's lost her keys. (not the her keys.)

Other determiners like a, this, that cannot be used together with my etc.

Instead, we use the '...of mine' structure (see 434).

A friend of mine has just invited me to Italy. (not A my friend...)

How's that brother of yours? (not that your brother?)

3 pronouns: mine, yours etc

Mine, yours, his, hers, ours and theirs are pronouns, used without following nouns.

That coat is mine.

Which car is yours?

We do not use articles with mine etc.

Can I borrow your keys? I can't find mine. (not I can't find the mine.)

Its and one's cannot be used as pronouns, but one's own can be.

Other people's jobs always seem more interesting than one's own.

(normal than one's.)

4 whose

Whose is used both as a determiner and as a pronoun.

Whose bag is that? (determiner)

Whose is that bag? (pronoun)

Note the difference between whose (possessive) and who's (= who is or who has).

5 distributive use

After a plural possessive, we do not normally use a singular noun in the sense of 'one each'. (For details, see 507.)

The teacher told the children to open their books. (not their book.)

6 articles and possessives

We sometimes use articles instead of my, your etc. This happens in prepositional phrases which refer to the subject or object, mostly when we are talking about blows, pains and other things that happen to parts of people's bodies. Compare:

I patted her on the shoulder.

She's got a pain in the shoulder.

She's got a parrot on her shoulder.

(normal She's got a parrot on the shoulder.)
In other cases we do not normally use articles instead of possessives.

*Katy broke her arm mountain climbing.* (not *Katy broke the arm...*)

*He stood there, his eyes closed and his hands in his pockets, looking half asleep.* (not *the eyes closed and the hands in the pockets...*)

7 **my own etc**

*My own, your own etc* act as the possessive forms of the reflexive/emphatic pronouns *myself, yourself etc.* Compare:

*I’ll do it myself. I’ll do it in my own way.* (not *in myself’s way.*

For southern US *you all’s*, see 424.2.
For the older English forms *thy* and *thine*, see 388.
For details of *myself* etc., see 471. For *own*, see 400.
For possessive forms of nouns (e.g. *John’s, the government’s*), see 432.

434 **possessives with of (a friend of mine etc)**

We cannot usually put a possessive before another determiner and a noun.
We can say *my friend, Ann’s friend, a friend or that friend*, but not *a my friend* or *that Ann’s friend*. Instead, we use a structure with of + possessive.

determiner + noun + of + possessive

*That policeman is a friend of mine. How’s that brother of yours?*
*I met another boy friend of Lucy’s yesterday.*
*He’s a cousin of the Queen’s. She’s a friend of my father’s.*
*Have you heard this new idea of the boss’s?*
*He watched each gesture of hers as if she was a stranger.*
*My work is no business of yours.*

The structure has a variant in which the noun does not have possessive ’s: this is sometimes used when talking about relationships.

*He’s a cousin of the Queen. She’s a friend of my father.*
The word *own* is used in a similar structure (see 400).

*I wish I had a room of my own.*

435 **prefer**

When we say that we prefer one activity to another, two -ing forms can be used. The second can be introduced by *to* or *rather than* (more formal).

*I prefer riding to walking. (not I prefer riding to walk.)*
*She prefers making toys for her children rather than buying them in the shops.*

*Prefer* can also be followed by an infinitive (this is normal after *would prefer*).
The structure can be continued by *rather than* with an infinitive or an -ing form.

*I would prefer to spend the weekend at home rather than drive/driving all the way to your mother’s.*

For more about *to* with -ing forms, see 295.2.
436 prepositions (1): introduction

1 vocabulary problems

It is difficult to learn to use prepositions correctly in a foreign language. Most English prepositions have several different functions (for instance, one well-known dictionary lists eighteen main uses of at), and these may correspond to several different prepositions in another language. At the same time, different prepositions can have very similar uses (in the morning, on Monday morning, at night). Many nouns, verbs and adjectives are normally used with particular prepositions: we say the reason for, arrive at, angry with somebody, on a bus. Often the correct preposition cannot be guessed, and one has to learn the expression as a whole. In some expressions English has no preposition where one may be used in another language; in other expressions the opposite is true. For details of some difficult cases of prepositional usage, see 437–442.

2 word order

In English, prepositions can come at the end of clauses in certain structures, especially in an informal style. For details, see 440.

What are you thinking about? You’re just the person I was looking for.
She’s not very easy to talk to. I hate being shouted at.

3 -ing forms

When we use verbs after prepositions, we use -ing forms, not infinitives. For details, see 295, 442.

She saved money by giving up cigarettes.
When to is a preposition, it is also followed by -ing forms. For details, see 295.2.

I look forward to seeing you soon.

4 prepositions before conjunctions

Prepositions are sometimes dropped before conjunctions and sometimes not. For details, see 441.

I’m not certain (of) what I’m supposed to do.
The question (of) whether they should turn back was never discussed.

5 prepositions and adverb particles

Words like on, off, up, down can function both as prepositions and as adverb particles. For the difference, see 19. For verbs with prepositions and particles, see 582.

She ran up the stairs. (preposition) She rang me up. (adverb particle)

437 prepositions (2): after particular words and expressions

It is not always easy to know which preposition to use after a particular noun, verb or adjective. Here are some of the most common combinations, including a number which cause difficulty to students of English. Note that alternatives are sometimes possible, and that American and British usage
sometimes differ. There is only room for very brief notes here; for more complete information about usage with a particular word, consult a good dictionary.

**accuse** somebody **of** something (not **for**)

> She accused me **of** poisoning her dog.

**afraid of** (not **by**)

> Are you afraid **of** spiders?

**agree with** a person, opinion or policy

> I entirely agree **with** you.

> He left the firm because he didn’t agree **with** their sales policy.

**agree about** a subject of discussion

> We agree about most things.

**agree on** a matter for decision

> Let’s try to agree on a date.

**agree to** a suggestion

> I’ll agree **to** your suggestion if you lower the price.

**angry with** (sometimes **at**) a person **for** doing something.

> I’m angry **with** her **for** lying to me.

**angry about** (sometimes **at**) something

> What are you so angry **about**?

**anxious about** (= worried about)

> I’m getting anxious **about** money.

**anxious for** (= eager to have)

> We’re all anxious **for** an end to this misunderstanding.

**anxious + infinitive** (= eager, wanting)

> She’s anxious **to find** a better job.

**apologise to** somebody **for** something

> I think we should apologise **to** the Smiths.

> I must apologise **for** disturbing you.

**arrive at** or **in** (not **to**)

> What time do we arrive **at** Cardiff?

> When did you arrive **in** England?

**ask** : see 78.

**bad at** (not **in**)

> I’m not bad **at** tennis.

**believe** a person or something that is said (= accept as truthful/true) (no preposition)

> Don’t believe her.

> I don’t believe a word she says.

**believe in** God, Father Christmas etc (= believe that . . . exists; trust)

> I half believe **in** life after death.

> If you believe **in** me I can do anything.

**belong in/on/etc** (= go, fit, have its place in/on/etc)

> Those glasses belong **on** the top shelf.

**belong to** (= be a member of)

> I belong **to** a local athletics club.

**blue with** cold, **red with** anger etc

> My hands were blue **with** cold when I got home.

**borrow** : see 108.
care: see 127.
clever at (not in)
  I’m not very clever at cooking.
congratulate/congratulations on something (US also for)
  I must congratulate you on your exam results.
  Congratulations on your new job!
congratulate/congratulations on/for doing something
  He congratulated the team on/for having won all their games.
crash into (not usually against)
  I wasn’t concentrating, and I crashed into the car in front.
depend/dependent on (not from or of)
  We may play football – it depends on the weather.
  He doesn’t want to be dependent on his parents.
  But: independent of
details of
  Write now for details of our special offer.
die of or from
  More people died of flu in 1919 than were killed in the First World War.
  A week after the accident he died from his injuries.
different: see 158.
difficulty with something, (in) doing something (not difficulties to . . .)
  I’m having difficulty with my travel arrangements.
  You won’t have much difficulty (in) getting to know people in Italy.
disappointed with somebody
  My father never showed if he was disappointed with me.
disappointed with/at/about something
  You must be pretty disappointed with/at/about your exam results.
(a) discussion about something
  We had a long discussion about politics.
(to) discuss something (no preposition)
  We’d better discuss your travel plans.
divide into (not in)
  The book is divided into three parts.
dream of (= think of, imagine)
  I often dreamed of being famous when I was younger.
dream about/of (while asleep)
  What does it mean if you dream about/of mountains?
dress(ed) in (not -with)
  Who’s the woman dressed in green?
drive into (not -against)
  Granny drove into a tree again yesterday.
enter into an agreement, a discussion etc
  We’ve just entered into an agreement with Carson Ltd.
enter a place (no preposition)
  When I entered the room everybody stopped talking.
example of (not for)
  Sherry is an example of a fortified wine.
explain something to somebody (not explain somebody something)
  Could you explain this rule to me?
fight, struggle etc with
   I've spent the last two weeks fighting with the tax office.
frightened of or by : see 405.5.
get in(to) and out of a car, taxi or small boat
   When I got into my car, I found the radio had been stolen.
get on(to) and off a train, plane, bus, ship, (motor)bike or horse
   We'll be getting off the train in ten minutes.
good at (NOT in)
   Are you any good at tennis?
(the) idea of . . . ing (NOT the idea to . . .)
   I don't like the idea of getting married yet.
il with
   The boss has been ill with flu this week.
impressed with/by
   I'm very impressed with/by your work.
increase in activity, output etc (NOT of)
   I'd like to see a big increase in productivity.
independent of or sometimes from; independence from
   She got a job so that she could be independent of her parents.
   When did India get its independence from Britain?
insist on (NOT to)
   George's father insisted on paying.
interest/interested in (NOT for)
   When did your interest in social work begin?
   Not many people are interested in grammar.
kind to (NOT with)
   People have always been very kind to me.

(a) lack of
   Lack of time prevented me from writing.
(to) lack (no preposition)
   Your mother lacks tact.
(to) be lacking in
   She is lacking in tact.
lacht at
   I hate being laughed at.
lacht about
   We'll laugh about this one day.
listen to
   If you don't listen to people, they won't listen to you.
look at (= 'point one's eyes at')
   Stop looking at me like that.
look after (= take care of)
   Thanks for looking after me when I was ill.
look for (= try to find)
   Can you help me look for my keys?
make, made of/from: see 328.
marriage to; get/be married to **(NOT with)**
  Her marriage to Philip didn’t last very long.
  How long have you been married to Sheila?
marry somebody (no preposition)
  She married her childhood sweetheart.

near (to): see 355.
nice to **(NOT with)**
  You weren’t very nice to me last night.

operate on a patient
  They operated on her yesterday evening.

pay for something that is bought **(NOT pay something)**
  Excuse me, sir. You haven’t paid for your drink.
pleased with somebody
  The boss is very pleased with you.
pleased with/about/at something
  I wasn’t very pleased with/about/at my exam results.
polite to **(NOT with)**
  Try to be polite to Uncle Richard for once.
prevent ... from ...ing **(NOT to)**
  The noise from downstairs prevented me from sleeping.
proof of **(NOT for)**
  I want proof of your love. Lend me some money.

reason for **(NOT of)**
  Nobody knows the reason for the accident.
remind of (and see 478)
  She reminds me of a girl I was at school with.
responsible/responsibility for
  Who’s responsible for the shopping this week?
rude to **(NOT with)**
  Peggy was pretty rude to my family last weekend.
run into (= meet)
  I ran into Philip at Victoria Station this morning.

search (without preposition) (= look through; look everywhere in/on)
  They searched everybody’s luggage.
  They searched the man in front of me from head to foot.
search for (= look for)
  The customs were searching for drugs at the airport.
shocked at/by
  I was terribly shocked at/by the news of Peter’s accident.
shout at (aggressive)
  If you don’t stop shouting at me I’ll come and hit you.
shout to (= call to)
  Mary shouted to us to come in and swim.
smile at
  If you smile at me like that I’ll give you anything you want.
sorry about something that has happened
  I’m sorry about your exam results.
sorry for/about something that one has done
   I'm sorry for/about breaking your window.
sorry for a person
   I feel really sorry for her children.
speak to; speak with (especially US)
   Could I speak to/with your father for a moment?
suffer from
   My wife is suffering from hepatitis.
surprised at/by
   Everybody was surprised at/by the weather.
take part in (NOT at)
   I don't want to take part in any more conferences.
think of/about (NOT think to)
   I'm thinking of studying medicine.
   I've also thought about studying dentistry.
the thought of (NOT the thought to)
   I hate the thought of going back to work.
throw ... at (aggressive)
   Stop throwing stones at the cars.
throw ... to (in a game etc)
   If you get the ball, throw it to me.
translate into (NOT in)
   Could you translate this into Greek for me?
trip over
   He tripped over the cat and fell downstairs.
typical of (NOT for)
   The wine's typical of the region.

write: see 583.
wrong with
   What's wrong with Rachel today?

For of after determiners, see 157.
For by and other prepositions with frightened, surprised, shocked and similar words,
see 405.5.
For more on complementation of nouns, see 377. For complementation of verbs, see 579.
   For complementation of adjectives, see 12.
For more details of the use of the words listed here, and for prepositions used after words
not listed here, see a good dictionary.
438 **prepositions** (3): before particular words and expressions

This is a list of a few expressions which often cause problems. For information about other preposition + noun combinations, see a good dictionary.

at the cinema; at the theatre; at a party; at university

What’s on at the cinema this week?

a book (written) by Joyce; a concerto (composed) by Mozart; a film (directed) by Fassbinder (not of or from)

I've never read anything by Dickens.

by car/bike/bus/train/boat/plane/land/sea/air; on foot (but in the car, on a bus etc)

Let’s take our time and go by boat.

for . . . reason

My sister decided to go to America for several reasons.

from . . . point of view (not according to or after)

Try to see it from my point of view.

in . . . opinion (not according to or after – see 8)

In my opinion, she should have resigned earlier.

in the end = finally, after a long time

In the end, I got a visa for Russia.

at the end = at the point where something stops

I think the film’s a bit weak at the end.

in pen, pencil, ink etc

Please fill in the form in ink.

in a picture, photo etc (not on)

She looks much younger in this photo.

in the rain, snow etc

I like walking in the rain.

in a suit, raincoat, shirt, skirt, hat etc

Who’s the man in the funny hat over there?

in a . . . voice

Stop talking to me in that stupid voice.

on page 120 etc (not in/at)

There’s a mistake on page 120.

on the radio; on TV; on the phone

Is there anything good on TV tonight?

It’s Mrs Ellis on the phone: she says it’s urgent.

on time = at the planned time; neither late nor early

Peter wants the meeting to start exactly on time.

in time = with enough time to spare; before the last moment

He would have died if they hadn’t got him to the hospital in time.
439 **prepositions (4): expressions without prepositions**

This is a list of some common expressions in which we do not use prepositions, or can leave them out.

1 **discuss, enter, marry, lack, resemble and approach**

These verbs are normally followed by direct objects without prepositions.

- **We must discuss** your plans. (NOT ... discuss about your plans.)
- **Conversation stopped as we entered** the church.
  (NOT ... entered into the church.)
- **She married a friend of her sister’s.** (NOT ... married with ...)
- **He’s clever, but he lacks** experience. (NOT ... lacks of ...)
- **The child does not resemble** either of its parents. (NOT ... resemble to ...)
- **The train is now approaching** London Paddington.
  (NOT ... approaching to ...)

2 **next, last etc**

Prepositions are not used before a number of common expressions of time beginning next, last, this, that (sometimes), one, every, each, some, any (in an informal style), all.

- **See you next Monday.** (NOT ... on next Monday.)
- **The meeting’s this Thursday.**
- **I’ll never forget meeting you that afternoon.**
- **We met one Tuesday in August.**
- **Come any day** you like.
- **The party lasted all night.**

Note also tomorrow morning, yesterday afternoon etc.

3 **days of the week**

In an informal style, we sometimes leave out on before the names of the days of the week. This is very common in American English.

- **Why don’t you come for a drink (on) Monday evening?**

4 **a meaning ‘each’**

No preposition is used in expressions like **three times a day, sixty miles an hour, eighty pence a kilo.**

- **Private lessons cost £20 an hour.**

For **per** in expressions like these, see 385.19.

5 **What time ...? etc**

We usually leave out at before what time.

- **What time does Granny’s train arrive?**
  (More natural than At what time ...?)

In an informal style, we can also leave out on before what/which day(s).

- **What day is your hair appointment?**
- **Which day do you have your music lesson?**

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6  **about**
   In an informal style, *at* is often dropped before *about* + time expression.
   *I’ll see you (at) **about** 3 o’clock.*

7  **duration**
   In an informal style, *for* is often left out in expressions that say how long
   something lasts.
   *I’ve been here (**for**) **three weeks** now.
   How long are you staying (**for**)?

8  **measurement expressions etc after be**
   Expressions containing words like *height, weight, length, size, shape, age, colour* are usually connected to the subject of the clause by the
   verb *be*, without a preposition.
   *What colour are her eyes? (NOT - Of what colour...?)
   He is just **the right height** to be a policeman.
   She’s **the same age** as me.
   His head’s **a funny shape**.
   I’m **the same weight** as I was twenty years ago.
   What shoe **size** are you?

9  **(in) this way etc**
   We often leave out *in* (especially in informal speech) in expressions like
   (in) this way, (in) the same way, (in) another way etc.
   *They plant corn (in) **the same way** their ancestors used to 500 years ago.*

10  **home**
    We do not use *to* before *home* (see 251).
    *I’m going home.*
    In informal English (especially American), *at* can be left out before *home.*
    *Is anybody home?*

11  **place**
    In an informal style, *to* can be dropped in some expressions with the word
    *place*. This is normal in American English.
    *Let’s go (to) **some place** where it’s quiet.*
    *I always said you’d go **places**.* (= become successful)

12  **infinitive structures**
    In an informal style, prepositions can be dropped in the structure *noun +
    infinitive + preposition* (see 286.5).
    *She has no money to buy food (**with**).
    We have an hour to do it (**in**).
    This is particularly common with the noun *place.***
    *We need a **place** to live (**in**).
    She had no **place** to go (**to**).

*For the use of prepositions after *near*, see 355.*
440 **prepositions** (5): at the ends of clauses

1 **introduction**

A preposition often connects two things: (1) a noun, adjective or verb that comes before it, and (2) a ‘prepositional object’ – a noun phrase or pronoun that comes after the preposition.

*This is a present for you.*  
*I'm really angry with Joe.*  
*He's looking at her.*  
*They live in a small village.*

In some structures we may put the prepositional object at or near the beginning of a clause. In this case, the preposition does not always go with it; it may stay together with ‘its’ verb, adjective or noun at the end of the clause. This happens especially in four cases:

*wh*-questions: *Who's the present for?*  
relative structures: *It's Joe that I'm really angry with.*  
passives: *She likes to be looked at.*  
in infinitive structures: *The village is pleasant to live in.*

2 **wh*-questions**

When a question word is the object of a preposition, the preposition most often comes at the end of the clause, especially in informal usage.

*Who's the present for?* (For whom is the present? is extremely formal.)  
*Who did you go with?*  
*Where did she buy it from?*  
*What kind of films are you interested in?*  
*Which flight is the general travelling on?*

This also happens in indirect *wh*-questions, and in *what*-clauses which are not questions.

*Tell me what you're worried about.*  
*What a lot of trouble I'm in!*  
*What kind of films are you interested in?*  
*What kind of films are you interested in?*  
*Who for?*  

Some questions consist simply of question word + preposition.

*What with?*  
*Who for?*

However, this structure is unusual when there is a noun with the question word.

*With what money?* (NOT *What money with?*)

For more information about question structures, see 461–466.

3 **relative clauses**

When a relative pronoun is the object of a preposition, the preposition also often goes at the end of the clause, especially in informal usage.

*This is the house (that) I told you about.*  
(Less formal than . . . about which I told you.)  
*You remember the boy (who) I was going out with?*  
*She's the only woman (who) I've ever really been in love with.*  
*That's what I'm afraid of.*

Because *whom* is unusual in an informal style, it is very rare in clauses that end with prepositions (see 474.7).

For more information about relatives, see 473–477.
4 passives
In passive structures, prepositions go with their verbs.

*I don’t know where he is — his bed hasn’t been slept in.*
*Carol was operated on last night.*
*I hate being laughed at.*

For more information about passives, see 407 – 414.

5 infinitive structures
Infinitive complements (see 285 – 286) can have prepositions with them.

*She needs other children* to play with.
*Can you get me a chair* to stand on?
*I’ve got lots of tapes* to listen to.
*It’s a boring place* to live in.
*Their house isn’t easy* to get to.

6 exceptions
Many common adverbial expressions consist of preposition + noun phrase (e.g. with great patience, in a temper). In these cases, the preposition is closely connected with the noun, and is kept as near as possible to it; it cannot usually be moved to the end of a clause.

*I admired the patience with which she spoke.*
*(NOT ... the patience she spoke with.)*

*During and since* are not normally put at the ends of clauses.

*During which period did it happen?*  
*(NOT -Which period did it happen during?)*

*Since when have you been working for her?*  
*(NOT -When have you been working for her since?)*

7 formal structures
In a more formal style, a preposition is often put earlier in questions and relative structures, before the question word or relative pronoun.

*With whom did she go?*  
*It was the house about which he had told them.*  
*She was the only woman with whom he had ever been in love.*

This can also happen in infinitive complements, in a very formal style. A relative pronoun is used.

*She needs other children with whom to play.*  
*It is a boring place in which to live.*

Note that after prepositions which and whom can be used, but not normally who and that.

Even in a very formal style, prepositions are not often put at the beginning of questions which have *be* as the main verb.

*Who is it for, madam?*  
*(NOT -For whom is it?)*

And the structures where . . . to, what . . . like and what . . . for have a fixed order.

*Where shall I send it to?*  
*(BUT NOT -To where shall I send it?)*

*What does she look like?*  
*(BUT NOT -Like what does she look?)*

*What did you buy that for?*  
*(BUT NOT -For what did you buy that?)*
Prepositions cannot be moved away from passive verbs even in a formal style.

In my family, money was never spoken about.

(NOT ... about money was never spoken.)

For more information about formal and informal language, see 216.
For sentences like It’s got a hole in (it); I like cake with cream on (them), see 181.13.
For structures with worth, see 603.

441 prepositions (6): before conjunctions

Prepositions can be followed by conjunctions in some cases but not in others.

1 indirect speech; words for emotional reactions:
   prepositions not used before that

Prepositions are not used directly before the conjunction that. In indirect speech – after words that refer to saying, writing, thinking etc – prepositions are usually dropped before that-clauses. Compare:

- I knew about his problems.
  I knew that he had problems.
  (NOT I knew about that he had problems.)

- She had no idea of my state of mind.
  She had no idea that I was unhappy.
  (NOT She had no idea of that I was unhappy.)

- I wasn’t aware of the time.
  I wasn’t aware that it was so late.
  (NOT I wasn’t aware of that it was so late.)

Prepositions are also dropped before that after many common words that refer to emotional reactions. Compare:

- We are sorry about the delay.
  We are sorry that the train is late.
  (NOT ... sorry about that the train is late.)

- I was surprised at her strength.
  I was surprised that she was so strong.

2 the fact that

In other cases (not involving indirect speech or words referring to emotional reactions) prepositions cannot so often be dropped before that-clauses. Instead, the expression the fact is generally put between the preposition and that.

The judge paid a lot of attention to the fact that the child was unhappy at home.

(Not The judge paid a lot of attention to that the child...) 
(Not The judge paid a lot of attention that the child...) 

He said the parents were responsible for the fact that the child had run away.

(Not ... responsible for that the child had run away.)
(Not ... responsible that the child had run away.)

For more about the fact that, see 559.3.
3 question words

After some very common words like tell, ask, depend, sure, idea, look, prepositions can be dropped before who, which, what and other question words. This is especially common in indirect questions. Compare:

- Tell me about your trip.
  Tell me (about) where you went.
- I asked her about her religious beliefs.
  I asked her whether she believed in God.
  (More natural than I asked her about whether she believed in God.)
- We may be late – it depends on the traffic.
  We may be late – it depends (on) how much traffic there is.
- I'm not sure of his method.
  I'm not sure how he does it.
  (More natural than I'm not sure of how he does it.)
- Look at this.
  Look (at) what I've got.

In other cases it is unusual or impossible to leave out the preposition.

I'm worried about where she is. (NOT I'm worried where she is.)
The police questioned me about what I'd seen.
  (NOT The police questioned me what I'd seen.)
There's the question of who's going to pay.
  (More natural than ... the question who's going to pay.)
People's chances of getting jobs vary according to whether they live in the North or the South. (NOT ... according whether ...)

If does not follow prepositions; we use whether instead.

I'm worried about whether you're happy.
  (NOT I'm worried about if you're happy.)

For the structures (with and without preposition) that are possible after a particular verb, noun or adjective, see a good dictionary
For more about if and whether, see 593

442 prepositions (7): -ing forms and infinitives

Prepositions are not normally used before infinitives in English. After verb/noun/adjective + preposition, we usually use the -ing form of a following verb.

He insisted on being paid at once. (NOT He insisted on to be paid ...)
I don't like the idea of getting married. (NOT ... the idea of to get married.)
I'm not very good at cooking. (NOT ... good at to cook.)

In some cases we drop the preposition and use an infinitive. Compare:

- He asked for a loan.
  He asked to borrow some money.
- She was surprised at his mistake.
  She was surprised to see what he had done.
- We're travelling for pleasure.
  We're travelling to enjoy ourselves.

Sometimes two structures are possible. There is often a difference of meaning or use. For more details, see 296.
I'm interested in learning more about my family.
I was interested to learn that my grandfather was Jewish.

For details of the structures that are possible after a particular verb, noun or adjective, see a good dictionary.

443 present tenses (1): introduction

1 the two present tenses

Most English verbs have two 'present' tenses. Forms like I wait, she thinks are called 'simple present' or 'present simple'; forms like I am waiting or she's thinking are called 'present progressive' or 'present continuous'. Modal verbs like can or must (see 344 – 345) do not have progressive forms, and some other verbs such as know or contain are rarely used in progressive forms (see 451). The two 'present' tenses are used to refer to several different kinds of time.

2 general time: simple present

When we talk about permanent situations, or about things that happen regularly or all the time (not just around now), we usually use the simple present (see 444 for details).

My parents live near Dover. Water freezes at 0° Celsius.
I go to London about three times a week.

3 around now: present progressive

When we talk about temporary continuing actions and events that are going on around now, we usually use a present progressive tense (see 445 for details).

'What are you doing?' I'm reading.'
I'm going to a lot of parties these days.

4 series of events: simple present

When we talk about series of actions and events that are completed as we speak, we usually use simple present tenses (see 446 for details).

Watch carefully. First I take a bowl and break two eggs into it. Next...
Taylor shoots – and it's a goal!

5 future time

In subordinate clauses, we often use present tenses to refer to the future (see 556 for details).

I'll go wherever you go.
Come and see us next week if you're passing through London.

6 duration

Note that we use a perfect tense, not a present tense, to say how long a present action or situation has been going on. (See 418 and 420 for details.)

I've known her since 1960. (Not I know her since 1960.)
I've been learning English for three years.
(Not I'm learning English for three years.)
444 present tenses (2): the simple present tense

1 forms

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>do I work?</td>
<td>I do not work</td>
</tr>
<tr>
<td>you work</td>
<td>do you work?</td>
<td>you do not work</td>
</tr>
<tr>
<td>he/she/it works</td>
<td>does he/she/it work?</td>
<td>he/she/it does not work</td>
</tr>
<tr>
<td>we work</td>
<td>do we work?</td>
<td>we do not work</td>
</tr>
<tr>
<td>they work</td>
<td>do they work?</td>
<td>they do not work</td>
</tr>
</tbody>
</table>

For passives (e.g. The work is done), see 407.

2 spelling of third person singular forms

<table>
<thead>
<tr>
<th>Most verbs:</th>
<th>work → works</th>
<th>sit → sits</th>
<th>stay → stays</th>
</tr>
</thead>
<tbody>
<tr>
<td>add -s to infinitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbs ending in consonant + y:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>change y to i and add -es</td>
<td>cry → cries</td>
<td>hurry → hurries</td>
<td>reply → replies</td>
</tr>
<tr>
<td>Verbs ending in -s, -z, -ch, -sh or -x:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>add -es to infinitive</td>
<td>miss → misses</td>
<td>buzz → buzzes</td>
<td>watch → watches</td>
</tr>
<tr>
<td>Exceptions:</td>
<td>have → has</td>
<td>go → goes</td>
<td>do → does</td>
</tr>
</tbody>
</table>

3 pronunciation of third person singular forms

The pronunciation of the -(e)s ending depends on the sound that comes before it. The rules are exactly the same as for the pronunciation of the plural -(e)s ending – see 502 for details.

Note the irregular pronunciation of says (/sez/, not /sez/) and does (/dəz/, not /duːz/).

4 use: general time

We often use the simple present to talk about permanent situations, or about things that happen regularly, repeatedly or all the time.

What do frogs eat? (NOT What are frogs eating?)

Water boils at 100° Celsius. (NOT Water is boiling at 100° Celsius.)

I play tennis every Wednesday.

Alice works for an insurance company.
5 present time: series of events
When we talk about completed actions and events that happen as we speak or write, we usually use the simple present. This happens, for example, in demonstrations and commentaries (see 446 for more details).

First I take a bowl and break two eggs into it. Next...
(NOT First I am taking a bowl...)
Lydiard passes to Taylor. Taylor to Morrison, Morrison back to Taylor... and Taylor shoots — and it's a goal!

6 here comes... etc
Note the structures here comes... and there goes...
Here comes your husband. (NOT Here is coming...)
There goes our bus — we'll have to wait for the next one.

7 promises etc
Sometimes we do things by saying special words (e.g. promising, swearing). We usually use the simple present in these cases.

I promise never to smoke again. (NOT I'm promising...)
I swear that I will tell the truth...
I agree. (NOT I am agreeing.)
He denies the charge. (NOT He is denying...)

8 formal correspondence
Some fixed phrases that are used in letter-writing can be expressed either in the simple present (more formal) or in the present progressive (less formal).

We write to advise you... (Less formal: We are writing to let you know...)
I enclose my cheque for £200. (Less formal: I am enclosing...)
I look forward to hearing from you.
(Less formal: I'm looking forward to hearing...)

9 instructions
The simple present is often used when we ask for and give directions and instructions (see 446.3 for more details).

'How do I get to the station?' 'You go straight on to the traffic lights, then you turn left...'

10 stories
The simple present is common in informal narrative and in summaries of plays, stories etc (see 446 for more details).

In Act I, Hamlet meets the ghost of his father.

11 temporary situations: non-progressive verbs
We do not usually use the simple present to talk about temporary situations or actions that are only going on around the present.

The kettle's boiling — shall I make tea? (NOT The kettle boils...)
However, the simple present is used with verbs that cannot normally be used in progressive forms (see 451).

I like this wine very much. (NOT I'm liking...)
I believe you. (NOT I'm believing you.)
12 **talking about the future**

We do not normally use the simple present to talk about the future.

- *I promise I* **won't smoke** any more.
  (NOT *I promise I* **do n't smoke** any more.)
- *We're going** to the theatre this evening.
  (NOT *We go** to the theatre this evening.)
- *There's the doorbell.* *I'll get it.* (NOT *I get it.*)

However, the simple present is used to refer to future events which are timetabled (see 223).

*His train arrives** at 11.46.  *I start** my new job tomorrow.

And the simple present is often used instead of **will** ... in subordinate clauses that refer to the future. (For details, see 556).

- *I'll kill anybody who** touches my possessions. (NOT ... *who will touch.*)
- *I'll phone you when I* **get home.** (NOT ... *when I'll get home.*)

Note also the use of the simple present in suggestions with **Why don't you ...?**

*Why don't you take a day off tomorrow?*

13 **I hear etc**

The simple present is used with a perfect or past meaning in introductory expressions like *I hear, I see, I gather, I understand* (see 246).

- *I hear* you're getting married.
- *I see* there's been trouble down at the factory.
- *I gather* Peter's looking for a job.

Quotations are often introduced with ... **says**.

- *No doubt you all remember what Hamlet says about suicide.*
- *It says in the paper that petrol's going up again.*

For simple and progressive tenses in older English, see 388.

445 **present tenses (3): the present progressive tense**

1 **forms**

<table>
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<td>are you working?</td>
<td>you are not working</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td>etc</td>
</tr>
</tbody>
</table>

For passive forms (e.g. *The work is being done*), see 407

2 **use: 'around now'**

We use the present progressive to talk about temporary actions and situations that are going on 'around now': before, during and after the moment of speaking.

- *Hurry up! We're all waiting for you!* (NOT *We all wait.*)
- *'What are you doing?'* *I'm writing letters.* (NOT ... *I write letters.*)
present tenses (3): the present progressive tense 445

Why are you crying? Is something wrong? (not Why do you cry? . . .)

He’s working in Saudi Arabia at the moment.

We can also use the present progressive to talk about what is going on around a particular time that we are thinking of.

At seven, when the post comes, I’m usually having breakfast.

She doesn’t like to be disturbed if she’s working.

You look lovely when you’re smiling.

3 changes

We also use the present progressive to talk about developing and changing situations, even if these are very long-lasting.

That child’s getting bigger every day.

The climate is getting warmer. (not The climate gets warmer.)

The universe is expanding, and has been since its beginning.

4 talking about the future

We often use the present progressive to talk about the future. For details, see 220.

What are you doing tomorrow evening?

Come and see us next week if you’re passing through London.

5 present progressive and simple present: permanent situations

We do not usually use the present progressive to talk about more long-lasting or permanent situations. Compare:

– My sister’s living at home for the moment.

You live in North London, don’t you?

– Why is that girl standing on the table?

Chetford Castle stands on a hill outside the town.

6 present progressive and simple present: repeated actions

The present progressive can refer to repeated actions and events, if these are happening around the moment of speaking.

Why is he hitting the dog?

Jake’s seeing a lot of Felicity these days.

But we do not normally use the present progressive to talk about repeated actions and events which are not closely connected to the moment of speaking.

I go to the mountains about twice a year.

(not I’m going to the mountains about twice a year.)

Water boils at 100°C Celsius. (not Water is boiling at 100°C Celsius.)

7 physical feelings

Verbs that refer to physical feelings (e.g. feel, hurt, ache) can often be used in simple or progressive tenses without much difference of meaning.

How do you feel? or How are you feeling?

My head aches. or My head is aching.
8 verbs not used in progressive forms

Some verbs are not normally used in progressive forms. For details, see 451.

*I like this wine.* (NOT *I’m liking this wine.*)

*Do you believe what he says?* (NOT *Are you believing . . . ?*)

*The tank contains about 7,000 litres at the moment.*

(NOT *The tank is containing . . . *)

For progressive forms with always and similar words (e.g. *She’s always losing her keys*), see 452.

For progressive forms in general, see 450

For present-tense story-telling, see 446

For tense simplification in subordinate clauses, see 556.

For the ‘distancing’ use of progressive forms, see 161

446 present tenses (4): stories, commentaries and instructions

1 stories

Present tenses are often used to tell stories, especially in an informal style. The simple present is used for the events – the things that happen one after another. The present progressive is used for ‘background’ – things that are already happening when the story starts, or that continue through the story. (This is like the difference between the simple past and past progressive: see 417.)

*So I open the door, and I look out into the garden, and I see this man.*

*He’s wearing a pink skirt and a policeman’s helmet. ‘Good morning,’ he says . . . *

*There’s this Scotsman, you see, and he’s walking through the jungle when he meets a gorilla. And the gorilla’s eating a snake sandwich. So the Scotsman goes up to the gorilla . . . *

The simple present is common in summaries of plays, stories, etc.

*In Act I, Hamlet meets the ghost of his father. The ghost tells him . . . *  
*Chapter 2: Postman Pat goes to Scotland and makes friends with a sheep.*

2 commentaries

In commentaries, the use of tenses is similar. The simple present is used for the quicker actions and events (which are finished before the sentences that describe them); the present progressive is used for longer actions and situations. There are more simple and fewer progressive tenses in a football commentary, for instance, than in a commentary on a boat race.

*Smith passes to Devaney, Devaney to Barnes, Barnes to Lucas – and Harris intercepts . . . Harris to Simms, nice ball – and Simms shoots!*  
*Oxford are drawing slightly ahead of Cambridge now; they’re rowing with a beautiful rhythm; Cambridge are looking a little disorganised . . .*
3 instructions and demonstrations

We often use present tenses in a similar way to give instructions, demonstrations and directions.

OK, let’s go over it again. You wait outside the bank until the manager arrives. Then you radio Louie, who’s waiting round the corner, and he drives round to the front entrance. You and Louie grab the manager.

First I put a lump of butter into a frying pan and light the gas; then while the butter’s melting I break three eggs into a bowl, like this...

‘How do I get to the station?’ ‘You go straight on to the traffic lights, then you turn left...’

447 presently

Presently is often used in British English to mean ‘not now, later’, ‘in a minute’.

‘Mummy, can I have an ice-cream?’ Presently, dear.

He’s having a rest now. He’ll be down presently.

In American English, the usual meaning of presently is ‘now’, ‘at present’. This is becoming very common in British English too.

Professor Holloway is presently working on plant diseases.

448 price and prize

The price is what you pay if you buy something. A prize is what you are given if you have done something exceptional, or if you win a competition.

What’s the price of the green dress? (Not... the prize of the green dress?)

She received the Nobel prize for physics. (Not... the Nobel price...)

449 principal and principle

These two words have the same pronunciation. The adjective principal means ‘main’, ‘most important’.

What’s your principal reason for wanting to be a doctor?

(NOT... your principle reason...)

The noun principal means ‘headmaster’ or ‘headmistress’ (especially, in Britain, of a school for adults).

If you want to leave early you'll have to ask the Principal.

A principle is a scientific law or a moral rule.

Newton discovered the principle of universal gravitation.

(NOT... the principal of universal gravitation.)

She’s a girl with very strong principles.

450 progressive verb forms (1): general

1 construction

Progressive verb forms (also called ‘continuous’ forms) are made with be + -ing.

I am waiting for the shops to open. (present progressive tense)

Your suit is being cleaned. (present progressive passive tense)
progressive verb forms (2): non-progressive verbs

2 terminology and use

A progressive form does not simply show the time of an event. It also shows how the speaker sees the event – generally as ongoing and temporary, rather than completed or permanent. (Because of this, grammars often talk about ‘progressive aspect’ rather than ‘progressive tenses’.) Compare:

- *I’ve read* your letter. (completed action)
- *I’ve been reading* a lot of thrillers recently. (not necessarily completed)
- *The Rhine runs* into the North Sea. (permanent)
- *We’ll have to phone the plumber – water’s running down the kitchen wall.* (temporary)

When a progressive is used to refer to a short momentary action, it often suggests repetition.

*Why are you jumping up and down?* *The door was banging in the wind*

For more details of the use of progressives, see the individual entries on the various forms.

451 progressive verb forms (2):

non-progressive verbs

1 verbs not used in progressive forms

Some verbs are never or hardly ever used in progressive forms.

- *I like* this music. (NOT *I’m liking* this music.)
- *I rang her up because I needed to talk.*
  (NOT . . . *because I was needing to talk.*)

Some other verbs are not used in progressive forms when they have certain meanings. Compare:

- *I’m seeing* the doctor at ten o’clock.
- *I see what you mean.* (NOT *I’m seeing what you mean.*)

Many of these non-progressive verbs refer to states rather than actions. Some refer to mental states (e.g. *know, think, believe*); some others refer to the use of the senses (e.g. *smell, taste*).

2 common non-progressive verbs

Here is a list of some common verbs which are not often used in progressive forms (or which are not used in progressive forms with certain meanings).

mental and emotional states

<table>
<thead>
<tr>
<th>believe</th>
<th>love</th>
<th>see (= ‘understand’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>doubt</td>
<td>hate</td>
<td>suppose</td>
</tr>
<tr>
<td>feel (= ‘have an opinion’)</td>
<td>prefer</td>
<td>think (= ‘have an opinion’)</td>
</tr>
<tr>
<td>imagine</td>
<td>realise</td>
<td>understand</td>
</tr>
<tr>
<td>know</td>
<td>recognise</td>
<td>want</td>
</tr>
<tr>
<td>(dis)like</td>
<td>remember</td>
<td>wish</td>
</tr>
</tbody>
</table>
use of the senses

appear    look (= 'seem')    seem    sound
hear      see      smell    taste

communicating and causing reactions

agree    deny      impress      please      satisfy
astonish  disagree  mean      promise      surprise

other

be    deserve      measure (= ‘have length etc’)
belong    fit      need
concern    include      owe
consist    involve      own
contain    lack      possess
depend    matter      weigh (= ‘have weight’)

More details of the use of some of these verbs are given in other entries in the book. See the Index for references.

3 progressive and non-progressive uses

Compare the progressive and non-progressive uses of some of the verbs listed above.

- I’m feeling fine. (Or I feel fine. – see 445.7)
  I feel we shouldn’t do it. (Not I’m feeling we shouldn’t do it.)
- What are you thinking about?
  What do you think of the government?
  (Not What are you thinking of the government?)
- I’m seeing Leslie tomorrow.
  I see what you mean. (Not I’m seeing what you mean.)
- Why are you smelling the meat? Is it bad?
  Does the meat smell bad? (Not Is the meat smelling bad?)
- I’m just tasting the cake to see if it’s OK.
  The cake tastes wonderful. (Not The cake’s tasting wonderful.)
- The scales broke when I was weighing myself this morning.
  I weighed 68 kilos three months ago – and look at me now! (Not I was weighing 68 kilos…)

Note also that many ‘non-progressive’ verbs are occasionally used in progressive forms in order to emphasise the idea of change or development.

These days, more and more people are preferring to take early retirement.
The water’s tasting better today.

4 can see etc

Can is often used with see, hear, feel, taste, smell, understand and remember to give a kind of progressive meaning, especially in British English. For details, see 125.

I can see Sue coming down the road.
Can you smell something burning?
5  **-ing forms**

Even verbs which are never used in progressive tenses have -ing forms which can be used in other kinds of structure.

*Knowing* her tastes, *I bought* her a large box of chocolates.
*I don’t like* to go to a country without *knowing* something of the language.

452  **progressive verb forms (3): with always etc**

We can use *always*, *continually* and similar words with a progressive form to mean ‘very often’.

*I’m always losing* my keys.

Granny’s nice. *She’s always giving* people little presents.

*I’m continually running* into Paul these days.

*That cat’s forever getting* shut in the bathroom.

This structure is used to talk about things which happen very often (perhaps more often than expected), but which are unexpected or unplanned.

Compare:

- *When Alice comes to see me, I always meet* her at the station.
  (a regular, planned arrangement)

  *I’m always meeting* Mrs Bailiff in the supermarket.
  (accidental, unplanned meetings)

- *When I was a child, we always had* picnics on Saturdays in the summer.
  (regular, planned)

  *Her mother was always arranging* little surprise picnics and outings.
  (unexpected, not regular)

453  **punctuation (1): apostrophe (/əˈpɒstrəfi/)**

We use apostrophes (’) for three main reasons.

1  **missing letters**

Apostrophes show where we have left letters out of a contracted form (see 144).

*can’t (= cannot)  it’s (= it is/has)  I’d (= I would/had)*

*who’s (= who is/has)*

2  **possessives**

We use apostrophes before or after the possessive -s ending of nouns (see 432).

*the girl’s father  Charles’s wife  three miles’ walk*

Possessive determiners and pronouns do not have apostrophes.

*Has the cat had* its food yet?  (*not . . . it’s food . . .*)

*This is* yours.  (*not . . . your’s.*)  *Whose is that coat?*  (*not Whose’s . . .*)

3  **special plurals**

Words which do not usually have plurals sometimes have an apostrophe when a plural form is written.

*It’s a nice idea, but there are a lot of if’s.*
Apostrophes are used in the plurals of letters, and often of numbers and abbreviations.

_He writes b’s instead of d’s._
_It was in the early 1960’s._ (OR ... _1960s_.)
_I know two MP’s personally._ (OR ... _MPs_.)

It is not correct to put apostrophes in normal plurals.

_JEANS - HALF PRICE (NOT JEAN’S . . . )_

### 454 punctuation (2): colon

#### 1 explanations

Colons (:) are often used before explanations.

_We decided not to go on holiday: we had too little money._
_Mother may have to go into hospital: she’s got kidney trouble._

#### 2 direct speech

A colon is used when direct speech is introduced by a name or short phrase (as in the text of a play, or when famous sayings are quoted).

_POLONIUS:_ What do you read, my lord?
_HAMLET:_ Words, words, words.

_In the words of Murphy’s Law:_ ‘Anything that can go wrong will go wrong.’

In other cases, direct speech is generally introduced by a comma (see 455.6).

_Stewart opened his eyes and said,_ ‘Who’s your beautiful friend?’

But a long passage of direct speech may be introduced by a colon:

_Introducing his report for the year, the Chairman said:_ ‘A number of factors have contributed to the firm’s very gratifying results.
_First of all, . . .’

#### 3 lists

A colon can introduce a list.

_The main points are as follows: (1) . . . (2) . . . (3) . . . .
We need three kinds of support: economic, moral and political._

#### 4 subdivisions

A colon can introduce a subdivision of a subject – for instance, in a title or heading.

_punctuation: colon_

#### 5 capitals

In British English, it is unusual for a capital letter to follow a colon (except at the beginning of a quotation). However, this can happen if a colon is followed by several complete sentences.

_My main objections are as follows:
First of all, no proper budget has been drawn up.
Secondly, there is no guarantee that . . ._

In American English, colons are more often followed by capital letters.
6 letters

Americans usually put a colon after the opening salutation (Dear . . .) in a business letter.

Dear Mr. Callan:
I am writing to . . .

British usage prefers a comma or no punctuation mark at all in this case.

455 punctuation (3): comma

Commas (,) generally reflect pauses in speech.

1 lists

We use commas to separate items in a series or list. In British English, a comma is not usually used with and between the last two items unless these are long. Compare:

I went to Spain, Italy, Switzerland, Austria and Germany.
(US: . . . Austria, and Germany.)

You had a holiday at Christmas, at New Year and at Easter.
I spent yesterday playing cricket, listening to jazz records, and talking about the meaning of life.

2 adjectives

In predicative position (see 15), commas are always used between adjectives.

The cowboy was tall, dark and handsome.

Before a noun, we generally use commas between adjectives which give similar kinds of information.

This is an expensive, ill-planned, wasteful project.

Commas are sometimes dropped between short adjectives.

a tall(,) dark(,) handsome cowboy

Commas cannot be dropped when modifiers refer to different parts of something.

a green, red and gold carpet (not a green red . . .)
concrete, glass and plastic buildings

Commas are not normally used between adjectives that give different kinds of information.

Have you met our handsome new financial director?
(Not . . . our handsome, new, financial director?)

3 word order

If words or expressions are put in unusual places or interrupt the normal progression of a sentence, we usually separate them off by commas.

My father, however, did not agree.

Jane had, surprisingly, paid for everything.

We were, believe it or not, in love with each other.

Andrew Carpenter, the deputy sales manager, was sick.

Two commas are necessary in these cases.

(Not Andrew Carpenter the deputy sales manager, was sick . . .)
4 identifying expressions
When nouns are followed by identifying expressions which show exactly who or what is being talked about, commas are not used. Compare:
The driver in the Ferrari was cornering superbly.
(The phrase in the Ferrari identifies the driver.)
(NOT The driver, in the Ferrari, was cornering superbly OR The driver in the Ferrari, was cornering superbly.)
Stephens, in the Ferrari, was cornering superbly.
(The phrase in the Ferrari does not identify the driver; he is already identified by his name, Stephens.)
The woman who was sitting behind the reception desk gave Parker a big smile.
Mrs Grange, who was sitting behind the reception desk, gave Parker a big smile.

For more about identifying and non-identifying relative clauses, see 474.

5 co-ordinate clauses
Clauses connected with and, but or or are usually separated by commas unless they are very short. Compare:
– Jane decided to try the home-made steak pie, and Andrew ordered Dover sole with boiled potatoes.
  Jane had pie and Andrew had fish.
– She had very little to live on, but she would never have dreamed of taking what was not hers.
  She was poor but she was honest.

6 direct speech
A comma is generally used between a reporting expression and a piece of direct speech.
Looking straight at her, he said, ‘There’s no way we can help him, is there?’
If a reporting expression follows a piece of direct speech, we usually put a comma instead of a full stop before the closing quotation mark.
‘I don’t like this one bit,’ said Julia.

7 subordinate clauses
When subordinate clauses begin sentences, they are often separated by commas. Compare:
If you are ever in London, come and see me.
Come and see me if you are ever in London.
Commars are not used before that-clauses.
It is quite natural that you should want to meet your father.
(NOT It is quite natural, that . . .)

8 indirect speech: no comma before that etc
We do not put commas before that, what, where etc in indirect speech structures.
Everybody realised that I was a foreigner.
(NOT Everybody realised, that . . .)
They quickly explained what to do.
(Not They quickly explained what . . .)
I didn’t know where I should go. (Not I didn’t know where . . .)

9 grammatically separate sentences

We do not usually put commas between grammatically separate sentences (in places where a full stop or a semi-colon would be possible – see 457 and 458)
The blue dress was warmer. On the other hand, the purple one was prettier.
(Or The blue dress was warmer; on the other hand . . .)
(Not The blue dress was warmer, on the other hand . . .)

10 numbers

Commns are used to divide large numbers into groups of three figures, by separating off the thousands and millions.

6,435 (Not 6.435) 7,456,189
We do not always use commas in four-figure numbers, and they are never used in dates.

3,164 or 3164 the year 1946
Spaces are sometimes used instead of commas.

There are 1,000 millimetres in one metre.
We do not use commas in decimals (see 385.1).

3.5 = three point five or three and a half (Not 3.5 three comma five)

456 punctuation (4): dash

Dashes (–) are especially common in informal writing. They can be used in the same way as colons, semi-colons or brackets.

There are three things I can never remember – names, faces, and I’ve forgotten the other.
We had a great time in Greece – the kids really loved it.
My mother – who rarely gets angry – really lost her temper.

A dash can introduce an afterthought, or something unexpected and surprising.

We’ll be arriving on Monday morning – at least, I think so.
And then we met Bob – with Lisa, believe it or not!

For the use of hyphens (as in hard-working or co-operative), see 532.

457 punctuation (5): full stop, question mark and exclamation mark

1 sentence division

Full stops, question marks and exclamation marks are used to close sentences. A new sentence that follows one of these has a capital letter.

I looked out of the window. It was snowing again.
Why do we try to reach the stars? What is it all for?
They have no right to be in our country! They must leave at once!
We do not normally put full stops, question or exclamation marks before or after grammatically incomplete sentences.

She phoned me as soon as she arrived.

(NOT She phoned me as soon as she arrived.)

In his job he has to deal with different kinds of people.

(NOT In his job he has to deal with different kinds of people.)

Did you understand why I was upset?

(NOT Did you understand? Why I was upset?)

However, sometimes we can emphasise a clause or phrase by separating it with a full stop and capital letter.

People are sleeping out on the streets. In Britain, in the 1990s. Because there are not enough houses.

2 abbreviations

Full stops can be used after abbreviations (see 2). This is becoming less common in British English.

Dr. Andrew C. Burke, M.A. OR Dr Andrew C Burke, M A

3 indirect questions

We do not use question marks after indirect questions (see 481.6).

I asked her what time it was. (NOT ...what time it was?)

458 punctuation (6): quotation marks

Quotation marks (‘...’“...”) are also called ‘inverted commas’ in British English.

1 special use of words

We often put quotation marks round words which are used in special ways – for example when we talk about them, when we use them as titles, or when we give them special meanings.

Quotation marks are also called ‘inverted commas’.

People disagree about how to use the word ‘disinterested’.

His next book was ‘Heart of Darkness’.

A textbook can be a ‘wall’ between teacher and class.

2 direct speech

We use quotation marks when we quote direct speech. Single quotation marks (‘...’) are more common in British English, and double quotation marks (“...”) in American English. For quotations inside quotations, we use double quotation marks inside single (or single inside double).

‘His last words,’ said Albert, ‘were “Get that woman out of here”.’

For commas in quotations, see 455. For colons, see 454.
459 punctuation (7): semi-colon

1 instead of full stops
Semi-colons (:) are sometimes used instead of full stops, in cases where sentences are grammatically independent but the meaning is closely connected. Semi-colons are not nearly as common as full stops or commas.

*Some people work best in the mornings; others do better in the evenings.\nIt is a fine idea; let us hope that it is going to work.*
Commases are not usually possible in cases like these (see 455).

2 in lists
Semi-colons are also used to separate items in a list, particularly when these are grammatically complex.

*You may use the sports facilities on condition that your subscription is paid regularly; that you arrange for all necessary cleaning to be carried out; that you undertake to make good any damage;…*  

460 question words

1 interrogative use
The words *who, whom, whose, which, what, when, where, why* and *how* are used in questions to show what kind of information is wanted.

*Who said that?* (asking for a personal subject)\n*What did she want?* (asking for a non-personal object)\n*When will it be ready?* (asking for a time expression)\n*Why are you laughing?* (asking for a reason)

*Who* and *whom* are pronouns, and act as subject or object in their clauses. *When, where, why* and *how* act as adverbs. *What, which* and *whose* can be pronouns or determiners. Compare:

- *What do you want?* (pronoun)\n  *What sort do you want?* (determiner)\n- *Which is mine?* (pronoun)\n  *Which coat is mine?* (determiner)\n- *Whose is the red car?* (pronoun)\n  *Whose coat is this?* (determiner)

2 word order and structure
Question words normally come at the beginning of their clauses. When a question word is the subject (or included in the subject), it comes before the verb, and *do* cannot normally be used (see 461.6). Compare:

*Who* (subject) *said that?* (NOT *Who did say that?*)\n*Who* (object) *did you invite?*

For more details of word order in questions, see 461–462.\nFor the position of prepositions with question words, see 440
3 longer interrogative expressions

English does not have a single question word for every situation. In order to find out some kinds of information, we need to use expressions of two or more words.

*What time is the meeting?*  *How much did you pay?*
*What's her new boyfriend like?*  *How many people are coming?*
*What sort of music do you like?*  *How far do you travel to work?*

English has no special word to ask for an ordinal number.

‘It's our wedding anniversary.’ ‘Congratulations. Which one?’
(Not ‘...the how-manyeth?’

4 asking for a verb

Question words and expressions can be used to ask for most kinds of word – for example a subject (*who, what*), an object (*who(m), what*), a determiner (*what, which, whose*), an adjective (*what ... like*) or an adverbial expression (*when, where, why, how*). But there is no simple word or expression that can be used to ask for a verb. For this purpose we normally make a sentence using *what* with *do*.

‘What are you doing next weekend?’ ‘Resting.’
The answer to *what ... do* can include a verb together with what follows it.

‘What’s Helen doing?’ ‘Getting all the rubbish out of the car.’
To ask for a transitive verb when the subject and object are both mentioned, we use *what ... do to/with*.

‘What have you done to your leg?’ ‘Broken it.’
*What are you doing with my camera?*
To ask for complete information about an event, we use *what ... happen*.

‘What’s happening in the office these days?’
When the object is mentioned, we use *what ... happen to*.

‘What happened to that chair?’ ‘Stan tried to dance on it.’

5 question-word clauses

Clauses beginning with question words can refer both to questions and to the answers to questions. They often act as the objects of verbs – for example, when questions and their answers are reported (see 481).

I asked *who* wanted to come.
She wondered *why* he wasn’t wearing a coat.
We need to decide *where* Ann’s going to sleep.
He told me *when* he was arriving, but I’ve forgotten.
She explained *what* the problem was.
Mary hasn’t said *why* she doesn’t want to come.

Question-word clauses can act not only as objects, but also as subjects, complements or adverbials. This structure is often rather informal (especially with how-clauses – see 254).

*Who* you invite is your business.  *Where* we stay doesn’t matter.
A hot bath is *what* I need.  This is *how much* I’ve done.
I’m surprised at *how fast* she can run.
You can eat it *how you like*. (very informal)
The ‘preparatory it’ structure is often used with subject clauses (see 301).

*It’s your business who you invite.*  *It doesn’t matter where we stay.*
Question-word clauses can give more information about nouns. In this case they are called ‘relative clauses’ (see 473–477 for details).

*There’s that man who threw stones at your dog.*
*The place where Mary works has just had a fire.*

**Whether** is a question word that is only used in indirect questions.

*We need to know whether he’s coming tomorrow.*

For more about *whether*, see 592–593.
For details of indirect question constructions, see 480–482.
For more information about particular question words and expressions, see the separate entries for the various words.
For singular and plural verbs with *who*, *what* and *which*, see 594.
For differences between *how*, *what* and *why*, see 254.3.
For *who ever*, *what ever* etc, see 595.
For *who ever*, *what ever* etc, see 596.
For *who else*, *what else* etc, see 187.
For question words after prepositions, in sentences like I’m not sure (of) where we are, see 441.
For infinitives after question words (e.g. *How to succeed in business*), see 288.

461 **questions (1): basic rules**

These rules apply to almost all written questions and most spoken questions. For ‘declarative questions’ (in which the subject comes before the verb), see the next section.

1 **auxiliary verb before subject**

In a question, an auxiliary verb normally comes before the subject.

*Have you received my letter of June 17? (NOT *You have received*)...?*
*Why are you laughing? (NOT *Why you are laughing*)?*
*What are all those people looking at?*
* (NOT *What all those people are looking at*)?
*How much does the room cost? (NOT *How much the room costs*)?*

2 **do**

If there is no other auxiliary verb, we use *do*, *does* or *did* to form a question.

*Do you like Mozart? (NOT *Like you Mozart*)?*
*What does ‘periphrastic’ mean? (NOT *What means ‘periphrastic’?)*
*Did you like the concert?*

3 **do not used with other auxiliaries**

*Do* is not used together with other auxiliary verbs or with *be.*

*Can you tell me the time? (NOT *Do you can tell me the time?)*
*Have you seen John? (NOT *Do you have seen John?)*
*Are you ready?*

4 **infinitive without to**

After *do*, we use the infinitive without *to.*

*What does the boss want? (NOT *What does the boss wants*)?*
*Did you go climbing last weekend? (NOT *Did you went...?)*
* (NOT *Did you to go...?)*
5 only auxiliary verb before subject

Only the auxiliary verb goes before the subject, not the whole of the verb.

*Is your mother coming tomorrow?*
  (NOT *Is coming your mother tomorrow?*)

*When was your reservation made?*
  (NOT *When was made your reservation?*)

This happens even if the subject is very long.

*Where are the President and his family staying?*
  (NOT *Where are staying the President . . . ?*)

6 word order with question word as subject

When *who*, *which*, *what* or *whose* is the subject (or part of the subject), the
question word comes before the verb, and *do* cannot normally be used.

*Who left the door open?* (NOT *Who did leave . . . ?*)

*Which costs more – the blue one or the grey one?*
  (NOT *Which does cost more . . . ?*)

*Which type of battery lasts longest?*
  (NOT *Which type of battery does last longest?*)

*What happened?* (NOT *What did happen?*)

*How many people work in your office?*
  (NOT *How many people do work . . . ?*)

But *do* can be used after a subject question word for emphasis, to insist on
an answer.

Well, tell us – *what did* happen when your father found you?

So *who did* marry the Princess in the end?

When a question word is the object, *do* is used.

*Who do you want to speak to?*

*Which type of battery do you use?*

*What do you think?*

For singular and plural verbs with *who* and *what*, see 594.

7 indirect questions

In an indirect question, we do not put an auxiliary before the subject, and we do not use a question mark. For details, see 481.6.

*Tell me when you are going on holiday.*
  (NOT *Tell me when are you going on holiday?*)

8 questions about *that*-clauses

A *wh*-question usually refers to the words in the main clause which starts with the question word. However, questions can also refer to subordinate
*that*-clauses after verbs like *wish*, *think* or *say*.

*Who do you wish (that) you'd married, then?*

*How long do you think (that) we should wait?*

*What did you say (that) you wanted for Christmas?*
That is usually dropped; it must be dropped when the question word refers to the subject of the subordinate clause.

**Who do you think is outside?** (NOT - **Who do you think that is outside?**)

**What do you suppose will happen now?**

(NOT - **What do you suppose that will happen now?**)

For negative questions, see 360.
For more about question words, see 460
For ellipsis in questions (e.g. **Seen John? Coming tonight?**), see 183

462 **questions (2): declarative questions**

In spoken questions, we do not always use ‘interrogative’ word order.

**You're working late tonight?**

These ‘declarative questions’ can be used when the speaker thinks he/she knows or has understood something, but wants to make sure or express surprise. A rising intonation is common.

**This is your car?** (= **I suppose this is your car, isn’t it?**)

**That’s the boss? I thought he was the cleaner.**

‘We’re going to Hull for our holidays.’ **You’re going to Hull?**

This word order is not normally possible after a question word.

**Where are you going?** (NOT - **Where you are going?**)

463 **questions (3): reply questions**

1 **short questions**

We often answer a statement by asking for more information. In informal speech, questions of this kind may have a very simple structure – perhaps just a question word, or a short phrase beginning with a question word.

‘Anne’s leaving her job.’ **When?**

‘I’m going out.’ **Who with?**

‘The boss wants to see you.’ **What for?**

‘Can you talk to Tom this afternoon?’ **Why me?**

‘The buses aren’t running.’ **Why not?**

2 **echo questions**

To question what has been said, a speaker may simply repeat (‘echo’) what he/she has heard. A rising intonation is common.

‘I’m getting married.’ **You’re getting married?**

To question one part of a sentence, we can repeat the rest of the sentence, and put a stressed question word in place of the part we are asking about.

‘Just take a look at that.’ **Take a look at what?**

‘She’s invited thirteen people to dinner.’ **She’s invited how many?**

‘We’re going to Tierra del Fuego on holiday.’ **You’re going where?**

‘I’ve broken the fettle gauge.’ **You’ve broken the what?**

To question a verb, or the part of a sentence beginning with the verb, do **what** is used.

‘She set fire to the garage.’ **She did what (to the garage)?**
A speaker may question a question, by repeating it with a rising intonation. Note that we use normal question structures with inverted word order, not indirect question structures, in this case.

‘Where are you going?’ ‘Where am I going? Home.’

(Not . . . ‘Where am I going? . . . ’)

‘What does he want?’ ‘What does he want? Money, as usual.’

(Not . . . ‘What does he want? . . . ’)

‘Are you tired?’ ‘Am I tired? Of course not.’

(Not . . . ‘Whether I’m tired? . . . ’)

‘Do squirrels eat insects?’ ‘Do squirrels eat insects? I’m not sure.’

(Not . . . ‘Whether squirrels eat insects? . . . ’)

3 attention signals

Short questions are often used in conversation to show that the listener is paying attention and interested. Common attention signals are Oh, yes? Really? and a ‘question tag’ structure (see 465), consisting of auxiliary verb + pronoun.

‘It was a terrible party.’ ‘Was it?’ ‘Yes . . . ’

Note that these questions do not ask for information – they simply show that the listener is reacting to what has been said. More examples:

‘We had a lovely holiday.’ ‘Did you?’ ‘Yes, we went . . . ’

‘I’ve got a headache.’ ‘Have you, dear? I’ll get you an aspirin.’

‘John likes that girl next door.’ ‘Oh, does he?’

‘I don’t understand.’ ‘Don’t you? I’m sorry.’

Negative questions in reply to affirmative statements express emphatic agreement (like negative-question exclamations – see 201.4).

‘It was a lovely concert.’ ‘Yes, wasn’t it? I did enjoy it.’

‘She’s put on a lot of weight.’ ‘Yes, hasn’t she?’

For similar structures, see 493 (short answers) and 465-466 (question tags).

464 questions (4): rhetorical questions

1 questions that do not expect an answer

Questions do not always ask for information. In many languages, including English, a question with an obvious answer can be used simply as a way of drawing attention to something. Questions of this kind are called ‘rhetorical questions’.

_Do you know what time it is? (= You’re late.)

Who’s a lovely baby? (= You’re a lovely baby.)

‘I can’t find my coat.’ ‘What’s this, then?’ (= ‘Here it is, stupid.’)

Very often, a rhetorical question draws attention to a negative situation – to the fact that the answer is obviously ‘No’, or that there is no answer to the question.

_What’s the use of asking her? (= It’s no use asking her.)

_How do you expect me to find milk on a Sunday night? Where am I going to find a shop open?

(= You can’t reasonably expect . . . There aren’t any shops open.)
2 why/how should . . . ?

Why should . . . ? can be used aggressively to reject suggestions, requests and instructions.

‘Ann’s very unhappy.’ ‘Why should I care?’

‘Could your wife help us in the office tomorrow?’ ‘Why should she? She doesn’t work for you.’

How should I know? (American also How would . . . ?) is an aggressive reply to a question.

‘What time does the film start?’ ‘How should I know?’

3 negative yes/no questions

Negative yes/no questions often suggest a positive situation.

Haven’t I done enough for you? (= I have done enough for you.)

Didn’t I tell you it would rain? (= I told you . . .)

‘Don’t touch that!’ ‘Why shouldn’t I?’ (= ‘I have a perfect right to.’)

For more about negative questions, see 360.

465 questions (5): question tags (basic information)

1 What are question tags?

‘Question tags’ are the small questions that often come at the ends of sentences in speech, and sometimes in informal writing.

Not a very good film, was it?

Negatives are usually contracted, but full forms are possible in formal speech.

That’s the postman, isn’t it?

You do take sugar in tea, don’t you?

They promised to repay us within six months, didn’t they? (formal)

Question tags can be used to check whether something is true, or to ask for agreement.

2 negative after affirmative, and vice versa

Question tags are used after affirmative and negative sentences, but not after questions.

You’re the new secretary, aren’t you?

You’re not the new secretary, are you?

(but not Are you the new secretary, aren’t you?)
To check information or ask for agreement, we most often put negative tags after affirmative sentences, and non-negative tags after negative sentences.

\[
\begin{align*}
+ & - \\
It's cold, isn't it? & It's not warm, is it?
\end{align*}
\]

For 'same-way' tags, see 466.8.

3 auxiliaries

If the main sentence has an auxiliary verb (or non-auxiliary be), this is repeated in the question tag.

\[
\begin{align*}
Sally & can speak French, can't she? \\
The meeting's & at ten, isn't it? \\
You & didn't speak to Luke, did you? \\
You & wouldn't like a puppy, would you?
\end{align*}
\]

If the main sentence has no auxiliary, the question tag has do.

\[
\begin{align*}
You & like oysters, don't you? \\
Harry & gave you a cheque, didn't he?
\end{align*}
\]

4 meaning and intonation

In speech, we can show the exact meaning of a question tag by the intonation. If the tag is a real question – if we really want to know something and are not sure of the answer – we use a rising intonation: the voice goes up.

\[
The meeting's at four o'clock, isn't it?
\]

If the tag is not a real question – if we are sure of the answer – we use a falling intonation: the voice goes down.

\[
It's a beautiful day, isn't it?
\]

In writing, the exact meaning of a question tag is normally clear from the context.

5 requests

We often ask for help or information by using the structure negative statement + question tag.

\[
You couldn't lend me a pound, could you? \\
You haven't seen my watch anywhere, have you?
\]

For more information about requests, see 483.
For details of other kinds of tags, see 472.
466  **questions** (6): question tags (advanced points)

1  *aren’t I?*
   
The question tag for *I am* is *aren’t I?*
   
   *I’m late, aren’t I?*

2  **imperatives**
   
   After imperatives, *won’t you?* is often used to invite people to do things (especially in British English), and *will/would/can/can’t/could you?* to tell or ask people to do things.
   
   *Give me a hand, will you?*
   
   *Do sit down, won’t you?* (GB)
   
   *Open a window, would you?*
   
   *Shut up, can’t you?*
   
   After a negative imperative, we use *will you?*
   
   *Don’t forget, will you?*

3  **let’s**
   
   After *let’s . . . , we use* *shall we?*
   
   *Let’s have a party, shall we?*

4  **there**
   
   *There* can be a subject in question tags.
   
   *There’s something wrong, isn’t there?*
   
   *There weren’t any problems, were there?*

5  **negative words**
   
   Non-negative tags are used after sentences containing negative words like *never, no, nobody, hardly, scarcely and little.*
   
   *You never say what you’re thinking, do you?* *(NOT . . . don’t you?)*
   
   *It’s no good, is it?* *(NOT . . . isn’t it?)*
   
   *It’s hardly rained at all this summer, has it?*
   
   *There’s little we can do about it, is there?*

6  **nothing, nobody, somebody etc**
   
   We use *it* in question tags to refer to *nothing and everything.*
   
   *Nothing can happen, can it?*
   
   We use *they* to refer to *nobody, somebody and everybody* (and *no one* etc).
   
   *Nobody phoned, did they?*
   
   *Somebody wanted a drink, didn’t they? Who was it?*

   For more about this use of *they*, see 505.

7  **non-auxiliary have**
   
   After non-auxiliary *have* (referring to states), question tags with *have* and *do* are often both possible in British English. *(Do is normal in American English.)*
   
   *Your father has a bad back, hasn’t/doesn’t he?*

   For more about the use of *do with have*, see 240–243.
8 ‘same-way’ question tags

Non-negative question tags are quite common after affirmative sentences. These are often used as responses to something that has been said, like ‘attention signals’ (see 463.3): the speaker repeats what he/she has just heard or learnt, and uses the tag to express interest, surprise, concern or some other reaction.

So you’re getting married, are you? How nice!
So she thinks she’s going to become a doctor, does she? Well, well.
You think you’re funny, do you?

‘Same-way’ tags can also be used to ask questions. In this structure, we use the main sentence to make a guess, and then ask (in the tag) if it was correct.

Your mother’s at home, is she?
This is the last bus, is it?
You can eat shellfish, can you?

Negative ‘same-way’ tags are occasionally heard in British English; they usually sound aggressive.

I see. You don’t like my cooking, don’t you?

9 ellipsis

In sentences with question tags, it is quite common to leave out pronoun subjects and auxiliary verbs. (This is called ‘ellipsis’. For details, see 183.)

(It’s a) nice day, isn’t it?
(She was) talking to my husband, was she?

In very informal speech, a question tag can sometimes be used after a question with ellipsis.

Have a good time, did you?
Your mother at home, is she?
John be here tomorrow, will he?

For details of other kinds of tags, see 472.

467 quite

1 two meanings

Quiet has two meanings in British English. Compare:

It’s quite good, but it could be better.

It’s *quite* impossible. (= It’s completely impossible.)

Good is a ‘gradable’ adjective: things can be more or less good. With gradable adjectives and adverbs, quite is used in British English affirmative sentences to mean something like ‘fairly’ or ‘rather’ (for the differences, see 205).

Impossible is non-gradable: things are either impossible or they aren’t, but they cannot be more or less impossible. With non-gradable adjectives and adverbs, quite means ‘completely’. Compare:

– I’m *quite* tired, but I can walk a bit further.
  I’m *quite* exhausted – I couldn’t walk another step.

– It’s *quite* surprising. (similar to fairly surprising)
  It’s *quite* amazing. (= absolutely amazing)

– He speaks French *quite well,* but he’s got a strong English accent.
  He speaks French *quite perfectly.*
Note that some adjectives and adverbs can have both gradable and non-gradable uses; with these, quite has two possible meanings in British English.

In American English quite generally means something like ‘very’, not ‘fairly/rather’.

2 with verbs

Quite can be used to modify verbs, especially in British English. The meaning depends on whether the verb is gradable or not.

I quite like her, but she’s not one of my closest friends.
Have you quite finished? (=Have you completely finished?)

3 word order with nouns

Quite can be used with a/an + noun. It normally comes before a/an if there is a gradable adjective or no adjective.

It’s quite a nice day. We watched quite an interesting film last night.
She’s quite a woman! The party was quite a success.

With non-gradable adjectives, quite normally comes after a/an.

It was a quite perfect day. (NOT It was quite a perfect day.)

In British English, quite is sometimes used before the.

You’re quite the most exciting man I’ve ever known.
He’s going quite the wrong way.

4 comparisons

Quite is not used directly before comparatives.

She’s rather/much/a bit older than me.

(BUT NOT She’s quite older than me.)

But note the expression quite better, meaning ‘completely recovered’ (from an illness).

Quite similar means (in British English) ‘fairly/rather similar’; quite different means ‘completely different’.

5 quite a bit/few/lot etc

Quite a bit and quite a few (informal) have fairly positive meanings – they are almost the same as quite a lot.

We’re having quite a bit of trouble with the kids just now.
We thought the place would be empty, but actually there were quite a few people there.

6 not quite

Not quite means ‘not completely’ or ‘not exactly’. It can be used before adjectives, adverbs, verbs and nouns, including nouns with the.

I’m not quite ready – won’t be a minute.
She didn’t run quite fast enough for a record.
I don’t think you’re quite right, I’m afraid.
I don’t quite agree. That’s not quite the colour I wanted.

For the differences between quite, fairly, rather and pretty, see 205
For other structures used to express degree, see 153–156.
468 **rather** (1): adverb of degree

1 **meaning**

In British English, *rather* can be used as an adverb of degree. The meaning is similar to ‘quite’ or ‘fairly’, but more emphatic. *Rather* is not often used in this way in American English.

2 **with adjectives and adverbs**

With adjectives and adverbs, *rather* often suggests ‘more than is usual’, ‘more than was expected’, ‘more than was wanted’ and similar ideas.

*How was the film?* **Rather good** – *I was surprised.*

She sings **rather well** – *people often think she’s a professional.*

*It’s rather warm in here. Let’s open a window.*

3 **with nouns**

*Rather* can modify noun phrases, with or without adjectives. It generally comes before articles, but can also come after a/an if there is an adjective.

*He’s rather a fool.* **That’s rather the impression I wanted to give.**

Jane’s had **rather a good idea.** (Or Jane’s had a **rather good idea.**)

*Rather* is not normally used before a plural noun with no adjective.

*(Not They’re **rather fools**.)*

4 **with verbs**

*Rather* can modify verbs (especially verbs that refer to thoughts and feelings).

*I rather think we’re going to lose.* **She rather enjoys doing nothing.**

Some people **rather like** being miserable.

**We were rather hoping** you could stay to supper.

5 **with comparatives and too**

*Rather* can modify comparatives and too.

*It’s rather later than I thought.* **He talks rather too much.**

For the difference between *rather*, *fairly*, *quite* and *pretty*, see 205

For other uses of *rather*, see 469

For other structures used to express degree, see 153–156.

469 **rather** (2): preference

1 **rather than**

This expression is normally used in ‘parallel’ structures: for example with two adjectives, adverbials, nouns, infinitives or -ing forms.

*I’d call her hair chestnut rather than brown.*

*I’d prefer to go in August rather than in July.*

*It ought to be you rather than me that signs the letter.*

*We ought to invest in machinery rather than buildings.*

*I always prefer starting early rather than leaving everything to the last minute.*
When the main clause has a to-infinitive, rather than is usually followed by an infinitive without to. An -ing form is also possible, especially at the beginning of a sentence.

I decided to write rather than phone/phoning.
It's important to invest in new machinery rather than increase wages.
(Or . . . rather than increasing wages.)
Rather than using/use the last of my cash, I decided to write a cheque.

2 would rather

This expression means 'would prefer to', and is followed by the infinitive without to. We often use the contraction 'd rather.

Would you rather stay here or go home?
'How about a drink?' I'd rather have something to eat.'

Note that would rather like does not mean 'would prefer'; in this expression, rather means 'quite', and does not suggest preference. Compare:

'I'd rather like a cup of coffee.' (= 'I'd quite like ...')
'Oh, would you? I'd rather have a glass of beer.' (= ... I'd prefer ...')

3 would rather: past tense with present or future meaning

We can use would rather to say that one person would prefer another or others to do something. We use a special structure with a past tense.

would rather + subject + past tense

I'd rather you went home now.
Tomorrow's difficult. I'd rather you came next weekend.
My wife would rather we didn't see each other any more.
'Shall I open a window?' I'd rather you didn't.'

A present tense is sometimes used in this structure (e.g. I'd rather you go home now), but this is unusual.

To talk about past actions, a past perfect tense is possible.

I'd rather you hadn't done that.

However, it is more common to express this kind of idea with I wish (see 601).

I wish you hadn't done that.

In older English, had rather was used in the same way as would rather. This structure is still found in grammars, but it is not normally used in modern British English.

For other structures where a past tense has a present or future meaning, see 422

4 or rather

People often use or rather to correct themselves.

He's a psychologist – or rather, a psychoanalyst.

(Not . . . or better, a psychoanalyst.)

For rather as an adverb of degree, see 468
470 reason

Reason can be followed by why... or that...

The reason why I came here was to be with my family.
The main reason why he lost his job was that he drank.
Do you know the reason that they’re closing the factory?

In an informal style, why/that is often left out.
The reason she doesn’t like me is that I make her nervous.
The reason I’m asking is that I’m short of money.

The normal preposition after reason is for.

What’s the real reason for your depression?

(not... reason of your depression?)

Some people consider it incorrect to use a because-clause as complement after reason (as in Sorry I’m late – the reason is because I overslept.)

471 reflexive pronouns

1 What are reflexive pronouns?

Reflexive pronouns are myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves.

2 use

A common use of reflexive pronouns is to talk about actions where the subject and object are the same person.

I cut myself shaving this morning. (not I cut me...)

We got out of the water and dried ourselves. (not... dried us.)

I’m going to the shops to get myself some tennis shoes.

Talking to oneself is the first sign of madness.

A reflexive pronoun can refer to other things besides the subject of a clause.

His letters are all about himself.

I’m going to tell her a few facts about herself.

I love you for yourself, not for your money.

3 after prepositions

After prepositions of place, we often use a personal pronoun (me, you etc) instead of a reflexive to refer back to a previous noun or pronoun, in cases when only a reflexive meaning makes sense. Compare:

She took her dog with her. (not... with herself.)

(She could hardly take her dog with somebody else.)

She’s very pleased with herself.

(She could be pleased with somebody else.)

4 emphatic use

We can use reflexives as subject or object emphasisers, to mean ‘that person / thing and nobody / nothing else’.

It’s quicker if you do it yourself.

The manageress spoke to me herself.

The house itself is nice, but the garden’s very small.

I’ll go and see the President himself if I have to.
5 reflexives used instead of personal pronouns

Reflexives are often used instead of personal pronouns after as, like, but (for) and except (for).

These shoes are specially designed for heavy runners like yourself.

(Or ... like you.)

Everybody was early except myself. (Or ... except me.)

Reflexives can also be used instead of personal pronouns in co-ordinated noun phrases.

There will be four of us at dinner: Robert, Alison, Jenny and myself.

(Or ... and I/me.)

6 by oneself

By myself/yourself etc can mean either ‘alone, without company’ or ‘without help’.

I often like to spend time by myself.

‘Do you need help?’ ‘No, thanks. I can do it by myself.’

7 -selves and each other/one another

Note the difference between -selves and each other / one another (see 175).

They talk to themselves a lot. (Each of them talks to him/herself.)

They talk to each other a lot. (Each of them talks to the other.)

8 own

There are no possessive reflexives. Instead, we use my own, your own etc (see 400).

I always type my own letters. (Not ... my own’s letters.)

9 reflexives not used

Certain verbs which are reflexive in some other languages are not used with reflexive pronouns in English. For example, we do not normally use reflexive pronouns with wash, dress or shave.

Do you shave on Sundays? (Not -Do you shave yourself on Sundays?)

However, reflexives can be used if it is necessary to make it clear who does the action.

She’s old enough to dress herself now.

The barber shaves all the people in the town who don’t shave themselves.

So does he shave himself or not?

A few other examples of verbs which are not normally reflexive in English:

Suddenly the door opened. (Not -Suddenly the door opened itself.)

His book’s selling well. (Not -His book’s selling itself well.)

Try to concentrate. (Not -Try to concentrate yourself.)

I feel strange. (Not -I feel myself strange.)

Hurry! (Not -Hurry yourself!)

For more about structures like The door opened and His book’s selling well, see 579.3.
reinforcement tags

1 repeated subject and auxiliary verb

In informal spoken English (especially British English), a sentence sometimes ends with a ‘tag’ which repeats the subject and auxiliary verb.

You’ve gone mad, you have.
I’m getting fed up, I am.
If the main clause has no auxiliary verb, do is used in the tag.

He likes his beer, he does.

2 use

One reason for using a reinforcement tag is simply to emphasise the idea of the main clause by repeating it.

You’re really clever, you are.

A tag can also move the subject to the end of the sentence, so that the verb comes earlier and gets more immediate attention. (This is called ‘fronting’; for details, see 217.)

Getting in my way, you are.
Likes his beer. John does.

It is possible to ‘announce’ the subject with a pronoun, and put the full subject in a tag.

He hasn’t a chance, Fred hasn’t.
She really got on my nerves, Sylvia did.

3 subject-only tags

It is possible to have reinforcement tags without verbs. Ellipsis (see 183) of the subject and verb is possible.

(You’re) living in the clouds, you lot.
(They’re) very polite, your children.

Pronouns are not usually used alone in tags, except for reflexives.

Don’t think much of the party, myself.

For similar structures, see 465–466 (question tags), 463 (reply questions) and 493 (short answers).

relatives (1): relative clauses and pronouns (introduction)

1 relative clauses

Clauses beginning with question words (e.g. who, which, where) are often used to modify nouns and some pronouns – to identify people and things, or to give more information about them. Clauses used like this are called ‘relative clauses’.

Have you ever spoken to the people who live next door?
Those who have not yet registered should do so at once.
There’s a programme on tonight which you might like.
He’s got a job in a new firm, where they don’t work such long hours.

Relative clauses can also be introduced by that.

Here’s the book that you were looking for.
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2 relative pronouns

When *who, whom* etc are used to introduce relative clauses, they are called ‘relative pronouns’. *Who, which* and *that* can be the subjects of verbs in relative clauses. *Who* refers to people and *which* to things; *that* can refer to both people and things.

What’s the name of the tall man who just came in?
(not... the tall man which...)
It’s a book which will interest children of all ages. (not... a book who...)
The people that live next door keep having all-night parties.
Their are the keys that open the front and back door.

*Who, whom, which* and *that* can also be used as the objects of verbs in relative clauses. *Who* is informal as an object; in a more formal style, *whom* is used, especially in certain kinds of relative clause (for details, see 474).

He’s married somebody who I really don’t like. (informal)
He has married somebody whom I really do not like. (formal)
I gave him an envelope, which he put in his pocket at once.
Here are the papers that you were looking for.

3 relative *when, where and why*

*When* and *where* can introduce relative clauses after nouns referring to time and place. They are used in the same way as preposition + *which*.

I’ll never forget the day when I first met you.
(=... the day on which...)
Do you know a shop where I can find sandals?
(=... a shop at which...)

*Why* is used in a similar way after reason.
Do you know the reason why she doesn’t like me?
(=... the reason for which...)

4 leaving out object pronouns

In some kinds of relative clause (see 474), object pronouns can be left out.

She’s somebody I really can’t stand. (=... somebody that...)
Here are the papers you were looking for. (=... the papers that...)

5 double use of relative pronouns

Relative pronouns have a double use: they act as subjects or objects inside relative clauses, and at the same time they connect relative clauses to nouns or pronouns in other clauses – rather like conjunctions. As subjects or objects they replace words like *she or him*; one subject or object in a relative clause is enough. Compare:

- He’s got a new girl-friend. *She works in a garage.*
  He’s got a new girl-friend *who* works in a garage.
  (not... *she who* works in a garage)
- This is Mr Rogers. You met him last year.
  This is Mr Rogers, *whom* you met last year.
  (not... *whom you met him last year*)
- Here’s an article. It might interest you.
  Here’s an article *which* might interest you.
  (not... *which it might interest you*)
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- I've found the car keys. You were looking for them.
  I've found the car keys which you were looking for.
  (NOT ... which you were looking for them.)

6 whose

Whose is a possessive relative word, used as a determiner before nouns.
It replaces his/her/its. For more details, see 475.
  I saw a girl whose hair came down to her waist.
  (NOT ... whose hair came down ...)

7 which referring to a whole clause

Which can refer not only to a noun, but also to the whole of a previous clause. Note that what, that and how cannot be used in this way.
  He got married again a year later, which surprised everybody.
  (NOT ... what/that surprised everybody.)
  She cycled from London to Glasgow, which is pretty good for a woman of 75.
  (NOT ... what/that is pretty good ...)
  I was impressed by the way in which she did it.
  (NOT ... I was impressed by the way how she did it.)

8 separating a noun from its relative pronoun

Relative pronouns usually follow their nouns directly.
  The idea which she put forward was interesting.
  (NOT The idea was interesting which she put forward.)
  I rang up Mrs Spencer, who did our accounts.
  (NOT I rang Mrs Spencer up, who did our accounts.)

However, a descriptive phrase can sometimes separate a noun from its relative pronoun.
  I rang up Mrs Spencer, the Manager's secretary, who did our accounts.

For the use of what and how in nominal relative clauses, see 476.
For more about relative clauses and pronouns, see the following sections.
For other ways of using question-word clauses, see 460.5.

474 relatives (2): identifying and non-identifying clauses

1 two kinds of relative clause

Some relative clauses identify or classify nouns: they tell us which person or thing, or which kind of person or thing, is meant. (In grammars, these are called ‘identifying’, ‘defining’ or ‘restrictive’ relative clauses.)
  What's the name of the tall man who just came in?
  Is that your car that's parked outside?
  Paris is a city I've always wanted to visit.
  People who take physical exercise live longer.
  Have you got something that will get ink out of a carpet?

Other relative clauses do not identify or classify; they simply tell us more about a person or thing that is already identified. (In grammars, these are...
called ‘non-identifying’, ‘non-defining’ or ‘non-restrictive’ relative clauses.)

This is Ms Rogers, who’s joining the firm next week.

In 1908 Ford developed his Model T car, which sold for $500.

There are several grammatical differences between the two kinds of relative clause. There are also stylistic differences: non-identifying clauses are generally more formal, and are less frequent in informal speech.

2 pronunciation and punctuation

Identifying relative clauses usually follow immediately after the nouns that they modify, without a break: they are not separated by pauses or intonation movements in speech, or by commas in writing. (This is because the noun would be incomplete without the relative clause, and the sentence would make no sense or have a different meaning.) Non-identifying clauses are normally separated by pauses and/or intonation breaks and commas.

Compare:

- The woman who does my hair has moved to another hairdresser’s.
  Dorothy, who does my hair, has moved to another hairdresser’s.

- She married a man that she met on a bus.
  She married a very nice young architect from Belfast, whom she met on a bus.

Note how the identifying clauses cannot easily be left out.

The woman has moved to another hairdresser’s. (Which woman?)

She married a man. (!)

When a non-identifying clause does not come at the end of a sentence, two commas are necessary.

Dorothy, who does my hair, has moved . . .

(notes Dorothy, who does my hair has moved . . .)

3 use of that

That is common as a relative pronoun in identifying clauses. It can refer to things, and in an informal style to people. In non-identifying clauses, that is unusual. Compare:

- Have you got a book that’s really easy to read? (or . . . which is . . .)
  I lent him ‘The Old Man and the Sea’, which is really easy to read.
  (not I lent him ‘The Old Man and the Sea’, that is really easy to read.)

- Where’s the girl that sells the tickets? (or . . . who sells . . .)
  This is Naomi, who sells the tickets.
  (not This is Naomi, that sells the tickets.)

4 all that, only . . . that etc

that is especially common after quantifiers like all, every(thing), some(thing), any(thing), no(thing), none, little, few, much, only, and after superlatives.

Is this all that’s left? (More natural than . . . all which is left?)

Have you got anything that belongs to me?

(More natural than . . . anything which . . .)

The only thing that matters is to find our way home.

I hope the little that I’ve done has been useful.

It’s the best film that’s ever been made about madness.
Note that what (see 476) cannot be used in these cases.

All that you say is certainly true. (NOT All what you say...)

5 who and whom

Who can be used as an object in identifying clauses in an informal style. Whom is more formal.

The woman who I marry will have a good sense of humour.

(More formal: The woman whom I marry...)

In non-identifying clauses, who is less common as an object, though it is sometimes used in an informal style.

In that year he met Rachel, whom he was later to marry.

(or... Rachel, who he was later to marry. – informal)

6 leaving out object pronouns

In identifying relative clauses, we often leave out object pronouns, especially in an informal style. In non-identifying clauses this is not possible. Compare:

– I feel sorry for the man she married.
She went to work with my brother, whom she later married.

(NOT She went to work with my brother, she later married.)

– What did you think of the wine we drank last night?
I poured him a glass of wine, which he drank at once.

(NOT I poured him a glass of wine, he drank at once.)

For omission of when, where and why, see 477.3.

7 position of prepositions

Prepositions can come either before relative pronouns (more formal) or at the end of relative clauses (more informal). Compare:

– He was respected by the people with whom he worked. (formal)
   He was respected by the people (that) he worked with. (informal)

– This is the room in which I was born. (formal)
   This is the room (that) I was born in. (informal)

Who and that are not used after prepositions.

... the people with whom he worked.

(NOT ... the people with who/that he worked.)

For more about prepositions at the end of clauses, see 440.
For tenses in identifying clauses, see 556.

475 relatives (3): whose

1 relative possessive

Whose is a relative possessive word, used as a determiner before nouns in the same way as his, her, its or their. It can refer back to people or things. In a relative clause, whose + noun can be the subject, the object of a verb or the object of a preposition.

I saw a girl whose beauty took my breath away. (subject)

It was a meeting whose purpose I did not understand. (object)
Michel Croz, with whose help Whymper climbed the Matterhorn, was one of the first professional guides. (object of preposition)
I went to see my friends the Forrests, whose children I used to look after when they were small. (object of preposition)
Whose can be used in both identifying and non-identifying clauses.

2 of which; that . . . of
Instead of whose, we can use of which or that . . . of (less formal) to refer to things, and these are sometimes preferred. The most common word order is noun + of which or that . . . of, but of which . . . + noun is also possible.
Compare the following four ways of expressing the same idea.
He's written a book whose name I've forgotten.
He's written a book the name of which I've forgotten.
He's written a book that I've forgotten the name of.
He's written a book of which I've forgotten the name.
We do not normally use noun + of whom in a possessive sense.

3 only used as a determiner
Relative whose is only used as a possessive determiner, before a noun. In other cases we use of which/whom or that . . . of.
He's married to a singer of whom you may have heard.
OR . . . that you may have heard of.
(NOT . . . a singer whose you may have heard.)

4 formality
Sentences with whose are generally felt to be rather heavy and formal; in an informal style other structures are often preferred. With (see 602) is a common way of expressing possessive ideas, and is usually more natural than whose in descriptions.
I've got some friends with a house that looks over a river.
(Less formal than . . . whose house looks over a river.)
You know that girl with a brother who drives lorries?
(Less formal than . . . whose brother drives lorries?)
She's married to the man over there with the enormous ears.
(More natural than . . . the man over there whose ears are enormous.)

For whose in questions, see 597.

476 relatives (4): what and other nominal relative pronouns

1 what: meaning and use
What does not refer to a noun that comes before it. It acts as noun + relative pronoun together, and means ‘the thing(s) which’.
What she said made me angry.
I hope you're going to give me what I need.
Clauses beginning with what act as subjects or objects, and are called ‘nominal relative clauses’.

For singular and plural verbs after what (e.g. What we need most is/are books), see 506.
2  what not used

What is only used as a nominal relative, meaning ‘the thing(s) which’. It cannot be used as an ordinary relative pronoun after a noun or pronoun.

We haven’t got everything that you ordered. (NOT... everything what...)

The only thing that keeps me awake is coffee. (NOT... The only thing what...)

We use which, not what, to refer to a whole clause that comes before.

Sally married George, which made Paul very unhappy. (NOT... what made Paul very unhappy.)

3  what as a determiner

What can be used as a determiner with a noun in a nominal relative clause.

What money he has comes from his family.

I’ll give you what help I can. (=... any help that I can.)

4  other nominal relatives

Other words that are used as nominal relatives include whatever, whoever, whichever, where, wherever, when, whenever and how.

Take whatever you want. (=... anything that you want.)

I often think about where I met you. (=... the place where...)

We’ve bought a cottage in the country for when we retire. (=... the time when...)

Whenever you want to come is fine with me. (= Any day that...)

Look at how he treats me. (=... the way in which...)

For details of the use of whoever, whatever and other words ending in -ever, see 596.

For more about how-clauses, see 254

5  older English: who and that which

In older English, who could be used as a nominal relative, meaning ‘whoever’, ‘anybody who’ or ‘the person(s) who’. In modern English, this is very unusual.

Who steals my purse steals trash. (Shakespeare, Othello)

(Modern English: Whoever / Anybody who...)

That which used to be used in the same way as what. This, too, is very unusual in modern English.

We have that which we need. (Modern English: We have what we need.)

For other uses of question-word clauses, see 460.5.

477  relatives (5): advanced points

1  some of whom, none of which etc

In non-identifying clauses, quantifying determiners (e.g. some, any, none, all, both, several, enough, many and few) can be used with of whom, of which and of whose. The determiner most often comes before of which/whom/whose, but can sometimes come after it in a very formal style.

They picked up five boat-loads of refugees, some of whom had been at sea for several months. (or... of whom some...)
We’ve tested three hundred types of boot, none of which is completely waterproof. (or ... of which none ...)
They’ve got eight children, all of whom are studying music.
(or ... of whom all are studying ...)
She had a teddy-bear, both of whose eyes were missing.
This structure is also possible with other expressions of quantity, with superlatives, with first, second etc, and with last.
  a number of whom   three of which   half of which
the majority of whom   the youngest of whom

2 which as determiner

Which can be used as a determiner in relative clauses, with a general noun which repeats the meaning of what came before. This structure is rather formal, and is mainly used after prepositions, especially in some fixed phrases like in which case and at which point.
  She may be late, in which case we ought to wait for her.
  He lost his temper, at which point I decided to go home.
  He was appointed Lord Chancellor, in which post he spent the rest of his life.
  He spoke in Greek, which language I could only follow with difficulty.

3 when, where etc replaced by that or dropped

After common nouns referring to time, when is often replaced by that or dropped in an informal style.
  Come and see us any time (that) you’re in town.
  I’ll never forget the day (that) we met.
  That was the year (that) I first went abroad.
The same thing happens with where after somewhere, anywhere, everywhere, nowhere and place (but not after other words).
  Have you got somewhere (that) I can lie down for an hour?
  We need a place (that) we can stay for a few days.
  (But not We need a house (that) we can stay for a few days.)
After way, in which can be replaced by that or dropped in an informal style.
  I didn’t like the way (that) she spoke to me.
  Do you know a way (that) you can earn money without working?
The same thing happens with why after reason.
  The reason (that) you’re so bad-tempered is that you’re hungry.

For more about place, see 427. For way, see 587. For reason, see 470.

4 relative + infinitive

When a noun or pronoun is the object of a following infinitive, a relative pronoun is not normally used.
  I can’t think of anybody to invite. (Not ... anybody whom to invite.)
However, relative pronouns are possible with preposition structures.
  We moved to the country so that the children would have a garden in which to play.
  He was miserable unless he had neighbours with whom to quarrel.
This structure is rather formal, and it is more common to use **infinitive + preposition** without a relative pronoun.

... so that the children would have a garden to play in.

(Not ... which to play in.)

... unless he had neighbours to quarrel with.

(Not ... whom to quarrel with.)

5 **agreement of person**

Most relative clauses have third-person reference; *I who..., you who...* and *we who...* are unusual, though they sometimes occur in a very formal style.

You who pass by, tell them of us and say

For their tomorrow we gave our today.

(Allied war memorial at Kohima)

A different kind of first- and second-person reference is common in the relative clauses of cleft sentences (see 131). However, the verb is usually third-person, especially in an informal style.

It's me that's responsible for the organisation.

(More formal: *It is I who am responsible...*)

You're the one that knows where to go. (Not ... the one that know...)

6 **reduced relative clauses**

A participle can often be used instead of a relative pronoun and full verb.

Who's the girl dancing with your brother?

(= ... who is dancing with your brother?)

Anyone touching that wire will get a shock.

(= ... who touches ...)

Half of the people invited to the party didn't turn up.

(= ... who were invited ...)

I found him sitting at a table covered with papers.

(= ... which was covered with papers.)

Reduced structures are also used with the adjectives *available* and *possible*.

Please send me all the tickets available. (= ... that are available.)

Tuesday's the only date possible.

7 **omission of subject**

In a very informal style, a subject relative pronoun is sometimes dropped after *there is*.

There's a man at the door wants to talk to you.

8 **relative clauses after indefinite noun phrases**

The distinction between identifying and non-identifying clauses (see 474) is most clear when they modify **definite** noun phrases like *the car, this house, my father, Mrs Lewis*. After **indefinite** noun phrases like *a car, some nurses or friends*, the distinction is less clear, and both kinds of clause are often possible with slight differences of emphasis.

He's got a new car that goes like a bomb.

Or He's got a new car, which goes like a bomb.

We became friendly with some nurses that John had met in Paris.

Or We became friendly with some nurses, whom John had met in Paris.
In general, ‘identifying’ clauses are used when the information they give is felt to be centrally important to the overall message. When this is not so, non-identifying clauses are preferred.

9 relative pronouns as general-purpose connectors

In non-identifying clauses, the pronouns who and which sometimes act as general-purpose connecting words, rather like and + pronoun.
She passed the letter to Moriarty, who passed it on to me.
(= ... and he passed it on ...)
I dropped the saucepan, which knocked over the eggs, which went all over the floor. (= ... and it knocked ... and they went ...)
I do a lot of walking, which keeps me fit. (= ... and this keeps me fit.)

10 relative clauses with indirect statement etc

It is often possible to combine relative clauses with indirect statements and similar structures, e.g. I know/aid/feel/hope/wish (that) ... , especially in an informal style. Expressions like I know, I said etc come after the position of the relative pronoun.
We’re going to meet somebody (who/that) I know (that) you’ll like.
It’s a house (which/that) we feel (that) we might want to buy.
That’s the man (who/that) I wish (that) I’d married.

Note that the conjunction (the second that) is usually dropped in this structure; it must be dropped if the relative pronoun is a subject.
This is the woman (who/that) Ann said could show us the church.
(Not -This is the woman (who/that) Ann said that could show us ...)

In this structure, people sometimes use whom as a subject pronoun. This is not generally considered correct.
This is a letter from my father, whom we hope will be out of hospital soon.
(More correct: ... who we hope will be out ...)

Relative clauses can also be combined with if-clauses in sentences like the following.
I am enclosing an application form, which I should be grateful if you would sign and return.

11 a car that I didn’t know how fast it could go, etc

We do not usually combine a relative clause with an indirect question structure. However, this sometimes happens in informal speech.
I’ve just been to see an old friend that I’m not sure when I’m going to see again.
There’s a pile of washing-up in the kitchen that I just don’t know how I’m going to do.

There is no grammatically correct way of doing this when the relative pronoun is the subject of the relative clause. However, sentences like the following (with added pronouns) are also sometimes heard in informal British speech.
I was driving a car that I didn’t know how fast it could go.
It’s ridiculous to sing songs that you don’t know what they mean.
There’s a control at the back that I don’t understand how it works.
There’s still one kid that I must find out whether she’s coming to the party or not.
12 **double object**

Occasionally a relative pronoun acts as the object of two verbs. This happens especially when a relative clause is followed by before ... ing, after ... ing or without ... ing.

- We have water that it's best not to drink before boiling. (or ... boiling it.)
- I'm sending you a letter that I want you to destroy after reading.
  (or ... after reading it.)
- He was somebody that you could like without admiring.
  (or ... admiring him.)

478 **remind**

1 **remind** + object + infinitive; **remind** + **that**-clause

The infinitive structure refers to actions: you remind somebody to do something that he/she might forget.

*Please remind me to go to the post office.*

(NOT *Please remind me of going...*)

The structure with a *that*-clause refers to facts.

*I reminded him that we hadn't got any petrol left.*

This kind of idea can also sometimes be expressed with remind ... about.

*I reminded her about her dental appointment.*

(= ... that she had to go to the dentist.)

2 **remind** ... of...

We use **remind** ... of to say that something makes us remember the past, or makes us think about things that have been forgotten.

*The smell of hay always reminds me of our old house in the country.*

(NOT ... reminds me our old house...)

**Remind me of** your phone number.

We can also use **remind** ... of to talk about similarities.

*She reminds me of her mother. (= She is like her mother.)*

3 **remind and remember**

These two verbs are not the same. **Reminding** somebody means 'making somebody remember'. Compare:

- **Remind me to pay the milkman.** (NOT *Remember me to pay...*)
  I'm afraid I won't remember to pay the milkman.
- **This sort of weather reminds me of my home.**
  (NOT *This sort of weather remembers me...*)
  This sort of weather makes me remember my home.

But note the idiomatic use of remember in **Remember me to your parents** and similar sentences.
479 repetition

1 avoidance of repetition

In English, unnecessary repetition is usually considered to be a bad thing. Careful writers generally try not to use the same words and structures in successive clauses and sentences without a good reason; when expressions are repeated, it is often for deliberate emphasis or other stylistic purposes. Casual repetition is more common in informal language, but even in conversation people often sound monotonous or clumsy if they do not vary their sentence structure and vocabulary. Some kinds of repetition are actually ungrammatical in both writing and speech.

2 unnatural/ungrammatical repetition

When we want to refer again to a person or thing that has already been mentioned, we normally have to use a pronoun instead of repeating the noun phrase that was first used. When the reference is very close to the original mention, repetition (unless there is a special reason for it) is usually so unnatural as to be ungrammatical.

‘What’s Rachel doing here?’ ‘She wants to talk to you.’

(Not ‘Rachel wants to talk to you.’)

We got that cat because the children wanted it.

(Not ‘We got that cat because the children wanted that cat.’

Dad’s just cut himself shaving. (Not ‘Dad’s just cut Dad shaving.’)

Barbara got her handbag stolen on the bus.

(Not ‘Barbara got Barbara’s handbag stolen . . .’)

This kind of thing happens with other words besides nouns.

‘I don’t smoke.’ ‘I do.’ (Not ‘I smoke.’)

‘My mother has decided to retire’. ‘Oh, has she?’

(Not ‘Oh, has she decided to retire?’)

‘Do you know if the bank’s open?’ ‘I think so.’

(Not ‘I think the bank’s open.’)

She’s staying at the Royal Hotel, so we said we’d meet her there.

(Not ‘We said we’d meet her at the Royal Hotel.’)

Note, however, that repetition is quite normal when alternatives are discussed.

‘Shall we dance or go for a walk?’ ‘Let’s go for a walk.’

‘Would you rather have potatoes or rice?’ ‘Rice, please.’

For more about structures used for avoiding repetition, see 181–186 (ellipsis) and 542 (substitution)

3 duplicated subjects and objects

It is unusual in English to use both a noun and a pronoun as subjects or objects with the same verb.

That wall needs painting.

(More normal than ‘That wall, it needs painting.’)

I saw my uncle yesterday.

(More normal than ‘My uncle, I saw him yesterday.’)
However, this kind of structure is sometimes possible in very informal speech, especially with long subjects or fronted objects and/or with tags.

That friend of your mother’s – he’s on the phone.

Those bicycle wheels – I think we ought to put them in the garden shed.

She’s a clever girl, your Anne.

4 related verbs and nouns

We usually avoid putting related verbs and nouns together.

- He’s made a wonderful plan.
  OR He’s planned something wonderful.
  BUT NOT He’s planned a wonderful plan.
- She wrote an interesting paper.
  OR She did an interesting piece of writing.
  BUT NOT She wrote an interesting piece of writing.

There are some fixed expressions which are exceptions (e.g. to sing a song, to live a good life, to die a violent death).

5 Wonderful, isn’t it? etc

There is a common kind of conversational exchange in which one speaker gives his/her opinion of something, and the other speaker agrees by saying the same thing in other words which are at least as emphatic. Repetition is carefully avoided.

‘Glorious day.’ ‘Wonderful, isn’t it?’ (NOT ... ‘Glorious, isn’t it?’)

‘Terrible weather.’ ‘Dreadful.’

‘Manchester didn’t play very well, then.’ ‘Absolute rubbish.’

6 clumsy style

In writing, repetition is often considered clumsy even when it is not ungrammatical. Most of the repetitions in the following text would be avoided by a careful writer, by varying the structure and by careful use of synonyms (e.g. tried/attempted, summarise/describe briefly, forecast/predict).

In this report, I have tried to forecast likely developments over the next three years. In the first section, I have tried to summarise the results of the last two years, and I have tried to summarise the present situation. In the second section, I have tried to forecast the likely consequences of the present situation, and the consequences of the present financial policy.

7 deliberate repetition

Speakers and writers can of course repeat vocabulary and structures deliberately. This may be done for emphasis.

I’m very, very sorry.

I want every room cleaned – every single room.

Structural repetition can show how ideas are similar or related (by using the same structure for the same kind of item).

First of all, I want to congratulate you all on the splendid results. Secondly, I want to give you some interesting news. And finally, I want to thank you all ...
8 literary examples

Here are two contrasting examples of repetition used deliberately for literary purposes. In the first, by John Steinbeck, structures and key vocabulary (nouns and verbs) are repeated and rhythmically balanced in order to create an impressive (or mock-impressive) effect – to make the story and characters sound striking and important.

This is the story of Danny and of Danny’s friends and of Danny’s house. It is a story of how these three became one thing, so that in Tortilla flat if you speak of Danny’s house you do not mean a structure of wood flaked with old white-wash, overgrown with an ancient untrimmed rose of Castile. No, when you speak of Danny’s house you are understood to mean a unit of which the parts are men, from which came sweetness and joy, philanthropy, and, in the end, a mystic sorrow. For Danny’s house was not unlike the Round Table, and Danny’s friends were not unlike the knights of it. And this is the story of how the group came into being, of how it flourished and grew to be an organisation beautiful and wise. This story deals with the adventuring of Danny’s friends, with the good they did, with their thoughts and their endeavors. In the end, this story tells how the talisman was lost and how the group disintegrated.

(John Steinbeck, Tortilla Flat)

In contrast, the following text, by Ernest Hemingway, uses a kind of style which ‘good’ writers would normally avoid, repeating pronouns and simple structures in an apparently monotonous way. Hemingway’s purpose is to show the simplicity of his hero, an uneducated old fisherman, by using a style that is supposed to reflect the way he thinks and speaks.

He did not remember when he had first started to talk aloud when he was by himself. He had sung when he was by himself in the old days and he had sung at night sometimes when he was alone steering on his watch in the smacks or in the turtle boats. He had probably started to talk aloud, when alone, when the boy had left. But he did not remember.

(Ernest Hemingway, The Old Man and the Sea)

480 reporting (1): introduction

There are two main ways of reporting people’s words, thoughts, beliefs etc.

1 ‘direct speech’

We can give the exact words (more or less) that were said, or that we imagine were thought. This kind of structure is called ‘direct speech’.

So he said, ‘I want to go home,’ and just walked out.

Did she say, ‘What do you want?’

And then I thought, ‘Well, does he really mean it?’

For the use of quotation marks with direct speech, see 456. For commas before and after direct speech, see 455.
2 ‘indirect speech’

We can make a speaker’s words or thoughts part of our own sentence, using conjunctions (e.g. that), and changing pronouns, tenses and other words where necessary. This kind of structure is called ‘indirect speech’ or ‘reported speech’.

So he said that he wanted to go home, and just walked out.
Did she just ask what I wanted?
And then I wondered whether he really meant it.

3 mixing structures

These two structures cannot normally be mixed (but see 482).

She said to me I have got no money and asked me for help.
Or She said to me that she had got no money and asked me for help.
But not She said to me that I have got no money and asked me for help.

For details of direct and indirect speech, see the following sections

481 reporting (2): basic rules for indirect speech

1 change of situation

Words that are spoken or thought in one place by one person may be reported in another place at a different time, and perhaps by another person. Because of this, there are often grammatical differences between direct and indirect speech. These changes are mostly natural and logical, and it is not necessary to learn complicated rules about indirect speech in English.

Bill (on Saturday evening): I don’t like this party. I want to go home now.
Pete (on Sunday morning): Bill said that he didn’t like the party, and he wanted to go home right away.

2 pronouns

A change of speaker may mean a change of pronoun. In the example above, Bill says I to refer to himself. Peter, talking about what Bill said, naturally uses he.

Bill said that he didn’t like the party . . .

(Not Bill said that I didn’t like the party . . .)

3 ‘here and now’ words

A change of place and time may mean changing words like here, this, now, today. Peter, reporting what Bill said, does not use this and now because he is no longer at the party.

Bill said that he didn’t like the party . . .

(Not Bill said that he didn’t like this party . . .)

Note that next and last are also ‘here and now’ words.

<table>
<thead>
<tr>
<th>Original words</th>
<th>Reported words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll be back next week.</td>
<td>She said she’d be back the next week, but I never saw her again.</td>
</tr>
<tr>
<td>I got my licence last Tuesday.</td>
<td>He said he’d got his licence the Tuesday before.</td>
</tr>
</tbody>
</table>
4 tenses

A change of time may mean a change of tense: the person reporting uses tenses that relate to the time when he/she is making the report, not to the time when the original words were used.

Bill said that he didn’t like the party...

(Not Bill said that he doesn’t like the party...)  

So after past reporting verbs, the verbs of the original speech are usually ‘backshifted’ – made more past. Compare:

<table>
<thead>
<tr>
<th>Original words</th>
<th>Reported words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you marry me?</td>
<td>I asked him if he would marry me.</td>
</tr>
<tr>
<td>I told her she looked nice.</td>
<td>I asked him if he would marry me.</td>
</tr>
<tr>
<td>I can't swim.</td>
<td>He pretended he couldn't swim.</td>
</tr>
<tr>
<td>I'm learning French.</td>
<td>She said she was learning French.</td>
</tr>
<tr>
<td>I've forgotten.</td>
<td>He said he had forgotten.</td>
</tr>
<tr>
<td>John phoned.</td>
<td>She told me that John had phoned.</td>
</tr>
</tbody>
</table>

Sometimes this means that past verbs are used to talk about the present or the future.

Your mother said that I could play here today.
'I wondered how you were.' 'You can see how I am.'
I knew you were American.
Sorry, I didn't realise this was your seat.

After present, future and present perfect reporting verbs, tenses are usually the same as in the original (because there is no important change of time).

He says he doesn't want to play any more.
I'll tell her your idea is great.
The government has announced that taxes will be raised.

5 dropping that

The conjunction that is often dropped, especially after common reporting verbs (e.g. say, think) in informal speech.

She said that she'd had enough.
I think that you're probably right.

That cannot be dropped after certain verbs (e.g. reply, telegraph, shout), and it is not usually dropped after nouns.

I replied that I did not intend to stand for election.
She shouted that she was busy. (Not She shouted she was busy.)
He disagreed with Copernicus's view that the earth went round the sun. (Not ... Copernicus's view the earth went ...)

For more about omission of that, see 461 8, 560
6 questions and answers

In reported questions the subject normally comes before the verb in standard English, and auxiliary do is not used (except in negative questions – see 482.7). The same structure is used for reporting the answers to questions, and in other uses of question-word clauses.

- He wanted to know when I was leaving. (NOT ... when was I leaving.)
- I asked where the President and his wife were staying.
  (NOT ... where were ...)
- I knew how they felt. (NOT ... how did they feel.)
- Nobody told me why I had to sign the paper.
  (NOT ... why did I have to sign ...)
- How you get there is your problem. (NOT How do you get there ...)

Question marks are not used in reported questions.

- We asked where the money was. (NOT ... where the money was?)

Yes/no questions are reported with if or whether (for the difference, see 593).

- The driver asked if/whether I wanted the town centre.
- I don’t know if/whether I can help you.

Say and tell are not used to report questions.

- NOT - The driver said whether I wanted the town centre.

But say and tell can introduce the answers to questions.

- Please say whether you want the town centre.
- He never says where he’s going. I told her what time it was.

For the difference between say and tell, see 487.
For more about question-word clauses, see 460.5.

7 actions: promises, orders, requests, advice etc

Speech relating to actions (e.g. promises, agreements, orders, offers, requests, advice and suggestions) is often reported with infinitives, or object + infinitive.

- He promised to write. She agreed to wait for me.
- I told Andrew to be careful.
- The lady downstairs has asked us to be quiet after nine o’clock.
- Ann has offered to baby-sit tonight.
- I advise you to think again before you decide.
- The policeman told me not to park there.

The structure question word + infinitive is common (see 288).

- He asked her how to make a white sauce. Don’t tell me what to do.

We do not use infinitive structures after suggest or (usually) after say. However, after these and many other verbs, instructions etc can be reported with that-clauses, usually with modal verbs (see 344) or subjunctives (see 541).

- He suggested that I try the main car park.
  (NOT - He suggested me to try ...)
- The policeman said that I mustn’t park there.
  (NOT - The policemen said me not to park there.)
- I told Andrew that he ought to be careful.

For ought, must and other modal verbs in indirect speech, see 482.5.
For suggest, see 545.
For the structures that are possible after particular verbs, see a good dictionary.
482 reporting (3): advanced points

1 direct speech: word order with reporting verbs

In informal spoken reports, say and think are the normal reporting verbs. They can go before sentences or at other natural breaks (e.g. between clauses or after discourse markers).

- *So I said* 'What are you doing in our bedroom?' *'I'm sorry', he said,*
- *'I thought it was my room.' Well, I thought, that's funny, he's got my*
  *handbag open. 'If that's the case,' I said, 'what are you doing with my*
  *handbag?''

In novels, short stories etc, a much wider variety of reporting verbs are used: for example ask, exclaim, suggest, reply, cry, reflect, suppose, grunt, snarl, hiss, whisper. And inversion (see 299) is often used.

- *'Is this Mr Rochester's house?' asked Emma.*
- *'Great Heavens!' cried Celia. 'Is there no end to your wickedness? I implore*
  *you – leave me alone!' 'Never,' hissed the Duke. . . .*

Inversion is not normal with pronoun subjects.

- *'You monster!' she screamed. (not . . . screamed she.)*

In literary writing, reporting expressions often interrupt the normal flow of the sentences quoted.

- *'Your information,' I replied, 'is out of date.'*

For more about inversion, see 298, 299.

2 indirect speech: word order with what, who and which

When we report questions constructed with *who/what/which + be + complement*, *be* can be put before or after the complement.

- **Direct:** Who’s the best player here?
  - **Indirect:** She asked me *who was the best player.*
    - *She asked me who the best player was.*

- **Direct:** What’s the matter?
  - **Indirect:** I asked *what was the matter.*
    - *I asked what the matter was.*

- **Direct:** Which is my seat?
  - **Indirect:** She wondered *which was her seat.*
    - *She wondered which her seat was.*

3 indirect speech: reporting past tenses

In indirect speech, a speaker’s present perfect and past tenses are often reported using past perfect tenses (because the events he/she spoke about had happened before he/she spoke, and because the reporter’s point of view is not the same as the original speaker’s point of view).

- **Direct:** I’ve just written to John.
  - **Indirect:** She told me she *had just written* to John.

- **Direct:** I saw Penny at the theatre a couple of days ago.
  - **Indirect:** In his letter, he said he’d *seen* Penny at the theatre a couple of days before.
However, it is often unnecessary to show the time relationship between the events spoken about and the original speech. When this is so – when the reporter sees the past events from the same point of view as the original speaker – past perfect tenses are not used.

This man on TV said that dinosaurs were around for 250 million years.

(Not ... that dinosaurs had been around ...)

I told you John phoned this morning, didn’t I?
We were glad to hear you enjoyed your trip to Denmark.

4 indirect speech: reporting present and future tenses

If somebody talked about a situation that has still not changed – that is to say, if the original speaker’s present and future are still present and future – a reporter can often choose whether to keep the original speaker’s tenses or change them. Both structures are common.

- Direct: The earth goes round the sun.
  Indirect: He proved that the earth goes/went round the sun.
- Direct: How old are you?
  Indirect: Are you deaf? I asked how old you are/were.
- Direct: Where does she work?
  Indirect: I’ve often wondered where she works/worked.
- Direct: It will be windy tomorrow.
  Indirect: The forecast said it will/would be windy tomorrow.

We do not keep the original speaker’s tenses if we do not agree with what he/she said, if we are not certain of its truth, or if we wish to make it clear that the information comes from the original speaker, not from ourselves.

The Greeks thought that the sun went round the earth.

(Not ... that the sun goes round the earth.)

Did you hear that? She just said she was fourteen!
He announced that profits were higher than forecast.

5 modal verbs in indirect speech

The modals would, should, could, might, ought and must are usually unchanged after past reporting verbs in indirect speech. This is also true of modal need (see 357) and had better (see 234).

- Direct: It would be nice if I could see you again.
  Indirect: He said it would be nice if he could see me again.
- Direct: It might be too late.
  Indirect: I was afraid that it might be too late.
- Direct: It must be pretty late. I really must go.
  Indirect: She said it must be pretty late and she really must go.
- Direct: You needn’t pretend to be sorry.
  Indirect: I said he needn’t pretend ...

First-person shall and conditional should may be reported as would in indirect speech (because of the change of person).

Direct: We shall/should be delighted to come.
Indirect: They said they would be delighted to come.
Note the different ways of reporting questions beginning *Shall I...?* (depending on whether the speaker is asking for information or making an offer).

- Direct: *Shall I be needed tomorrow?*
  
  Indirect: *He wants to know if he will be needed tomorrow.*

- Direct: *Shall I carry your bag?*
  
  Indirect: *He wants to know if he should/can carry your bag.*

6 **conditionals**

After past reporting verbs, conditional sentences referring to ‘unreal’ situations are often reported with past conditionals.

Direct: *If I had any money I’d buy you a drink.*

Indirect: *She said if she had had any money she would have bought me a drink.* (OR *She said if she had any money she would buy...*)

(Compare the first example in paragraph 5, which does not refer to an ‘unreal’ situation.)

For details of conditional structures, see 258–264. For *had to* as a past of *must*, see 349, 351.

7 **negative questions**

*Do* can be used in indirect negative questions, as a negative auxiliary.

Direct: *‘Why don’t you work harder?’*

Indirect: *She asked why he didn’t work harder.*

Note that negative questions often express emotions such as surprise or enthusiasm (see 360), and these are usually reported in special ways.

Direct: *Don’t the children like ice-cream?*

Indirect: *She was surprised that the children didn’t like ice-cream.*

(Not *She asked if the children didn’t like ice-cream.*)

Direct: *Isn’t she lovely!*

Indirect: *I remarked how lovely she was.*

(Not *I asked if she wasn’t lovely.*)

8 **embedded reporting expressions**

Complicated structures can be produced in informal speech when reporting expressions are put into sentences with question-word clauses or relatives.

*She’s written I don’t know how many books.*

*He’s gone I don’t know where.*

*This is the man who Ann said would tell us about the church.*

For more about relative structures of this kind, see 477.10–11. For more about embedding in general, see 188.

9 **indirect speech without reporting verbs**

In British newspaper, radio and TV reports, reports of parliamentary debates, records of conferences, minutes of meetings etc, the indirect speech
construction is often used with very few reporting verbs. The use of tenses is enough to make it clear that a text is a report.

The Managing Director began his address to the shareholders by summarising the results for the year. Profits on the whole had been high, though one or two areas had been disappointing. It was, however, important to maintain a high level of investment, and he was sure that the shareholders would appreciate ...

In literary narrative, similar structures are common. The reported speech may be made more vivid by using direct question structures and 'here and now' words.

At breakfast, Peter refused to go to school. Why should he spend all his time sitting listening to idiots? What use was all that stuff anyway? If he stayed at home he could read books. He might even learn something useful. His father, as usual, was unsympathetic. Peter had to go to school, and he had better get moving now, or there'd be trouble.

483 requests

1 yes/no questions

We usually ask people to do things for us by making yes/no questions. (This is because a yes/no question appears to leave people free to refuse.) Some typical structures used in requests:

Could you possibly help me for a few minutes? (very polite)  
Would you mind helping me for a few minutes?  
Would you like to help me for a few minutes?  
Could you help me for a few minutes? (more informal)  
You couldn't help me for a few minutes, could you? (informal)

Indirect yes/no questions are also used in polite requests.

I wonder if you could (possibly) help me for a few minutes.

2 other structures: telling people to do things

If we use other structures (for example imperatives, should, had better), we are not asking people to do things, but telling or advising them to do things. These structures can therefore seem rude if we use them in requests, especially in conversation with strangers or people we do not know well. Please makes an order or instruction a little more polite, but does not turn it into a request. The following structures can be used perfectly correctly to give orders, instructions or advice, but they are not polite ways of requesting people to do things.

Please help me for a few minutes.  
Help me, would you?  
Carry this for me, please.  
Please answer by return of post.  
Please type your letter.  
You ought to tell me your plans.  
You should shut the door.  
You had better help me.  
You are kindly requested not to smoke.

For the use of imperatives to give advice, make suggestions etc, see 268.
3 shops, restaurants etc

Typical structures used in shops, restaurants etc are:

Can I have one of those, please?
Could I have a look at the red ones?
I'd like to see the wine list, please.
I would prefer a small one.

In places where only a few kinds of thing are sold and not much needs to be said, it is enough just to say what is wanted and add please.
The Times, please.
Pint of bitter, please.
Two cheeseburgers, please.
Second-class return to Lancaster, please.

4 negative questions

Negative questions are not used in polite requests.

Could you give me a light?

(NOT Couldn't you give me a light? – this sounds like a complaint.)

But negative statements with question tags are used in informal requests.

You couldn't give me a light, could you?

I don't suppose you could give me a light, could you? (very polite)

For more about negative questions, see 360.
For (I should be grateful) if you would . . ., see 259.3.
For other rules of ‘social language’, see 520.
For formality and politeness, see 216.

484 (the) rest

The rest means ‘what is left’. It is always singular in form, and the is always used.

We only use three rooms. The rest of the house is empty.

To talk about what is left after something has been used up, eaten, destroyed etc, we often use other words.

There were remains of the meal all over the floor. (NOT There were rests . . .)

Supper tonight is leftovers from lunch. (NOT . . . rests . . .)

When the rest refers to a plural noun, it has a plural verb.

There are four chocolates for Penny, four for Joe and the rest are mine.

(NOT . . . the rest is mine.)

485 road and street

1 the difference

A street is a road with houses on either side. We use street for roads in towns or villages, but not for country roads.

Cars can park on both sides of the street here.
Our village has only got one street.

Road is used for both town and country.

Cars can park on both sides of our road.
The road out of our village goes up a steep hill.

(NOT - The street out of our village . . .)
2 street names: stress

In street names we normally stress the word Road, but the word before Street.

Marylebone' Road  'Oxford Street

486 (the) same

We normally use the before same.

Give me the same again, please. (NOT Give me same again, please.)

Before a noun or pronoun, we use the same as.

I want a shirt that's the same as the one in the window.

(NOT I want a same shirt like . . .)

You've got the same idea as me. (NOT . . . my same idea.)

Her hair is the same colour as her mother's.

Before a clause, the same . . . that or the same . . . who can be used.

That's the same man that/who asked me for money yesterday.

As is also possible before a clause, especially with a noun that is the object of
the following verb. There is no difference of meaning between the same . . .
that and the same . . . as in this case.

He was wearing the same shirt that/as he'd had on the day before.

As/who/that can be left out when they refer to the object of the following verb.

He was wearing the same shirt he'd had on the day before.

Note also the expression do the same.

Why do you always try to do the same as your brother?

Joe and Carol went on a camping holiday, and I think we're going to do the
same.

For do that and do so, see 166.

For other uses of the same, see a good dictionary.

487 say and tell

1 meaning and use

Both say and tell are used with direct and indirect speech. (Say is more
common than tell with direct speech.) Say refers to any kind of speech; tell is
only used to mean 'instruct' or 'inform'.

- 'Turn right,' I said.
  OR 'Turn right,' I told him.
- She said that it was my last chance.
  OR She told me that it was my last chance.
- He said, 'Good morning,'
  (but NOT He told them, 'Good morning.')
- Mary said, 'What a nice idea.'
  (but NOT Mary told us, 'What a nice idea.')
- 'What's your problem?' I said.
  (but NOT What's your problem? I told her.)
2 **objects**

After *tell*, we usually say who is told.

*She told me that she would be late.*  (NOT *She told that...*)

*Say* is most often used without a personal object.

*She said that she would be late.*  (NOT *She said me...*)

If we want to put a personal object after *say*, we use *to*.

*And I say to all the people of this great country...*

*Tell* is not used before objects like a *word, a name, a sentence, a phrase.*

*Alice said a naughty word this morning.*  (NOT *Alice told...*)

We do not usually use *it* after *tell* to refer to a fact.

*’What time’s the meeting?’ ’I’ll tell you tomorrow.’*

( NOT *’I’ll tell you it tomorrow.’*)

3 **infinitives**

*Tell* can be used before *object + infinitive*, in the sense of ‘order’ or ‘instruct’. *Say* cannot be used like this.

*I told the children to go away.*  (NOT *I said the children to go away.*)

4 **tell without a personal object**

*Tell* is used without a personal object in a few expressions. Common examples: *tell the truth, tell a lie, tell a story/joke.*

*I don’t think she’s telling the truth.*  (NOT ... *saying the truth.*)

Note also the use of *tell* to mean ‘distinguish’, ‘understand’, as in *tell the difference, tell the time.*

5 **indirect questions**

Neither *tell* nor *say* can introduce indirect questions.

*Bill asked whether I wanted to see a film.*

( NOT *Bill said whether I wanted to see a film.*)

( NOT *Bill told me whether...*)

But *say* and *tell* can introduce the answers to questions.

*Has she said who’s coming?*

*He only told one person where the money was.*

For indirect speech, see 480–482.

For *so* after *say* and *tell*, see 514.

488 **see**

1 **progressive forms not used**

When *see* means ‘perceive with one’s eyes’, progressive forms are not normally used. To talk about seeing something at the moment of speaking, *can see* is often used in British English (see 125).

*I can see an aeroplane.*  (US also *I see an airplane.*)

( NOT *I am seeing an aeroplane.*)

But we can say that somebody *is seeing things* if we mean that he/she is imagining things that are not there.

*’Look! A camel!’ ’You’re seeing things.’*
When *see* means ‘understand’ or ‘have heard’ (see 246), progressive forms are not normally used.

‘We’ve got a problem.’ *I see.*

*I see* they’re talking about putting up taxes again.

Note that we say *have a dream*, not *see a dream.*

2 changes

Progressive forms are occasionally used to talk about changes in people’s ability to see.

*I’m seeing* much better since I got those new glasses.

*I’m reading* ‘War and Peace’ again, and *I’m seeing* a lot of things that I missed the first time.

3 ‘consider’, ‘think’, ‘find out’

*See* is used to mean ‘consider’ or ‘think’ in some expressions, like *I’ll see* and *let me see*. Note that a preposition is necessary before the object in these cases.

*We’ll see about that* tomorrow. *(not* *We’ll see that* tomorrow.)

*You’d better see about that* with Jim. *(not* *You’d better see that* with Jim.)

*See* can be used with *if/whether* to mean ‘find out’.

*Can you look out of the window and see if it’s still snowing?*

*I think I’ll go round and see whether Janet’s at home.*

*See if... can* often means ‘try to’.

*See if you can get him to stop talking.*

4 ‘meet’, ‘arrange’ etc

When *see* means ‘meet’, ‘interview’, ‘talk to’, ‘go out with’ or ‘arrange’, ‘supervise’, progressive forms are possible.

*I’m seeing* the dentist tomorrow.

*Are you still seeing* that Henderson woman?

*John’s down at the docks. He’s seeing* that our stuff gets loaded properly.

For *see* + *object* + *infinitive/-ing* form, see 245.

For the difference between *see*, *look* and *watch*, see 489.

For *see above* and *see over*, see 6.6.

489 *see, look (at) and watch*

1 *see*

*See* is the ordinary verb to say that something ‘comes to our eyes’, whether or not we are paying attention.

*Suddenly I saw something strange.*

*(not* *Suddenly I looked at something strange.*)

*Did you see the article about the strike in today’s paper?*

Progressive forms of *see* are not normally used with this meaning.

*I (can) see a light.* *(not* *I’m seeing a light.*)
When see means ‘understand’ or ‘have heard’ (see 246), progressive forms are not normally used.

‘We’ve got a problem.’ ‘I see.’

I see they’re talking about putting up taxes again.

Note that we say have a dream, not see a dream.

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We’ll see about that tomorrow. (NOT We’ll see that tomorrow.)

You’d better see about that with Jim. (NOT You’d better see that with Jim.)

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See if you can get him to stop talking.

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For see + object + infinitive/-ing form, see 245.

For the difference between see, look and watch, see 489.

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489 see, look (at) and watch

1 see

See is the ordinary verb to say that something ‘comes to our eyes’, whether or not we are paying attention.

Suddenly I saw something strange.

(SNORT Suddenly I looked at something strange.)

Did you see the article about the strike in today’s paper?

Progressive forms of see are not normally used with this meaning.

I (can) see a light. (NOT I’m seeing a light.)
2 **look (at)**

We use *look* to talk about concentrating, paying attention, trying to see what is there. You can *see* something without wanting to, but you can only *look at* something deliberately. Compare:

*I looked at the photo, but I didn’t see anybody I knew.*

‘Do you *see* the man in the raincoat?’ ‘Yes.’ ‘*Look* again.’ ‘Good heavens! It’s Moriarty!’

*He looked at her with his eyes full of love.*

When *look* has an object it is followed by a preposition. When there is no object there is no preposition. Compare:

*Look at me! (NOT -Look me!)*  
*Look! (NOT -Look at!)*

Note that *at* is often dropped before a *wh*-clause.

*Look (at) what you’ve done!*  
*Look who’s here!*  
*Look where you’re going.*

3 **watch**

*Watch* is like *look at*, but suggests that something is happening or going to happen. We *watch* things that change, move or develop.

*Watch that man – I want to know everything he does.*

*I usually watch a football match on Saturday afternoon.*

*The police have been watching the house for three days.*

4 **complete experiences: see**

*Watch* is typically used to talk about experiences that are going on, in progress. We often prefer *see* to talk about the whole of a performance, play, cinema film, match etc. Compare:

*He got into a fight yesterday afternoon while he was watching a football match.* (NOT ...while he was seeing a football match.)

*Have you ever seen Chaplin’s ‘The Great Dictator’? (NOT -Have you ever watched Chaplin’s ‘The Great Dictator’?)*

5 **watch TV**

*Watch* is normally used with *TV*; *watch* and *see* are both used to talk about TV programmes and films.

*You spend too much time watching TV.*

*We watched/saw a great film on TV last night.*

*Did you watch/see ‘Top of the Pops’ on Thursday?*

6 **see if/whether**

*See* can be followed by *if/whether*, in the sense of ‘find out’. *Look* and *watch* are not normally used in this way.

*See if that suit still fits you.* (NOT *Look if that suit...*)

*I’m looking to see whether there’s any food left.*

*(NOT I’m looking whether there’s...*)

*Ring up and see whether she’s in.*

There are similar differences between *hear* and *listen to*. See 244.

For infinitives and *-ing* forms after these verbs, see 245.

For other meanings of *see* (and progressive uses), see 246, 451.2.

For other meanings of *look*, see 159.19.

For *if* and *whether*, see 593.
490 seem

1 copular verb: used with adjectives

Seem is a ‘copular verb’ (see 147); it is followed by adjectives, not adverbs.

You seem angry about something. (NOT -You seem angrily...) 

2 seem and seem to be

Seem is often followed by to be. In general, seem to be is preferred when we are talking about objective facts – things that seem definitely to be true; seem is used without to be when we are talking about subjective impressions. (The difference is not always clear-cut, and in many cases both are possible.) Compare:

- The milk seems to be sterilised.
  She seems excited.
- The doctors have done all the tests, and he definitely seems to be insane.
  It seems insane, but I think I’m in love with the postman.
  (NOT -It seems to be insane...) 
- According to the experts, the north side of the castle seems to be about 100 years older than the rest.
  He seems older than he is.
  (NOT -He seems to be older than he is – this would suggest that he might actually be older than he is.)
- She doesn’t seem to be ready yet.
  She seems (to be) very sleepy today.

3 with nouns

Seem to be is normal before noun phrases.

I looked through the binoculars: it seemed to be some sort of large rat.
  (NOT ...it seemed some sort of large rat.)
I spoke to a man who seemed to be the boss.
  (NOT ...who seemed the boss.)

However, to be can be dropped before noun phrases which express more subjective feelings, especially in British English.

She seems (to be) a nice girl.
The cup seemed almost doll’s size in his hands.
It seems a pity, but I can’t see you this weekend.
  (NOT -It seems to be a pity...) 

4 other infinitives

Seem can be followed by the infinitives of other verbs besides be.

Ann seems to need a lot of attention.

Perfect infinitives (see 276) are possible.

The tax people seem to have made a mistake.

To express a negative idea, we most often use a negative form of seem; but in a more formal style not can go with the following infinitive. Compare:

He doesn’t seem to be at home.
He seems not to be at home. (formal)
Note the structure can’t seem to . . .
    I can’t seem to get anything right.
    (More formal: I seem not to be able to get anything right.)

For other examples of ‘transferred negation’, see 359.

5  seem like

We can use like, but not as, after seem.
    North Wales seems (like) a good place for a holiday.
    (NOT . . . seems as a good place . . .)

6  it seems

It can be used as a preparatory subject for that-clauses and as if-clauses
after seem.
    It seems that Bill and Alice have had a row.
    It seemed as if the night was never going to end.

7  there seems

There can be used as a preparatory subject for seem to be.
    There seems to be some mistake.

For like and as, see 320.
For it as a preparatory subject, see 301.
For there as a preparatory subject, see 562.
For appear, see 58.

491  sensible and sensitive

A sensible person has ‘common sense’, and does not make stupid decisions.
    ‘I want to buy that dress.’ ‘Be sensible, dear. You haven’t got that much
    money.’

A sensitive person feels things easily or deeply, and may be easily hurt.
    Don’t shout at her – she’s very sensitive. (NOT . . . very sensible.)
    Have you got a sun cream for sensitive skin? (NOT . . . for sensible skin?)

Note that sensible is a ‘false friend’ – similar words in some languages mean
‘sensitive’.

492  shade and shadow

Shade is protection from the sun.
    I’m hot. Let’s find some shade to sit in.
    The temperature’s 30 degrees in the shade.

We say shadow when we are thinking of the ‘picture’ made by an unlighted
area.
    In the evening your shadow is longer than you are.
    There’s an old story about a man without a shadow.
493  short answers

Answers are often grammatically incomplete, because they do not need to repeat words that have just been said. A typical 'short answer' pattern is **subject + auxiliary verb**, together with whatever other words are really necessary.

`Can he swim?` ‘Yes, **he can.**’

(More natural than ‘Yes, **he can swim.**’)

`Has it stopped raining?` ‘No, **it hasn't.**’

`Are you enjoying yourself?` ‘I certainly **am.**’

`You'll be on holiday soon.```‘Yes, **I will.**’

`Don't forget to telephone.```‘I **won't.**’

`You didn't phone Debbie last night.```‘No, but **I did this morning.**’

Non-auxiliary **be** and **have** are also used in short answers.

`Is she happy?` ‘I think **she is.**’

`Have you a light?` ‘Yes, **I have.**’

We use **do** and **did** in answers to sentences that have neither an auxiliary verb nor non-auxiliary **be** or **have**.

`She **likes cakes.**` ‘**She really does.**’

`That surprised you.```‘**It certainly did.**’

Short answers can be followed by tags (see 465–466).

`Nice day.‘Yes, **it is, isn't it?**’`

Note that stressed, non-contracted forms are used in short answers.

Yes, **I am.** (NOT ‘Yes, ‘I’m.’)

For similar structures, see 463 (reply questions), 465–466 (question tags) and 185 (ellipsis). For **So am I** etc, see 516.1. For **So I am** etc, see 516.2.

494  should (1): the difference between should and would

There are really three different verbs: **should**, **would**, and the mixed verb **should/would**.

1  **should**

This verb (**I should, you should, he/she/it should** etc) is used to talk about obligation, and in some other ways. For details, see 495–497.

Everybody should wear car seat belts. **She should be back tomorrow.**

2  **would**

This verb (**I would, you would, he/she/it would** etc) can be used to talk about past habits. For details, see 604.

When we were kids we would spend hours kicking a ball about, dreaming of being soccer internationals.

3  **should/would**

This verb – often considered as a ‘conditional auxiliary’ – has mixed forms: **I should/would, you would, he/she/it would, we should/would, they would.**

In general, **should/would** is used as a past form, or less definite form, of
shall/will. It is common in requests, offers and sentences with if. For more details, see 498.

I told them we should/would probably be late.
I should/would be grateful for an early reply.
Would you like some help?
If they could sing in tune it wouldn't be so bad.
If you would come this way, madam.

495 should (2): obligation, deduction etc

1 forms

Should is a modal auxiliary verb (see 344–345). It has no -s in the third person singular.
The postman should be here soon. (NOT The postman shoulds . . .)
Questions and negatives are made without do.
Should we tell Judy? (NOT Do we should . . .?)
Should is followed by an infinitive without to.
Should I go? (NOT Should I to go?) She should be told the truth.
There is a contracted negative shouldn't.
The meeting shouldn't take long.
Should has a weak pronunciation /ʃ(ə)d/, often used when should is not stressed (see 588).

2 obligation

We often use should to talk about obligation, duty and similar ideas. It is less strong than must.
People should drive more carefully.
You shouldn't say things like that to Granny.
Applications should be sent before December 30th.
(More polite than Applications must be sent . . .)
In questions, should is used to ask for advice or instructions, like a less definite form of shall (see 222).
Should I go and see the police, do you think? What should we do?
Should can also act as a past form of shall in indirect speech.
Direct speech: What shall we do?
Indirect speech: They asked what they should do.

For the differences between should, ought to and must, see 496
For the difference between should and had better, see 234

3 deduction

We can use should to say that something is probable (because it is logical or normal).
Henry should get here soon – he left home at six.
‘We’re spending the winter in Florida.’ ‘That should be nice.’

4 past uses

Should + infinitive can be used to talk about the past in indirect speech (see 482.5).
I knew that I should write to Jane, but it seemed too difficult.
In other cases, *should + infinitive* is not normally used to talk about the past. Instead, we can use for example *was/were supposed to* . . . (see 547).

*It was going to be a long day. I was supposed to clean up all the stables, and then start on the garden. *(NOT . . . I should clean up . . .)*

*She was supposed to be in her office, but she wasn’t.*

*(NOT She should be in her office, but she wasn’t.)*

5 *should have . . .*

*Should* can be used with a perfect infinitive to talk about past events which did not happen, or which may or may not have happened.

*I should have phoned Ed this morning, but I forgot.*

*Ten o’clock: she should have arrived in the office by now.*

*Should not have . . .* refers to unwanted things that happened, or to negative probabilities.

*You shouldn’t have called him a fool – it really upset him.*

*Nine o’clock: they shouldn’t have left home yet – I’ll phone them.*

For *should* in *if*-clauses, see 261.2.
For *should* after *in case*, see 271.2.
For *should* after *so that* and *in order that*, see 519.
For *How should . . . ?* and *Why should . . . ?*, see 464.2.
For special uses of *should* in other subordinate clauses, see 497.

496 *should (3): should, ought and must*

1 *should and ought*

*Should* and *ought* are very similar, and can often replace each other.

*They ought to be more sensible, shouldn’t they?*

They are both used to talk about obligation and duty, to give advice, and to say what we think it is right for people to do or have done. *Should* is much more frequent than *ought*.

*You should / ought to see ‘Daughter of the Moon’ – it’s a great film.*

*You should / ought to have seen his face!*

*Should* and *ought* are not used in polite requests.

*C could you move your head a bit? I can’t see.*

*(NOT You should / ought to move your head a bit . . .)*

*Should* and *ought* are both also used to talk about logical probability.

*I’ve bought three loaves – that should / ought to be enough.*

*That should / ought to be Janet coming upstairs now.*

Note that *should* is followed by the infinitive without *to*, and *ought* by the to-infinitive.

2 *must and should/ought*

*Must* has similar meanings to *should* and *ought*, but is stronger or more definite. It expresses great confidence that something will happen, or that something is true; *should* and *ought* express less confidence. Compare:

– *The doctor said I must give up smoking.*

  *(an order which is likely to be obeyed)*

*You really ought to give up smoking.*

  *(a piece of advice which may or may not be followed)*

page 517
should (4): in subordinate clauses

1 importance

In formal British English, *should* can be used in *that*-clauses after adjectives and nouns expressing the importance of an action (e.g. *important, necessary, vital, essential, eager, anxious, concerned, wish*).

It's *important* that she *should* talk to me when she gets here.

Is it *necessary* that my uncle *should* be informed?

I'm *anxious* that nobody *should* be hurt.

It is his *wish* that the money *should* be given to charity.

This also happens after verbs expressing similar ideas, especially in sentences about the past.

*He insisted* that the contract *should* be read aloud.

*I recommended* that she *should* reduce her expenditure.

In a less formal style, *should* is less often used and other structures are preferred.

It's *important* that she *talks* to me when she gets here.

Was it *necessary* to *tell my uncle*?

In American English, this use of *should* is unusual; subjunctives may be used (see 541).

It's *important* that she *talk* to me when she gets here.

Was it *necessary* that my uncle *be informed*?

I *recommend* that she *reduce* her expenditure.

2 reactions

*Should* is also used in subordinate clauses after words expressing personal judgements and reactions, especially to facts which are already known or have already been mentioned. (This use, too, is more common in British than American English.)

It's *astonishing* that she *should* say that sort of thing to you.

I was *shocked* that she *shouldn't* have invited Phyllis.

I'm *sorry* you *should* think I did it on purpose.

*Do you think* it's *normal* that the child *should* be so tired?
In American English, would is usual in this kind of case.

It was natural that they would want him to go to a good school. (GB ... that they should ...)

Sentences like these can also be constructed without should. Subjunctives cannot be used.

It’s astonishing that she says/said that sort of thing to you. (But not It’s astonishing that she say ...)

I was shocked that she didn’t invite Phyllis.

3 other cases

Should can be used in if-clauses (see 261.2 for details), after in case (see 271.2), after for fear that and lest (see 314) and after so that and in order that (see 519).

If you should see Caroline, tell her I’ve got the tickets.

I’ll get a chicken out of the freezer in case Aunt Mary should come.

He turned the radio down so that he shouldn’t disturb the old lady downstairs.

498 should (5): should/would

1 mixed forms

This modal auxiliary verb has the following forms:

- I should / would
- you would
- he / she / it would
- we should / would
- they would

After I and we, both should and would can be used with the same meaning. However, first-person should is rare in American English, and is becoming less common in British English.

In an informal style the contraction ‘d is often used instead of should / would, especially after pronouns.

2 past / less definite form of shall/will

Should / would can be used like a past or less definite form of the future auxiliary shall / will. This happens, for example, in indirect speech and in ‘future in the past’ constructions (see 226). Compare:

- I shall / will be home soon.
- I knew that I should / would be home soon.
- That’s the college where Sue will be studying in October.
- Sue looked at the college where she would be studying in October.
- Will you be able to baby-sit tomorrow night? (definite enquiry)
- Would you be able to baby-sit tomorrow night? (less definite, more hesitant enquiry)

Should / would is commonly used in polite offers and requests with the verbs like, love and prefer.

‘Would you like some tea?’ ‘I’d prefer coffee, if you don’t mind.’
3 conditional sentences

Because of its less definite meaning, should/would is used in some conditional structures (see 260), and is often called a ‘conditional auxiliary’.

If I had a free weekend, I should/would go and see Liz.
(NOT If I had... I shall/will...)

If your father were alive now, he would be shocked to see how you’re living.
Supposing war broke out, what would you do?

4 should/would have...

Should/would can be used with a perfect infinitive to talk about situations that are different from what actually happened.

I should/would have liked to study medicine, but it wasn’t possible.

If we’d known you were coming we should/would have taken the day off.
He would not have succeeded without his parents’ help.

Note the structure I should/would have thought..., used in British English to express surprise.

It’s funny that she doesn’t like him. I should have thought they’d get on terribly well.

5 subordinate clauses

Should/would is most common in main clauses. In most kinds of subordinate clauses, the same meanings are expressed with past tenses (see 556).

In a situation like that, I would scream until somebody came to help me.
(NOT... until somebody would come...)

For more about the ‘indirect’ use of past forms (‘distancing’), see 161.
For I should meaning ‘If I were you, I should...’, see 264.

499 since: tenses

1 tenses in the main clause

In sentences with since, we normally use present perfect and past perfect tenses in the main clause.

They’ve known each other since 1980.
(NOT They know each other since...)

We haven’t seen Jamie since Christmas.

I was sorry when Jacky moved to America; we had been good friends since university days.

However, present and past tenses are also occasionally found, especially in sentences about changes.

You’re looking much better since your operation.

She doesn’t come round to see us so much since her marriage.

Since last Sunday I can’t stop thinking about you.

Since he went on that course he thinks he knows everything.

Things weren’t going so well since Father had lost his job.

This often happens in the structure It is/was... since...

It’s (been) a long time since the last meeting.

It was ages since our last game of tennis. (or It had been ages since...)
2 tenses in since-clauses
In the examples above, *since* is used as a preposition. But *since* can also be used as a conjunction of time, introducing its own clause. The tense in the *since*-clause can be perfect or past, depending on the meaning. Compare:
- I've known her since we were at school together.
  I've known her since I've lived in this street.
- We visit my parents every week since we bought the car.
  We visit my parents every week since we've had the car.
- You've drunk about ten cups of tea since you arrived.
  You've drunk about ten cups of tea since you've been sitting here.
- They had been close friends since Alice was small.
  They hadn't seen much of each other since Polly (had) moved away.
Sometimes a present perfect tense is used in a *since*-clause, exceptionally, to refer to a finished point of time.

*It is now a year since we have last discussed your future.*
(More normal: ... since we last discussed ...)

For more about present perfect tenses, including American usage, see 418–420.
For past perfect tenses, see 421.
For the difference between *since* and *for*, see 214.
For the difference between *since* and *from*, see 214.
For *since* meaning 'as' or 'because', see 72.

500 singular and plural (1): regular plurals

The plural of most nouns is made by just adding -s to the singular. But there are some special cases.

1 plural of nouns ending in consonant + y
If the singular ends in *consonant + y* (for example *-by, -dy, -ry, -ty*), the plural is normally made by changing *y* to *i* and adding *-es*.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>... consonant + y</td>
<td>... consonant + ies</td>
</tr>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>lady</td>
<td>ladies</td>
</tr>
<tr>
<td>ferry</td>
<td>ferries</td>
</tr>
<tr>
<td>party</td>
<td>parties</td>
</tr>
</tbody>
</table>

If the singular ends in *vowel + y* (e.g. *day, boy, guy, donkey*), the plural is made by adding *-s* (*days, boys, guys, donkeys*).

Proper names ending in *consonant + y* usually have plurals in *-ys*.

*Do you know the Kennedys?*
*I hate Februarys.*
2 plural of nouns ending in \textit{sh, ch, s, x or z}

If the singular ends in -sh, -ch, -s, -x or -z, the plural is made by adding -es.

\begin{center}
\begin{tabular}{ll}
Singular & Plural \\
\textit{...ch/sh/s/x/z} & \textit{...ches/shes/ses/xes/zes} \\
church & churches \\
crash & crashes \\
bus & buses \\
box & boxes \\
buzz & buzzes \\
\end{tabular}
\end{center}

Nouns ending in a single -z have plurals in -\textit{z}es: \textit{quiz/quizzes, fez/fezzes}.

3 plural of nouns ending in \textit{o}

Some nouns ending in -\textit{o} have plurals in -\textit{es}. The most common:

\begin{center}
\begin{tabular}{ll}
Singular & Plural \\
echo & echoes \\
hero & heroes \\
{\textit{negro}} & negroes \\
\end{tabular}
\begin{tabular}{ll}
Singular & Plural \\
potato & potatoes \\
tomato & tomatoes \\
\end{tabular}
\end{center}

Nouns ending in \textit{vowel + o} have plurals in -\textit{s} (e.g. \textit{radios, zoos}). So do the following, and most new words that come into the language:

\begin{center}
\begin{tabular}{ll}
Singular & Plural \\
commando & commandos \\
concerto & concertos \\
\textit{Eskimo} & Eskimos \\
kilo & kilos \\
logo & logos \\
\end{tabular}
\begin{tabular}{ll}
Singular & Plural \\
photo & photos \\
piano & pianos \\
solo & solos \\
\textit{soprano} & soprano(s) \\
\end{tabular}
\end{center}

A few common words ending in -\textit{o} can have plurals in -\textit{s} or -\textit{es}.

\begin{center}
\begin{tabular}{ll}
Singular & Plural \\
\textit{buffalo} & buffalo(e)s \\
\textit{mosquito} & mosquito(e)s \\
\end{tabular}
\begin{tabular}{ll}
Singular & Plural \\
tornado & tornado(e)s \\
volcano & volcano(e)s \\
\end{tabular}
\end{center}

501 singular and plural (2): irregular and special plurals

1 irregular plurals in -\textit{ves}

The following nouns ending in -\textit{f(e)} have plurals in -\textit{ves}.

\begin{center}
\begin{tabular}{ll}
Singular & Plural \\
calf & calves \\
elf & elves \\
{\textit{half}} & halves \\
\textit{knife} & knives \\
leaf & leaves \\
life & lives \\
loaf & loaves \\
\end{tabular}
\begin{tabular}{ll}
Singular & Plural \\
self & selves \\
sheaf & sheaves \\
\textit{shelf} & shelves \\
\textit{thief} & thieves \\
\textit{wife} & wives \\
\textit{wolf} & wolves \\
\end{tabular}
\end{center}

\textit{Dwarf, hoof, scarf and wharf} can have plurals in either -\textit{fs} or -\textit{ves}. Other words ending in -\textit{f(e)} are regular.
2 other irregular plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>feet</td>
<td>geese</td>
</tr>
<tr>
<td>goose</td>
<td>lice</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
</tbody>
</table>

Singular Plural

ox oxen
penny pence
person people
tooth teeth
woman women

The regular plural *pennies* can be used to talk about separate penny coins (and one-cent coins in the USA); *pence* is used to talk about prices and sums of money. Some British people now use *pence* as a singular (e.g. *That’ll be three pounds and one penny, please*).

*Persons* is sometimes used as a plural of *person* in official language. There is also a singular noun *people* (plural *peoples*) meaning 'nation'.

3 plural same as singular

Some words ending in *-s* do not change in the plural. Common examples:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>barracks</td>
<td>barracks</td>
</tr>
<tr>
<td>crossroads</td>
<td>crossroads</td>
</tr>
<tr>
<td>headquarters</td>
<td>headquarters</td>
</tr>
<tr>
<td>means</td>
<td>means</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>series</td>
<td>series</td>
</tr>
<tr>
<td>species</td>
<td>species</td>
</tr>
<tr>
<td>works (= factory)</td>
<td>works</td>
</tr>
<tr>
<td>Swiss</td>
<td>Swiss</td>
</tr>
</tbody>
</table>

Note that some singular uncountable nouns end in *-s*. These have no plurals. Examples are *news, billiards, draughts* (and some other names of games ending in *-s*), *measles* (and some other illnesses).

Most words ending in *-ics* (e.g. *mathematics, physics, athletics, politics*) are normally singular uncountable and have no plural use.

Too much *mathematics* is usually taught in schools.

*(NOT Too many *mathematics* are...)*

Some words ending in *-ics* (e.g. *politics, statistics*) can also have plural uses.

*Politics is a complicated business.* *(BUT What are your politics?)*

*Statistics is useful in language testing.* *(BUT The unemployment statistics are disturbing)*

Other nouns which do not change in the plural are *craft* (meaning ‘vehicle’), *aircraft, hovercraft, spacecraft, Chinese, Japanese* (and other nationality nouns ending in *-ese*), *sheep, fish, deer*, and the names of some other living creatures (especially those that are hunted or used for food).

*Dozen, hundred, thousand, million, stone (= 14 pounds)* and *foot (= 12 inches)* have plurals without *-s* in some kinds of expressions. For details, see 385.14.

*Dice* (used in board games) is originally the plural of *die*, which is not now often used in this sense; in modern English *dice* is generally used as both singular and plural. *Data* is originally the plural of *datum*, which is not now used; in modern English *data* is used as both singular and plural.
4 foreign plurals

Some words which come from foreign languages have special plurals.
Examples:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>analysis</td>
<td>analyses (Latin)</td>
</tr>
<tr>
<td>appendix</td>
<td>appendices (Latin) or appendixes</td>
</tr>
<tr>
<td>bacterium</td>
<td>bacteria (Latin)</td>
</tr>
<tr>
<td>basis</td>
<td>bases (Greek)</td>
</tr>
<tr>
<td>cactus</td>
<td>cacti (Latin) or cactuses</td>
</tr>
<tr>
<td>crisis</td>
<td>crises (Greek)</td>
</tr>
<tr>
<td>criterion</td>
<td>criteria (Greek)</td>
</tr>
<tr>
<td>diagnosis</td>
<td>diagnoses (Greek)</td>
</tr>
<tr>
<td>formula</td>
<td>formulae (Latin) or formulas</td>
</tr>
<tr>
<td>fungus</td>
<td>fungi (Latin) or funguses</td>
</tr>
<tr>
<td>hypothesis</td>
<td>hypotheses (Greek)</td>
</tr>
<tr>
<td>kibutz</td>
<td>kibbutzim (Hebrew)</td>
</tr>
<tr>
<td>medium</td>
<td>media (Latin) or mediums</td>
</tr>
<tr>
<td>nucleus</td>
<td>nuclei (Latin) or nucleuses</td>
</tr>
<tr>
<td>oasis</td>
<td>oases (Greek)</td>
</tr>
<tr>
<td>phenomenon</td>
<td>phenomena (Greek)</td>
</tr>
<tr>
<td>radius</td>
<td>radii (Latin) or radiuses</td>
</tr>
<tr>
<td>stimulus</td>
<td>stimuli (Latin)</td>
</tr>
<tr>
<td>vertebra</td>
<td>vertebrae (Latin) or vertebrae</td>
</tr>
</tbody>
</table>

Note that some foreign plurals (e.g. agenda, spaghetti) are singular in English (see 148.2).

5 plurals in 's

An apostrophe (’) is used before the -'s in the plurals of letters of the alphabet, and sometimes in the plurals of dates and abbreviations.

*She spelt ‘necessary’ with two c’s.*
*I loved the 1960’s. (or … the 1960s.)*
*Do you think MP’s do a good job? (or … MPs …)*

It is not correct to use -’s in other plurals (e.g. jean’s).

6 compound nouns

In noun + adverb combinations, the plural -s is usually added to the noun.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>passer-by</td>
<td>passers-by</td>
</tr>
<tr>
<td>runner-up</td>
<td>runners-up</td>
</tr>
</tbody>
</table>

The plural of mother-in-law and similar words is generally mothers-in-law etc, but some people use mother-in-laws etc; the plural of court martial (= ‘military court’) is either courts martial (more formal) or court martial (less formal).

In noun + noun combinations, the first noun is usually singular in form even if the meaning is plural (e.g. shoe shop). There are some exceptions. For details, see 508.
7 plurals with no singular forms

_Cattle_ is a plural word used to talk collectively about bulls, cows and calves; it has no singular, and cannot be used for counting individual animals (one cannot say, for instance, _three cattle_).

_Many cattle are_ suffering from a disease called BSE.

(Not _Much cattle is_ . . .)

_Police_ is normally used as a plural.

_The police are_ looking for a fair-haired man in his twenties.

(Not _The police is_ looking . . .)

_Trousers, jeans, pyjamas_ (US pajamas), _pants, scales, scissors, glasses, binoculars, pliers_, and the names of many similar divided objects are plural, and have no singular forms. (The equivalent words in some other languages are singular.)

_Your jeans are_ too tight. (Not _Your jean is_ . . .)

'Where are my glasses?' _They're on your nose._

Other common words which are normally plural include:

_clothes_ (see 133), _congratulations, contents, customs_ (at a frontier), _funds_ (= _money_), _goods, manners_ (= social behaviour), _the Middle Ages_ (a period in history), _oats_ (but _corn, wheat_ and _barley_ are singular uncountable), _odds_ (= _chances_), _outskirts, premises_ (= _building_), _regards, remains, savings, stairs_ (= _a flight of stairs_), _steps_ (= _a flight of steps_), _surroundings, thanks_

For more information about ‘plural uncountable’ nouns, see 148.7.

For cases where plural nouns are used with singular verbs and pronouns (and the opposite), see 503–504.

502 singular and plural (3): pronunciation of regular plurals

1 nouns ending in _/s/, /z/ and other sibilants_

After one of the sibilant sounds _/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/_ and _/ʃ/, the plural ending _-es_ is pronounced _/iz/._

_buses_ /ˈbaʊsɪz/  _crashes_ /ˈkræʃɪz/  _watches_ /ˈwɒtʃɪz/

_quizzes_ /ˈkwɪzɪz/  _garages_ /ˈɡærɪdʒɪz/  _bridges_ /ˈbrɪdʒɪz/

2 nouns ending in other unvoiced sounds

After any other unvoiced sound (/_p/, _/f/, _/θ/, _/t/, or _/k/_), the plural ending _-es_ is pronounced _/s/._

_cups_ /kʌps/  _cloths_ /klɒθɪz/  _books_ /bʊks/

_beliefs_ /ˈbɛliːfs/  _plates_ /ˈpleɪts/
3 nouns ending in other voiced sounds

After vowels, and all voiced consonants except /z/, /ʒ/ and /dʒ/, the plural ending -(e)s is pronounced /z/.

days /deɪz/  clothes /kloʊdz/  legs /legz/
boys /bɔɪz/  ends /ɛndz/  dreams /driːmz/
trees /trɪz/  hills /hɪlz/  songs /sɔŋz/
knives /naɪvz/

4 plurals with irregular pronunciation

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bath /baθ/</td>
<td>baths /baθz/ or /bɑːθz/</td>
</tr>
<tr>
<td>house /haʊs/</td>
<td>houses /ˈhaʊzɪz/</td>
</tr>
<tr>
<td>mouth /maʊθ/</td>
<td>mouths /maʊθz/ or /maʊθz/</td>
</tr>
<tr>
<td>path /paθ/</td>
<td>paths /paθz/ or /pɑːθz/</td>
</tr>
<tr>
<td>roof /ruːf/</td>
<td>roofs /ruːfs/ or /ruːvz/</td>
</tr>
<tr>
<td>truth /truːθ/</td>
<td>truths /truːθz/ or /truːθz/</td>
</tr>
<tr>
<td>wreath /wriːθ/</td>
<td>wreaths /wriːθz/ or /wriːθz/</td>
</tr>
<tr>
<td>youth /juːθ/</td>
<td>youths /juːθz/ or /juːθz/</td>
</tr>
</tbody>
</table>

Third person singular forms (e.g. catches, wants, runs) and possessive forms (e.g. George's, Mark's, Joe's) follow the same pronunciation rules as regular plurals.

503 singular and plural (4): singular nouns with plural verbs

1 groups of people

In British English, singular words like family, team, government, which refer to groups of people, can be used with either singular or plural verbs and pronouns.

This team is/are going to lose.

Plural forms are common when the group is considered as a collection of people doing personal things like deciding, hoping or wanting; and in these cases we use who, not which, as a relative pronoun. Singular forms (with which as a relative pronoun) are more common when the group is seen as an impersonal unit. Compare:

- My family have decided to move to Nottingham. They think it's a better place to live.
  The average British family has 3.6 members. It is smaller and richer than 50 years ago.
- The government, who are hoping to ease export restrictions soon, ... The government, which is elected by a simple majority, ...
- My firm are wonderful. They do all they can for me.
  My firm was founded in the 18th century.

When a group noun is used with a singular determiner (e.g. a/an, each, every, this, that), singular verbs and pronouns are normal. Compare:

The team are full of enthusiasm.
A team which is full of enthusiasm has a better chance of winning.
(More natural than A team who are full...)
singular and plural (5): plural expressions with singular verbs

Sometimes singular and plural forms are mixed.

*The group gave its first concert in June and they are already booked up for the next six months.*

Examples of group nouns which can be used with both singular and plural verbs in British English:

<table>
<thead>
<tr>
<th>bank</th>
<th>family</th>
<th>party</th>
</tr>
</thead>
<tbody>
<tr>
<td>the BBC</td>
<td>firm</td>
<td>public</td>
</tr>
<tr>
<td>choir</td>
<td>government</td>
<td>school</td>
</tr>
<tr>
<td>class</td>
<td>jury</td>
<td>staff</td>
</tr>
<tr>
<td>club</td>
<td>ministry</td>
<td>team</td>
</tr>
<tr>
<td>committee</td>
<td>orchestra</td>
<td>union</td>
</tr>
<tr>
<td>England (the football team)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In American English singular verbs are normally used with most of these nouns in all cases (though *family* can have a plural verb). Plural pronouns can be used.

*The team is in Detroit this weekend. They have a good chance of winning.*

2 quantifying expressions

Many singular quantifying expressions can be used with plural nouns and pronouns; plural verbs are normally used in this case.

*A number of people have tried to find the treasure, but they have all failed.*

(More natural than A number of people has tried ...)

*A group of us are going to take a boat through the French canals.*

*A couple of my friends are going to open a travel agency.*

(NOT A couple of my friends is ...)

*A lot of social problems are caused by unemployment.*

(NOT A lot of social problems is caused ...)

*The majority of criminals are non-violent.*

Some of these people are friends of mine and the rest are people from the office.

*Half of his students don’t understand a word he says.*

(NOT Half of his students doesn’t ...)

For more about *a lot* and *lots*, see 326. For *the rest*, see 484. For *(a) few*, see 322. For singular and plural nouns with fractions, see 509 9

504 singular and plural (5): plural expressions with singular verbs

1 amounts and quantities

When we talk about amounts and quantities we usually use singular determiners, verbs and pronouns, even if the noun is plural.

*Where is that five pounds I lent you?*  
(NOT *Where are those five pounds ...?*)

*Twenty miles is a long way to walk.*

*’We’ve only got five litres of petrol left.’ That isn’t enough.*
2 calculations
Singular verbs are often possible after plural number subjects in spoken calculations.

   Two and two is/are four.
   Ten times five is fifty. (or Ten fives are fifty.)

For more about spoken calculations, see 385.21–22.

3 more than one
The expression *more than one* is generally used with a singular noun and verb.

   If things don’t get better, *more than one person is going to have to find a new job.*

4 one of . . .
Expressions beginning *one of* normally have a plural noun and a singular verb.

   *One of my friends is going to Honolulu next week.*

For singular and plural verbs in relative clauses after *one of . . .*, see 506.1.

5 and
Some expressions joined by *and* have singular determiners, verbs and pronouns. This happens when the two nouns are used together so often that we think of them as a single idea.

   *This gin and tonic isn’t very strong, is it?*
   *‘War and Peace’ is the longest book I’ve ever read.*

6 countries and organisations
Plural names of countries usually have singular verbs and pronouns.

   *The United States is anxious to improve its image in Latin America.*

Plural names of organisations may also have singular verbs and pronouns.

   *Consolidated Fruitgrowers has just taken over Universal Foodstores.*

For singular and plural verbs with nouns referring to groups, see 503.1.
For singular verbs after *none of + plural noun*, see 509.5.

505 singular and plural (6): they with singular reference

1 singular indefinite person
*They/them/their* is often used to refer to a singular indefinite person who has already been mentioned. This structure is common after *a person*, *anybody/one, somebody/one, nobody/one, whoever, each, every, either, neither and no.*

   *If a person doesn’t want to go on living, they are often very difficult to help. If anybody calls, take their name and address and tell them to call again later.*

   *Somebody left their umbrella behind yesterday. Would they please collect it from the office?*
Nobody was late, were they?
Whoever comes, tell them to go away.
Tell each person to help themselves to what they want.
Everybody thinks they're different from everybody else.

This use of they/them/their is convenient when the person referred to could be male or female (as in most of the examples above). He or she, him or her and his or her are clumsy, especially when repeated, and many people dislike the traditional use of he/him/his to refer to people who may be male or female (see 227).

They/them/their is not only used when the person's sex is unknown.
I swear more when I'm talking to a boy, because I'm not afraid of shocking them.
No girl should have to wear school uniform, because it makes them look like a sack of potatoes.

2 other uses

They/them/their is occasionally used to refer to a particular person who has been mentioned but not identified.
I had a friend in Paris, and they had to go to hospital for a month, …

3 correctness

This use of they/them/their has been normal in English for centuries, and is perfectly correct. It is most common in an informal style, but can also be found in formal written English. Here is an example from a British passport application form.

Dual nationality: if the child possesses the nationality or citizenship of another country they may lose this when they get a British Passport.

506 singular and plural (7): mixed structures

In some complex structures, the same verb seems to belong with two different expressions, one singular and the other plural.

1 one of the … + relative clause

In sentences like She's one of the few women who have climbed Everest, the verb have is plural, because its subject (who) has a plural reference (the few women). However, the sentence is also saying She has climbed Everest, and in an informal style many people would therefore say She's one of the few women who has climbed Everest. Although this is not strictly correct (the verb in the relative clause should agree with the subject of the relative clause, not with the subject of the main clause), structures of this kind are very common in informal English.

One of the things that really make/makes me angry is people who don't answer letters.
Alice was one of the students that were/was late for the lecture.
2 **singular subject, plural complement**

In English a verb normally agrees with the subject of a sentence, not with a following complement.

\[ S \quad V \quad C \]

*The biggest timewaster is meetings.*

*(NOT *The biggest timewaster are meetings.)*

\[ S \quad V \quad C \]

*A serious problem in our garden is wasps.*

*(NOT A serious problem are wasps.)*

However, if the subject is a long way from the verb, people sometimes make the verb agree with a complement.

\[ S \]

*The most interesting thing on radio and television last weekend, without any doubt, was/were the tennis championships.*

This often happens, too, when the subject is a relative *what*-clause, especially when the complement is long.

\[ S \quad V \quad C \]

*What I am most interested in is/are your immediate personal reactions.*

\[ S \quad V \quad C \]

*What we need is/are a few bright young engineers.*

For singular and plural verbs after interrogative *what* and *who*, see 509.3.

3 **singular subject, plural continuation, plural verb**

When a singular subject is modified by a following plural expression, people sometimes use a plural verb. This is not usually considered correct.

*Nobody except his best friends like him.*

*(More correct: Nobody . . . likes him.)*

*A good knowledge of three languages are necessary for this job.*

*(More correct: A good knowledge . . . is . . .)*

For problems with *kind, sort, type* etc, see 526.
singular and plural (8): distributive plural

1 people doing the same thing

To talk about several people each doing the same thing, English usually prefers a plural noun for the repeated idea.

Tell the kids to bring raincoats to school tomorrow.

(More natural than Tell the kids to bring a raincoat . . .)

Plural forms are almost always used in this case with possessives.

Tell the children to blow their noses. (NOT . . . to blow their nose.)
Six people lost their lives in the accident.

Uncountable nouns cannot of course be used in the plural.

They were all anxious to increase their knowledge.

(NOT . . . their knowledges.)

For singular and plural forms after every, see 199.

2 repeated events

In descriptions of repeated single events, singular and plural nouns are both possible. When no details are given, plural nouns are more natural.

I often get headaches. (NOT I often get a headache.)
She sometimes goes for rides over the hills.

When details of the time or situation are given, nouns are often singular.

I often get a headache when I've been working on the computer.
She often goes for a ride over the hills before supper.

Singular nouns may also be used to avoid misunderstanding.

I sometimes throw a stone into the river and wish for good luck.

(NOT I sometimes throw stones . . . only one stone is thrown each time.)

To refer to the time of repeated events, both singular and plural expressions are often possible with little difference of meaning.

We usually go and see my mother on Saturday(s).
He's not at his best in the morning(s).

3 generalisations and rules

In generalisations and rules, singular and plural nouns are both possible.

We use a past participle in a perfect verb form.

or We use past participles in perfect verb forms.

Mixtures of singular and plural are possible.

Subjects agree with their verb.

Children usually inherit some characteristics from their father and some from their mother.

This often happens when fixed singular expressions like at the beginning are used.

Discourse markers usually come at the beginning of sentences.
508 singular and plural (9): noun modifiers

1 first noun singular

In noun + noun structures (see 378), the first noun is normally singular in form even if it has a plural meaning.

- a shoe shop (= a shop that sells shoes)
- a toothbrush (= a brush for teeth)
- trouser pockets (= pockets in trousers)
- a ticket office (= an office that sells tickets)

2 exceptions

Some nouns have the plural -s even when they modify other nouns. These include nouns which have no singular form (like clothes), nouns which are not used in the singular with the same meaning (like customs), and some nouns which are more often used in the plural than in the singular (like savings). In some cases (e.g. sport(s), drug(s)), usage is divided, and both singular and plural forms are found. In general, the use of plural modifiers is becoming more common in British English; American English often has singular forms where British has plurals. Some examples:

- a clothes shop a savings account
- a glasses case the accounts department
- a customs officer the sales department
- arms control an antique(s) dealer (but an antique shop)

the outpatients department (of a hospital)
a greetings card (US greeting card)
the drug(s) problem (US drug problem)
the arrivals hall (US arrival hall)
a drinks cabinet (US drink cabinet)
a goods train (British English)
a sports car sport(s) shoes

Note also that singular nouns ending in -ics can be used as modifiers.

athletics training an economics degree

We use the plurals men and women to modify plural nouns when they have a ‘subject’ meaning; man and woman are used to express an ‘object’ meaning. Compare:

- men drivers (= men who drive)
- women pilots (= women who fly planes)
- man-eaters (= lions or tigers that eat people)
- woman-haters (= people who hate women)

509 singular and plural (10): miscellaneous points

1 uncountable nouns

Certain English singular uncountable nouns correspond to plural nouns in some other languages.

Your hair is very pretty. (NOT Your hairs are . . .)
My baggage has been sent to Greece by mistake.
(Not My baggages have . . .)

For a list of words of this kind, see 148.3.

For plural uncountables, see 148.7
2 co-ordinated subjects

When two singular subjects are joined by and, the verb is normally plural.

*Alice and Bob are going to be late.*

But note that some phrases with and are treated like single ideas, and used with singular verbs (see 504.5).

*‘Romeo and Juliet’ is one of Shakespeare’s most popular plays.*

(Not ‘Romeo and Juliet are . . .’)

When two subjects are joined by as well as, together with or a similar expression, the verb is usually singular if the first subject is singular.

*The Prime Minister, as well as several Cabinet Ministers, believes in a tough financial policy.*

*The Managing Director, together with his heads of department, is preparing a new budget.*

When two subjects are joined by or the verb is usually singular if the second subject is singular, and plural if it is plural. Compare:

*The room’s too crowded – either two chairs or a table has got to be moved out.*

*The room’s too crowded – either a table or two chairs have got to be moved out.*

When two singular subjects are joined by neither . . . nor, the verb is singular in a formal style, but is usually plural in an informal style.

*Neither she nor her husband has arrived.* (formal)

*Neither she nor her husband have arrived.* (informal)

3 who and what

When who and what are used to ask for the subject of a clause, they most often have singular verbs, even if the question expects a plural answer.

*‘Who is working tomorrow?” ‘Phil, Lucy and Shareena (are working tomorrow).’ (More natural than Who are working tomorrow?)

*Who was at the party? (More natural than Who were at the party?)*

*‘What lives in those little holes?” ‘Rabbits (do).’ (Not - What live . . .)*

When who and what are used to ask for the complement of a clause, they can have plural verbs.

*‘Who are your closest friends?” ‘(My closest friends are) Naomi and Bridget.’

*What are your politics?” ‘(My politics are) extreme left-wing.*

Relative what-clauses are normally the subject of a singular verb.

*What she needs is friends. (More natural than What she needs are friends.)*

However, plural verbs are often used before longer plural complements, especially if what is a long way from the verb (see 506).

*What we need most of all are some really new ideas.*

4 here’s, there’s and where’s

In an informal style, here’s, there’s and where’s are often used with plural nouns. Some people consider this incorrect.

*Here’s your keys.*

*There’s some children at the door.*

*Where’s those books I lent you?*
5 determiners

When *none, neither, either* and *any* are followed by *of + plural noun/pronoun*, they are normally used with singular verbs in a formal style in British English. Plural verbs are common in informal British usage and generally in American English.

*None of the cures really works.* (formal British)
*None of the cures really work.* (informal British; American)
*Neither of my brothers has/have been outside England.*
*Has/Have either of them been seen recently?*
*If any of the children gets/get hungry, they can have an orange.*

6 another, *a/an + adjective*

Plural expressions of quantity can be used with *another* (see 53) and with *a/an + adjective*.

*I want to stay for another three weeks.*
*We'll need an extra ten pounds.*
*He's been waiting for a good twenty-five minutes.*
*She spent a happy ten minutes looking through the photos.*
*I've had a very busy three days.*

Note also the expression *a good many/few + plural* (informal).

*I've lain awake a good many nights worrying about you.*
*I bet that house could tell a good few stories.*

7 kind, sort and type

In an informal style, we sometimes mix singular and plural forms when we use demonstratives with *kind, sort or type.* For details, see 526.

*I don't like those kind of boots.*

8 *every* (frequency)

*Every* (which is normally used with singular nouns) can be used before plural expressions in measurements of frequency.

*I go to Ireland every six weeks.*

9 fractions

Fractions between 1 and 2 are normally used with plural nouns.

*It weighs one and a half tons.* (not ... one and a half ton.)
*The house has about 1.75 hectares of land.*

For more about the grammar of fractions and other numbers, see 385.

510 slang

1 What is slang?

‘Slang’ is a very informal kind of vocabulary, used mostly in speech by people who know each other well. Examples:

*See you down at the boozers.* (pub)  *He's a real prat.* (fool)
*OK, let's shove off.* (go)  *Wait a minute – my shoelace has bust.* (broken)
Slang expressions are not usually written, and would be considered out of place in formal kinds of communication.

2 strong feelings

Many English slang expressions relate to things that people feel strongly about (e.g. sex, family and emotional relationships, drink, drugs, conflict between social groups, work, physical and mental illness, death).

I spent the weekend at my gran’s. (grandmother’s)
We got smashed last night. (drunk)
Prods out! (Protestants)
Can you get that sitrep to the MD by five?
(situation report; Managing Director)
I’ve got some sort of bug. (illness)
He’s lost his marbles. (gone mad)
When I kick the bucket, I want you all to have a big party. (die)

Slang is often used in order to be offensive.
Shut your gob! (mouth)

3 group membership; using slang

Many slang expressions are used by members of particular social and professional groups, and nearly all slang is used between people who know each other well or share the same social background. So it is usually a mistake for ‘outsiders’ (including foreigners) to try deliberately to use slang. This can give the impression that they are claiming membership of a group that they do not belong to. There is also the danger that the slang may be out of date – when slang gets into books, it is often already dead. It is best to wait until one is really becoming accepted as part of a community; one will then start using their slang naturally and correctly along with the rest of their language.

511 small and little

Small simply refers to size. It is the opposite of big or large (see 105).

Could I have a small brandy, please?
You’re too small to be a policeman.

Usually, the adjective little not only refers to size, but also expresses some kind of emotion.

Poor little thing – come here and let me look after you.
‘What’s he like?’ ‘Oh, he’s a funny little man.’
What’s that nasty little boy doing in our garden? Tell the little so-and-so to get out.

They’ve bought a pretty little house in the country.

In a few fixed expressions, little is used in the same way as small or short.

little finger the little hand of a clock
a little while a little way
In British English, *little* is unusual in ‘predicative’ position (after a verb), and comparative and superlative forms are not normally used. In American English, predicative use is normal, and comparative and superlative forms are more common.

*Sorry, honey, you’re too little to watch horror movies.*
(GB . . . you’re too small . . .)
*He’s the littlest baby I ever saw.* (GB . . . the smallest baby . . .)

For *little* used as a determiner (e.g. *There’s little hope*), see 322.

512 *smell*

1 **British and American forms**

In British English, *smell* has an irregular past tense and past participle: *smelt*. American forms are usually regular.

2 **copular verb**

*Smell* can be used as a ‘copular verb’, followed by adjective or noun complements (see 147), to say what sort of smell something has. Progressive forms are not used.

*Those roses smell beautiful.* (NOT . . . smell beautifully.)
*The soup smells funny. What’s in it?* (NOT . . . is smelling funny . . .)

Before a noun, *smell of* and *smell like* are used.

*The railway carriage smelt of beer and old socks.*
*His aftershave smelt like an explosion in a flower shop.*

*Smell* is sometimes used to mean ‘smell bad’.

*That dog smells.*

3 **transitive verb: ‘perceive’**

*Smell* can be used as a transitive verb, followed by an object, to say what we perceive with our noses. Progressive forms are not used. We often use *can smell* (see 125).

*As we walked into the house, we smelt something burning.*
*I can smell supper.*

4 **transitive verb: ‘investigate’**

Another transitive use is to say that we are using our noses to find out something. Progressive forms can be used.

*‘What are you doing?’ ‘I’m smelling my shirt to see if it will do for another day.’*

*He picked the scarf up and smelt it carefully. ‘Chanel No 5,’ he said.*

513 *so* (degree adverb; substitute word)

1 **degree**

*So* can have a similar meaning to ‘to that extent’ or ‘that much’. It is often used when we are talking about a high degree of some quality – in situations where *very* is also a suitable word.
I'm sorry you're so tired. (= I know you're very tired, and I'm sorry.)
It was so cold that we couldn't go out.
(= It was very cold weather, and because of that we couldn't go out.)

2 before adjectives etc

We can use so before an adjective alone (without a noun) or an adverb.
He's so silly. The milk was so good that we couldn't stop drinking it.
Why are you driving so fast?
So is not used with adjective + noun.
It's such terrible weather. (NOT He's so terrible weather.)
I enjoyed my stay in your country, which is so beautiful.
(NOT I enjoyed my stay in your so beautiful country.)
So can be used before the quantifiers much, many, few and little (with or without nouns).
There was so much to eat and so few people to eat it.
We use so much, not so, before comparatives.
She's looking so much older. (NOT . . . so older.)

For the difference between such and so, see 544
For more about so much and so many, see 518

3 so and very

Very is used when we are simply giving information. So is mainly used (in the same way as like this/that) to refer to information which has already been given, which is already known, or which is obvious. Compare:
- You're very late. (giving information)
  I'm sorry I'm so late. (referring to information which is already known)
- It was very warm when we were in Scotland. (giving information)
  If I'd known it would be so warm I'd have taken lighter clothing. (referring to information which is already known)

4 emphatic use

In an informal style, so can also be used like very to give new information, when the speaker wishes to emphasise what is said. This structure is rather like an exclamation (see 201).
He's so bad-tempered! (= How bad-tempered he is!) You're so right!

5 that-clauses

Structures with very cannot be followed directly by that-clauses. Instead, we can use so . . . that.
It was so cold that we stopped playing.
(NOT It was very cold that we stopped playing.)
He spoke so fast that nobody could understand.

6 so . . . as to . . .

There is also a structure with so followed by adjective + as to + infinitive. This is formal and not very common.
Would you be so kind as to tell me the time? (= . . . kind enough to . . .)
(NOT Would you be so kind and . . .)
(NOT Would you be so kind to . . .)
7  so . . . a . . .

There is a rather formal structure *so + adjective + a/an + singular countable noun* (see 16).

*I had never before met so gentle a person.* (= . . . such a gentle person.)

8  adverbial uses: like that

So is not normally used adverbially to mean ‘like this/that’, ‘in this/that way’.

*Look – hold it up in the air like this.* (NOT . . . *hold it up in the air so.*)

*When he laughs like that I want to scream.* (NOT . . . *When he laughs so . . .

*I don’t think we should do it in that way.*

(NOT . . . *I don’t think we should do it so.*)

9  substitute word

*So* can be used in some structures instead of repeating an adjective or adverb.

*The weather is stormy and will remain so over the weekend.*

*I read the front page very carefully, and the rest of the paper less so.*

For *so* as a clause substitute in *think so, hope so* etc, see 515.

For *so am I* etc, see 516 1

For *so after say* and *tell*, see 514.

For *do so*, see 166

10  so-and-so, so-so

Note these informal expressions.

*What’s happened to old so-and-so (= what’s his name?) who you used to play chess with?*

*She’s an old so-and-so.* (replacing a swearword or insult)

*‘How are you feeling?’ ‘So-so.’ (= ‘Not too well.’) (NOT . . . *So-and-so.*’)

*‘Was the concert any good?’ ‘So-so.’ (= ‘Not too good.’)*

For the use of *this/that* to mean ‘so’, see 565 7

For more about *very*, see 153

For other ways of expressing the idea of degree, see 153–156.

For *so that* and *in order that*, see 519

514  so after say and tell

1  instead of *that*-clauses

*So* can be used after *say* and *tell* instead of repeating information in a *that*-clause.

*She’s going to be the next president. Everybody says so.*

(= . . . *Everybody says that she’s going to be the next president.*)

*‘You’ve got to clean the car.’ ‘Who says so?’

*Taxes are going up. Bob told me so.*

Note that *so* is used in this way mostly when we are talking about the authority for statements, about reasons why we should believe them. When we simply want to identify the speaker, we prefer *that*. Compare:

*‘Jane’s crazy,’ ‘Who says so?’ ‘Dr Bannister.’

*‘Jane’s crazy,’ ‘Who said that?’ ‘I did.’
2 I told you so

The expression *I told you so* is generally used to mean ‘I warned you, but you wouldn’t listen to me’.

‘Mummy, I’ve broken my train.’ *I told you so. You shouldn’t have tried to ride on it.*

3 other verbs

So cannot be used after all verbs of saying. We cannot say, for example,

*She promised me so.*

515 so and not with hope, believe etc

1 instead of *that*-clauses

We can often use *so* instead of repeating information in a *that*-clause. This happens with believe, hope, expect, imagine, suppose, guess, reckon, think, be afraid.

‘Is Alex here?’ *I think so.* (NOT ... ‘I think it.’)

‘Do you think we’ll have good weather?’ *Yes, I hope so.*

(NOT ... ‘Yes, I hope.’)

‘Did you lose?’ *I’m afraid so.*

We do not use *so* before a *that*-clause.

*I hope that we’ll have good weather.*

(NOT *I hope so, that we’ll have good weather.*)

Note the special use of *I thought so* to mean ‘my suspicions were correct’.

*Show me what’s in your pockets. Ah, I thought so! You’ve been stealing biscuits again.*

So is not used after know (see 306).

‘You’re late.’ *I know.* OR ‘I know that.’ (NOT ... ‘I know so.’)

2 negative structures

We can make these expressions negative in two ways.

affirmative verb + *not*

‘Did you win?’ *I’m afraid not.*

‘We won’t be in time for the train.’ *No, I suppose not.*

negative verb + *so*

‘You won’t be here tomorrow?’ *I don’t suppose so.*

‘Will it rain?’ *I don’t expect so.*

*Hope* and *be afraid* are always used in the first structure.

*I hope not.* (NOT *I don’t hope so.*)

*Think* is more common in the second structure.

*I don’t think so.* (More common than *I think not.*)

3 so at the beginning of a clause

A structure is possible with *so* at the beginning of a clause, with *say, hear, understand, tell, believe* and a number of other verbs. This structure is used
to say where the speaker’s opinion comes from, or what evidence he/she has for it.

‘It’s going to be a cold winter, or so the newspaper says.’
‘Mary’s getting married.’ ‘Yes, so I heard.’
‘The Professor’s ill.’ ‘So I understand.’
This structure is not used with the verbs think, hope or suppose.

For so after tell and say, see 514

516 so am I, so do I etc

1 so + auxiliary + subject

We can use so with a similar meaning to also, in the structure so + auxiliary verb + subject. The structure is used to answer or add to the sentence before, and uses the same auxiliary verb. Note the word order.

Louise can dance beautifully, and so can her sister.
‘I’ve lost their address.’ ‘So have I.’
The structure is also used with non-auxiliary be and have.

I was tired, and so were the others.
‘I have a headache.’ ‘So have I.’
After a clause with no auxiliary verb, we use do/does/did.

‘He just wants the best for his country.’ ‘So did Hitler.’

It is not normally possible to use a more complete verb phrase in this structure. We can say, for example, So can her sister, but not So can her sister dance.

2 so + subject + auxiliary

So can also be followed by subject + auxiliary verb (note the word order) to express surprised agreement.

‘It’s raining.’ ‘Why, so it is!’
‘You’ve just put the teapot in the fridge.’ ‘So I have!’

For neither/nor am I etc, see 364
For short answer structures, see 493
For other examples of inverted word order, see 298–299.
For do with non-auxiliary have, see 240–241.

517 so and then

So and then can both be used to mean ‘since that is so’. There is a slight difference. Then is most often used when one speaker replies to another: it means ‘It follows from what you have said’. We do not normally use then when the same speaker wants to connect two ideas (‘It follows from what I have said’). So can be used in both ways. Compare:

– It’s more expensive to travel on Friday, so I’ll leave on Thursday evening.
  (NOT . . . Then I’ll leave on Thursday evening.)
‘It’s more expensive to travel on Friday.’ ‘Then/So I’ll leave on Thursday evening.’
– I’ll be needing the car, so you’ll have to take a taxi.
  ‘I’ll be needing the car.’ ‘Then/So I suppose I’ll have to take a taxi.’
I'm off on holiday, so I won't be seeing you for a bit.
'I'm off on holiday.' 'Then/So I won't be seeing you for a bit. Have a good time, then.'

so much and so many

1 the difference
The difference between so much and so many is the same as between much and many. So much is used with singular (uncountable) nouns; so many is used with plurals.
I had never seen so much food in my life.
She had so many children that she didn’t know what to do.
(not...so much children...) Note that we use so, not so much, to modify adjectives and adverbs. For details, see 513.
You’re so beautiful. (not -You’re so much beautiful.) But so much is used before comparatives (see 139).
She’s so much more beautiful now.

2 so much/many without a noun
We can drop a noun after so much/many, if the meaning is clear.
I can’t eat all that meat – there’s so much!
I was expecting a few phone calls, but not so many.
I have so much to tell you.

3 so much as an adverb
So much can be used as an adverb.
I wish you didn’t smoke so much.

4 special structures with so much
We can use not so much... as or not so much... but to make corrections and clarifications.
She didn’t so much wake up as explode out of the bed.
It’s not so much that I dislike her as that I’m just not interested.
It wasn’t so much his appearance I liked as his personality.
It’s not so much that I don’t want to come, but I simply haven’t got the time.
In negative and non-assertive clauses, so much as can be used to mean ‘even’.
He didn’t so much as say thank you, after all we’d done for him.
If he so much as looks at another woman, I’ll kill him.

For more details of the use of much and many, see 348.

so that and in order that

1 purpose
These structures are used to talk about purpose. So that is more common than in order that, especially in an informal style. They are normally followed
by modal auxiliary verbs such as can or will; may is more formal.

She’s staying here for six months so that she can perfect her English.
I’m putting it in the oven now so that it’ll be ready by seven o’clock.
We send them monthly reports in order that they may have full
information about progress.
In an informal style, that can be dropped after so; this is very common in
American English.
I’ve come early so I can talk to you.

For more about omission of that, see 560

2 present tenses for future

Present tenses are sometimes used to refer to the future after so that / in
order that.

Send the letter express so that she gets / she’ll get it before Tuesday.
I’m going to make an early start so that I don’t/won’t get stuck in the traffic.
We ought to write to him, in order that he does not / will not feel we are
hiding things from him.

3 past structures

In sentences about the past, would, could or should (British English only) are
generally used with verbs after so that / in order that. Might is possible in a
very formal style.

Mary talked to the shy girl so that she wouldn’t feel left out.
I took my golf clubs so that I could play at the weekend.
They held the meeting on a Saturday in order that everybody should be
free to attend. (US… in order that everybody would be free …)
Whole populations of natives were wiped out in order that civilisation
might advance.

For the infinitive structures in order to and so as to, see 281.
For so that expressing result, see 513.5.
For lest meaning ‘so that … not’, see 314.

520 ‘social’ language

Every language has fixed expressions which are used on particular social
occasions – for example when people meet, leave each other, go on a
journey, sit down to meals and so on. Here are some of the most important
English expressions of this kind.

1 introductions

Common ways of introducing strangers to each other are:
John, do you know Helen? Helen, this is my friend John.
Sally, I don’t think you’ve met Elaine.
I don’t think you two know each other, do you?
Can/May I introduce John Willis? (more formal)
When people are introduced, they usually say *How do you do*? (formal), *Hello*, or *Hi* (very informal). Americans often say *How are you?* Note that *How do you do*? is not a question, and the normal reply is *How do you do*? (It does not mean the same, in British English, as *How are you*?)

People who are introduced often shake hands.

For the use of first names, surnames and titles, see 353.

2 **greetings**

When meeting people (formal):

*Good morning/afternoon/evening.*

When meeting people (informal):

*Hello.*  *Hi.* (very informal)

When leaving people:

*Good morning/afternoon/evening/night.* (formal)
*Goodbye.* (less formal)  *Bye*.* (informal)
*Bye-bye.* (often used to and by children)  *Cheerio.*
*See you.* (informal)  *See you later/tomorrow/next week/etc.* (informal)
*Cheers.* (informal – British only)  *Take care.* (informal)

*It was nice to meet you.*

Note that *Goodnight* is used only when leaving people, not when meeting them.

3 **asking about health etc**

When we meet people we know, we often ask politely about their health or their general situation.

*How are you*?  *How are things*/? *How’s things*? (very informal)
*How’s it going*? (informal)  *How (are) you doing*? (especially American)

Formal answers:

*Very well, thank you. And you?*  *Fine, thank you.*

Informal answers:

*Fine:/Great, thanks.*  *Not too bad.*  *OK.*
*So-so.*  (*NOT* *So and so.*: *All right.*  (*It) could be worse.*

British people do not usually ask *How are you?* when they are introduced to people. And neither British nor American people begin letters to strangers by asking about health (see 317).

4 **special greetings**

Greetings for special occasions are:

*Happy birthday!*  OR  *Many happy returns!*
*Happy New Year/Easter!*
*Happy/Merry Christmas!*

5 **small talk**

British people often begin polite conversations by talking about the weather.

*‘Nice day, isn’t it?’ ‘Lovely.’*
6 getting people's attention

Excuse me! is commonly used to attract somebody's attention, or to call a waiter in a restaurant. I beg your pardon! is also possible, especially in American English.

7 apologies

British people say Excuse me before interrupting or disturbing somebody, and Sorry after doing so. Compare:

Excuse me. Could I get past? Oh, sorry, did I step on your foot?
Excuse me, could you tell me the way to the station?

Americans also use Excuse me to apologise after disturbing somebody.

I beg your pardon is a more formal way of saying 'Sorry'.

I beg your pardon. I didn't realise this was your seat.

8 asking people to repeat

If British people do not hear or understand what is said, they may say Sorry? (GB), What? (informal), (I beg your) pardon? or Pardon me? (US).

'Mike's on the phone.' 'Sorry?' 'I said Mike's on the phone.'
'See you tomorrow.' 'What?' 'See you tomorrow.'
'You're going deaf.' 'I beg your pardon?'

9 journeys etc

Common ways of wishing people a good journey are:

Have a good trip. Have a good journey. (GB) Safe journey home. (GB)

After a journey (for example when we meet people at the airport or station), we may say:

Did you have a good journey/trip/flight?
How was the journey/trip/flight?

If somebody is leaving for an evening out or some kind of pleasant event, people might say Have a good time! or Enjoy yourself! (in American English sometimes just Enjoy!). Good luck! is used before examinations or other difficult or dangerous events.

When people return home, their friends or family may say Welcome back.

10 holidays

Before somebody starts a holiday, we may say:

Have a good holiday. (US . . . vacation.) or Have a good time.

When the holiday is over, we may say:

Did you have a good holiday?

11 meals

We do not have fixed expressions for the beginnings and ends of meals. It is common for guests or family members to say something complimentary about the food during the meal (for example This is very nice), and after (for example That was lovely/delicious; thank you very much). Some religious people say 'grace' (a short prayer) before and after meals. Waiters often say Enjoy your meal after serving a customer.

For the names of meals, see 338
12 drinking

When people begin drinking alcoholic drinks socially, they often raise their
glasses and say something. Common expressions are *Cheers!* (GB) and *Your
health!* When we drink to celebrate an occasion (such as a birthday, a
wedding or a promotion), we often say *Here’s to . . . !*

*Here’s to Betty!*  *Here’s to the new job!*

*Here’s to the happy couple!*

13 sending good wishes

Typical expressions are *Give my best wishes/regards/greetings/love to X* and
*Remember me to X*. Americans often say *Say hello to X for me*. When the
wishes are passed on, common expressions are *X sends his/her best
wishes/regards etc.*

14 sympathy

Common formulae in letters of sympathy (for example on somebody’s
death) are *I was very/terribly/extremely sorry to hear about . . .* and *Please
accept my deepest sympathy.*

15 invitations and visits

Invitations often begin:

*Would you like to. . . ?*

Possible formal replies:

*Thank you very much. That would be very nice.*

*Sorry, I’m afraid I’m not free.*

It is normal to thank people for hospitality at the moment of leaving their
houses.

*Thank you very much. That was a wonderful evening.*

16 offers and replies

Offers often begin *Would you like . . . ?* or *Can/May I get/offer you . . . ?* (more
formal). Offers to do things for people can begin *Would you like me to . . . ?*,
*Can/May I . . . ?* or *Shall I . . . ?* (British). Typical replies are *Yes please,* *No
thank you, I’d love some,* *I’d love to,* *That’s very nice/kind of you.*

Note that *thank you* can be used for accepting as well as refusing (see below).

17 asking for things

We normally ask for things by using *yes/no* questions. (For more details,
see 483.)

*Could you lend me a pen? (NOT *Please lend me a pen.)*

18 handing over things

We do not have an expression which is automatically used when we hand
over things. We sometimes say *Here you are,* especially when we want to
attract people’s attention to the fact that we are passing something to them.
Americans may also say *There you go* in this situation.

*‘Have you got a map of London?’ ‘I think so. Yes, here you are.’ ‘Thanks.’*
19 thanks

Common ways of thanking people are:

*Thank you very much.*  *Thank you.*  *Thanks (a lot).* (informal)

Possible replies to thanks are:

*Not at all.*  *Don’t mention it.*  *That’s OK.* (informal)
*You’re welcome.*  *That’s (quite) all right.*

But note that British people do not always reply to thanks, especially thanks for small things.

For more information about thanking and the use of *please*, see 429.

20 sleep

When somebody goes to bed, people often say *Sleep well.* In the morning, we may ask *Did you sleep well?* or *How did you sleep?*

For expressions used when telephoning, see 554.

521 some

1 meaning: indefinite quantity/number

*Some* is a determiner (see 157). It often suggests an indefinite quantity or number, and is used when it is not important to say exactly how much/many we are thinking of.

*I need some new clothes.*  *Would you like some tea?*

2 pronunciation

When *some* has this indefinite meaning, it usually has a ‘weak’ pronunciation /s(ə)m/ before (adjective +) noun.

*some /s(ə)m/ new clothes  some /s(ə)m/ tea*

For more about ‘strong’ and ‘weak’ pronunciations, see 588.

3 some and any

With this meaning, *some* is most common in affirmative clauses, and in questions which expect or encourage the answer ‘Yes’. In other cases, *any* is generally used. For details, see 522. Compare:

– *There are some children at the front door.*
  *Do you mind if I put some music on?*
– *Did you meet any interesting people on holiday?*
  *She hasn’t got any manners.*

4 some and a/an

*Some* (used in this sense) is quite similar to the indefinite article *a/an.* However, it is not normally used with the same kind of nouns (but see paragraph 6 below). Compare:

*I need a new coat.* (singular countable noun) *(not ... some new coat.)*
*I need some new shirts.* (plural countable noun)
*I need some help shopping.* (uncountable noun)
5 **some and no article**

With an uncountable or plural noun, *some* usually suggests the idea of an indefinite (but not very large) quantity or number. When there is no idea of a limited quantity or number, we usually use **no article**. For details, see 67.

Compare:
- *We've planted some roses in the garden.* (a limited number)
  *We've decided to put roses under the back fence this year instead of chrysanthemums.* (no idea of number)
- *Can you put some blankets in the back of the car in case the children get cold?*
  *The President has appealed for blankets and warm clothing for the earthquake victims.*

6 **some and some of; some with no following noun**

Before another determiner (article, demonstrative or possessive word) or a pronoun, we use *some of*. Compare:
- *I've got tickets for some concerts next month. (not ... some of concerts ...)*
  *Pete's coming to some of the concerts with me.*
  (not ... *some the concerts...*)
- *Some people want to get to sleep. (not ... some of people ...)*
  *Some of us want to get to sleep. (not *Some us ...)*

*Some of the* is possible before a singular countable noun in certain cases.
- *Move over and give me some of the bed.*

Nouns can be dropped after *some*, if the meaning is clear.
- *I've got too many strawberries. Would you like *some*?*

Before *of*, or with no following noun, *some* is pronounced /sʌm/.
- *some /sʌm/ of us  Would you like *some* /sʌm/ ?*

7 **contrast with others etc**

*Some* (pronounced /sʌm/) can have a more emphatic meaning, contrasting with *others, all or enough.*

- *Some people like the sea; others prefer the mountains.*
- *Some of us were late, but we were all there by ten o'clock.*
- *I've got some money, but not enough.*

8 **with singular countable noun**

With a singular countable noun, *some* (/sʌm/) can refer to an unknown person or thing.

- *Some idiot has taken the bath plug.*
- *There must be some job I could do.*
- *She's living in some village in Yorkshire.*

We can use this structure to suggest that we are not interested in somebody or something, or that we do not think much of him/her/it.

- *Mary's gone to America to marry some sheep farmer or other.*
- *I don't want to spend my life doing some boring little office job.*

In informal American English, *some* can also be used to show enthusiastic appreciation.

- *That's some bike you've got there! (GB ... quite a bike ...) It was some party!*
9 with numbers

Some (/sam/), with a number, is used to suggest that the number is a high or impressive one.

We have exported some four thousand tons of bootlaces this year.

For somebody and anybody, something and anything etc, see 523.
For some time, sometime and sometimes, see 524.
For any, see 54.

522 some and any

1 indefinite quantities

Both some and any can refer to an indefinite quantity or number. They are used when it is not easy, or not important, to say exactly how much/many we are thinking of.

I need to buy some new clothes.
Is there any milk left?

2 the difference

In this indefinite sense, some is most common in affirmative clauses. Any (used in this sense) is a 'non-assertive' word (see 374), and is common in questions and negatives. Compare:

I want some razor blades. (not I want any razor blades.)
Have you got any razor blades?
Sorry, I haven't got any razor blades.
(nor Sorry, I haven't got some razor blades.)

For other uses of any, see 54

3 some in questions

We use some in questions if we expect people to answer ‘Yes’, or want to encourage them to say ‘Yes’ – for example in offers and requests.

Have you brought some paper and a pen?
(The hearer is expected to bring them.)
Shouldn't there be some instructions with it?
Would you like some more meat?
Could I have some brown rice, please?
Have you got some glasses that I could borrow?

4 any in affirmative clauses

We use any in affirmative clauses after words that have a negative or limiting meaning: for example never, hardly, without, little.

You never give me any help.
There's hardly any tea left.
We got there without any trouble.
There is little point in doing any more work now.
I forgot to get any bread.

For other uses of any in affirmative clauses (e.g. Any ten-year-old child could do this), see 54
5 if-clauses

Both some and any are common in if-clauses.

If you want some/any help, let me know.

Sometimes any is used to suggest ‘if there is/are any’.

Any cars parked in this road will be towed away.

(= If there are any cars parked in this road, they will . . .)

For more information about some, see 521.
For somebody and anybody, something and anything etc, see 523.

523 somebody, someone, anybody, anyone etc

1 -body and -one

There is no significant difference between somebody and someone, anybody and anyone, everybody and everyone or nobody and no one. The forms with -one are more common; those with -body are a little more informal.

2 some- and any-

The differences between somebody and anybody, something and anything, somewhere and anywhere etc are the same as the differences between some and any (see 522 for details). Compare:

- There’s somebody at the door.
  Did anybody telephone?
- Let’s go somewhere nice for dinner.
  I don’t want to go anywhere too expensive.
- Can I get you something to drink?
  If you need something/anything, just shout.

3 singular

When these words are subjects they are used with singular verbs.

Everybody likes her. (not Everybody like her.)
Is everything ready? (not Are everything-ready?)

Somebody normally refers to only one person. Compare:

There’s somebody outside who wants to talk to you.
There are some people outside who want to talk to you.

4 use of they

They, them and their are often used with a singular meaning to refer back to somebody etc (see 505).

If anybody wants a ticket for the concert, they can get it from my office.
‘There’s somebody at the door.’ ‘Tell them I’m busy.’
Someone left their umbrella on the bus. Nobody phoned, did they?

5 complementation

Somebody etc can be followed by adjectives or adverbial expressions.

I hope he marries somebody nice.
She’s going to meet someone in the Ministry.
I feel like eating something hot.
Let’s go somewhere quiet this weekend.
They can also be followed by *else* (see 187).

*Mary – are you in love with somebody else?*
*I don’t like this place – let’s go somewhere else.*

Note also the informal use of *much* after *any- and no-.*

*We didn’t do anything much yesterday.*
*There’s nothing much on TV tonight.*

6 **Someplace**

*Someplace* is common in informal American English.

*Let’s go someplace quiet.*

7 **Anyone and any one; everyone and every one**

*Anyone* means the same as *anybody; any one* means *any single one (person or thing).* Compare:

*Does anyone know where Celia lives?*
*You can borrow any one video at a time.*

There is a similar difference between *everyone* and *every one.* Compare:

*Everyone had a good time at the party.*
*There aren’t any cakes left – they’ve eaten every one.*

For the difference between *no one* and *none,* see 373.
For question tags after *everything* and *nothing,* see 466.
For *the time, sometime and sometimes,* see 524

524 **Some time, sometime and sometimes**

*Some time* (with two stresses: /ˈsʌm ˈtʌm/) means *‘a considerable amount of time’, ‘quite a lot of time’.*

*I’m afraid it’ll take some time to repair your car.*
*She’s lived in Italy for some time, so she speaks Italian quite well.*

*Sometime* (/ˈsʌmtaɪm/) refers to an indefinite time, usually in the future; it often means *‘one day’*.

*Let’s have dinner together sometime next week.*
*When will I get married – this year, next year, sometime, never?*

*Sometimes* (/ˈsʌmtaɪmz/) is an adverb of frequency (see 23.2). It means *‘on some occasions’, ‘more than once’ (past, present or future).*

*I sometimes went skiing when I lived in Germany.*

*Sometimes, in the long winter evenings, I sit and wonder what life is all about.*

525 **Soon, early and quickly**

Not all languages have separate equivalents for these three words, and some students may confuse them.

1 **Soon**

*Soon* usually relates to the time when one is talking or writing – it means *‘a short time after now’.*

*Get well soon.* (*NOT* *Get well early.*)
Soon can also relate to the time one is talking or writing about – it can mean ‘a short time after then’.

The work was hard, but she soon got used to it.

For no sooner … than, see 237.

2 early

The adverb early means ‘near the beginning of the time-period that we are talking or thinking about’. It does not usually mean ‘a short time after now’.

Early was said, Luke was called to the police station.

We usually take our holidays early in the year. (NOT … soon in the year.)
I usually get up early and go to bed early. (NOT I usually get up soon …)

Sometimes early means ‘before the expected time’.

The plane arrived twenty minutes early.

Early can also be used as an adjective (e.g. an early train). The adjective early can sometimes have the same kind of meaning as soon.

I should be grateful for an early reply. Best wishes for an early recovery.

Note the common use of be early/late to mean ‘arrive early/late’.

That woman is never early.

A watch or clock is fast or slow, not early or late.

My watch is five minutes fast.

3 quickly

Quickly refers to the speed with which something is done. Compare:
– Come and see us quickly. (= Hurry – make the arrangements fast.)
Come and see us soon. (= Come and see us before long.)
– He did the repair quickly but not very well.
I hope you can do the repair soon – I need the car.

526 sort of, kind of and type of

1 articles

The article a/an is usually dropped after sort of, kind of and type of, but structures with articles are possible in an informal style.

That’s a funny sort of (a) car. What sort of (a) bird is that?

2 singular and plural; these sort of etc

When we are talking about one sort of thing, we can use sort of, kind of or type of followed by a singular noun.

This sort of car is enormous expensive to run.

I’m interested in any new type of development in computer science.

Singular sort of, kind of and type of can also be followed by plural nouns, especially in an informal style.

I’m interested in any new kind of developments . . .

Plural demonstratives (these and those) can also be used.

These sort of cars are enormously expensive to run.

Do you smoke those kind of cigarettes?

This structure is often felt to be incorrect, and is usually avoided in a formal style. This can be done by using a singular noun (see above), by using plural
sorts/kinds/types, or by using the structure . . . of this/that sort/kind/type.

This sort of car is . . .   These kinds of car(s) are . . .
Cars of that type are . . .

3 softeners

In an informal style, sort of and kind of can be used before almost any word or expression, or at the end of a sentence, to show that we are not speaking very exactly, or to make what we say less definite.

We sort of thought you might forget.
Sometimes I sort of wonder whether I shouldn’t sort of get a job.
I’ve had sort of an idea about what we could do.
She’s kind of strange.    I’ve changed my mind, kind of.

527 sound

Sound is a ‘copular verb’ (see 147). It is followed by adjectives, not adverbs.

You sound unhappy. What’s the matter?
Progressive forms are not very common.

Your idea sounds great. (Not Your idea’s sounding great.)
However, progressive forms are possible when there is an idea of change.

The car sounds / is sounding a bit rough these days.
Sound is often followed by like or as if.

That sounds like Bill coming up the stairs.
It sounds as if he’s had a hard day.

528 speak and talk

1 little difference

There is not very much difference between speak and talk. In certain situations one or the other is preferred (though they are usually both possible).

2 formality

Talk is the more usual word to refer to conversational exchanges and informal communication.

When she walked into the room everybody stopped talking.
Could I talk to you about the football match for a few minutes?
Speak is often used for one-way communication and for exchanges in more serious or formal situations.

I’ll have to speak to that boy – he’s getting very lazy.

They had a terrible row last week, and now they’re not speaking to one another.

After she had finished reading the letter, nobody spoke.

3 lectures etc

Talk is often used for the act of giving an informal lecture (a talk); speak is preferred for more formal lectures, sermons etc.

This is Mr Patrick Allen, who’s going to talk to us about flower arrangement.
This is Professor Rosalind Bowen, who is going to speak to us on recent developments in low-temperature physics.
The Pope spoke to the crowd for seventy minutes about world peace.

4 languages

Speak is the usual word to refer to knowledge and use of languages, and to the physical ability to speak.
She speaks three languages fluently.
We spoke French so that the children wouldn’t understand.
His throat operation has left him unable to speak.

5 other cases

One usually asks to speak to somebody on the phone (US also speak with).
Hello. Could I speak to Karen, please?
Talk is used before sense, nonsense and other words with similar meanings.
You’re talking complete nonsense, as usual.
(NOT – You’re speaking complete nonsense . . .)

529 spelling (1): capital letters

We use capital (big) letters at the beginning of the following kinds of words:

1 the names of days, months and public holidays (but not usually seasons)
   Sunday               March               Easter
   Tuesday              September         Christmas
   (BUT summer, autumn)

2 the names of people and places, including stars and planets
   John                 Mars               The Ritz Hotel
   Mary                 North Africa      The Super Cinema
   Canada              the Far East      the United States
   (BUT the earth, the sun, the moon)

3 people’s titles
   Mr Smith             Professor Blake    the Managing Director
   Dr Jones             Colonel Webb       

4 nouns and adjectives referring to nationalities and regions, languages, ethnic groups and religions
   He’s Russian.        I speak German.    Japanese history
   Catalan cooking     She’s Jewish.       He’s a Sikh.

5 the first word (and often other nouns, verbs, adjectives and adverbs) in the titles of books, films, plays, pictures, magazines etc
   Gone with the Wind or Gone with the wind
   New Scientist

For more about the use of capitals with East, North etc, see 176.
530 spelling (2): -ly

1 adverb formation

We normally change an adjective into an adverb by adding -ly.

- late → lately    real → really (NOT realy)
- right → rightly   definite → definitely
- hopeful → hopefully pale → paltry
- complete → completely (NOT completely)

Exceptions:

- true → truly  due → duly   whole → wholly  full → fully

2 y and i

-y usually changes to -i- (see 534).

- happy → happily easy → easily
- dry → dryly or dryly gay → gaily

Exceptions:

- shy → shyly   sly → slyly   coy → coyly

3 adjectives ending in consonant + le

-le changes to -ly after a consonant.

- idle → idly   noble → nobly  able → ably

4 adjectives ending in ic

If an adjective ends in -ic, the adverb ends in -ically (pronounced /ɪkli/),

- tragic → tragically  phonetic → phonetically

Exception:

- public → publicly

531 spelling (3): -ise and -ize

Many English verbs can be spelt with either -ise or -ize. In American English, -ize is preferred in these cases. Examples:

- realise/realize (GB)    realize (US)
- mechanise/mechanize (GB)  mechanize (US)
- computerise/computerize (GB)  computerize (US)
- baptise/baptize (GB)    baptize (US)

Most words of two syllables, and some longer words, have -ise in both British and American English. Examples:

- surprise (NOT surpise)    exercise
- revise                    improvise
- advise                    supervise
- comprise                  televise
- despise                   advertise (US also sometimes advertize)
- compromise
Capsize has -ize in both British and American English.

Note also analyse and paralyse (US analyze and paralyse).

If in doubt, remember that in British English -ise is almost always acceptable.
For American English, consult an American dictionary.

532 spelling (4): hyphens

1 What are hyphens?

Hyphens are the short lines (-) that we put between words in expressions like ticket-office or ex-husband.

2 two-part adjectives

We usually put a hyphen in two-part adjectives in which the second part ends in -ed or -ing.

blue-eyed broken-hearted nice-looking

We also often hyphenate two-part adjectives or noun modifiers which contain the sense of ‘between’.

grey-green (= between grey and green)
the London-Paris flight
the Scotland-France match
an Anglo-American agreement

3 phrases used as adjectives

When we use a longer phrase as an adjective before a noun, we often use hyphens. Compare:

– an out-of-work miner.

He's out of work.

– a shoot-to-kill policy

They were ordered to shoot to kill.

4 two-part nouns; stress

In British English, hyphens are common in two-word compound nouns when the first word has the main stress.

a 'paper-shop (compare a paper 'bag)
some 'make-up (compare to make 'up)
'running-shoes (compare running 'water)
'lorry-driver (compare hotel 'waiter)

5 prefixes

The prefixes co-, non- and ex- are sometimes separated from what follows by hyphens.

It's a British and American co-production.
We have a policy of non-involvement.
He's one of her ex-lovers.

And other prefixes may be separated by hyphens in order to avoid unusual or misleading combinations of letters.

un-American pre-emptive counter-revolution
6 word division
We use a hyphen to separate the parts of a long word at the end of a written or printed line. (To see where to divide words, look in a good dictionary.)
   ... is not completely in accordance with the policy of the present government, which was ...

7 Are hyphens disappearing?
The rules about hyphens are complicated, and usage is not very clear. Perhaps because of this, people seem to be using hyphens less. Many common short compounds are now often written ‘solid’, with no division between the words (e.g. weekend, wide awake, takeover); other less common or longer compounds are now more likely to be written as completely separate words (e.g. train driver, living room). The situation at present is rather confused, and it is not unusual to find the same expression spelt in three different ways (e.g. bookshop, book-shop, book shop). If one is not sure whether to use a hyphen between words or not, the best thing is to look in a dictionary, or to write the words without a hyphen.

533 spelling (5): final e

1 when final e is dropped
When an ending that begins with a vowel (e.g. -ing, -able, -ous) is added to a word that ends in -e, we usually drop the -e.

   hope → hoping  note → notable  shade → shady
   make → making  fame → famous

Some words have two possible forms before -able and -age. The form without -e is more common in most cases.

   like → lik(e)able  move → mov(e)able
   love → lov(e)able  mile → mil(e)age (more common with e)

Final -e is not dropped from words ending in -ee, -oe or -ye.

   see → seeing  canoe → canoeist
   agree → agreeable  dye → dyeing

2 when final e is not dropped
Before endings that begin with a consonant, final -e is not normally dropped.

   excite → excitement  complete → completeness
   definite → definitely

Exceptions: words ending in -ue

   due → dully  true → truly  argue → argument

In words that end with -ce or -ge, we do not drop -e before a or o.

   replace → replaceable  courage → courageous
   (but charge → charging, face → facing)

Judg(e)ment and acknowledg(e)ment can be spelt with or without the -e after g.

For words ending in -ie, see 534 4. For adverbs ending in -ly, see 530
534 spelling (6): y and i

1 changing y to i

When we add an ending to a word that ends in -y, we usually change -y to -i.

- hurry → hurried
- fury → furious
- marry → marriage
- easy → easier
- happy → happily

Generally, nouns and verbs that end in -y have plural or third person singular forms in -ies.

- story → stories
- spy → spies
- hurry → hurries

Two spellings are possible for the nouns dryer/drier and flyer/flier, and for words made from the adjective dry (dryer/drier, dryly/driely, dryness/driiness). Other exceptions: slyer, slyest, slyly, slyness.

2 no change before i

We do not change -y to -i before i (for example when we add -ing, -ism, -ish, -ise).

- try → trying
- Tory → Toryism
- baby → babyish

3 no change after a vowel

We do not change -y to -i after a vowel letter.

- buy → buying
- play → played
- enjoy → enjoyment
- grey → greyish

Exceptions:

- say → said
- pay → paid
- lay → laid

4 changing ie to y

We change -ie to -y before -ing.

- die → dying
- lie → lying

(but dye → dyeing)

535 spelling (7): doubling final consonants

1 doubling before vowels

We sometimes double the final consonant of a word before adding -ed, -er, -est, -ing, -able, -y (or any ending that begins with a vowel).

- stop → stopped
- sit → sitting
- big → bigger

2 Which consonants are doubled?

We double the following letters:

- b: rub → rubbing
- d: sad → sadder
- g: big → bigger
- l: travel → travelling
- m: slim → slimming
- n: win → winnable
- p: stop → stopped
- r: prefer → preferred
- t: sit → sitting
We double final -s in **gassing**, **gassed** (but not usually in other words), final -z in **fezzes**, and final -f in **iffy** (a colloquial word for 'questionable', 'uncertain').

### 3 only at the end of a word

We only double consonants that come at the end of a word. Compare:

- **hop** → **hopping** **but** **hope** → **hoping**
- **fat** → **fatter** **but** **late** → **later**
- **plan** → **planned** **but** **phone** → **phoned**

### 4 one consonant after one vowel letter

We only double when the word ends in one consonant after one vowel letter. Compare:

- **fat** → **fatter** **but** **fast** → **faster** (**not** **faster**)
- **bet** → **betting** **but** **beat** → **beating** (**not** **beatting**)

### 5 only stressed syllables

We only double consonants in stressed syllables. We do not double in longer words that end in unstressed syllables. Compare:

- **up'set** → **up'setting** **but** '**visit**' → '**visiting**
- **be'gin** → **be'ginnning** **but** '**open**' → '**opening**
- **re'fer** → **re'ferring** **but** '**offer**' → '**offering**

Note the spelling of these words:

- 'gallop' → 'galloping' → 'galloped' (**not** 'gallopping', 'gallopped')
- de'velop' → de've'loping → de've'loped (**not** de'velopping, de'velopped)

### 6 exception: final l in unstressed syllables

In British English, we double -l at the end of a word after one vowel letter, in most cases, even in unstressed syllables.

- '**travel**' → **travelling**
- '**equal**' → **equalled**

In American English, words like this are normally spelt with one l: **traveling**.

### 7 other exceptions

Consonants are sometimes doubled at the end of final syllables that are pronounced with full vowels (e.g. /æ/), even when these do not carry the main stress.

- **kidnap** → **kidnapped**
- **handicap** → **handicapped**
- **worship** → **worshippers** (US also **worshippers**)
- **combat** → **combating** or **combatting**

Final -s is sometimes doubled in **focus(s)ing**, **focus(s)ed**, **bias(s)ed** and similar words.

### 8 final c

Final -c changes to ck before -ed, -er, -ing etc.

- **picnic** → **picnickers**
- **panic** → **panicking**
- **mimic** → **mimicked**
9 Why double?

The reason for doubling is to show that a vowel is pronounced short. This is because, in the middle of a word, a stressed vowel letter before one consonant is usually pronounced as a long vowel or as a diphthong (double vowel). Compare:

\[\begin{align*}
\text{hoping} & \quad /\text{h\�\p\ŋ/} \\
\text{hopping} & \quad /\text{h\�\p\ŋ/} \\
\text{later} & \quad /\text{l\æt\(r\)/} \\
\text{latter} & \quad /\text{l\æt\(r\)/} \\
\text{dinner} & \quad /\text{dn\æ\(r\)/} \\
\text{diner} & \quad /\text{dn\æ\(r\)/}
\end{align*}\]

536 spelling (8): ch and tch, k and ck

After one vowel, at the end of a word, we usually write -ck and -tch for the sounds /k\ and /tʃ/.

\[\begin{align*}
\text{back} & \quad \text{neck} \\
\text{sick} & \quad \text{lock} \\
\text{stuck} & \quad \text{catch} \\
\text{fetch} & \quad \text{stitch} \\
\text{botch} & \quad \text{hutch}
\end{align*}\]

Exceptions:

\[\begin{align*}
\text{yak} & \quad \text{tic} \quad \text{(and many other words ending in -ic)} \\
\text{rich} & \quad \text{which} \\
\text{such} & \quad \text{much} \\
\text{attach} & \quad \text{detach}
\end{align*}\]

After a consonant or two vowels, we write -k and -ch.

\[\begin{align*}
\text{bank} & \quad \text{work} \\
\text{talk} & \quad \text{march} \\
\text{bench} & \quad \text{break} \\
\text{book} & \quad \text{week} \\
\text{peach} & \quad \text{coach}
\end{align*}\]

537 spelling (9): ie and ei

The sound /iː/ (as in believe) is often written ie, but not usually ei. However, we write ei after c. English-speaking children learn a rhyme: ‘i before e, except after c’.

\[\begin{align*}
\text{believe} & \quad \text{chief} \\
\text{field} & \quad \text{grief} \\
\text{piece} & \quad \text{shield} \\
\text{ceiling} & \quad \text{deceive} \\
\text{receive} & \quad \text{receipt}
\end{align*}\]

Exceptions: seize, Neil, Keith.

538 spelling and pronunciation

In many English words, the spelling is different from the pronunciation. This is mainly because our pronunciation has changed a good deal over the last few hundred years, while our spelling system has stayed more or less the same. Here is a list of some difficult common words with their pronunciations.

1 usually two syllables, not three

The letters in brackets are usually not pronounced.

\[\begin{align*}
\text{asp(i)rin} & \quad \text{ev(e)ning} \\
\text{bus(i)ness} & \quad \text{ev(e)ry} \\
\text{choc(o)late} & \quad \text{marri(a)ge} \\
\text{diff(e)rent} & \quad \text{med(i) cine} \quad \text{(US three syllables)}
\end{align*}\]
2 usually three syllables, not four

The letters in brackets are usually not pronounced.

- `comp(or)table`  `temp(e)iture`
- `int(e)esting`  `us(u)ally`
- `secret(a)ry (US four syllables)`  `veg(e)table`

3 silent letters

The letters in brackets are usually not pronounced.

- `clim(b)`  `com(b)`  `dum(b)`
- `mus(c)le`
- `han(d)kerchief`  `san(d)wich`  `We(d)nesday`
- `champa(g)ne`  `forei(g)n`  `si(g)n`
- `bou(gh)t`  `cau(gh)t`  `ou(gh)t`  `thou(gh)t`
- `dau(gh)ter`  `hei(gh)t`  `hi(gh)`  `li(gh)t`  `mi(gh)t`  `nei(gh)bour`
- `ni(gh)t`  `ri(gh)t`  `strai(gh)t`  `throu(gh)`  `ti(gh)t`  `wei(gh)`
- `w(h)at`  `w(h)en`  `w(h)ere`  `w(h)ether`  `w(h)ich`  `w(h)ip`  `w(h)y`
  (Some speakers use an unvoiced /w/ in these words.)
- `h(on)est`  `h(on)our`  `h(ou)r`
- `k(n)ee`  `k(n)ife`  `k(n)ob`  `k(n)ock`  `k(now)`
- `ca(l)m`  `cou(l)d`  `ha(l)f`  `sa(l)mon`  `shou(l)d`  `t(a)l`  `w(a)l`  `wou(l)d`
- `a(ut)umn`  `hym(n)`
- `(p)neumatic`  `(p)sychiatrist`  `(p)sychology`  `(p)sychotherapy`  `(p)terodactyl`
- `(c)u(p)board`
- `(i)r(on)`  (British pronunciation)
- `(i)s(land)`  `(i)s(le)`

- `cas(t)le`  `Chris(t)mas`  `fas(t)en`  `lis(t)en`  `of(t)en`  `whis(t)le`
  (Often can also be pronounced /ˈnɪfən/.)
- `g(u)ess`  `g(u)ide`  `g(u)itar`
- `(w)rap`  `(w)rite`  `(w)rong`
- `(w)ho`  `(w)hose`  `(w)hole`

4 \( a = /æ/ \)
- `any`  `many`  `Thames`

5 \( ch = /k/ \)

- `ache`  `architect`  `character`  `chemist`  `Christmas`  `stomach`
6  **ea** = /eɪ/
   - bread  breakfast  dead  death  head  health  heavy  instead
     lead (the metal)  leather  pleasure  read (past)  ready  sweater

7  **ea** = /eɪ/
   - break  great  steak

8  **gh** = /ðʃ/  
   - cough  enough  laugh  rough

9  **o** = /əʊ/  
   - brother  colour  come  comfortable  company  cover  glove
     government  honey  London  money  month  mother  none
     nothing  one  onion  other  some  son  stomach  ton
     wonder  worry

10 **ou** = /ʌʊ/  
    - country  couple  cousin  double  enough  trouble

11 **u** = /ʌ/  
    - butcher  cushion  pull  push  put

12 **words pronounced with /ʌ/**
    - biology  buy  dial  height  idea  iron  microphone  science  society
    - either (many British speakers)  neither (many British speakers)

13 **other strange spellings**
   - area /ˈeərə/  heard /hɜːd/  
   - Australia /ɒsˈtraːliə/  heart /hɑːrt/  
   - bicycle /ˈbaɪsɪkl/  juice /dʒuːs/  
   - biscuit /ˈbɪskɪt/  minute /ˈmɪnɪt/  
   - blood /blʌd/  moustache /ˈmaʊstəʃ/ (US /ˈmɒstəʃ/)  
   - brooch /bruːtʃ/  once /wʌns/  
   - business /ˈbɪznəs/  one /wʌn/  
   - busy /ˈbɪzi/  theatre /ˈθɪətr(ə)/  
   - Europe /ˈjʊərəp/  two /tuː/  
   - foreign /ˈfɔrən/  woman /ˈwʊmən/  
   - friend /frend/  women /ˈwɪmən/  
   - fruit /fruːt/  

[End of document]
14 silent r
In standard southern British English, r is not normally pronounced before a consonant or at the end of a word.

- hard /haːrd/  
- first /fɜːst/  
- order /ˈɔːdər/  
- car /kær/  
- four /fɔːr/  
- more /mɔːr/

But r is pronounced at the end of a word if a vowel follows immediately.

- four islands /ˈfɔːr ˈaɪəndəz/  
- more eggs /ˈmɔːr ˈeɡz/

Note the pronunciation of iron, and of words ending in -ered and -re.

- iron /aɪən/ (US /aɪən/)  
- centre /ˈsɜntə(r)/  
- wondered /ˈwʌndəd/  
- theatre /ˈθɪətə(r)/  
- bothered /ˈbɔðəd/

We often add /r/ after words ending in the sound /ə/ even when this is not written with r, if another vowel follows immediately.

- India and Africa /ˈaɪdə neɪd æfriˈkɑː/  

In most varieties of American English, and in many regional British accents, r is pronounced whenever it is written.

539 still, yet and already

1 meanings
Still, yet and already can all be used to talk about things which are going on, or expected, around the present. We use these words to say where something is in relation to the present moment.

2 still
Still is used to say that something is in the present, not the past – it has, perhaps surprisingly, not finished.

- She’s still asleep  
- Is it still raining?
- I’ve been thinking for hours, but I still can’t decide
- You’re not still seeing that Jackson boy, are you?

For the use of not any longer/more or no longer to say that something has finished, see 372

3 yet
Not yet is used to say that something which is expected is in the future, not the present or past.

- ‘Is Sally here?’ ‘Not yet.’  
- The postman hasn’t come yet.

In questions, we use yet to ask whether something expected has happened.

- Is supper ready yet?  
- Has the postman come yet?

Yet is normally used in questions and negative sentences, but it is occasionally used in affirmative sentences (with a similar meaning to still) in a formal style.

- We have yet to hear from the bank. (= We are still waiting to hear . . . )

4 already
Already is used to say that something is in the present or past, not the future. It may express some surprise – for example, because something has
happened sooner than expected.
‘When’s Sally going to come?’ ‘She’s already here.’
‘You must go to Scotland.’ ‘I’ve already been.’

Have you already finished? That was quick!

5 related to a past moment

All three words can be related to a past moment instead of to the present.
I went to see if she had woken up yet, but she was still asleep. This was embarrassing, because her friends had already arrived.

6 tenses

Various tenses are possible with all three words. In British English, perfect tenses are common with already and yet; Americans often prefer past tenses.

Compare:
– Have you called the garage yet? (GB)
  Did you call the garage yet? (US)
– She’s already left. (GB)
  She already left. (US)

7 position

Already and still usually go in ‘mid-position’ (see 22).

Are you already here?
She’s still working.

Already is not usually put with time adverbials.

When I was fourteen I already knew that I wanted to be a doctor.
(NOT ‘Already when I was fourteen...’)

In 1970 Britain’s car industry was already in serious trouble.
(NOT ‘Already in 1970...’)

Already can also go at the end of a clause for emphasis.

Are you here already? You must have run all the way.

Yet usually goes at the end of a clause, but it can go immediately after not in a formal style.

Don’t eat the pears – they aren’t ripe yet.
The pears are not yet ripe. (more formal)

For other meanings of still and yet, see a good dictionary.
For the difference between these words and ever, see 197.

540 stress, rhythm and intonation

1 stress

Stress is the word for the ‘strength’ with which syllables are pronounced. In speech, some parts of English words and sentences sound much louder than others. For example, the first syllable of Carpet, the second syllable of inspection or the last syllable of confuse are usually stressed, while the other syllables in these words are not. In the sentence Don’t look at HIM – HE didn’t do it, the words him and he are stressed in order to emphasise them. Stressed syllables are not only louder; they may also have longer vowels, and they may be pronounced on a higher pitch.
2 word stress

English words with more than one syllable mostly have a fixed stress pattern. There are not many rules to show which syllable of a word will be stressed: one usually has to learn the stress pattern of a word along with its meaning, spelling and pronunciation. Examples:

Stressed on first syllable:

\textit{After, Capital, Happen, Exercise, Easy}

Stressed on second syllable:

\textit{instead, pronounce, agreement, particularly}

Stressed on third syllable:

\textit{entertain, understand, concentration}

The stressed syllable of a word is the one that can carry an intonation movement (see paragraph 6 below).

Many short phrases also have a fixed stress pattern.

\textit{front door (not front door)}

\textit{living room (not living room)}

Related words can have different stress patterns.

\textit{to increase an increase}

\textit{photograph photographer photographic}

3 variable stress

Some words have variable stress. In these, the stress is at or near the end when the word is spoken alone, but it can move to an earlier position when the word is in a sentence, especially if another stressed word follows.

Compare:

- \textit{afternoon (stress at the end)}
- \textit{It's time for my afternoon sleep.} (stress at the beginning)
- \textit{Japanese}
- \textit{Japanese cooking}
- \textit{nineteen}
- \textit{The year nineteen twenty}

Many short phrases – for instance, two-word verbs – have variable stress.

- \textit{Their marriage broke up.}
- \textit{Money problems broke up their marriage.}
- \textit{It's dark blue.}
- \textit{A dark blue suit}

4 stress and pronunciation

Unstressed syllables nearly always have one of two vowels: /ə/ or /ɪ/.

Compare the first syllables in the following pairs of words:

- \textit{Confident (/kɒnfɪdənt/)}
- \textit{confused (/kən'fjuːzd/)}
- \textit{Particle (/ˈpɑːtɪkl/)}
- \textit{particular (/pɑːtɪkjʊələ(r)/)}
- \textit{Expert (/ˈɛkspɜːt/)}
- \textit{experience (/ɪkˈspɜːriəns/)
Many short words (mostly pronouns, prepositions, conjunctions and auxiliary verbs) have two quite different pronunciations: a normal ‘weak’ unstressed form, and a ‘strong’ form used when the word has special stress. (For details, see 586.)

‘I was (/wɔz/) here first.’ ‘No you weren’t.’ ‘Yes I was (/wɔz/).’

5 stress in sentences; rhythm

*Rhythm* is the word for the way stressed and unstressed syllables make patterns in speech. In sentences, we usually give more stress to nouns, ordinary verbs, adjectives and adverbs, and less stress to pronouns, determiners, prepositions, conjunctions and auxiliary verbs.

*She was SURE that the BACK of the CAR had been DAMAGED.*

Many linguists feel that the rhythm of spoken English is based on a regular pattern of stressed syllables. These follow each other at roughly regular intervals, and are pronounced more slowly and clearly. Unstressed syllables are pronounced more quickly and less clearly, and are fitted in between the regular stressed syllables. If several unstressed syllables come together, these are pronounced even more quickly so as not to disturb the rhythm. Compare the following two sentences. The second does not take much longer to say than the first: although it has three more unstressed syllables, it has the same number of stressed syllables.

*She KNEW the DOCTOR.*

*She KNEW that there was a DOCTOR.*

Note, however, that this is a very complicated question, and not all experts agree about the way English rhythm works.

6 intonation

*Intonation* is the word for the ‘melody’ of spoken language: the way the musical pitch of the voice rises and falls. Intonation systems in languages are very complicated and difficult to analyse, and linguists disagree about how English intonation works.

One way in which intonation seems to be used is to show how a piece of information fits in with what comes before and after. For instance, a speaker may raise his or her voice when taking over the conversation from somebody else, or to indicate a change of subject. A rise or fall on a particular word may show that this is the ‘centre’ of the message – the place where the new information is being given; or it may signal a contrast or a special emphasis. When a speaker ends on a falling tone, this often expresses some kind of conclusion or certainty; a rising tone at the end of a sentence may express uncertainty, suggest that there is more to be said, or invite another speaker to take over.

Intonation (together with speed, voice quality and loudness) can also say things about the speaker’s attitude. For instance, when people are excited or angry they often raise and lower their voices more.
541 subjunctive

1 forms and meanings

The subjunctive is a special kind of present tense which has no -s in the third person singular. It is sometimes used in that-clauses in a formal style, especially in American English, after words which express the idea that something is important or desirable (e.g. suggest, recommend, ask, insist, vital, essential, important, advice). The same forms are used in both present and past sentences.

*It is essential that every child have the same educational opportunities.*
*We felt it was important that James write to Uncle Arthur as soon as possible.*
*Our advice is that the company invest in new equipment.*
*The judge recommended that Simmons remain in prison for at least three years.*

Do is not used in negative subjunctives. Note the word order.

*We considered it desirable that he not leave school before finishing his exams.*

2 be

Be has special subjunctive forms: I be, you be etc.

*It is important that Helen be present when we sign the papers.*
*The Director asked that he be allowed to advertise for more staff.*

The forms I were and he/she/it were, used for example after if (see 260.4) and wish (see 601) in a formal style, are also a kind of subjunctive.

*If I were you I should stop smoking. I wish it were Saturday.*

3 fixed phrases

Subjunctives are also used in certain fixed phrases. Examples:

*God save the King/Queen! Long live the bride and groom!*
*God bless you. Heaven forbid.*

*He's a sort of adopted uncle, as it were. (= ... in a way.)*

**Be that as it may...** (= Whether that is true or not ...)

*If we have to pay £2,000, then so be it. (= We can't do anything to change it.)*

4 other structures

Most subjunctive structures are formal and unusual in British English. In that-clauses, British people usually prefer *should + infinitive* (see 497), or ordinary present and past tenses.

*It is essential that every child should have the same educational opportunities.*
*We felt it was important that James should write to Uncle Arthur as soon as possible.*

5 older English

Older English had more subjunctive forms, and used them in many kinds of ‘unreal’ sense to talk about possible, desirable or imaginary situations. Many
of these forms have disappeared from modern English, being replaced by uses of should, would and other modal verbs, by special uses of past tenses (see 422), and by ordinary verb forms.

542 substitution

1 What is substitution?

We often avoid repeating a word or expression that has been used before. One way of doing this is to use a general-purpose substitute word or ‘pro-form’ like it, that, one, do, there, so.

She folded the letter and put it away in a drawer.
(= ... put the letter away . . .)

‘How about a swim?’ ‘I’d like that.’ (= . . . I’d like a swim.’
‘What sort of cake would you like?’ ‘One with lots of cream.’
‘Joe thinks it’s time to go.’ ‘I do too.’
‘Let’s meet at the station.’ ‘OK, see you there.’
‘Do you think we’ll win?’ ‘I hope so.’

Substitute words are also used when the meaning is so clear from the situation that a more precise word is unnecessary.

Those look nice. Can I have one?
Isn’t she beautiful!

For structures in which words are left out with no substitute (‘ellipsis’), see 181 – 186. For repetition (and avoidance of repetition) in general, see 479.

2 pronouns

Pronouns substitute for nouns or noun phrases. They include personal pronouns like she, it (see 425), reflexive pronouns like himself, herself (see 471), possessives like her, theirs (see 433), relatives like who, that (see 473), interrogatives like what, who (which substitute for unknown expressions – see 460), the demonstratives this/that/these/those (see 565), indefinite pronouns like somebody (see 523), and one (which replaces countable nouns – see 391).

Liz went home because she was tired.
He’s started talking to himself again.
Look at Mary with her new boyfriend.
You ought to meet the people who live next door.
What happened?
Can I have a look at that?
I’d like somebody to help me.

3 the pro-verb do

We can use do so and do it/that as substitutes to avoid repeating a verb and words that follow. For details, see 166.

I asked him to give me a contract, but he wasn’t prepared to do so.
‘Could you fix my bike?’ ‘I’ll do it at once.’

In British English, do can also be used alone as a substitute for a verb after an auxiliary (see 165).

‘Do you think Phil will come?’ ‘He might do.’ (US . . . ‘He might.’)
4 adverbial and adjectival substitutes

*There* and *then* are used as substitutes for adverbial expressions of place and time.

‘Let’s meet at the station.’ ‘OK, see you *there.*’

‘I got married in 1986.’ ‘How old were you *then?*’

The question words *where, when, how* and *why* are used as substitutes for unknown adverbial expressions – for details, see 460.

*Where* did you hide the chocolates?

*Such* and *so* substitute for expressions like ‘of the kind already mentioned’ or ‘to the degree already mentioned or perceived’. For details, see 513 and 543.

*Such* a plan would be disastrous.

I didn’t realise you were *so* ill.

So can sometimes substitute for an adjective.

The weather is stormy, and will remain *so through the weekend.*

‘Is she still depressed?’ ‘Less *so than yesterday.*’

5 clause substitutes

*So* and *not* are used as substitutes for clauses in certain cases. For details, see 514, 515 and 261.12.

‘You’re in big trouble.’ ‘Who says so?’

‘Have we got enough bread?’ ‘I think *so.’

‘We’re not going to be in time.’ ‘No, I suppose *not.*’

I may be free this evening. *If so,* I’ll come round and see you.

6 substitution with auxiliaries

An auxiliary verb can be used as a substitute for a complete verb phrase (and often for what follows). This is dealt with in the section on ellipsis: see 185.

‘Give my love to Granny.’ *I will.*

543 such

1 ‘of the kind just mentioned’

In a formal style, *such + noun* can be used to mean ‘like this/that’, ‘of the kind that has just been mentioned’. *Such* comes before *a/an.*

The committee is thinking of raising the subscription. I would oppose *such a decision.* *(not ... a such decision:)*

There are various ways of composing secret messages. *Such systems are called ‘codes’ or ‘ciphers’.*

Many long-term prisoners come to regard prison as their home; when *such prisoners* are released they have serious problems.

In an informal style we prefer other expressions, for example *like this/that or this/that kind of.*

... *systems like that* are called ...

... when *this kind of prisoner* is released ...

2 when *such* cannot be used

*Such* refers back to what has been said. It is not generally used demonstratively, to refer to things in the present situation. To express the
idea ‘of the kind that I am showing you’ or ‘of the kind that we can see/hear now’, we prefer like this/that or this/that kind/sort of.

Look over there! Would you like to have a car like that?

(Would you like to have such a car?)

Where can I get trousers like those? (not ...such trousers?)

I don’t like this sort of music. (not — I don’t like such music.)

3 high degree

Such is often used when we are talking about a high degree of some quality – in situations where very is also a suitable word (for the difference, see paragraph 4). In this sense, such is common before adjective + noun.

I’m sorry you had such a bad journey.

(= You had a very bad journey, and I’m sorry.)

It was a pleasure to meet such interesting people.

Such is also possible with this meaning before a noun alone, when the noun has an emphatic descriptive meaning.

I’m glad your concert was such a success.

Why did she make such a fuss about the dates?

4 such and very

Very is used when we are simply giving information. Such is mainly used (in the same way as like this/that), to refer to information which has already been given, which is already known, or which is obvious. Compare:

— I’ve had a very bad day. (giving information)

Why did you have such a bad day?

(referring to information which is already known)

— The weather was very cold. (giving information)

I wasn’t expecting such cold weather.

(referring to information which is already known)

Used directly before nouns, such can be compared to words like great, extreme etc. Compare:

— There was great confusion. (giving information)

Why was there such confusion?

(referring to information which is already known)

5 emphatic use

In an informal style, such can also be used to give new information, when the speaker wishes to emphasise what is said.

He’s such an idiot!

She has such a marvellous voice!

This is such wonderful soup – what do you put in it?

6 that-clauses

Structures with very cannot be followed directly by that-clauses. Instead, we can use such ... that.

It was such a cold afternoon that we stopped playing.

(Not — It was a very cold afternoon that ...)

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7 **such ... as to . . .**

There is also a structure with *such* followed by ... + *as to* + infinitive. This is formal and not very common.

*It was such a loud noise as to wake everybody in the house.*

(Less formal: . . . *such a loud noise that it woke* . . .)

8 **such-and-such**

Note this informal expression.

*When you’re studying medicine, you learn that such-and-such a symptom (= one or other symptom) corresponds to such-and-such an illness.*

9 **such as**

Note the use of *such as* with a noun to introduce examples.

*My doctor told me to avoid fatty foods such as bacon or hamburgers.*

*In such areas as North Wales or the Lake District, there are now too many walkers and climbers.*

For the difference between *such* and *so*, see 544
For more about *very*, see 153
For other ways of expressing the idea of degree, see 153–156

544 **such and so**

1 **such before (adjective +) noun**

We use *such* before a noun (with or without an adjective). *Such* comes before *a/an*.

*She’s such a baby.* (*not* -She’s so a baby-)

*I’m surprised that he’s got such patience.*

*They’re such fools.*

*It was such good milk that we couldn’t stop drinking it.*

(*not* -It was so good milk that…*)

*I’ve never met such a nice person.* (*not* . . . a such/so nice person.)

*You’ve got such strange friends.*

2 **so before adjective, adverb etc**

We use *so* before an adjective alone (without a noun) or an adverb.

*She’s so babyish.* (*not* -She’s such babyish-)

*He’s so patient with her.*

*The milk was so good that we couldn’t stop drinking it.*

*She’s so nice.*

*Why do you talk so slowly?*

We can also use *so* before *much, many, few* and *little*.

*We’ve got so much to do, and so little time.*

We use *so much, not so*, before comparatives.

*I’m glad you’re feeling so much better.* (*not* . . . so better.)

For *so beautiful a day* etc, see 16
For more about the meaning and use of *such*, see 543. For more about *so, see 513.*
545 suggest

1 infinitive not used

Suggest is not followed by object + infinitive. That-clauses and -ing structures are common.

Her uncle suggested that she (should) get a job in a bank.
Her uncle suggested getting a job in a bank.
(NOT Her uncle suggested her to get a job in a bank.)

2 verb forms in that-clauses

In that-clauses after suggest, various verb forms are possible.

a Ordinary present and past tenses can be used in British English.
Her uncle suggests that she gets a job in a bank.
He suggested that she got a job in a bank.

b In a formal style, subjunctives are possible, especially in American English. See 541 for details.
He suggests that she get a job in a bank.
He suggested that she get a job in a bank.

c In British English, should + infinitive is common. (This is rare in American English.)
He suggests that she should get a job in a bank.
He suggested that she should get a job in a bank.

3 direct suggestions

In direct suggestions (‘I suggest . . .’), should is not generally used.
I suggest (that) you get . . . (NOT I suggest that you should get . . .)

4 objects

We can use a direct object after suggest.
‘What shall we give the children?’ ‘I suggest hamburgers.’
Suggest is not normally followed by an indirect object without a preposition.
Can you suggest a restaurant to us? (NOT Can you suggest us a restaurant?)

546 suppose, supposing and what if

Suppose, supposing and what if can all be used to introduce suggestions. (Supposing is less common in American English.) The verb can be present or past; a past form makes the suggestion sound less definite.

‘I haven’t got a table cloth.’ ‘Suppose we use a sheet.’
What if we invite your mother next weekend and go away the week after?
‘Daddy, can I watch TV?’ ‘Supposing you did your homework first?’
What if I came tomorrow instead of this afternoon?

These expressions can also be used to talk about fears.
‘Let’s go swimming.’ ‘Suppose there are sharks?’
I’m going to climb up there.’ ‘No! What if you slipped?’

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In sentences about the past, past perfect tenses are used to talk about situations that did not occur.

That was very clever, but supposing you had slipped?

For other uses of suppose, see 451 2, 515, 359
For other cases where past tenses are used with present or future meanings, see 422

547 supposed to

Be supposed + infinitive can be used to talk about what is generally believed.
He’s supposed to be quite rich, you know.
This stuff is supposed to kill flies. Let’s try it.
Often, be supposed to is used rather like should, to talk about what people have to do according to the rules or the law, or about what is expected to happen.
You’re supposed to start work at 8.30 every morning.
Catholics are supposed to go to church on Sundays.
Be supposed to can express a contrast between what should happen and what actually happens.
Lucy was supposed to come to lunch. What’s happened?
Cats are supposed to be afraid of dogs, but our Tibby has just chased Mr Glidewell’s bulldog right down the road.
That’s a lovely picture, but what’s it supposed to be?
Not supposed to can refer to prohibitions.
You’re not supposed to park on double yellow lines.
People under eighteen aren’t supposed to buy alcoholic drinks.
Note the pronunciation: /səˈpəʊst tə/ , not /səˈpəʊzd tə/ .

548 surely

1 not the same as certainly

Surely does not usually mean the same as certainly. Compare:
That’s certainly a plain-clothes policeman.
(= I know that’s a plain-clothes policeman.)
Surely that’s a plain-clothes policeman?
(= That really seems to be a plain-clothes policeman. How surprising!)

2 meaning: belief in spite of ...

Surely is normally used to say that the speaker believes something in spite of appearances, in spite of reasons to believe the opposite, or in spite of suggestions to the contrary. Sentences with surely often have question marks.

Surely that’s Henry over there? I thought he was in Scotland.
‘I’m going to marry Sonia.’ ‘Surely she’s married already?’
‘Is it tonight we’re going out?’ ‘No, tomorrow, surely?’
Surely (with heavy stress) can suggest that the speaker would like to believe something, but is beginning to lose hope.

Surely she’s going to stop crying soon?
(It looks as if she’s going to go on for ever.)
Surely there’s somebody in the house? Why don’t they answer the door?
Surely somebody’s going to help him? He’ll drown!
Surely not expresses difficulty in believing something.

Surely you’re not going out in that hat?

‘Tim failed his exam.’ ‘Oh, surely not?’

You don’t think I’m going to pay for you, surely?

3 American English

In American English, surely can also be used in replies to mean ‘certainly’.

‘Do you want something to eat?’ ‘I surely do.’

‘Could you help me for a moment?’ ‘Surely.’

549 sympathetic

Sympathetic is a ‘false friend’ for speakers of certain languages. It does not usually mean the same as, for example, sympathique, sympathisch, sympatisk or simpático.

The people in my class are all very nice/pleasant/easy to get on with.

(not . . . are all very sympathetic.)

Sympathetic usually means ‘sharing somebody’s feelings’ or ‘sorry for somebody who is in trouble’.

I’m sympathetic towards the strikers.

She’s always very sympathetic when people feel ill.

550 take

1 the opposite of give

Take can be used as the opposite of give, with a similar meaning to ‘gain possession of’, ‘receive’, ‘obtain’ or ‘remove’.

She takes more than she gives.

He likes to give advice, but he won’t take it.

Andrew’s not in just now. Can I take a message?

Who’s taken my bicycle?

She took my plate and gave me a clean one.

We take something from a person.

She took the letter from the postman.

I won’t take a penny from him.

Take cannot be used with two objects in this sense.

They took everything away from me when they arrested me.

(not They took me everything . . .)

2 the opposite of put

Take can be used as the opposite of put, to talk about moving things away from their places.

I took off my coat and put on a dressing gown.

We take something off/from/off a place.

Could you take some money out of my wallet? (not . . . in my wallet?)

He took a ring out of his pocket, walked across the room and put it on her finger.

He took a letter from the pile on his desk.

Take that stupid smile off your face.
3 the opposite of *bring*

*Take* can also mean ‘transport’ or ‘carry’. In this sense, it is the opposite of *bring*, and is used for movements which are not towards the speaker or hearer. See 112 for details.

*Can you take me to the station tomorrow morning?*

(Not *can you bring me to the station…?*)

*Take* this form to Mr Collins, ask him to sign both copies, and then bring it straight back.

In this sense, *take* can be used with two objects.

*I’m just going to take your mother a cup of coffee.*

4 ‘*have*, ‘*experience*’

*Take* + noun is used in many common expressions referring to activities. In these expressions *take* generally means ‘have’, ‘experience’; *have* is often preferred in British English (see 240).

*I think I’ll take a bath.* (GB also… *have a bath.*)

*Let’s take a break.* (GB also… *have a break.*)

Other examples:

*take a wash  take a shower  take a vacation  take a rest*

*take a swim  take a walk  take a look  take a deep breath*

*take a guess*

Note that *have*, not *take*, is used with the names of meals (e.g. *have breakfast*).

For more about the use of nouns for activities, see 573.

5 two-word verbs

*Take* is used in a large number of common idiomatic two-word verbs.

*Why don’t you take off your coat and sit down?*

*The policeman took down her statement.* (= ‘… wrote down…’)

*Harry’s taken up golf.* (= ‘… started playing…’)

*Our firm has been taken over by a Japanese company.*

*I didn’t take to him at all when I first met him.* (= ‘… like…’)

*You didn’t take in a word I said, did you?*

*He takes after his father.* (= ‘… resembles…’)

For more details of these and other two-word verbs beginning with *take*, see a good dictionary.

For the grammar of two-word verbs, see 582.

551 *take* (time)

1 four structures

We can use *take* to say how much time we need to do something. Four structures are common:

a The person is the subject:

*person + take + time + infinitive*

*I took three hours to get home last night.*
She takes all day to get out of the bathroom.
They took two hours to unload the ferry.
Why do the tax people take so long to answer letters?

b The activity is the subject:

activity + take (+ person) + time

The journey took me three hours.
Gardening takes a lot of time.
Unloading the ferry took them three hours.
Everything takes longer than you expect.

c The object of the activity is the subject:

object of activity + take (+ person) + infinitive

The ferry took them two hours to unload.
This house will take all week to clean.
The book took longer to write than he had expected.
Those forms take ages to fill in.

d Preparatory it is the subject:

It + take (+ person) + time + infinitive

It took me three hours to get home last night.
It takes ages to do the shopping.
I don’t know how long it will take me to learn Chinese.
It only takes a few minutes to do the operation.

2 take and last

Take and last are both used to talk about the length of experiences and events. In general, we say that something takes a certain time when we see it as an active experience — a job or task that somebody does, for which time is needed — and we say that it lasts a certain time when we see it as a more passive experience, which somebody goes through without controlling it. (Often, both words are possible with a slight difference of emphasis.)

Compare:

It was a terrible job — I thought it would take forever.
It was a wonderful holiday — I wished it would last forever.

552 taste

1 copular verb

Taste can be used as a ‘copular verb’, followed by adjective complements (see 147), to say what sort of taste something has. Progressive forms are not used.

This tastes nice. What’s in it? (NOT ... tastes nicely.)
The wine tastes funny. (NOT ... is tasting funny...) Before a noun, taste of and taste like are used.
The fish soup tasted mostly of garlic.
Her lips tasted like wild strawberries.
2 transitive verb: ‘perceive’

_Taste_ can be used as a transitive verb, followed by an object, to say what we perceive with our sense of taste. Progressive forms are not used. We often use _can taste_ (see 125).

_I can taste garlic and mint in the sauce._ (not _I am tasting..._)

3 transitive verb: ‘investigate’

Another transitive use is to say that we are using our sense of taste to find out something. Progressive forms can be used.

‘Stop eating the cake.’ _I’m just tasting it to see if it’s OK._

553 technique and technology

_Technology_ is the normal word for ‘scientific and industrial manufacturing processes and skills’.

_Modern technology_ has improved our standard of living.

(not _Modern-technique..._)

_A technique_ is a method of doing something.

_Barnard developed a new technique in heart surgery._

_Technique_ can be used for the way an artist or athlete performs.

_He’s not only very fast, but he’s also got marvellous technique._

_Joyce was not the first novelist to use the ‘stream of consciousness’ technique._

554 telephoning

1 answering a private phone

British people usually give their name or number.

_Hello. Albert Packard._

_Hello. Ardington three seven oh double two. (= 37022)_

_US Hello. Packard residence. Albert Packard speaking._

2 asking for a person

_Could I speak to Jane Horrabin?_ (US also _Could I speak with..._?)

3 saying who you are

_Hello, this is Corinne._ (not usually... _I’m Corinne._)

‘Could I speak to Jane Horrabin?’ _Speaking._ (or This is Jane Horrabin (speaking).) (US This is she.)

4 asking who somebody is

_Who is that?_ (US _Who is this/Who’s there?)

_Who am I speaking to?_

_Who is that speaking?
5 asking for a number

_Could I have_ extension two oh four six?
What's the (dialling) code for London? (US... area code...?)
_How do I call the operator?_

6 if you want the person that you are calling to pay for the call

_I'd like to make a reversed (or transferred) charge call to Bristol 37878._
(US I'd like to make a collect call...)

7 if somebody is not there

_I'm afraid she's not in at the moment._
_Can I take a message?_
_Can I leave a message?_
I'll ring/call again later. (US I'll call...)
Could you ask her to ring/call me back?
Could you ask her to ring/call me at/on Ardington 37022?
Could you just tell her Jake called?

8 asking people to wait

_Just a moment._
_Hold the line, please._
_Hold on a moment, please._
_Hang on. (informal)_

9 things the operator may say

_One moment, please._ (I'm) trying to connect you.
(The number's) ringing for you. (I'm) putting you through now.
I'm afraid the number/line is engaged (GB) / busy (US). Will you hold?
I'm afraid there's no reply from this number / from her extension.

10 wrong number

_I think you've got the wrong number._
I'm sorry. I've got the wrong number.

11 problems

_Could you speak louder? It's a bad line._ (US... bad connection.)
It's a very bad line. I'll hang up and call again.
I rang you earlier but I couldn't get through.

555 telling the time

1 saying what time it is

There are two common ways of saying what time it is.

8.05 _eight (oh) five or five past eight_
8.10 _eight ten or ten past eight_
8.15 _eight fifteen or a quarter past eight_
8.25 _eight twenty-five or twenty-five past eight_
8.30 _eight thirty or half past eight_
tense simplification in subordinate clauses

8.35 eight thirty-five or twenty-five to nine
8.45 eight forty-five or a quarter to nine
8.50 eight fifty or ten to nine
9.00 nine o'clock

Many British people prefer to say minutes past/to for times between the five-minute divisions (e.g. seven minutes past eight, three minutes to nine).

The expression o'clock is only used at the hour. Compare:

Wake me at seven (o'clock).

Wake me at ten past seven. (NOT ... ten past seven o'clock.)

Past is often dropped from half past in informal speech.

OK, see you at half two. (= ... half past two.)

In American English after is often used instead of past (e.g. ten after six); but Americans do not say half after. And in American English of, before and till are possible instead of to (e.g. twenty-five of three).

2 asking what time it is

Common ways of asking about time are:

What time is it? Have you got the time? (informal)
What's the time? Could you tell me the time? (more formal)
What time do you make it? Or What do you make the time?

(GB: What time is it by your watch?)

What time does the game start? (NOT usually At what time ...?)

3 the twenty-four hour clock

The twenty-four hour clock is used mainly in timetables, programmes and official announcements. In ordinary speech, people usually use the twelve-hour clock. Compare:

– Last check-in time is 20.15.
We have to check in by a quarter past eight in the evening.

– The next train from platform 5 is the seventeen fifty-three departure for Carlisle.

‘What time does it leave?’ ‘Seven minutes to six.’

If necessary, times can be distinguished by using in the morning/afternoon/evening. In a more formal style, we can use am (= Latin ante meridiem – ‘before midday’) and pm (= post meridiem – ‘after midday’).

09.00 = nine o'clock in the morning (or nine am)
21.00 = nine o'clock in the evening (or nine pm)

556 tense simplification in subordinate clauses

1 reasons for tense simplification

If the main verb of a sentence makes it clear what kind of time the speaker is talking about, it is not always necessary for the same time to be indicated again in subordinate clauses. Compare:

– This discovery means that we will spend less on food.
This discovery will mean that we spend less on food.
It is unlikely that he will win.  
I will pray that he wins.

Verbs in subordinate clauses are often simpler in form than verbs in main clauses – for example present instead of future, simple past instead of conditional, simple past instead of past perfect.

You'll find Coca-Cola wherever you go. (NOT . . . wherever you will go.)
He would never do anything that went against his conscience.
(More natural than . . . that would go against his conscience.)
I hadn't understood what she said.
(More natural than . . . what she had said.)

2 present instead of future

Present tenses are often used instead of will + infinitive to refer to the future in subordinate clauses. This happens not only after conjunctions of time like when, until, after, before, as soon as, but in most other subordinate clauses – for instance after if, whether and on condition that, after question words and relatives, and in indirect speech.

I'll write to her when I have time. (NOT . . . when I will have time.)
I'll think of you when I'm lying on the beach next week.
( NOT . . . when I will be lying . . . )
Will you stay here until the plane takes off?
It will be interesting to see whether he recognises you.
I'll have a good time whether I win or lose.
I'll lend it to you on condition that you bring it back tomorrow.
I'll go where you go.
He says he'll give five pounds to anybody who finds his pen.
One day the government will really ask people what they want.
If she asks what I'm doing in her flat, I'll say I'm checking the electricity meter.

I think you'll find the wind slows you down a bit.

This can happen even if the main verb does not have a future form, provided it refers to the future.

Phone me when you arrive. Make sure you come back soon.
You can tell who you like next week, but not until then.

Present perfect tenses can be used to express the idea of completion.
I'll tell you when I've finished.

In comparisons with as and than, present and future verbs are both possible.
She'll be on the same train as we are/will tomorrow.
We'll get there sooner than you do/will.

3 future in subordinate clauses

A future verb is necessary for future reference in a subordinate clause if the main verb does not refer to the future (or to the same time in the future).

I don't know where she will be tomorrow.
I'm sure I won't understand a word of the lecture.
I'll hide it somewhere where he'll never find it. (two different future times)
If she rings, I'll tell her that I'll ring back later. (two different future times)
Future verbs are used in *if*-clauses when *if* means ‘if it is true that…’ (see 261.1).

If the office will be open until five o’clock, then we’ll have plenty of time to go there this afternoon.

4 *in case, I hope, I bet, it doesn’t matter etc*

A present tense is normally used with a future meaning after *in case* even if the main verb is present or past. For details, see 271.

I’ve got my tennis things *in case we have* time for a game tomorrow.

In an informal style, present verbs are often used with future meanings after *I hope* (see 252) and *I bet* (see 102).

I hope you sleep well.

I bet he gets married before the end of the year.

Present tenses are also used with future reference after *it doesn’t matter*, *I don’t care, I don’t mind, it’s not important* and similar expressions.

It doesn’t matter where we go on holiday.

I don’t care what we have for dinner if I don’t have to cook it.

5 *past instead of conditional*

Just as *will* is avoided in subordinate clauses referring to the future, *would* is avoided in subordinate clauses referring to the past. Instead of *would* + *infinitive*, past verbs are generally used with conditional meanings in subordinate clauses. This happens not only in *if*-clauses, but also after most other conjunctions.

If I had lots of money, I would give some to anybody who asked for it.

(Not *If I would have* … who would ask for it.)

Would you follow me wherever I went? (Not … wherever I would go?)

In a perfect world, you would be able to say exactly what you thought.

(Not … what you would think.)

I would always try to help anybody who was in trouble, whether I knew them or not.

To see him walk down the street, you’d never know he was blind.

6 *exceptions*

These rules do not usually apply to clauses beginning *because, although, since or as* (meaning ‘because’).

I won’t mind the heat on holiday because I won’t have to move about much.

I’ll come to the opera with you, although I probably won’t enjoy it.

7 *simplification of perfect and progressive verbs*

Simple past verb forms are used quite often in subordinate clauses instead of present perfect and past perfect tenses, if the meaning is clear.

It’s been a good time while it’s lasted.

I’ve usually liked the people I’ve worked with.

For thirty years, he had done no more than he had needed to.

He had probably crashed because he had gone to sleep while he was driving. (More natural than … while he had been driving.)
Progressive forms are quite often replaced by simple forms in subordinate clauses. Compare:

*He's working. But at the same time as he works, he's exercising.*

*(Or . . . at the same time as he's working . . .)*

For tenses in indirect speech, see 481.
For past tenses with present or future meanings, see 422.

### 557 than, as and that

#### 1 than after comparatives

*Than* is used after comparative adjectives and adverbs (see 135). *As* and *that* are not used after comparatives.

*My sister’s taller than me.*

*(NOT . . . taller as me.)*

*(NOT . . . taller that me.)*

*She’s got longer hair than I have.* *(NOT . . . longer hair as/that I have.)*

#### 2 as . . . as

*As* is used in ‘comparisons of equality’ (*as . . . as; the same . . . as . . .*). *Than* and *that* are not used in this way.

*My hands are as cold as ice.* *(NOT . . . as cold than/that ice.)*

*Your eyes are the same colour as mine.*

*(NOT . . . the same colour than/that mine.)*

#### 3 as- and than-clauses with missing subject or object

*As* and *than* can introduce clauses in which there is no subject or object pronoun (rather as if *as* and *than* were relative pronouns). Clauses with no subject pronoun are mainly used in a formal style.

*Their marriage was as stormy as had been expected.*

*(NOT . . . as it had been expected.)*

*Anne’s going to join us, as was agreed last week.*

*(NOT . . . as it was agreed last week.)*

*He worries more than is good for him.*

*(NOT He worries more than it/what is good for him.)*

*Don’t lose your passport, as I did last year.*

*(NOT . . . as I did it last year.)*

*They sent more than I had ordered.*

*(NOT . . . more than I had ordered it.)*

*She gets her meat from the same butcher as I go to.*

*(NOT . . . as I go to him.)*

For subject and object pronouns after *than*, see 138.8.
For *that*-clauses, see 559.
For the pronunciation of *than*, *as* and *that*, see 588.
thankful and grateful

Grateful is the normal word used to talk about people’s reactions to kindness, favours etc.

I’m very grateful for all your help. (NOT I’m very thankful…)
She wasn’t a bit grateful to me for repairing her car.

Thankful is used especially to talk about people’s feelings of relief at having avoided a danger of some kind, or at having come through an unpleasant experience.

I’m thankful that we got home before the storm started.
We feel very thankful that she didn’t marry him after all.
Well, I’m thankful that’s over.

that-clauses

that as a connector

That is a conjunction with little real meaning. It is simply a connector – it shows that a declarative clause forms part of a larger sentence. Compare:

I understood. He was innocent. (two separate sentences)
I understood that he was innocent. (The clause he was innocent has become the object of the verb in the larger sentence.)

that-clauses in sentences

That-clauses can have various functions in sentences. A that-clause can be the subject.

That she should forget me so quickly was rather a shock.
It can be the complement.

The main thing is that you’re happy.
Many verbs can have that-clauses as objects.

We knew that the next day would be difficult.
I regretted that I was not going to be at the meeting.
And many nouns and adjectives can be followed by that-clauses as complements.

I admire your belief that you are always right.
The Minister is anxious that nothing should get into the papers.

the fact that...

It is unusual for that-clauses to stand alone as subjects. They are more often introduced by the expression the fact.

The fact that she was foreign made it difficult for her to get a job.
(Note That she was foreign made it difficult…)
The fact that Simon had not been home for three days didn’t seem to worry anybody. (More natural than That Simon had not been home for three days didn’t…)
The fact also introduces that-clauses after prepositions (that-clauses cannot follow prepositions directly).

The judge paid no attention to the fact that she had just lost her husband.
(Note… paid no attention to that she had just…)

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He held her completely responsible for the fact that she took food without paying for it. (NOT ... responsible for that she took...)  
In spite of the fact that she had three small children, he sent her to prison for six months. (NOT In spite of that she had...)  

For cases when prepositions are dropped before that-clauses, see 441.

4 preparatory it  
In many cases, it is used as a ‘preparatory’ subject or object for a that-clause. For details, see 301–302.  
It surprised me that he was still in bed.  
(More natural than That he was still in bed surprised me.)  
She made it clear that she was not interested.  
(NOT She made that she was not interested clear.)  

For reasons why that-clause subjects and objects are often moved to the end of sentences, see 289.

5 that-clauses after verbs, nouns and adjectives  
Not all verbs, nouns or adjectives can be followed by that-clauses. Compare:  
– I hope that you’ll have a wonderful time.  
  I want you to have a wonderful time. (NOT I want that you’ll have...)  
– I understood his wish that we should be there.  
  I understood the importance of our being there.  
  (NOT ... the importance that we should be there.)  
– It’s essential that you visit the art museum.  
  It’s worth your visiting the art museum. (NOT It’s worth that you visit...)  

For complementation in general, see 140. For complementation of verbs, see 579. For nouns, see 377. For adjectives, see 12. For the structures that are possible after particular verbs, nouns and adjectives, see a good dictionary.

6 verbs in that-clauses  
In some kinds of that-clause, should + infinitive or subjunctives are often used instead of ordinary verb forms. For details, see 497, 541.  
I insisted that she (should) see the doctor at once.

7 compound conjunctions  
Some conjunctions are made up of two or more words, including that. Common examples: so that, in order that, provided that, providing that, seeing that, given that, now that.  
I got here early so that we could have a few minutes alone together.  
I’ll come with you providing that Bill doesn’t mind.  
Now that the kids are at school, the house seems very quiet.

8 omission of that  
That can be left out in some cases, especially in an informal style. For details, see 560.  
She said (that) she didn’t mind.
I'm surprised (that) she hasn't phoned.
He was so cold (that) he couldn't feel his fingers.

For *that*-clauses after reporting verbs ('indirect speech'), see 480–482.
For the relative pronoun *that*, see 473.

560 **that: omission**

We can often leave out the conjunction *that*, especially in an informal style.

1 **indirect speech**

*That* can be left out informally after many common reporting verbs.

James said (that) he was feeling better.
I thought (that) you were in Ireland.

The waiter suggested (that) we should go home.

That cannot be dropped after certain verbs (e.g. *reply*, *telegraph*, *shout*), and it is not usually dropped after nouns.

James replied that he was feeling better.

(Not James replied he was feeling better.)

She shouted that she was busy. (Not She shouted she was busy.)

He disagreed with Copernicus' view that the earth went round the sun.

(Not . . . Copernicus' view the earth went . . .)

For omission of *that* in questions referring to *that*-clauses, see 461.8.

2 **after adjectives**

We can use *that*-clauses after some adjectives (see 12). *That* can be left out in more common expressions.

I'm glad (that) you're all right.
It's funny (that) he hasn't written.
We were surprised (that) she came.

3 **conjunctions**

*That* can be left out in an informal style in some common two-word conjunctions, such as so that, such . . . that, now that, immediately that, providing that, provided that, supposing that, considering that, assuming that.

Come in quietly so (that) she doesn't hear you.
I was having such a nice time (that) I didn't want to leave.

The garden looks nice now (that) we've got some flowers out.
You can borrow it provided (that) you bring it back tomorrow.

Assuming (that) nobody gets lost, we'll all meet again here at six o'clock.

4 **relative structures**

We can usually leave out the relative pronoun *that* when it is the object in a relative clause (see 474).

Look! There are the people (that) we met in Brighton.
Do it the way (that) I showed you.
561  the matter (with)

The expression *the matter (with)* is used as a complement after *be.*
It follows *something, anything, nothing* and *what,* and means something like
‘wrong (with)’.

*Something’s the matter with my foot.*

*Is anything the matter?*

*Nothing’s the matter with the car – you’re just a bad driver.*

*What’s the matter with Frank today?*

*There* is often used as a ‘preparatory subject’ for *anything, something* and
*nothing* (see 563).

*Is there anything the matter?*

*There’s something the matter with the TV.*

562  there

The spelling *there* is used for two words with completely different
pronunciations and uses.

1  adverb of place

*There* (pronounced /ðeə(r)/) is an adverb meaning ‘in that place’.

*What’s that green thing over there?*

*There’s the book I was looking for.*

For the difference between *here* and *there,* see 248.

2  introductory subject

*There* (pronounced /ðə(r)/) is used as an introductory subject in sentences
beginning *there is,* *there are,* *there seems to be,* *there might be* etc. For details,
see 563.

*There’s a book under the piano.*

563  there is

1  use

In sentences which say that something exists (or does not exist) somewhere,
we usually use *there* as a kind of preparatory subject, and put the real subject
after the verb. Note the pronunciation of *there:* usually /ðə(r)/, not /ðeə(r)/.

*There’s a hole in my tights.* (More natural than *A hole is in my tights.)*

*There’s ice on the lake.* (More natural than *Ice is on the lake.)*

*It* cannot be used in this way.

*There is a lot of noise in the street.* (NOT *It is a lot of noise in the street.*)

*There are* is used with plural subjects.

*I don’t know how many people there are in the waiting room.*

(NOT ... *how many people there is ...*)

However, *there is* is also common before plural subjects in informal speech.

*There’s two policemen at the door, Dad.*

*There’s some grapes in the fridge, if you’re still hungry.*
2 indefinite subjects

We use *there* in this way particularly with subjects that have indefinite articles, no article, or indefinite determiners like *some, any, no*; and with indefinite pronouns like *somebody, nothing.*

*There are some* people outside.  
*There were no* footsteps to be seen.

*Is there anybody* at home?  
*There’s something* worrying me.

Note the use of *wrong* and *the matter* after *something, anything* and *nothing.*

*There’s something wrong.*  
*Is there anything the matter?*

Note also the structures with *sense, point, use* and *need.*

*There’s no sense* in making him angry.

*Is there any point* in talking about it again?  
*Do you think there’s any use* trying to explain?

*There’s no need* to hurry – we’ve got plenty of time.

For more about *the matter,* see 561.

For more about *any/no use,* see 56.

3 all tenses

*There* can be used in this way with all tenses of *be.*

*Once upon a time there were* three wicked brothers.

*There has never been* anybody like you.

*There will be snow* on high ground.

And *there* can be used in tags.

*There’ll be enough for everybody, won’t there?*

4 structures with auxiliary *be*

*There* can also be used in structures where *be* is a progressive or passive auxiliary. Note the word order.

*There was a girl water-skiing* on the lake. (= A girl was water-skiing . . . )

(NOT *There was water-skiing a girl . . . )

*There have been more Americans* killed in road accidents than in all the wars since 1900. (= More Americans have been killed . . . )

(NOT *There have been killed more Americans . . . )

*There’ll be somebody meeting* you at the airport.

5 more complex structures

*There* can be used with *modal verb* + *be* and with some other verbs (e.g. *seem, appear, happen, tend*) before to *be.*

*There might be* drinks if you wait for a bit.

*There must be* somebody at home – ring again.

If the police hadn’t closed the road *there could have been* a bad accident.

*There seem to be* some problems.  
(NOT *There seems to be* . . . )

Could you be quiet? *There happens to be* a lecture going on.

*There tends to be* jealousy when a new little brother or sister comes along.

Note also the structure *there is certain/sure/likely/bound to be.*

*There is sure to be* trouble when she gets his letter.

*Do you think there’s likely to be* snow?
Structures with infinitives (there to be) and -ing forms (there being) are also possible.

I don’t want there to be any more trouble.
What’s the chance of there being an election this year?

6 other verbs

In a formal or literary style, some other verbs can be used with there besides be. These are verbs which refer to states, or to the arrival of somebody or something.

In a small town in Germany there once lived a poor shoemaker.
There remains nothing more to be done.
Suddenly there entered a strange figure dressed all in black.
There followed an uncomfortable silence.

7 definite subjects

There is not normally used in a sentence with a definite subject (e.g. a noun with a definite article, or a proper name).

The door was open. (NOT There was the door open.)
James was at the party. (NOT There was James at the party.)

One exception to this is when we simply name people or things, in order to draw attention to a possible solution to a problem.

‘Who could we ask?’ ‘Well, there’s James, or Miranda, or Ann, or Sue, . . .’
‘Where can he sleep?’ ‘Well, there’s always the attic.’

Another apparent exception is in stories that begin There was this . . ., when this has an indefinite sense.

There was this man, see, and he couldn’t get up in the mornings. So he . . .

564 think

1 ‘have an opinion’

When think is used to talk about opinions, progressive forms are not normally used.

I don’t think much of his latest book. (NOT I’m not thinking much . . .)
Who do you think will win the election? (NOT Who are you thinking . . .?)

2 other meanings

When think has other meanings (e.g. plan or consider) progressive forms are possible.

You’re looking worried. What are you thinking about?
(Not . . . What do you think about?)
I’m thinking of changing my job.

3 -ing forms

After think, -ing forms can be used, but infinitives are not usually possible unless there is an object (see paragraph 4 below).

She’s thinking of going to university next year.
(Not She’s thinking to go . . .)
However, \textit{think + infinitive} is used when we talk about remembering to do something, or having the good sense to do something.

\textit{Did you think to close the windows when it started raining?}

4 \textbf{think + object (+ to be) + complement}

In a very formal style, \textit{think} is sometimes followed by an object and an adjective or noun complement.

\textit{They thought her fascinating.}
\textit{We thought him a fool.}

It can be used as a preparatory object for an infinitive.

\textit{I thought it better to pretend that I knew nothing.}

\textit{To be} is occasionally used before the complement (suggesting objective judgement rather than subjective impression), but this is very unusual.

\textit{They thought him to be a spy.}

In more normal styles, \textit{that}-clauses are preferred after \textit{think}.

\textit{They thought that she was fascinating.}
\textit{We thought that he was a fool.}

However, the passive equivalent of the \textit{object + complement} structure is reasonably common, usually with \textit{to be}.

\textit{She was thought to be a terrorist.}

5 \textbf{transferred negation}

When \textit{think} is used to introduce a negative clause, we most often put \textit{not} with \textit{think}, rather than with the following clause (see 359).

\textit{I don't think it will rain.} (More natural than \textit{I think it won't rain.})
\textit{Mary doesn't think she can come.}

However, we can express surprise with \textit{I thought ... not.}

\textit{Hello! I thought you weren't coming!}

6 \textbf{indirect speech}

\textit{Think} does not usually introduce indirect questions.

\textit{I was wondering if I could do anything to help.}

(More natural than \textit{I was thinking if ...})

7 \textbf{I thought ...}

Note the use of stressed \textit{I thought ...} to suggest that the speaker was right. Compare:

'It isn't very nice.' 'Oh, dear. I thought you'd like it.' ('But I was wrong.')

'It's beautiful!' 'Oh, I am glad. I thought you'd like it.' ('And I was right.')

8 \textbf{I had thought ... , I should think etc}

Past perfect forms can suggest that the speaker was mistaken or disappointed.

\textit{I had thought} that we were going to be invited to dinner.

\textit{I should think} and \textit{I should have thought} (US \textit{I would ...}) can introduce guesses.

\textit{I should think} we'll need at least twelve bottles of wine.
\textit{I should have thought} we could expect at least forty people.
I should have thought can also introduce criticisms.

I should have thought he could have washed his hands, at least.

For I (don’t) think so and I thought so, see 515.
For it as a preparatory object in sentences like I think it strange that . . . , see 302.

565 this and that (demonstrative pronouns and determiners)

1 people and things

This/that/these/those can be used as determiners with nouns that refer to
either people or things.

this child that house

But when they are used as pronouns without nouns, this/that/these/those
normally only refer to things. Compare:

– This costs more than that.
  This little boy says he’s tired. (Not This says he’s tired.)
– Put those down – they’re dirty.
  Tell those men to go away. (Not Tell those to go away.)

However, this etc can be used as pronouns when we are identifying people.

Hello. This is Elisabeth. Is that Ruth?
Who’s that?
That looks like Mrs Walker.
These are the Smiths.

Note also Those who . . . (see paragraph 6 below).

For a similar use of it to refer to people, see 424.5.

2 the difference

We use this/these to talk about people and things which are close to the
speaker.

This is very nice – can I have some more?
Get this cat off my shoulder.
Do you like these ear-rings? Bob gave them to me.
I don’t know what I’m doing in this country. (Not . . . in that country.)

We use that/those to talk about people and things which are more distant
from the speaker, or not present.

That smells nice – is it for lunch? Get that cat off the piano.
I like those ear-rings. Where did you get them?
All the time I was in that country I hated it.

3 time

This/these can refer to situations and experiences which are going on or just
about to start.

I like this music. What is it?
Listen to this. You’ll like it. (Not Listen to that . . .)
Watch this. This is a police message.
That/those can refer to experiences which have just finished, or which are more distant in the past.

That was nice. What was it? (Not This was nice...)
Did you see that? Who said that?
Have you ever heard from that Scottish boy you used to go out with?
(Not...this Scottish boy you used to go out with.)

That can show that something has come to an end.

... and that's how it happened.

‘Anything else?’ ‘No, that’s all, thanks.’ ‘Right, that’ll be £7.50 altogether.’

(in a shop)

OK. That’s it. I’m leaving. It was nice knowing you.

Well, that’s that. Another day’s work finished. Let’s go home.

Note that this morning can refer to a finished period (if one is speaking later the same day); this afternoon and this spring/summer/autumn are used in similar ways.

For this, that and it used to refer back to what has just been said or written, see 566.

4 acceptance and rejection

We sometimes use this/these to show acceptance or interest, and that/those to show dislike or rejection. Compare:

Now tell me about this new boyfriend of yours.
I don’t like that new boyfriend of yours.

5 on the telephone

On the telephone, British people use this to identify themselves, and that to ask about the hearer’s identity.

Hello. This is Elisabeth. Is that Ruth?

Americans can also use this to ask about the hearer’s identity.

Who is this?

6 that, those meaning ‘the one(s)’

In a formal style, that and those can be used with a following description to mean ‘the one(s)’. Those who... means ‘the people who...’

A dog’s intelligence is much greater than that of a cat.

Those who can, do. Those who can’t, teach.

7 this and that meaning ‘so’

In an informal style, this and that are often used with adjectives and adverbs in the same way as so.

I didn’t realise it was going to be this hot.
If it goes on raining this hard, we’ll have to swim to work.
If your boyfriend’s that clever, why isn’t he rich?

In standard English, only so is used before a following clause.

It was so cold that I couldn’t feel my fingers.
(Not It was that-cold that...)

Not all that can be used to mean ‘not very’.

‘How was the play?’ ‘Not all that good.’
8 other uses

Note the special use of this (with no demonstrative meaning) in conversational story-telling.

There was this travelling salesman, you see. And he wanted . . .
That/those can suggest that an experience is familiar to everybody.
I can’t stand that perfume of hers.

This use is common in advertisements.

When you get that empty feeling – break for a biscuit.
The perfect hobby for those long winter evenings – astrology. Send for our free brochure . . .

The differences between this and that are similar to the differences between here and there (see 248), come and go (see 134) and bring and take (see 112).
For this one, that one etc, see 391.
For these and those with singular kind of, sort of, see 526.
For that which, see 476.5.
For the difference between this/that and it, see 566.

566 this/that and it in discourse

This, that and it can all be used to refer back to things that have been talked or written about earlier. The differences between them are not well understood, but the following suggestions may be useful.

1 things mentioned

All three words can be used in the sense of ‘the thing or situation I have just mentioned’.

It does not give any special emphasis to the thing or situation.

So she decided to paint her house pink. It upset the neighbours a bit.
This and that are more emphatic; they seem to suggest ‘an interesting new fact has been mentioned’.

So she decided to paint her house pink. This/That really upset the neighbours, as you can imagine.

This seems to be preferred when the speaker has more to say about a new subject of discussion.

So she decided to paint her house pink. This upset the neighbours so much that they took her to court, believe it or not. The case came up last week . . .
Then in 1917 he met Andrew Lewis. This was a turning point in his career: the two men entered into a partnership which lasted until 1946, and . . .
(More natural than . . . That was a turning point . . .)

2 last thing mentioned

When more than one thing has been mentioned, it generally refers to the main subject of discussion; this and that generally select the last thing mentioned. Compare:

We keep the ice-cream machine in the spare room. It is mainly used by the children, incidentally. (The machine is used by the children.)
We keep the ice-cream machine in the spare room. This/That is mainly used by the children, incidentally. (The spare room is used by the children.)

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3 focus

It is only used to refer to things which are ‘in focus’ – which have already been talked about. *This* can be used to ‘bring things into focus’ before anything has been said about them. Compare:

*I enjoyed ‘Vampires’ Picnic’. *It/This* is a film for all the family . . .
*VAMPIRES’ PICNIC: This* is a film for all the family . . .
*(NOT *VAMPIRES’ PICNIC: *It* is a film for all the family . . .)*

4 referring forward

Only *this* can refer forward to something that has not yet been mentioned.

*Now what do you think about this?* I thought I’d get a job in Spain for six months, and then . . . (NOT *-Now what do you think about that/it . . .*)

For more about *this* and *that* and the differences between them, see 565.
For more about *it*, see 424.

567 through (time)

In American English, *through* can be used in time expressions to mean ‘up to and including’.

*The park is open from May through September.*

In British English, *through* is not used in this way. When it is necessary to be precise, British people generally use *to . . . inclusive*, or structures like *until the end of . . .*

*The park is open from May to September inclusive.*

*OR . . . from May until the end of September.*

568 time

1 countability and article use

*Time* has various uses, some countable and some uncountable (for full details see a good dictionary). Most of these are straightforward, but there are problems in two areas.

a measure of duration

When we talk about the number of hours, days etc that are needed to complete something, *time* is generally uncountable.

*How much time do we need to load the van?*

*It took quite some time to persuade her to talk to us.*

*Don’t worry – there’s plenty of time. This is a complete waste of time.*

However, *time* is countable in certain expressions like *a long/short time* and *quite a time.*

*I took a long time to get to sleep. She was away for quite a time.*

*The time* can be used to mean ‘enough time’; *the* is often dropped.

*Just come with me – I haven’t got (the) time to explain.*
b  clock times

When we talk about clock times, *time* is countable.

*Six o’clock would be a good time to meet.*

*She phoned me at various times yesterday.*

However, *the* is dropped in the expression *it’s time*.

*It’s time to stop.* (NOT *It’s the time to stop.*)

*I’m hungry. It’s time for a little something.*

For the use of *take* with expressions of time, see 551.

2  without preposition

Prepositions are often dropped before common expressions with *time* meaning ‘occasion’.

*He’s busy. Why don’t you come another time?*

(More natural than . . . at another time.)

*What time does the match start?*

(More natural than At what time . . ?)

*You won’t fool me this time.*

In relative structures after *time*, *that* is often used instead of *when* in an informal style (or dropped).

*Do you remember the time (that) Freddy pretended to be a ghost?*

*You can come up and see me any time (that) you like.*

*The first time (that) I saw her, my heart stopped.*

For similar structures with other time words, and with *place*, *way* and *reason*, see 477.3.

3  on time and in time

*On time* means ‘at the planned time’, ‘neither late nor early’. The opposite is ‘early’ or ‘late’. It is often used to refer to timetabled events.

*Only one of the last six trains has been on time.* (NOT . . . in time.)

*Peter wants the discussion to start exactly on time.* (NOT . . . in time.)

*In time* means ‘with enough time to spare’, ‘before the last moment’. The opposite is *too late*.

*We arrived in time to get good seats.*

(NOT *We arrived on time to get good seats.*)

*He would have died if they hadn’t got him to hospital in time.*

(NOT . . . got him to hospital on time.)

*I nearly drove into the car in front, but I stopped just in time.*

For structures after *It’s time*, see 304.

For ways of telling the time, see 555.

For *by the time*, see 118.

For tenses with *this is the first time* . . . and similar structures, see 419.7.

For *this is the last time* etc, see 307.5.

569  tonight

*Tonight* refers to the present or coming night, not to the past night (*last night*). Compare:

*I had a terrible dream last night.* (NOT *I had a terrible dream tonight.*)

*I hope I sleep better tonight.*
too

1 structures

We can use an infinitive structure after *too + adjective/adverb/determiner*.

*He’s too old to work.*

*It’s far too cold to play tennis.*

*We arrived too late to have dinner.*

*There was too much snow to go walking.*

If the infinitive has its own subject, this is introduced by *for* (see 280).

*It’s too late for the pubs to be open.*

*The runway’s too short for planes to land.*

*There was too much snow for us to go walking.*

The subject of a sentence with *too* can also be the object of the following

infinitive. (For more about this structure, see 285.4.) Object pronouns are not

normally used after the infinitive in this case.

*The water is too salty to drink.* (NOT *The water is too salty to drink it.*)

However, object pronouns are possible in structures with *for*.

*The water is too salty for us to drink it.*

Note the two possible meanings of sentences like *He’s too stupid to teach

(= He’s too stupid to be a teacher or He’s too stupid for anyone to teach – he

can’t be taught).*

2 modification

Expressions which modify comparatives (see 139) also modify *too*.

*much too old (NOT - very too old) a little too confident*

*a lot too big a bit too soon*

*far too young rather too often*

3 too and too much

Before adjectives without nouns and before adverbs we use *too*, not

too much.

*You’re too kind to me.* (NOT *You’re too much kind to me.*)

*I arrived too early.* (NOT *I arrived too much early.*)

4 other determiners

*Too* is not normally used before *adjective + noun*.

*I put down the bag because it was too heavy.*

*(NOT I put down the too heavy bag.)*

*She doesn’t like men who are too tall.*

*(NOT She doesn’t like too tall men.)*

*Let’s forget this problem – it’s too difficult.*

*(NOT Let’s forget this too difficult problem.)*

In a rather formal style, *too* can be used before *adjective + a/an + noun*

(see 16). Note the word order.

*It’s too cold a day to go out.*
5 too and very

Too is different from very – too means ‘more than enough’, ‘more than necessary’ or ‘more than is wanted’. Compare:

- He’s a very intelligent child.
  He’s too intelligent for his class – he’s not learning anything.
- It was very cold, but we went out.
  It was too cold to go out, so we stayed at home.

However, in informal speech too can sometimes be used to mean ‘very’.

Oh, that’s really too kind of you – thank you so much.
I’m not feeling too well.

The expression only too is used to mean ‘very’, ‘extremely’. It is common in
formal offers and invitations.

We shall be only too pleased if you can spend a few days with us.

For more about too much, see 571.
For too meaning ‘also’, see 45.

571 too much and too many
	
1 the difference

The difference between too much and too many is the same as the difference between much and many. Too much is used with singular (uncountable) nouns; too many is used with plurals.

You put too much salt in the soup.
I’ve had too many late nights recently. (NOT . . . too much late nights . . .)

For more details of the use of much and many, see 348.

2 modification

Expressions which modify comparatives and too (see 139) can also modify too much and too many.

She’s wearing a bit too much make-up for my taste.
I’ve been to rather too many parties recently.

However, much too many is unusual.

You ask far too many questions. (NOT . . . much too many questions.)

3 too much/many without a noun

We can drop a noun after too much/many, if the meaning is clear.

You’ve eaten too much.
‘Did you get any answers to your advertisement?’ ‘Too many.’

For too and too much, see 570.3
For structures like too much of an effort, see 154.

572 travel, journey, trip and voyage

Travel means ‘travelling in general’. It is normally uncountable.

My interests are music and travel.
The plural form *travels* is sometimes used for a long tour in which several places are visited.

> Did you meet anybody interesting on your *travels*?

*Travels with a Donkey* (book by R L Stevenson)

A *journey* (mainly British English) is one ‘piece’ of travelling.

> Did you have a good *journey*? (NOT *Did you have a good *travel*?)

A *trip* is a return journey together with the activity which is the reason for the journey.

> I'm going on a business *trip* next week.

(= I'm going on a journey and I'm going to do some business.)

Compare:

> 'How was your *journey*?' 'The train broke down.'

> 'How was your *trip*?' 'Successful.'

We do not so often use *trip* for expeditions which have a very serious purpose, are very hard and/or take a very long time.

> In 1863 the President travelled to Dakota to make peace with the Indians.

(Not . . . made a *trip* to Dakota to make peace. . .)

> Amundsen made his *journey* to the South Pole in 1911.

(Not Amundsen made his *trip* to the South Pole. . .)

A long sea journey is often called a *voyage*.

573 turning verbs into nouns

1 using nouns for actions

It is very common to refer to an action by using a noun instead of a verb. Nouns of this kind often have the same form as the related verbs. The structure is especially common in informal British English.

> There was a loud *crash*.    Did I hear a *cough*?

> I need a *wash*. (GB)    Let's have a *talk* about your *plans*.

> Let your sister have a *go* on the swing. (informal GB)

> Just take a *look* at yourself.    What about a *drink*?

> Would you like a *taste*?    Come on – one more *try*!

2 common structures

Nouns of this kind are often introduced by ‘general-purpose’ verbs such as *have, take, give, make, go for*.

> I'll *have a think* and let you know what I decide. (informal GB)

> I like to *take a bath* before I go to bed. (especially US – see 551.4)

> If it won't start, let's *give it a push*.

> I don't know the answer, but I'm going to *make a guess*.

> I try to *go for a run* every day.

We can use -ing forms in a similar way, for example after *go* and *do*.

> *Would you like to go swimming* tomorrow?

> *She does* a bit of *painting*, but she doesn't like to show people.

For details of ‘action-nouns’ with *have*, and a list of common expressions, see 240. For *give*, see 230. For *go for*, see 231. For *go . . . ing*, see 232. For *do . . . ing*, see 164.3.
3 clauses ending with verbs

Clauses that end with simple tenses or infinitives of intransitive verbs can seem unnatural in English, as if they end too suddenly. In an informal style, people often prefer to avoid this structure by using nouns for actions. Compare:

I'd like to have a drink. (More natural than I'd like to drink.)
Do you want to go swimming? (More natural than Do you want to swim?)
What did you do this afternoon? 'I went for a walk.'
(More natural than I walked.)

574 unless

1 meaning

Unless has a similar meaning to if not, in the sense of 'except if'.

Come tomorrow unless I phone. (= ... if I don't phone / except if I phone.)
I'll take the job unless the pay is too low.
(= if the pay isn't too low / except if the pay is too low.)
I'll be back tomorrow unless there's a plane strike.
Let's have dinner out – unless you're too tired.
I'm going to dig the garden this afternoon, unless it rains.

2 when unless cannot be used

Unless (= 'except if') can be used instead of if not when we refer to exceptional circumstances which would change a situation (see above examples). We do not use unless to refer to something negative that would be the main cause of the situation that we are talking about.

My wife will be very upset if I don't get back tomorrow.

(Not: My wife will be very upset unless I get back tomorrow.
If the speaker does not get back, this will be the main cause of his wife's unhappiness – if not doesn't mean 'except if' here.)
She'd look nicer if she didn't wear so much make-up.

(Not: She'd look nicer unless she wore so much make-up. If not doesn't mean 'except if' here.)
I'll be surprised if he doesn't have an accident soon.

(Not: I'll be surprised unless he has an accident soon.)

3 tenses

In clauses with unless, we usually use present tenses to refer to the future.

I'll be in all day unless the office phones.

(Not: ... unless the office will phone.)

For more about sentences with if, see 258–264
For more about tenses in subordinate clauses, see 556.
575 until

1 until and till

These two words can be used both as prepositions and conjunctions. They mean exactly the same. Till is informal British English (in American English, 'til is the preferred informal spelling).

OK, then, I won’t expect you until/till midnight.
I’ll wait until/till I hear from you.
The new timetable will remain in operation until June 30.

2 until/till and to

To can sometimes be used as a preposition of time with the same meaning as until/till. This happens after from . . .

I usually work from nine to five. (or . . . from nine until/till five.)
We can also use to when counting the time until a future event.
It’s another three weeks to the holidays. (or . . . until/till the holidays.)
In other cases, to is not generally used.
I waited for her until six o’clock, but she didn’t come.
(not . . . I waited for her to six o’clock . . .)

For American from . . . through, see 567.

3 place and quantity: until/till not used

Until/till is used only to talk about time. To talk about distance, we use to, as far as or up to; up to is also used to talk about quantity.

We walked as far as / up to the edge of the forest.
(not . . . till the edge of the forest.)
The minibus can hold up to thirteen people.
(not . . . until thirteen people.)
You can earn up to £500 a week in this job.
It is sometimes possible to use until/till before a place name in the sense of ‘until we get to . . .’.
You drive until Phoenix and then I’ll take over.

4 tenses with until

Present tenses are used to refer to the future after until (see 556).
I’ll wait until she gets here. (not . . . until she will get here.)
Present and past perfect tenses can emphasise the idea of completion.
You’re not going home until you’ve finished that report.
I waited until the rain had stopped.

5 structure with Not until . . .

In a literary style it is possible to begin a sentence with Not until . . ., using inverted word order in the main clause (see 298).
Not until that evening was she able to recover her self-control.
Not until I left home did I begin to understand how strange my family was.
6  **until and by: states and actions**

We use *until* to talk about a **situation or state** that will continue up to a certain moment. We use *by* to say that an **action or event** will happen at or before a future moment. Compare:

- ‘Can I stay **until** the weekend?’
  *Yes, but you’ll have to leave **by** Monday midday at the latest.’
  (= **at** twelve on Monday or **before**.)
- ‘Can you repair my watch if I leave it **until** Saturday?’
  *No, but we can do it **by** next Tuesday.’ *(not ... **until** next Tuesday.)*

7  **until and before**

Not **until/till** can mean the same as **not before**.

*I won’t be seeing Judy **until/before** Tuesday.*

And both **until** and **before** can be used to say how far away a future event is.

*It’ll be ages **until/before** we meet again.*

*There’s only six weeks left **until/before** Christmas.*

576  **up and down**

1  ‘**towards/away from the centre**’

*Up and down* are not only used to refer to higher and lower positions (or movements to and from these positions). They can also refer to more or less important or central places. (Trains to London used to be called ‘up trains’, and trains from London ‘down trains’).

*The ambassador walked slowly **up** the room towards the Queen’s throne.*

*She ran **down** the passage, out of the front door and **down** the garden.*

*We’ll be going **down** to the country for the weekend.*

But note that in the US **downtown** usually means ‘(in/to) the central business/entertainment area’.

2  **north and south**

People often use *up* for movements towards the north, and *down* for movements towards the south (perhaps because north is at the top of a map page).

*I work in London, but I have to travel **up** to Glasgow every few weeks.*

3  ‘**along**’

Sometimes both *up* and *down* are used to mean ‘along’, ‘further on’, with little or no difference of meaning.

*The nearest post office is about half a mile **up/down** the road.*

577  **used + infinitive**

1  **meaning**

We use **used + infinitive** to talk about past habits and states which are now finished.

*I used to smoke, but now I’ve stopped. (not I was used to smoke...)*

*That bingo hall used to be a cinema.*


2  **only past**

*Used to* ... has no present form (and no progressive, perfect, infinitive or -ing forms). To talk about present habits and states, we usually just use the simple present tense (see 444).

- **He smokes.** *(Not*  *He uses to smoke.)*
- **Her brother still collects stamps.**

3  **question and negative forms**

In a formal style, *used to* ... can have the forms of a modal auxiliary verb (questions and negatives without *do*), especially in British English. The modal question forms are rare.

- **I used not to like opera, but now I do.** *(Or*  *I used to not like opera ...)*
- **Used you to play football at school?**

These forms are not used in tags.

- **You used not to like him, did you?** *(Not*  *...used you?)*

In an informal style, it is more common to use ordinary question and negative forms with auxiliary *do*.

- **Did you use to play football at school?**
- **I didn’t use to like opera, but now I do.**

These forms are not often written; when they are, they are sometimes spelt *did ... used to* and *didn’t used to*; many people consider these spellings incorrect.

The contraction *use(d)’nt* is also occasionally used.

4  **when used to ... is not used**

*Used to* refers to things that happened at an earlier stage of one’s life and are now finished; there is an idea that circumstances have changed. It is not used simply to say what happened at a past time, or how long it took, or how many times it happened.

- **I worked very hard last month.** *(Not*  *I used to work very hard last month.)*
- **I lived in Chester for three years.** *(Not*  *I used to live in Chester for three years.)*
- **I went to France seven times last year.** *(Not*  *I used to go to France seven times last year.)*

5  **word order**

Mid-position adverbs (see 22–23) can go before or after *used*. The position before *used* is more common in an informal style.

- **I always used to be afraid of dogs.** *(informal)*
- **I used always to be afraid of dogs.** *(formal)*

6  **pronunciation**

Note the pronunciation of *used* /juːst/ and *use* /juːs/ in this structure.
7 used + infinitive and be used to . . . ing

Used + infinitive has a quite different meaning from be used to . . . ing (see next section). Compare:

I didn’t use to drive a big car.
(= Once I didn’t drive a big car, but now I do.)
(not I wasn’t used to drive a big car.)

I wasn’t used to driving a big car. (= Driving a big car was a new and difficult experience – I hadn’t done it before.)

For the difference between used to and would, see 604.8.

578 (be) used to

1 meaning

If a person is used to something, it is familiar; he or she has experienced it so much that it is no longer strange or new.

I’ve lived in Central London for six years now, so I’m used to the noise.
At the beginning I couldn’t understand Londoners because I wasn’t used to the accent.

2 structures

Be used to can be followed by nouns or -ing forms (not infinitives).

I’m used to driving in London now, but it was hard at the beginning.
(not I’m used to drive in London . . .)
It was a long time before she was completely used to working with old people.

Used is an adjective in this structure, and can be modified by adverbs such as quite or very.

I’m quite used to her little ways.

3 get used to . . . ing etc

Get, become and grow can also be used before used to (. . . ing).

You’ll soon get used to living in the country.
I lived in France for six years, but I never got used to shaking hands with people all the time.
Little by little, he became used to his new family.
It took them a long time to grow used to getting up in the middle of the night.

4 pronunciation

Note that used is pronounced /juːst/ in this structure.

For more about -ing forms after the preposition to, see 295.2.
For the differences between get, become and grow, see 129.
579 verb complementation: what can follow a verb?

1 different verbs, different structures

Different verbs can be followed by different kinds of word and structure. This is partly a matter of meaning: after a verb like eat or break, for instance, it is normal to expect a noun; after try or stop, it is natural to expect a verb. It is also partly a matter of grammatical rules that have nothing to do with meaning. Before an object, wait is followed by the preposition for; expect has no preposition. One can tell somebody something, but one cannot explain somebody something. One hopes to see somebody, but one looks forward to seeing somebody. One advises somebody to see the doctor but one does not suggest somebody to see the doctor. There are no simple rules for this kind of problem; it is necessary to learn, for each verb, what kind of structures can follow it.

2 verb + object; transitive and intransitive verbs

Some verbs are usually followed by nouns or pronouns that act as direct objects. In grammars these verbs are called ‘transitive’. Examples are invite, surprise.

Let’s invite Sally and Bruce. (But not Let’s invite.)
You surprised me. (But not You surprised.)

Some verbs are not normally followed by direct objects. These are called ‘intransitive’. Examples are sit, sleep.

Do sit down. (But not Do sit that chair.)
I usually sleep well. (But not She slept the baby.)

Many verbs can be both transitive and intransitive.

England lost. Let’s eat.
England lost the match. I can’t eat this.

Some transitive verbs can be followed by two objects (indirect and direct). For details, see 583.

Send me the form when you’ve filled it in.
I’m going to buy Sarah some flowers.

3 ergative verbs

Some verbs are used transitively and intransitively with different kinds of subject; the intransitive use has a meaning rather like a passive (see 407) or reflexive (see 471) verb. Modern grammarians call these verbs ‘ergative’.

Compare:

- She opened the door. The wind’s moving the curtain.
  The door opened. The curtain’s moving.
- Something woke her. I can’t start the car.
  Suddenly she woke. The car won’t start.
- Marriage has really changed her. She’s changed a lot since she got married.
- We’re selling a lot of copies of your book.
  Your book’s selling well.

For verb structures used as objects, see paragraphs 7–9 below.
For structures with object complements, see paragraph 10 below.
4 verbs with prepositions and particles

Many verbs need prepositions before their objects.

Why are you looking at me like that? (NOT Why are you looking me . . . ?)
I’d like you to listen to this. (NOT . . . to listen this.)
Let’s talk about your plans. (NOT Let’s talk your plans.)

The preposition is dropped when there is no object.

Look! (NOT Look at!)

Other verbs are used with adverb particles. Some of these combinations are transitive; others are intransitive.

We’ll have to put off our visit to Scotland. It’s time to get up.

For more about two-part verbs like these, see 582.

5 complements of place

Usually, a preposition is necessary before an expression of place.

She arrived at the station last night. (NOT -She arrived the station . . . )

Don’t walk on the grass. (NOT -Don’t walk the grass.)

A few verbs can be used with direct objects referring to place.

I like climbing mountains. (NOT I like climbing on mountains.)

Some verbs are incomplete without an expression of place.

He lives in York. (BUT NOT -He lives.)
She got off the bus. (BUT NOT -She got.)

For information about the position of place and other adverbials, see 23.

6 copular verbs

Some verbs are followed not by an object, but by a subject complement – an expression which describes the subject. These are called ‘copular verbs’.

For details, see 147.

Your room is a mess. That looks nice.
The toilets are upstairs. I felt a complete idiot.

7 verb + verb structures: auxiliaries

Many verbs can be followed by forms of other verbs. Auxiliary verbs are used with other verbs to make questions and negatives, progressive forms, perfect forms, and passives. For details, see 84.

Do you want some tea?
It doesn’t matter.
Is it raining?
Where have you been?
These are made in France.

Modal auxiliary verbs are used with other verbs to add ideas such as certainty, probability, futurity, permission and obligation. For details, see 344–345.

You must be tired.
The car may need a new engine.
The lecture will start at ten.
Can I borrow your paper?
We ought to invite the Maxwells this weekend.
8 verb + verb structures: other verbs

Many verbs besides auxiliaries can be followed by forms of other verbs (or by structures including other verbs). This can happen, for example, if we talk about our attitude to an action: the first verb describes the attitude and the second refers to the action. The second verb structure is often rather like the direct object of the first verb.

I enjoy playing cards. I hope to see you soon. I saw that she was crying.

Different structures are possible, depending on the particular verb. Some verbs can be followed by infinitives (with or without to), some verbs can be followed by -ing forms, some by past participles, and some by clauses. Many verbs can be followed by two or more of these structures, often with a difference of meaning or use. For each verb, it is necessary to know which structures are possible.

We seem to have a problem. (NOT We seem having a problem.) Can I help wash up? It's not very easy to stop smoking. (NOT ... to stop to smoke.) Did you see that the police station got burnt down? I suggest that you see a solicitor. OR I suggest seeing a solicitor. (NOT I suggest you to see a solicitor.)

In some cases, the first verb does not really say what the subject does—it simply gives more information about the action which the second verb refers to.

I happened to see Alice the other day. Now he's getting older he tends to forget things. We're starting to get invited to some of the neighbours' parties. My keys seem to have disappeared.

It is possible to have 'chains' of verbs following each other.

I keep forgetting to go shopping. Don't let me stop you working. He seems to be trying to sit up. I don't want to have to get her to start telling lies.

For more about verbs followed by infinitives, see 283–284. For verbs followed by -ing forms, see 293. For it as a preparatory subject, see 301. See the Index for problems with the structures after some common verbs. For information about other verbs, see a good dictionary.

9 verb + object + verb structure

Many verbs can be followed by an object as well as a verb structure.

Can I help you wash up? I'd like you to meet Sally. We all want you to be happy. (NOT We all want that you are happy.) We've got to stop him making a fool of himself. When are you going to get the clock repaired? Nobody told me that you were here.

For more about verb + object + infinitive, see 284. For structures with object + -ing form, see 293.
10 **verb + object + complement**

Some transitive verbs can be followed by an object together with an object complement (an expression that gives more information about the object). For details, see 580.

*You make me nervous.*
*Let’s paint it blue.*
*That cat regards Bill as his father.*
*The police believe him to be dangerous.*

11 **short verbs without complements**

A short verb form without any kind of following complement can sometimes sound unnatural in English, and structures like this are avoided in some cases.

*Let’s go swimming.* (More natural than *Let’s swim.*)
*Why don’t you go shopping?* (More natural than *Why don’t you shop?*)
*I think I’ll have a shower.* (More natural than *I think I’ll shower.*)

For more about structures like these, see 573.3.
For the structures that are possible after a particular verb, see a good dictionary.

580 **verb + object + complement**

1 **adjective and noun complements**

Some transitive verbs can be followed by an object together with an object complement (an expression that gives more information about the object). This is often an adjective or noun phrase.

*You make me nervous.*
*She’s driving us crazy.*
*Let’s cut it short.*
*I find her attitude strange.*
*Don’t call me a liar.*
*I don’t know why they elected him President.*
*‘Would you like to join the committee?’ ‘I would consider it an honour.’*

2 **structures with as**

After some verbs, an object complement is introduced by *as*. This is common when we say how we see or describe somebody / something.

*I see you as a basically kind person.*
*She described her attacker as a tall dark man with a beard.*
*His mother regards him as a genius.*
*After tests, they identified the metal as gold.*

The structure is also possible with *as being*.

*The police do not regard him as being dangerous.*
3 verbs of thinking and feeling

Some verbs that refer to thoughts, feelings and opinions (e.g. believe, consider, feel, know, find, think, understand) can be followed by object + infinitive (usually to be) in a formal style. In an informal style, that-clauses are more common.

I considered him to be an excellent choice.
(Less formal: I considered that he was . . .)
We supposed them to be married.
(Less formal: We supposed that they were . . .)
They believed her to be reliable.

This structure is very unusual with think.

I thought that she was mistaken.
(More natural than I thought her to be mistaken.)

After believe, consider, find and think, it is often possible to drop to be before adjectives, and sometimes (especially with consider) before nouns.

We found her delightful.

I considered him an excellent choice.

Passive forms of these structures may be less formal than active forms (see paragraph 5 below).

For more details of structures with feel, see 208; for know, see 306; for think, see 564.

4 structures with preparatory it

When the object of a verb is a clause, infinitive structure or -ing structure, and there is an object complement, it is common to use it as a preparatory object.

He thought it strange that she had not written.
(More natural than He thought that she had not written strange.)
The government regard it as necessary to raise taxes.
We found it impossible to understand her.
She felt it necessary to put her views in writing.
He considered it his duty to call the police.
I found it interesting being back at school again.

5 passive structures

Passive versions of these structures are common.

It was painted blue.
He was elected President.
Her attacker was described as a tall man with a beard.
The metal was identified as gold.
He is not regarded as being dangerous.
For a long time he was thought to be a spy.
She was believed to belong to a revolutionary organisation.
Seven people are understood to have been injured in the explosion.
It was considered impossible to change the date.

For more about the structures that can follow verbs, see 579.
For the structures that are possible after a particular verb, see a good dictionary.
verbs with prepositions and particles 582

581 verbs of movement

When we want to talk about a movement, its direction and its nature, there are various ways of doing this. We can use three separate words for the three ideas:

*She came out dancing.*

We can use a verb which includes the idea of direction, and describe the nature of the movement separately:

*She entered dancing.*

Or we can use a verb which makes clear the nature of the movement, and describe the direction separately:

*She danced in.*

In English, the third of these solutions is the most common.

*She danced across the garden.*

(More natural than *She crossed the garden dancing.*)

*I jumped down the stairs.*

(More natural than *I came down the stairs jumping.*)

*He ran into the room.*

(More natural than *He entered the room running.*)

*They crawled out of the cellar.*

(More natural than *They left the cellar crawling.*)

*We flew past Mont Blanc.*

(More natural than *We passed Mont Blanc flying.*)

582 verbs with prepositions and particles

1 two-word verbs

Many English verbs can be followed by prepositions or adverb particles (for the difference, see 19).

*Alan walked down the road without looking at anybody.*

*Do sit down.*

Some verbs and prepositions/ particles are regularly used together: for example *look at, listen to, stand up, switch off.* These combinations are rather like two-word verbs. They are often called ‘phrasal verbs’ in grammars. The meaning of a two-word verb is sometimes very different from the meanings of the two parts taken separately.

*Could you look after the kids while I'm out?*  
*(Look after is not the same as look + after.)*

*We had to put off the meeting till Tuesday.*  
*(Put off is not the same as put + off.)*

2 verbs with prepositions and particles together

Some verbs can be used with both an adverb particle and a preposition.

*I get on with her quite well.*

*If you're on the road on Saturday night, look out for drunk drivers.*

page 607
3 word order with objects

Prepositions and particles do not always go in the same place in clauses with objects. Prepositions normally go before objects.

*He fell off the bridge.* (NOT *He fell the bridge off.*)

Particles can go before or after noun objects.

*She switched off the light.* or *She switched the light off.*

But particles can only go after pronoun objects.

*She switched it off.* (NOT *She switched off it.*)

*Is that the light which you switched off?* (NOT *... the light off which you switched?*)

*Give me back my watch.* or *Give me my watch back.* (NOT *Give back me my watch.*)

4 objects at the beginning of clauses

When an object comes at the beginning of a clause (e.g. in a question or relative clause), a two-word verb usually stays together, so that a preposition can be separated from its object and go at the end of the clause. For details of this and other preposition-final structures, see 440.

*What are you thinking about?* (NOT *About what are you thinking?*)

*I’ve found the book which I was looking for.* (More natural in an informal style than *... the book for which I was looking.*)

5 stress

At the end of a clause, a preposition is usually unstressed, while an adverb particle is usually stressed. Compare:

*They were called on.* (preposition)
*They were called up.* (particle)

For details of particular two-word verbs, see the Oxford Dictionary of Phrasal Verbs Volume 1, or the Longman Dictionary of Phrasal Verbs.

583 verbs with two objects

1 indirect and direct objects

Many verbs can be followed by two objects – one indirect and one direct. Usually the indirect object refers to a person, and comes first.

*He gave his wife a camera for Christmas.*
*Could you send me the bill?*
*I’ll lend you some.*
*I wish you a Merry Christmas.*
*Let me make you some tea.*

Some common verbs which are used like this:

<table>
<thead>
<tr>
<th>bring</th>
<th>leave</th>
<th>pass</th>
<th>refuse</th>
<th>teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>lend</td>
<td>pay</td>
<td>send</td>
<td>tell</td>
</tr>
<tr>
<td>cost</td>
<td>make</td>
<td>play</td>
<td>show</td>
<td>wish</td>
</tr>
<tr>
<td>get</td>
<td>offer</td>
<td>promise</td>
<td>sing</td>
<td>write</td>
</tr>
<tr>
<td>give</td>
<td>owe</td>
<td>read</td>
<td>take</td>
<td></td>
</tr>
</tbody>
</table>
2 indirect object last

We can also put the indirect object after the direct object. In this case it normally has a preposition (usually to or for).

I handed my licence to the policeman.
Mrs Norman sent some flowers to the nurse who was looking after her daughter.
Mother bought the ice-cream for you, not for me.

3 two pronouns

When both objects are pronouns, it is common to put the indirect object last
To is occasionally dropped after it in informal British English.

Lend them to her.
Send some to him.
Give it (to) me.

It is also possible to put the indirect object first.

Give her one.
Send him some.

However, this structure is avoided in some cases: phrases ending with it or them (e.g. He gave you it or Send them them) are often felt to be unnatural.

4 wh-questions

Prepositions are used in wh-questions referring to the indirect object.

Who did you buy it for? (NOT Who did you buy it for?)
Who was it sent to? (NOT Who was it sent to?)

5 passives

When these verbs are used in passive structures, the subject is usually the person who receives something, not the thing which is sent, given etc. In this case the prepositions to and for are not used.

I've just been given a lovely picture.
We were all bought little presents.
Mr Fairfax was paid £300 last month.
Write is not normally used in this structure.

The thing which is given, sent etc can be the subject if necessary.
A preposition is most often used before the indirect object in this case.

‘What happened to the stuff he left behind?’ ‘Well, the picture was given to Mr Ferguson.’

6 structures with explain, suggest and describe

We do not generally use explain, suggest or describe with the structure
indirect object + direct object.

I'd like him to explain his decision to us.
Can you suggest a good dentist to me?
Please describe your wife to us.

(Not to explain us his decision.)
(Not can you suggest me a good dentist?)
(Not please describe us your wife.)
7 **one object or two**

Some verbs can be followed by either a direct object, or an indirect object, or both.

- *I asked John.*
- *I asked a question.*
- *I asked John a question.*

Other verbs like this include *teach, tell, pay, show, sing, play* and *write*. Note that when *sing, play* and *write* have no direct object, we put *to* before the indirect object. Compare:

- *Sing her a song.*
  - *Sing to her.* (not *Sing her.*)
- *Write me a letter.*
  - *Write to me when you get home.*

  (More common than *Write me ...* in standard British English.)

For structures with object complements (e.g. *They made him captain*), see 580.

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584 **wait**

*Wait* can be followed by an infinitive.

*I'll wait to hear from you before I do anything.*

Before a direct object, *wait for* is used.

*Please wait for me here.* (not *-Please wait me here.*)

*That*-clauses are not used after *wait*, but an **object + infinitive** structure is possible.

*We'll have to wait for the photos to be ready.*

  (not ... *wait that the photos are ready*)

The time preposition *for* is often dropped after *wait*.

*I waited (for) a very long time for her answer.*

The transitive verb *await* is formal, and is used with abstract objects.

*We're still awaiting instructions.*

For the difference between *wait for* and *expect*, see 202.

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585 **want**

1 **infinitive with to**

After *want*, we normally use an infinitive with *to*.

*I don't want to come back here ever again.*

  (not *I don't want come back ...*)

*That*-clauses are not normally used after *want*, but an **object + infinitive** structure is possible.

*Do you want me to make you some coffee?*

  (not *Do you want (that) I make you some coffee?*)

*I don't want that woman to come here ever again.*
*I want you to be my wife.*
2 structure with object complement

Want can be followed by an object together with a complement (adjective, adverb or past participle) to express ideas such as change or result.

They wanted him dead. She doesn’t want him back.
I want her out of there now. We want the job finished by Tuesday.
Do you want your grass cut?
To be or as is used before a noun complement.
I want you to be my friend. (or I want you as my friend.)
(Not I want you my friend.)

3 want meaning ‘need’

In informal British English, want is often used to mean ‘need’, particularly with reference to actions.

That car wants a clean. Your hair wants a good brush.
In this case, want can be followed by an -ing form.
This coat wants cleaning. (= . . . needs to be cleaned.)
The grass wants cutting.

4 politeness

Want is not used in polite expressions of wishes.

Would you like some help? (not Would you want some help?)

Need can be used in the same way. See 357.
For other verbs followed by object + infinitive, see 284.
For to used instead of a whole infinitive (e.g. I don’t want to, thanks), see 186.
For want and will, see 600.7.

586 -ward(s)

Backward(s), forward(s), northward(s), outward(s) and similar words can be used as adjectives or adverbs.

1 adjectives

When they are used as adjectives, they do not have -s.

This country is very backward in some ways.
You’re not allowed to make a forward pass in rugby.
He was last seen driving in a northward direction.

2 adverbs

When these words are adverbs, they can generally be used with or without -s.
The forms with -s are probably more common in British English, and the forms without -s in American English.

Why are you moving backward(s) and forward(s)?
If we keep going upward(s) we must get to the top.
Let’s start driving homeward(s).
In figurative expressions such as look forward to, bring forward, put forward, the form without -s is always used.

I look forward to hearing from you.
She put forward a very interesting suggestion.

►
3 **other words**

*Towards* is normally used in British English; *toward* is more common in American English. *Afterwards* is normal in British English; both *afterward* and *afterwards* are used in American English.

587 **way**

1 **preposition dropped**

*Way* can mean ‘method’, ‘manner’ or ‘route’, ‘road’. In an informal style, we usually drop the prepositions *in* or *by* before common expressions with either meaning.

*You’re doing it (in) the wrong way.*

*You don’t put in the cassette that way.*

*Do it (in) any way you like.*

*Come this way.*

*We went there the usual way.*

2 **relative structures**

In informal relative structures, *that* is often used instead of *in which* or *by which* after *way*. *That* can also be dropped.

*I don’t like the way (that) you talk to me.*

*The way (that) they organised the meeting was completely crazy.*

*Let’s go the way (that) we went yesterday.*

3 **infinite or -ing**

After *way* (meaning ‘method’/‘manner’) we can use an infinitive structure or *of...ing*. There is no important difference between the two structures.

*There’s no way to prove / of proving that he was stealing.*

4 **way of and means of**

*Way of* is unusual before a noun. We use *means of* or *method of* instead.

*We tried all possible means of communication, but we couldn’t get in touch with him.* *(NOT ... ways of communication ...)*

*The 19th century saw a revolution in methods of transport.* *(NOT ... ways of transport ...)*

5 **in the way and on the way**

These expressions are quite different. *In the/my/etc way* is used for obstacles – things that stop people getting where they want to.

*I can’t get the car out because those boxes are in the way.*

*Please don’t stand in the kitchen door – you’re in my way.*

*On the/my/etc way* means ‘during the journey/movement’ or ‘coming’.

*Spring is on the way.*

*She’s got five children, and another one on the way.*

*We’ll have lunch on our way.*

*Close the door on your way out.*

For *by the way*, see 159 8
588 weak and strong forms

1 What are weak and strong forms?

Some English words have two pronunciations: one is used when they are stressed, and the other when they are not. Compare:

- *What are you looking* /æt/ you?
- *I'm looking* /æt/ you.

Most of these words are prepositions, pronouns, conjunctions, articles and auxiliary verbs. Such words are not usually stressed, so the unstressed ('weak') pronunciation is the normal one. This usually has the vowel /æ/ or no vowel; a few weak forms are pronounced with /a/. The 'strong' pronunciation has the vowel that corresponds to the spelling. Compare:

- *I was* /wɔːz/ late.
- *It was* /wɔːz/ raining.
- *Yes, it was* /wɔːz/ (stressed at end of sentence)
- *I must* /mʌst/ go now.
- *I really must* /mʌst/ stop smoking. (stressed for emphasis)
- *Where have* /hæv/ you been?
- *You might have* /hæv/ told me.

Contracted negatives always have a strong pronunciation.

- *can't* /kænt/  
- *mustn't* /mʌstn/  
- *wasn't* /wɔːzn/  

2 list of words with weak and strong forms

The most important words which have weak and strong forms are:

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<th>Word</th>
<th>Weak form</th>
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well 589

1 well and good

Well and good can have similar meanings, but in this case well is an adverb, while good is an adjective. Compare:

- The car runs well. (adverb modifying runs) (NOT -The car runs good.)
  It's a well-made car. (adverb modifying made)
  It's a good car. (adjective modifying car)
- He teaches very well.
  I like that teacher. He's good. (NOT -He's well.)
- She speaks English well. (NOT -She speaks English good.)
  She speaks good English.
  Her English is good.

Note that we cannot say She speaks well English. (Adverbs cannot usually go between the verb and the object – see 22.)

2 well = ‘in good health’

There is also an adjective well, meaning ‘in good health’.

‘How are you?’ ‘Quite well, thanks.’
I don’t feel very well.
Note that the adjective well is only used to talk about health. Compare:

When I’m in the mountains I am always well.

When I’m with you I’m happy. (Not When I’m with you I’m well.)

Well is not common before a noun in British English. We can say She’s well, but it is less usual to say, for example, She’s a well girl.

For ill and sick, see 266.
For well as a discourse marker, see 159.16, 17, 20.
For more complete information about uses of well, see a good dictionary.

590 when and if

A person who says when (referring to the future) is sure that something will happen. A person who says if is unsure whether it will happen or not.

Compare:

I’ll see you at Christmas when we’re all at Sally’s place.

(We are certain to be at Sally’s place.)

I’ll see you in August if I come to New York.

(Perhaps I’ll come to New York, perhaps not.)

To talk about repeated, predictable situations and events (in the sense of ‘whenever’), both when and if can be used with little difference of meaning.

When/If you heat ice it turns to water.

When/If I’m in Liverpool I usually stay with my sister.

For past perfect with when, see 421.5; for future reference, see 556.
For when in relative clauses, see 143.3.

591 where (to)

To is often dropped in questions after where.

Where are you going (to)? Where does this road lead (to)?

Where do you want me to take these files (to)?

To is not normally dropped in the short question Where to?

‘Could you send this off for me?’ Where to?

For where in relative clauses, see 473.3.

592 whether . . . or . . .

We can use whether . . . or . . . as a double conjunction, with a similar meaning to It doesn’t matter whether . . . or . . .

Whether we go by bus or train, it’ll take at least six hours.

We’ll have to pay the same for the hotel room, whether we leave today or stay till the end of the week.

When the second part of the structure is negative there are several possibilities.

Whether you like it or not, . . . Whether or not you like it, . . .

Whether you like it or whether you don’t, . . .

For whether and if, see 593.
whether and if

1 indirect questions

We can generally use both whether and if to introduce indirect yes/no questions.

I'm not sure whether/if I'll have time.
I asked whether/if she had any letters for me.
After some verbs, whether is preferred to if.

We discussed whether we should close the shop.

(More normal than We discussed if...)

In a formal style, whether is usually preferred in a two-part question with or.

Let me know whether you can come or not. (... if you can come or not is also possible.)

The Directors have not decided whether they will recommend a dividend or reinvest the profits.

If an indirect question is fronted (see 217), whether is used.

Whether I'll have time I'm not sure at the moment.

2 not used in echo questions

If and whether are not normally used in 'echo questions' (see 463.2).

'Are you happy?' 'Am I happy? No!' (NOT '... if/Whether I'm happy? ...')

3 prepositions

After prepositions, only whether is possible.

There was a big argument about whether we should move to a new house.

(NOT ...about if we should move...)

I haven't settled the question of whether I'll go back home.

(NOT ...question of if...)

For cases when prepositions can be dropped before conjunctions, see 441.

4 infinitives

Whether, but not if, is used before to-infinitives.

They can't decide whether to get married now or wait.

(NOT They can't decide if to get married...)

5 subject, complement and adverbial clauses

When a question-word clause is a subject or complement, whether is normally preferred.

Whether we can stay with my mother is another matter. (subject)

The question is whether the man can be trusted. (complement)

If is sometimes possible in a very informal style.

The question is if the man can be trusted.

Whether you like it or not, I'm staying here.
which, what and who: question words

1 which and what: the difference

Which and what are often both possible, with little difference of meaning.
  Which/What is the hottest city in the world?
  Which/What train did you come on?
  Which/What people have influenced you most in your life?
Which is preferred when the speaker has a limited number of choices in mind.
  We've got white or brown bread. Which will you have?
    (More natural than ... What will you have?)
  Which size do you want – small, medium or large?
When the speaker is not thinking of a limited number of choices, what is used.
  What language do they speak in Greenland?
    (More natural than Which language ...)
  What's your phone number? (NOT Which is your phone number?)

2 determiners: which and what

Before nouns, which and what can be used to ask questions about both things and people.
  Which teacher do you like best?
  Which colour do you want – green, red, yellow or brown?
  What writers do you like?
  What colour are your baby's eyes?

3 which of

Before another determiner (e.g. the, my, these) or a pronoun, we use which of. Who and what are not normally used with of like this in modern English.
  Which of your teachers do you like best?
    (NOT Who/What of your teachers ...)
  Which of us is going to do the washing up? (NOT Who of us ...?)
  Which of these coats is yours? (NOT What of these ...?)

4 without nouns: who, which and what

When these words are used as pronouns, without nouns immediately after them, we generally use who, not which, for people.
  Who won – Smith or Fitzgibbon? (NOT Which won ...?)
  Who are you going out with – Lesley or Maria?
However, which can be used in questions about people's identity, and what can be used to ask about people's jobs and functions.
  'Which is your husband?' 'The one in jeans.'
  'So Janet's the Managing Director. What's Peter?' 'He is the Company Secretary.'
And which is sometimes used instead of who in questions about classes of people.
  Which is more valuable to society – a politician or a nurse?
Which and what can both be used to ask about things (for the difference, see above).

Which do you prefer - electric cookers or gas?
What have you got in your pockets?

For the difference between who and whom, see 425.4–6.
For relative who and which, see 473. For relative what, see 476.
For singular and plural verbs after who and what, see 509.3.
For the grammar of clauses beginning with question words, see 460.

595 who ever, what ever etc

These expressions are used to show surprise or difficulty in believing something.

Who ever is that strange girl with Roger?
What ever are you doing?
How ever did you manage to start the car? I couldn’t.
How ever many people have you invited?
When ever will I have time to write some letters?
Why ever did I marry you?

The expressions can also be written as single words: whoever, whatever etc.
Note that whose and which are not used with ever in this way.

In an informal style, on earth can be used instead of ever.

Who on earth is that strange girl?
How on earth did you manage to start the car?

Note that on earth is not used with longer question-word expressions.

NOT: How long on earth is this going to take? OR How on earth long . . . ?

For whoever etc, see 596.
For more about ever, see 197.

596 whoever, whatever etc

1 meaning and use

The words whoever, whatever, whichever, however, whenever and wherever have similar meanings to ‘it doesn’t matter who/what/which etc’, ‘any person who’ / ‘any thing that’ etc, or ‘the unknown person who’ / ‘the unknown thing that’ etc.

A word of this kind has a double function, like a relative pronoun or adverb (see 473): it acts as a subject, object or adverb in its own clause, but it also acts as a conjunction, joining its clause to the rest of the sentence.

Whoever comes to the door, tell them I’m out.
Whoever phoned just now was very polite.
I’m not opening the door, whoever you are.
Send it to whoever pays the bills.
Whatever you do, I’ll always love you.
Whatever is in that box is making a very funny noise.
Keep calm, whatever happens.
Spend the money on whatever you like.
Whichever of them you marry, you’ll have problems.
We’re free all next week. You’ll be welcome whichever day you come.
However much he eats, he never gets fat.
People always want more, however rich they are.
However you travel, it’ll take you at least three days.
Whenever I go to London I try to see Vicky.
You can come whenever you like.
Wherever you go, you’ll find Coca-Cola.
The people were friendly wherever we went.

2 whoever, whichever and whatever: subjects and objects

Whoever, whichever and whatever can be the subjects or objects of the verbs in their clauses. (Note that whomever is not used in modern English.)

Whoever directed this film, it’s not much good. (subject)
Whoever you marry, make sure he can cook. (object)
Whatever you say, I don’t think he’s the right man for you. (object)

Whichever and whatever can also go with nouns as determiners. Note the word order when they go with objects.

Whichever room you use, make sure you clean it up afterwards.
Whatever problems you have, you can always come to me for help.
If you change your mind for whatever reason, just let me know.

3 clauses as subjects or objects

A clause with whoever, whichever and whatever can be the subject or object of the verb in the other clause.

Whoever told you that was lying.
I’ll marry whoever I like.
Whatever you want is fine with me.
Prisoners have to eat whatever they’re given.
Whichever climber gets to the top first will get a £5,000 prize.
I’ll take whichever tent you’re not using.

4 whenever = ‘every time that’

Whenever can suggest repetition, in the sense of ‘every time that’.

Whenever I see you I feel nervous.
I stay with Monica whenever I go to London.

5 whoever etc . . . may

May can be used after some of these words to suggest ignorance or uncertainty.

He’s written a book on the philosopher Matilda Vidmi, whoever she may be.
She’s just written to me from Llandyfrdwy, wherever that may be.
6 leaving out the verb

In a clause like whatever his problems may be, where whatever is the complement of the verb be, it is possible to leave out the verb. This happens mostly with whatever and however. Examples:

Whatever his problems, he has no right to behave like that.
A serious illness, whatever its nature, is almost always painful.
A grammar rule, however true, is useless unless it can be understood.

7 informal uses

In an informal style, these conjunctions are sometimes used as short answers.

'When shall we start?' 'Whenever.' (= 'Whenever you like.')</n>'Potatoes or rice?' 'Whichever.' (= 'I don't mind.')</n>Whatever can mean 'or anything else'.
Would you like some orange juice or a beer or whatever?
If you play football or tennis or whatever, it does take up a lot of time.

8 whatever meaning 'at all'

After any and no, whatever can be used to mean 'at all'.

Don't you have any regrets whatever?
I can see no point whatever in buying it.

In a formal style, whatsoever is sometimes used as an emphatic form of whatever in this structure.

For other uses of whatever and however, see a good dictionary
For who ever, what ever etc, see 595
For no matter who/what/etc, see 371

597 whose (question word)

1 with a noun or alone

The question word whose can be used with a noun as a determiner like my, your etc.

Whose car is that outside?
Whose garden do you think looks the nicest?
Whose can also be used alone, like mine, yours etc.

Whose is that car outside?
'Whose is this?' 'Mine.'

2 prepositions

Prepositions can normally come either before whose (more formal) or at the end of the clause (less formal). See 440 for details.

For whose benefit were all these changes made?
Whose side are you on?

In short questions with no verb, prepositions can only come before whose.

'I'm going to buy a car.' 'With whose money?' (NOT 'Whose money with?')

For the relative pronoun whose, see 475
For whose and who's, see 598.
598  whose and who’s

Whose is a possessive word meaning ‘of whom/which’, used in questions and relative clauses. Who’s is the contraction of who is or who has. Compare:

- Whose is that coat? (Not -Who’s is that coat?)
  It was a decision whose importance was not realised at the time.
  (Not . . . who’s importance . . .)
- Do you know anybody who’s going to France in the next few days?
  (Not . . . anybody whose going . . .)
  I’ve got a cousin who’s never been to London.
  (Not . . . whose never been . . .)

There is a similar confusion between its and it’s: see 303.

599  why and why not

1 replies

We generally use Why not?, not Why?, in short replies to negative statements. Compare:

‘They’ve decided to move to Devon.’ Why?
‘I can’t manage tomorrow evening.’ Why not?
(More natural than Why?)

Why not? can also be used to agree to a suggestion.
‘Let’s eat out this evening.’ Yes, why not?

2 why should . . .?

A structure with why followed by should can suggest surprise.

I wonder why she should want to go out with me.
(US . . . why she would . . .)

The structure can also suggest anger or refusal to do something.

‘I don’t see why we should have to pay for your mistake.’ Why should I?

‘Give me a cigarette.’ Why should I?

For a similar structure with how, see 464.2.

3 infinitive structures

Why can be followed by an infinitive without to. This structure can be used to suggest that an action is unnecessary or pointless.

Why argue with him? He’ll never change his mind.
(Not -Why arguing . . .? or -Why to argue . . .?)

Why pay more at other shops? We have the best value.

Why not + infinitive without to is used to make suggestions.

‘Sandy’s in a bad mood.’ Why not give her some flowers?”
(Not -Why not giving . . .?)

Why don’t . . .? can be used in the same way.

Why don’t you give her some flowers?
Why don’t we go and see Julie?
600 will

1 forms
Will is a modal auxiliary verb (see 344–345). It has no -s in the third person singular; questions and negatives are made without do; after will, we use an infinitive without to.
Will the train be on time?
Contractions are 'll, won't.
Do you think it'll rain? It won't rain.
Would is used as a past or less definitive form of will for some of its meanings; for details, see 604.

2 future auxiliary
We can use will as an auxiliary verb when we make predictions about the future. For details, see 221.
I will be happy when this is finished.
This time tomorrow I'll be sitting in the sun.
He will have finished the whole job by this evening.

For the use of shall as a future auxiliary, see 221.

3 certainty
Will can express certainty or confidence about present or future situations.
As I'm sure you will understand, we cannot wait any longer for our order.
Don't phone them now – they'll be having dinner.
'There's somebody coming up the stairs.' 'That'll be Mary.'
Will have + past participle can express certainty or confidence about the past.
Dear Sir, You will recently have received a form . . .
I wonder why we haven't heard from him – do you think he won't have got our letter yet?
We can't go and see them now – they'll have gone to bed.

For more about the use of will and other modal verbs to express certainty, probability and logical deductions, see 345.
For modal verbs with perfect infinitives (e.g. won't have got), see 278.3.

4 willingness and decisions
We can use will to express the speaker's willingness, or a decision to do something.
'Can somebody help me?' 'I will.' 'There's the doorbell.' 'I'll go.'
Will can express a firm intention, a promise or a threat.
I really will stop smoking. I'll definitely pay you back next week.
I'll kill her for this.
We can use will not or won't to talk about unwillingness or refusal.
She won't open the door. 'Give me a kiss.' 'No, I won't.'
The car won't start.
Would not can refer to past refusal.
She wouldn't open the door. The car wouldn't start this morning.
5 requests, orders and offers

We use will you to tell people what to do.

Will you send me the bill, please? Come this way, will you?
Will you be quiet!
Would you is ‘softer’, more polite.
Would you send me the bill, please? Come this way, would you?
Will can be used in affirmative structures to give impersonal, military-type orders.

All staff will submit weekly progress reports.
Will you . . .? can be used to ask about people’s wishes.
Will you have some more potatoes? What will you drink?
Won’t you . . .? expresses a pressing offer.
Won’t you have some more wine?

For more about requests, see 483

6 habits and characteristics

We can use will to talk about habits and characteristic (typical) behaviour.

She’ll sit talking to herself for hours.
When you look at clouds they will often remind you of animals.
If something breaks down and you kick it, it will often start working again.
Sulphuric acid will dissolve most metals.

Sentences with stressed will can be used to criticise people’s typical behaviour.
She WILL fall in love with the wrong people.
Well, if you WILL keep telling people what you think of them . . .
Would is used in a similar way to refer to the past. For details, see 604.7.
On Saturdays, when I was a child, we would all get up early and go fishing.
He was a nice boy, but he WOULD talk about himself all the time.

7 will and want

Will and want can both be used to talk about wishes, but they are rather different. Will is used mostly in ‘interpersonal’ ways, to express wishes that affect other people through orders, requests, offers, promises etc. Want simply refers to people’s wishes – nothing more. Will is to do with actions, want is to do with thoughts. Compare:

- Will you open the window? (an order)
- Do you want to open the window? (a question about somebody’s wishes)
- She won’t tell anybody. (= She refuses to . . .)
- She doesn’t want to tell anybody. (= She prefers not to . . .)

Note that will cannot be used with a direct object.

Do you want / Would you like an aspirin? (NOT -Will you an aspirin?)

601 wish

1 wish + infinitive

We can use wish + infinitive to mean want. Wish is very formal in this sense. Note that progressive forms are not used.

I wish to see the manager, please. (NOT -I’m wishing to see . . .)
If you wish to reserve a table, please telephone after five o’clock.
An object + infinitive structure is also possible.

We do not wish our names to appear in the report.
Do you wish me to serve drinks on the terrace, madam?

Note that wish + direct object is not normally possible without a following infinitive.

I want/would like an appointment with the manager.
(NOT I wish an appointment with the manager.)

2 I wish you . . .

Wish is used with two objects in some fixed expressions of good wishes.

I wish you a Merry Christmas.  We all wish you a speedy recovery.
Here’s wishing you all the best in your new job.

3 wish + that-clause: meaning

We can also use wish with a that-clause (that can be dropped in an informal style). In this case, wish does not mean ‘want’ – it expresses regret that things are not different, and refers to situations that are unreal, impossible or unlikely. Tenses are similar to those used with if (see below).

I wish (that) I was better looking.  Don’t you wish (that) you could fly?
We all wish (that) the snow would stay forever.

Wish + that-clause is not generally used for wishes about things that seem possible in the future. We often use hope in this sense (see 252).

I hope you pass your exams. (NOT I wish you would pass your exams.)
I hope you feel better tomorrow. (NOT I wish you felt better tomorrow.)

4 wish + that-clause: tenses

In a that-clause after wish, we generally use the same tenses as we would use, for instance, after ‘It would be nice if . . .’ (see 260). Past tenses are used with a present or future meaning.

I wish I spoke French. (= It would be nice if I spoke French.)
I wish I had a yacht.  I wish tomorrow was Sunday.
All the staff wish you weren’t leaving so soon.
Do you ever wish you lived somewhere else?

Many people use were instead of was in this structure, especially in a formal style.

I wish that I were better looking.
Past perfect tenses are used for wishes about the past.

I wish you hadn’t said that. (= It would be nice if you hadn’t said that.)
Now she wishes she had gone to university.

In informal speech, sentences like I wish you’d have seen it sometimes occur. For similar structures with if, see 261.9.

5 wish . . . would

Would is very common in that-clauses after wish (more common than it is in if-clauses). Would is used as a ‘softened’ equivalent of will, referring to people’s willingness, unwillingness, insistence or refusal to do things (see 604.2).

Everybody wishes you would go home. (= Why won’t you go home?)
I wish you would stop smoking. (= Why won’t you stop smoking?)
Wish . . . would usually expresses regret, dissatisfaction, impatience or irritation because somebody will keep doing something or won't do something.

I wish she would be quiet.
I wish you wouldn't keep making that stupid noise.
I wish the postman would come soon.

Sometimes we talk as if things and situations could be willing or unwilling, or could insist or refuse to do things.

I wish it would stop raining. (It will keep on raining!)
Don't you wish that this moment would last for ever?

Wish . . . would can be like an order or a critical request. Compare:

- I wish you wouldn't drive so fast. (Similar to Please don't drive so fast.)
  I wish you didn't drive so fast. (More like I'm sorry you drive so fast.)
- I wish you wouldn't work on Sundays. (= Why don't you stop?)
  I wish you didn't work on Sundays. (= It's a pity.)

6 would not used

When we are not talking about willingness, unwillingness, insistence or refusal, wish . . . would is not normally used.

I wish today was Saturday.

(NOT I wish today would be Saturday – Nothing to do with willingness.)

I wish I could manage to give up smoking.

(NOT I wish I would give up smoking – It is strange to wish oneself to be willing.)

I hope she doesn't have an accident.

(NOT I wish she wouldn't have an accident – Nothing to do with willingness.)

I hope there's a strike tomorrow.

(NOT I wish there would be a strike tomorrow – We can't say that 'there' is willing to strike.)

For more about hope, see 252.
For similar structures with if only, see 265.
For other cases where past tenses have present or future meanings, see 422.

602 with

1 trembling with rage, blue with cold etc

With is used in a number of expressions which say how people are showing their emotions and sensations.

My father was trembling with rage.
Annie was jumping up and down with excitement.
When I found her she was blue with cold.
white with fear/rage
red with anger/embarrassment
green with envy
shivering with cold
2 **angry with etc**

*With* is also used after a number of adjectives which say how people are feeling towards others.

> I'm cross *with* you.    You're very patient *with* me.
> angry *with* furious *with* pleased *with* upset *with*

Note that *with* is not generally used after words like *kind, nice, polite, rude, good*, which say how people *act* towards others.

> She was very *nice to me.* (NOT ... *nice with me.*)

3 **with meaning ‘against’**

*After* fight, struggle, quarrel, argue, play and words with similar meanings, *with* can be used with the same meaning as *against.*

> Don’t fight *with* him – he’s bigger than you are.
> Will you play chess *with* me?

4 **accompanying circumstances and reasons**

*With* can introduce accompanying circumstances (rather like *and there is/ was*).

> The runners started the race *with* a light following wind.

*With* can also introduce the reasons for a situation (rather like *because there is/ was*).

> With all this work to do, I won’t have time to go out.
> With three people away ill, we’ll have to close the shop.
> With friends like you, who needs enemies?

*Without* can be used in similar ways.

> The meeting finished *without* a single disagreement.
> Without Sue and Jake, we’re going to have trouble finishing the repairs.

5 **possession**

*With* is very often used, like *have*, to indicate possession and similar ideas.

> There are so many people around *with* no homes.
> (= ... *who have* no homes.)

> We need a computer *with* a huge memory.
> They’ve bought a house *with* a big garden.
> He didn’t just look like a fish: he looked like a fish *with* a headache.

6 **clothing, voices, transport etc**

*Note that* *in* is often used instead of *with* to refer to articles of clothing.

> Who’s the man *in* the funny hat?
> Could you go and give this paper to the woman *in* glasses?

*We say* *in a... voice, not with a... voice.*

> Why are you talking *in such a loud voice?*

*Note also: by car/train/ etc (NOT with the car/ etc), and write in pencil/ink.*

For other uses of *with*, see a good dictionary.
For the difference between *by* and *with*, see 117.
For omission of pronouns in expressions like *a cake with cream on (it)*, see 181.13.
worth 603

1 **worth a few pounds**

Worth can be followed by a noun phrase which describes the value of something.

That piano must be worth a few pounds.
I don't think their pizzas are worth the money.
‘Shall I talk to Rob?’ ‘It's not worth the trouble.’

In questions about the value of something, either what or how much can be used.

What/How much is that painting worth?

2 **five pounds' worth of...**

A possessive structure can be used before worth in measurement expressions.

Could I have five pounds' worth of petrol, please?
They've ordered a million dollars' worth of computer software.

For more about possessives in measurement expressions, see 382.7.

3 **It's worth talking to Joe**

When we talk about the value of an activity, we can use an -ing form with worth. The -ing clause cannot be the subject, but we often use a structure with preparatory it. (This structure is more common in British than in American English.)

It's worth talking to Joe. (Not Talking to Joe is worth.)
It isn't worth repairing the car. (Not Repairing the car isn't worth.)
Is it worth visiting Leicester?

It can be used to refer to an action mentioned earlier.

‘Shall we take the car?’ ‘No, it's not worth it.’

4 **Joe's worth talking to**

Ideas like the ones in paragraph 3 can also be expressed by a structure in which the object of the -ing form (Joe, the car, Leicester) is made the subject of the sentence.

Joe's worth talking to.
The car isn't worth repairing.

(Not The car isn't worth repairing it.)
(Not The car isn't worth to be repaired.)
Is Leicester worth visiting?
She's not worth getting angry with.

For more about structures in which the object of a verb is the subject of the sentence (e.g. She's easy to amuse), see 285.4.

5 **worthwhile**

In structures with -ing forms, worthwhile (or worth while) is sometimes used instead of worth, particularly to express the idea 'worth spending time'.

Is it worthwhile visiting Leicester?
Infinitives are also possible after *worthwhile.*

*We thought it might be worthwhile to compare this year’s accounts with last year’s.*

Note also the structure *worth somebody’s while.*

*Would you like to do some gardening for me? I’ll make it worth your while.*

(*= ... I’ll pay you enough.)*

6 **well worth**

*Worth* can be modified by *well.*

*Leicester’s well worth visiting.* (NOT ... *very worth* ...)

604 **would**

1 **forms**

*Would*, the past form of *will*, is a modal auxiliary verb (see 344–345).

Questions and negatives are made without *do*; after *would*, we use an infinitive without *to.*

*Would your daughter like to play with my little girl?*

Contractions are ‘*d, wouldn’t.*

*I’d like some advice, please.*

*I wish she wouldn’t take things so seriously.*

2 **would and will**

*Would* is often used in similar ways to *will*; it can act as a past of *will* in indirect speech, for example, and as a softer, less definite form of *will* in other cases.

3 **indirect speech**

In indirect speech, *would* is used after past reporting verbs where *will* was used in direct speech. For details, see 481.

Direct speech: *Tomorrow will be fine.*

Indirect speech: *The forecast said the next day would be fine.*

*Would* itself does not usually change in indirect speech (see 482).

Direct speech: *Would you like some help?*

Indirect speech: *She asked if I would like some help.*

4 **future in the past**

*Would* is also used to express the idea of ‘future in the past’ – to talk about a past action which had not yet happened at the time we are talking about. For details, see 226.

*In Berlin, he first met the woman whom he would one day marry.*

*There was a chance that my letter would arrive in time.*

5 **interpersonal uses**

*Would* is used in polite requests and offers; it often acts as a softer form of *will.*

*Would you open the window, please?*

*If you would come this way...*
Would you mind standing up for a moment?
Would you like tea, or would you prefer coffee?
I'd like to speak to John for a moment, please.

6 past willingness and refusals

Would can refer to past willingness of a general kind, but not to willingness to do something on a particular past occasion. Compare:

She would hoover, dust and iron, but she didn’t like doing windows.
She agreed to come and see me. (not -She would come and see me.)

But would not can be used to refer to a refusal on a particular past occasion.
I asked him very politely, but he wouldn’t tell me.
The car wouldn’t start again this morning.

For present refusals with will not, see 222.

7 past habits

Would is used as the past of will (see 600.6) to talk about past habits and typical characteristics.

When she was old, she would sit in the corner talking to herself for hours.
Sometimes he would bring me little presents without saying why.

On Sundays when I was a child we would all get up early and go fishing.

Sentences with stressed would can be used to criticise people’s behaviour.

He was a nice boy, but he WOULD talk about himself all the time.

Stressed would can also be used to criticise a single past action – the meaning is ‘that’s typical of you’.

You WOULD tell Mary about the party – I didn’t want to invite her.

8 would and used to

Both would and used to (see 577) can refer to repeated actions and events in the past, but only used to can refer to past states. Compare:

When we were children we would/used to go skating every winter.
I used to have an old Rolls-Royce.

(but not -I would have an old Rolls-Royce.)

9 conditional auxiliary

The mixed verb would/should (see 498) is often used as an auxiliary with verbs that refer to unreal or uncertain situations – for example in sentences with if. (Compare the use of will/shall to refer to more definite situations.)

I should/would tell you if I knew.
It would have been nice if he’d thanked you.

For would after wish, see 601.5.
For would after if only, see 265.
For will, see 600.
605 yes and no

1 answers to negatives

In English, yes is used with affirmative sentences and no with negative sentences. In answers to negative questions and statements, yes and no are chosen according to the form of the answer, not in order to show agreement or disagreement with the speaker.

‘Aren’t you going out?’ ‘No, I’m not.’ (NOT ‘Yes, I’m not’)

‘I have no idea what’s happening.’ ‘No, I haven’t either.’

(NOT ‘Yes, I haven’t too.’)

‘Haven’t you got a raincoat?’ ‘Yes, I have.’ (NOT ‘No, I have.’)

2 contradicting

Some languages have a special word for contradicting negative statements or suggestions (e.g. French si or German doch). English does not have a word like this. Negative statements are generally contradicted with a short answer structure (see 493).

‘The phone isn’t working.’ ‘(Yes,) it is.’

(NOT ‘The phone isn’t working.’ ‘Yes.’)

Affirmative statements or suggestions are contradicted with negative short answers.

‘It’s raining.’ ‘(No,) it isn’t.’

For more about negative questions, see 360.
For yes and no in answers to Do/Would you mind . . . ?, see 342.
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Practical English Usage is a dictionary of problem points in the language for foreign learners and their teachers. It answers the learner’s question, ‘Is this right or wrong, and why?’ and the teacher’s question, ‘How can I explain this to my classes?’ It gives information and advice that is practical, clear, reliable and easy to find. Most of the book is about grammar, but it also covers selected points of vocabulary, idiom, style, pronunciation and spelling.

For this new edition the text has been thoroughly revised and brought up to date. It is now even more informative, better organised and more clearly presented. Many entries are fuller, and fresh ones have been added. Many explanations and examples have been improved or rewritten.

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