

Методическая разработка

Составитель Е.Н. Егорова

Contents

Предисловие.....	6
Varieties of English.....	7
SECTION 1 Noun. Frequency.....	12
<u>Number</u> : Latin and Greek plurals. Collective nouns	
<u>Gender</u>	
<u>Article</u> : Frequency. Generic reference. Scientific inventions. <i>University, hospital</i> . Deceases. Headlines. Abstract nouns.	
SECTION 2 Pronoun/Determiner.....	16
<i>I/we, one/you/they, (s)he, he or she/they, I/me, somebody/someone, no/not any, no/some (judgement), anyone/any one of, any/no in questions, who/whom, neither/none is/are, much/many v a lot/lots of, few/little. English v Russian. this/these v that/those, that/those v one/ones, this/these kind(s) of, a sort of/of sorts/of a kind, sort/kind of, such v any such/that kind of/like that</i>	
SECTION 3 Adjective and Adverb.....	28
<u>Comparison</u> : Frequency. <i>-er/est v more/most</i> . Modern tendency. <i>father/further, older/elder. Very/much/very much</i>	
<u>Degree</u> : Questions. <i>Insofar as. Quite, rather, fairly, pretty. Considerably, significantly, somewhat</i> . Positive/negative attitude.	
<u>Manner</u> : <i>like this, this way, so. -ly adverbs</i> . Adjective or adverb? <i>Like/as, as if/as though</i>	
SECTION 4 Verb.....	37
<u>Infinitive</u> : <i>to, split infinitive</i> .	
<i>Have/Do+have/Have+got/got, have got v do have</i>	
<u>Imperatives</u> : <i>please, ...won't you?, will you?, will, let's</i>	
<u>Modal verbs and their equivalents</u> : Advice, suggestion, invitation: <i>Shall/should I/we?</i> Obligation, necessity: <i>shall, be to, be supposed to, ought to</i> . Personal obligation: <i>must, should, have, need, need v need to</i> . Logical possibility, certainty, deduction. Frequency. From least to most certainty. <i>may/might not v could not</i> . Requests: from least to most polite. Permission. Refusing, denying. Ability. Characteristic behaviour, habits, volition: <i>will/would, used to/would, won't/wouldn't, tend to</i> . Frequency of modals. Modern tendencies.	
<u>Passive</u> : Report verbs. <i>Get/have</i> passive. Active or passive. Current tendency. Passive <i>-ing</i> forms	
<u>Tenses</u> : Past to refer to present. Continuous tenses. Frequency. Present Perfect.	
SECTION 5 Subject-verb concord.....	71
<i>There is/are</i> . Measure expressions. <i>-ics</i> nouns.	
SECTION 6 Subject.....	73
<i>To</i> -infinitive and <i>-ing</i> clauses	
<i>That</i> -clauses	
Complex Subject	
SECTION 7 Object.....	78
Preparatory <i>it</i> .	
Complex Object: Perception verbs. <i>Have, keep, look. Make, help, have, get + to</i> . Verb + object + (<i>to be</i>) + noun/adjective. Verb + <i>him/his coming, -ing v infinitive</i> . Complex Object or passive predicate. <i>Love, hate</i> .	
Whether/if/that	

SECTION 8 Attribute.....	85
's or of-phrase. Noun + noun. Noun + infinitive. Noun + active infinitive + preposition	
Relative clauses: <i>whom/who/that/zero</i> . Modern tendency. <i>which/that/zero</i> . <i>who, which</i> in non-identifying clauses. <i>of which/whose</i>	
SECTION 9 Time.....	93
Time-when: <i>in/within</i> . Br/Am prepositions. Punctuation.	
Participle/Verbless clauses.	
Duration: Br/AmE	
Frequency: Position of adverbs of indefinite frequency.	
Frequency of time adverbials.	
SECTION 10 Cause/reason.....	99
<i>Because</i> . <i>As</i> , <i>since</i> . <i>For</i> . Positions of <i>because</i> , <i>as</i> , <i>since</i> , <i>for</i> . Motive, attitude. <i>Owing to</i> , <i>due to</i> , <i>thanks to</i> , <i>because of</i> . <i>Through</i> , <i>on account of</i> , <i>in view of</i> , <i>on the grounds that</i> . <i>Seeing that</i> , <i>now (that)</i> . <i>In that</i> , <i>insofar as</i> , <i>inasmuch as</i> .	
Participle/verbless clauses	
Frequency	
SECTION 11 Result.....	105
<i>Therefore</i> , <i>thus</i> , <i>accordingly</i> , <i>hence</i> , <i>consequently</i> . <i>So</i> , <i>so that</i> . <i>As a result</i> , <i>for this reason</i> , <i>eventually</i> , <i>on balance</i> , <i>in the end</i> . <i>So/such... that</i> , <i>such that</i> . <i>In such a way that/as to</i> .	
Frequency	
SECTION 12 Purpose.....	108
<i>To</i> -clauses v. <i>that</i> -clauses	
<i>To</i> -infinitive, <i>in order to</i> , <i>so as to</i> . Position and frequency of <i>to</i> , <i>so as to</i> , <i>in order to</i> . <i>for+inf</i> . <i>So that</i> , <i>in order that</i> . <i>So that</i> : result v purpose. <i>In case</i> , <i>lest</i> , <i>for fear</i> . <i>If smb is to do sth</i> . <i>In the hope of</i> , <i>with a view to</i> , <i>with the aim of</i> . <i>For+noun</i>	
Frequency	
SECTION 13 Contrast.....	114
<i>But</i> , <i>however</i> , <i>although</i> , <i>though</i> . <i>(Even) if</i> . <i>While/whereas</i> . <i>Whilst</i> , <i>where</i> , <i>when</i> . <i>considering that</i> . <i>In spite of/despite</i> . Adverbs and phrases of contrast.	
Emphatic patterns	
Participle and verbless clauses	
Position of contrast clauses	
SECTION 14 Condition.....	121
Conjunctions, prepositions, adverbs: <i>on condition</i> , <i>provided/providing</i> , <i>so long as</i> . <i>Suppose/supposing</i> . <i>What if</i> , <i>say</i> . <i>In case</i> , <i>in case of</i> , <i>in that case</i> . Alternative conditions. Negative condition.	
<i>If-conditionals</i> : <i>if+will/would</i> , <i>if+should</i> , <i>if I could/might</i> , <i>if+were/was</i> , <i>if+were/was to</i> , <i>if+Past Perfect</i> . <i>If only</i> .	
Implied conditionals	
Participle and verbless clauses	
Frequency and position of condition clauses	
SECTION 15 Subjunctive.....	129
<i>That</i> -clauses (<i>that he go/should go/goes</i>)	
<i>Wish</i>	
SECTION 16 Addition and enumeration.....	132
<i>Addition</i> : <i>and</i> , <i>both and</i> , <i>not only but</i> . <i>In addition to</i> , <i>as well</i> , <i>besides</i> . <i>Also</i> , <i>too</i> , <i>in addition</i> , <i>as well</i> . <i>So/Neither am I, either</i> . Other additive adverbials.	

Enumeration	
SECTION 17 Exception.....	137
<i>except/except for+noun. Except (that) Excepting, excepted. With the exception of, with...exceptions, without exception, no exception. But. Bar, save. Excluding, not including. Otherwise. Other than. Apart/aside from.</i>	
SECTION 18 Summation and generalization.....	140
Summary and generalization adverbials. Position of adverbials.	
SECTION 19 Explanation and reformulation.....	142
<i>ie, viz, eg. Like, such as</i>	
Reformulation	
SECTION 20 Moving from topic to topic.....	145
<u>In spoken English:</u> <i>well, now. By the way, incidentally, anyway.</i>	
<u>In written English</u>	
SECTION 21 Reference.....	147
<u>Specific reference words</u>	
<u>Introducing terms of reference:</u> <i>regarding, as regards, with/in regard to, with/in reference to. With respect to, in respect of. In this regard/respect. As to, concerning, where/as far as sth is concerned, as for. When it comes to, in terms of. Apropos of, as to whether. Theoretically etc.</i>	
<u>Reference to the source of information</u>	
<u>Focusing on reference</u>	
SECTION 22 Commenting on the content, expressing attitude.....	153
<u>Sentence adverbials:</u> Function and position. Frequency. Doubt and certainty. Viewpoint. Attitude.	
<u>Comment clauses:</u> <i>which</i> -clauses	
SECTION 23 Participle and verbless clauses.....	159
SECTION 24 Impersonal style.....	160
Avoiding <i>I/we</i> . Passives	
SECTION 25 Avoiding blunt statements, understatement.....	162
Positive words. Tag questions. <i>I don't think. Do you think</i> in questions. <i>Seem, appear, happen</i>	
SECTION 26 Emphasis.....	167
<u>Inversion:</u> after negative words, after <i>So/Such... that</i> , after <i>Here/there</i> , in 'do you think' questions.	
<u>Fronting:</u> Front nominal clauses. <i>This/that is how</i> etc	
<u>Cleft sentences:</u> <i>It</i> -type. <i>Wh</i> -type. <i>All</i> -clause	
<i>Whoever, whatever. No matter how/what. Why on earth.</i> Emphatic <i>do</i> .	
Introduction phrases. Phrases that express surprise	
Emphatic Continuous	
<u>Negation:</u> contracted <i>not, never/not ever/ never ever</i>	
Intensifiers	
Interesting words. Positive and negative words.	
SECTION 27 Substitution and omission.....	181
Leaving out the verb after <i>to</i> . <i>So</i> and <i>not</i> with certain words.	
<u>Nominalization.</u> One phrase for another.	
<u>Omission in spoken English:</u> <i>that, one</i> , pronoun subject and auxiliary verbs, prepositions. Ellipsis of a noun. Unlinked clauses.	
<u>Omission in formal English:</u> Participle and verbless clauses.	
SECTION 28 Full forms v. contracted forms.....	187

Negative questions	
Reduction in casual speech	
SECTION 29 Phrasal verbs.....	189
Additional exercises.....	191
Further practice.....	248
Key to exercises.....	262
Key to additional exercises.....	279
Key to further practice.....	292

Предисловие

Данный материал по коммуникативной грамматике предназначен для студентов уровня intermediate и выше, а также для всех тех, кто хотел бы уточнить, какая грамматическая конструкция подходит для данной ситуации общения. Пометы <formal>, <informal>, <spoken>, <written>, <BrE>, <AmE> помогут вам сделать правильный выбор.

В основу легли данные недавних исследований, уточненные с точки зрения частотности, главным образом фундаментальное исследование D.Biber, Stig Johansson, Geoffrey Leech, Susan Conrad, Edward Finegan *Longman Grammar of Spoken and Written English*. Пояснения и отчасти примеры были найдены в британских учебниках и курсах современного английского языка, в том числе предназначенных для подготовки к международным экзаменам.

Примеры взяты из четырех регистров: научная литература <acad>, художественная литература <fict>, газеты <news> и повседневная речь <conv>.

В книге представлены далеко не все аспекты грамматики, а лишь те, которые с точки зрения преподавателя либо менее известны, либо вызывают наибольшие затруднения. Поскольку цель данной методической разработки – обучить практическим навыкам, терминология по возможности упрощена и сведена к минимуму.

Структура книги позволяет воспользоваться ею как справочником – стоит лишь выбрать в оглавлении интересующий вас пункт (**Pronoun/Determiner**, *one/you/they*, **Cause/Reason**: *as, since*). В каждом разделе объяснения чередуются с упражнениями, что позволяет поэтапно проверить то, насколько усвоен отдельный пункт объяснений. В конце книги в Additional exercises и Further practice даны дополнительные, более сложные упражнения, а также все ответы с комментариями.

Обязательно начните с замечательной статьи Jeoffrey Leech and Jan Svartvik *Varieties of English*, которая не только задает нужные ориентиры, но и сама является примером простого, отточенного стиля.

Составитель будет признателен коллегам и студентам за замечания и обнаруженные опечатки.

Желаю удачи!

Varieties of English

Jeoffrey Leech, Jan Svartvik
A Communicative Grammar of English

Variety labels

To use a language properly, we of course have to know the grammatical structures of the language and their meanings. But we also have to know what forms of language are appropriate for given situations, and for this purpose you will find instances of 'variety labels' such as <AmE> (for American English), <BrE> (for British English), <formal>, <informal>, <polite>, <familiar>. These labels are reminders that the English language is, in a sense, not a single language, but many languages, each of which belongs to a particular geographical area or to a particular kind of situation. The English used in the United States is somewhat different from the English used in Great Britain; the English used in formal written communications is in some ways different from the English used in informal conversation.

The 'common core'

Luckily for the learner, many of the features of English are found in all, or nearly all varieties. We say that general features of this kind belong to the 'common core' of the language. Take, for instance, the three words *children*, *offspring*, and *kids*. *Children* is a 'common core' term; *offspring* is rather formal (and used of animals as well as human beings); *kids* is informal and familiar. It is safest, when in doubt, to use the 'common core' term; thus *children* is the word you would want to use most often. But part of 'knowing English' is knowing in what circumstances it would be possible to use *offspring* or *kids* instead of *children*. Let us take another illustration, this time from grammar:

[1] Feeling tired, John went to bed early.

[2] John went to bed early because he felt tired.

[3] John felt tired, so he went to bed early.

Sentence [2] is a 'common core' construction. It could be used in both speech and writing. [1] is rather formal in construction, typical of written exposition; [3] is informal, and is likely to occur in a relaxed conversation.

In this book you can assume that features of English which are given no variety label belong to the 'common core'.

British English / American English

The only national varieties we shall distinguish here are American English (AmE), and British English (BrE). In general, what we say here applies equally to AmE and BrE. The grammatical differences between the two varieties (in comparison with differences of pronunciation and vocabulary) are not very great.

Here are some brief examples:

[1] BrE: *get - got - got*, AmE: *get - got - gotten*

[2] BrE: *different from/to*; AmE: *different than*

[3] After verbs like *demand*, *require*, *insist*, *suggest*, etc *should* is used in both BrE and AmE. The subjunctive is more common in AmE than in BrE, where the construction is restricted to rather formal contexts:

They suggested that Smith *be* dropped from the team. (chiefly AmE)

They suggested that Smith *should be* dropped from the team. (BrE and AmE)

Written and spoken English <written> <spoken>

The English of speech tends to be different from the English of writing in some fairly obvious ways. For example, in writing we usually have time to plan our message, to think about it carefully while writing, and to revise it afterwards if necessary. In speech (unless it is, say a lecture prepared in advance), we have no time to do this, but must shape our message as we go.

Often we use in speech words and phrases like *well*, *you see*, and *kind of* which add little information, but tell us something of the speaker's attitude to his audience and to what he is saying. We also often hesitate, or fill the gaps with 'hesitation fillers' like *er* and *um* while we think of what next to say. We may fail to complete a sentence, or lose track of our sentence and mix up one grammatical construction with another. All these features do not normally occur in writing.

In general, the grammar of spoken sentences is simpler and less strictly constructed than the grammar of written sentences. It is difficult to divide a spoken conversation into separate sentences, and the connections between one clause and another are less clear because the speaker relies more on the hearer's understanding of context and on his ability to interrupt if he fails to understand. But in 'getting across' his message, the speaker is able to rely on features of intonation which tell us a great deal that cannot be given in written punctuation.

Formal and informal English <formal> <informal>

Formal language is the type of language we use publicly for some serious purpose, for example, in official reports, business letters and regulations. Formal English is nearly always written. Exceptionally it is used in speech, for example in formal public speeches.

Informal language (ie colloquial language) is the language of private conversation, of personal letters, etc. It is the first type of language that a native-speaking child becomes familiar with. Because it is generally easier to understand than formal English, it is often used nowadays in public communication of a popular kind: for example, advertisements and popular newspapers mainly employ a colloquial or informal style.

There are various degrees of formality, as these examples show:

[1] When his dad died, Pete had to get another job.

[2] After his father's death, Peter had to change his job.

[3] On the decease of his father, Mr Brown was obliged to seek alternative employment.

These sentences mean roughly the same thing, but would occur in different situations. Sentence [1] could be part of a casual conversation between friends of Peter Brown. [2] is of fairly neutral ('common core') style. [3] is very formal, in fact stilted, and would only occur in a written report.

In English there are many differences of vocabulary between formal and informal language. Much of the vocabulary of formal English is of French, Latin, and Greek origin; and we can often 'translate' these terms into informal language by replacing them by words or phrases of Anglo-Saxon origin: compare *commence*, *continue*, *conclude* <formal> with *begin*, *keep (up)*, *end*:

The meeting will *commence* at 4 p.m. <formal>

begin at 4 o'clock.

The government is *continuing* its struggle against inflation <formal>

keeping up its fight against inflation <rather informal>

The concert *concluded* with a performance of Beethoven's 5th symphony. <formal>

They *ended* the concert with Beethoven's 5th. <informal>

Many phrasal and prepositional verbs are characteristic of informal style:

<formal>

or neutral word

discover

explode

encounter

invent

enter

tolerate

investigate

surrender

<informal>

equivalent

find out

blow up

come across

make up

go in (to)

put up with

look into

give in

But there is not always a direct 'translation' between formal and informal English. This may be because an informal term has emotive qualities not present in formal language, or because formal language often insists on greater preciseness. The informal word *job*, for instance, has no formal equivalent: instead, we have to choose a more precise and restricted term, according to the context: *employment*, *post* (esp. BrE), *position*, *appointment*, *profession*, *vocation*, etc.

There are also some grammatical differences between formal and informal English: for example, the use of *who* and *whom*, and the placing of a preposition at the beginning or at the end of a clause:

[1] She longed for a friend *in whom* she could confide. <formal>

(*who*) she could confide *in*. <informal>

[2] *In what* country was he born? <formal>

What country was he born *in*? <informal>

Impersonal style <impersonal>

Formal written language often goes with an impersonal style; ie one in which the speaker does not refer directly to himself or his readers and avoids the pronouns *I*, *you*, *we*. Some of the common features of impersonal language are passives, sentences with introductory *it*, and abstract nouns.

Announcement from the librarian

It has been noted with concern that the stock of books in the library has been declining alarmingly. Students are asked to remind themselves of the rules for the borrowing and return of books, and to bear in mind the needs of other students. Penalties for overdue books will in future be strictly enforced.

The author of this notice could have written a more informal and less impersonal message on these lines:

The number of books in the library has been going down. Please make sure you know the rules for borrowing, and don't forget that the library is for *everyone's* convenience. So from now on, we're going to enforce the rules strictly. *You have been warned!*

Polite and familiar language <polite> <familiar>

Our language tends to be more polite when we are talking to a person we do not know well, or a person senior to ourselves in terms of age or social position.

The opposite of 'polite' is 'familiar'. When we know someone well or intimately, we tend to drop polite forms of language. For example, instead of using the polite vocative *Mr Brown*, we use a first name (*Peter*) or a short name (*Pete*) or even a nickname (*Shortie*). English has no special familiar pronouns, like some languages (eg Russian *ты*, French *tu*), but familiarity can be shown in other ways. Compare, for example, these requests:

Shut the door, will you? <familiar>

Would you please shut the door? <polite>

I wonder if you would mind shutting the door? <more polite>

Words like *please* and *kindly* indicate politeness. One can also be familiar in referring to a third person:

[1] Pete's old woman hit the roof when he came home with that doll from the disco.
<very familiar>

[2] Peter's wife was very angry when he came home with the girl from the discotheque. (neutral)

We might judge [1] to be <impolite> in that it fails to show proper respect to Peter's wife and the girl. In other words, impoliteness is normally a question of being familiar in the wrong circumstances.

Sentence [1] is also an example of slang. Slang is language which is very familiar in style, and is usually restricted to the members of a particular social group. For example, 'teenage slang', 'army slang', 'theatre slang'. Slang is not usually fully understood by people outside a particular social group, and so has a value of showing the intimacy and solidarity of its members. Because of its restricted use, and short life, we shall not be concerned with slang in this book.

Tactful and tentative language <tactful> <tentative>

Politeness is connected with tact or diplomacy. To be tactful is to avoid causing offence or distress to someone. Sometimes tact means disguising or covering up the truth. In the following sentences, *gone* and *passed away* are ways of avoiding mentioning the unpleasant fact of Peter's father's death:

Peter's father has gone at last.

Peter's father has passed away at last.

Here is a tactful imperative, said by Mr Brown to his new typist, Miss Smith:

Would you like to type this letter for me?

It may be Miss Smith's job to do what Mr Brown tells her to do. But by disguising his order in the form of a question about Miss Smith's wishes, he may win her cooperation more readily.

A request, suggestion, etc can be made more tactful by making it more tentative. Compare:

I suggest that we postpone the meeting until tomorrow.

May I suggest that we postpone the meeting until tomorrow? <tactful>

Could I suggest that we postpone the meeting until tomorrow? <tentative, more tactful>

In other cases tentativeness is not connected with tact, but is simply an indication of the speaker's reluctance to commit himself on a given question. For example, *might* is a more tentative way of expressing possibility than *may*:

Someone may have made a mistake.

Someone might have made a mistake. <tentative>

Literary, elevated or rhetorical language <literary> <elevated> <rhetorical>

Some features of English of limited use have a ‘literary’ or ‘elevated’ tone: they belong mainly to the literary language of the past, but can still be used by a writer or public speaker of today if he wants to impress us or move us by the solemnity or seriousness of what he has to say. An example of such elevated language comes from the Inaugural Speech of President Kennedy (1961):

Let the word go forth from this time and place, to friend and foe alike, that the torch has passed to a new generation of Americans...

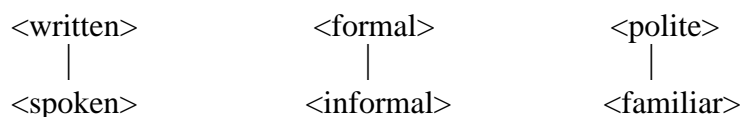
This contains the old-fashioned (archaic) words *forth* and *foe*, and also begins with an elevated *let*-construction.

The label <rhetorical> signifies a stylised use of language, whether in speech or writing, which is consciously chosen for an emphatic or emotive effect. A good example of this is the so-called ‘rhetorical question’, which is meant to be interpreted as an emphatic statement:

Is it any wonder that politicians are mistrusted? (= ‘It is no wonder that...’)

Levels of usage

Apart from the national varieties <AmE> and <BrE>, the different types of English we have discussed belong to different ‘levels of usage’. We might attempt to place them on a scale running from ‘elevated English’ at one extreme to ‘slang’ at the other extreme. But it is probably better, in the main, to think of three pairs of contrasting levels:



This diagram represents only the most important levels of usage, and ignores the more restricted variety labels, such as <impersonal> and <elevated>. The features at the top of the diagram tend to go together, and likewise those at the bottom. But this need not be the case. For example, it is possible to express oneself politely in spoken English, and it is possible to express oneself informally in written English.

Some speakers of English might disagree with some of our uses of these labels. This is because the feelings for ‘levels of usage’ is very much a subjective matter. We would like you to use these labels for guidance in your own use of the language, rather than to consider them as descriptive of general standards of ‘appropriateness’.

Again, we emphasise that examples and constructions which are not marked by variety labels may be considered to belong to the common core of English.

SECTION 1 NOUN

Frequency. Nouns are most frequent in news reportage and academic prose.

Number

Latin and Greek plurals

Nouns in –a: *Formula* – *formulae* is used by scientists, *formulas* is used by non-specialists, e.g. politicians. *Antenna* – *antennae* <formal> <more common>/*antennas* <spoken>.

*I'm flying blind, but our combined **antennas** will pick up things. Sorry, Madame Linguist, I should have said '**antennae**', except it sounds silly.* <spoken>

Nouns in –um: *s*-plurals are <more common> for *forums*, *stadiums*, and are often used for *aquariums*, *curriculum*s, *memorandum*s, *millennium*s, *spectrum*s, *referendum*s.

*British **referendums** are like British buses: you wait ages and then several come at once.* <news>

With *data* singular and plural verbs are equally <common>. *Media* as a plural noun is <more common>

*The **data** is fresh.* <common>

*Your article completely ignores the adverse effect that **a** hostile **media** has on the situation there.* <less common>

Collective nouns

Collective nouns (*audience*, *board*, *committee*, *government*, *jury*, *public*, *crew*, *family*) are now used both with a singular and a plural verb in <BrE>, as well as in <AmE>. Most of them prefer a singular verb, especially in <AmE>:

*The committee **meet** / **meets** tomorrow.*

Staff is mostly used with a plural verb.

See Section 5 Subject-verb concord.

1.1 Which sentences with singular and plural forms are more common? Which are BrE?

1. The **data** **are** valuable.
2. The **audience** **were** on their feet applauding.
3. The **committee** **were** impressed.
4. All the English **nobility** **were** basically French.
5. The **Government** **has** indicated it will make provision in the Bill for such an amendment.
6. The **media** **have** been asked to stay away.
7. New Olympic **Stadiums** **have** been built recently.
8. The **congregation** **was** sorry to see him leave.
9. Foot-high piles of paper everywhere, reports and **memoranda** tacked to the walls.

10. But for **data** that **is** open for all the world to see, they generally fall well short of the commercial news media.
11. He needs people with better political **antennae**.

Gender

It is considered politically correct to avoid sexism in words (*chairman*, *chairwoman*, *he*, *she*). Thus, words ending in *-person/-persons/-people* are used instead <formal>:

chairman – *chairperson* / *chair*

spokesman – *spokesperson*

salesmen – *salespeople*

Other examples:

air hostess – *flight attendant*

housewife – *housemaker*

Mrs/Miss – *Ms* [miz]

he – (s)*he* <wr>, *he* or *she/they*

*Home-made wine? I thought you were a **businessperson**.*

*Once a weak **person** gets really frightened, **they** get quite savage with terror.*

See Section 2 **Pronoun/Determiner**

Article

Frequency

Articles are generally <least common> in conversation and <most common> in academic prose. In writing the definite article is <much more common> than the indefinite article.

Generic reference

We use *the* with count nouns in academic or <formal> language to refer to a whole class of objects, to describe typical characteristics. Compare:

***The** elephant is gigantic / is a gigantic animal.* <formal> <bookish>

Elephants are huge / gigantic. <neutral>

***An** elephant is huge.* <informal>

1.2 Which sentences are likely to be used in academic prose?

1. Tigers are beautiful animals.
2. A tiger is a beautiful animal.
3. The tiger is a beautiful animal.
4. A seagull is a large white and grey bird.
5. Seagulls are found close to the coast.
6. The seagull is a scavenging bird.
7. The cat is competent to act as observer of its own survival or demise.

Scientific inventions

With some scientific inventions we use *the*:

*It would be difficult to imagine life without **the telephone/ the camera / the cinema/ the computer / the Internet / the aeroplane**..*

However, we do not use *the* with all inventions:

*It would be difficult these days to live without **video** / **e-mail**/ **satellite television**.*

University, hospital

They are used with an article in <AmE>, in <BrE> it is used to refer to a specific institution:

*They are in **the hospital**.* <AmE>

*They are in **hospital**.* <BrE>

*It's the diamond jubilee of **the hospital**.*

Diseases

flu vs *the flu*. Compare:

***the** flue, **the** measles* <informal>

flu, measles, influenza <neutral>

Telegrams, headlines, signs, advertisements, notices:

The zero article is used:

***Contract** will be signed our office.*

***Thief** held leaving **store**.*

*Use **center door** for exit.*

***Job** needed urgently.*

Abstract nouns

In academic prose and newspapers the zero article is used:

***Demographic change** often causes dispersion.*

***Cancellation** of the election was presumably to be sought.*

In <spoken> English articles are used. Compare:

***Increase** in **input** produces dramatic changes in **output**.* <news>

*An increase in input produces dramatic changes in (**the**) output.* <spoken>

Dates

When you give dates in speech you say:

***The** third of June or June **the** third.* <BrE>

June third. <AmE>

But you would write *June 3rd*.

1.3 Which sentences are in American English?

1. Any time between June and July the ninth then.
2. Did you say May first or May fourth?
3. We were at university together.
4. He is in the hospital recovering from an operation.
5. Your mother should be out of hospital within three days.
6. After the accident Jane was rushed to the hospital.

1.4 Comment on zero article in the following extract.

War takes over when politics fails. It is always frightening and unpleasant and society does everything it can to avoid clashes between countries, but there often comes a point where avoidance is no longer an option. In the past mankind has fought wars for many different reasons but history shows that one side always blames the other for starting it. Aggression starts because one side accuses the other of doing something

aggressive. The other side denies it. The argument gets louder and more heated until suddenly patience is at an end, the time for talk is over, and military power replaces spoken argument. Wars can be justified if they are fought for good reasons, but who is to say what is a good reason? History is written by the winners, and it is their version of the truth that we tend to work from. Our knowledge of the whole history of any war is likely to be limited by the lack of complete information but if we are to learn any lessons for the future, we must try to understand what happened.

1.5 Rewrite these headlines as normal written sentences, adding *the* as appropriate, and making any other suitable changes.

TV corrupts young says Minister of Education. – *The Minister of Education has said that television corrupts the young.*

1. Death of President leaves country in chaos.
2. Big business hit by inflation
3. United manager faces sack after latest defeat.
4. Computers blamed for record number of job losses.
5. Water people drink not fit for animals say environmentalists.
6. Level of unemployment highest since mid-nineteen nineties.

SECTION 2 PRONOUN / DETERMINER

I / we

We (for *I*) is used in academic prose to refer 1) to the author, and the writing becomes impersonal:

As we showed in Chapter 2...

We noticed earlier, on page 20, that...

or 2) to the author and the reader, and the writing becomes more personal:

Let us now turn to another topic...

We are now able to understand why our information about the states of motion is so restricted in quantum mechanics.

See Section 24 Impersonal Style

2.1 Say in which sentences the use of *we* makes the writing impersonal

1. *We* have outlined in Chapter 2 the methodology *we* use in describing the linguistic features of any text.
2. *We* declare our support for a government of national unity.
3. *We* have not defined terms which are generally unambiguous.
4. *We* Italians are proud of our history.
5. *We* use 'singularity' as a cover-term for these personal, occasional features.
6. So *we* all traveled to Brighton together.
7. But *we* must remember that at the moment stylistics is still a relatively undeveloped discipline.

One/you/they

One is <formal> and <impersonal>, especially typical of academic prose.

You is its <informal> equivalent:

One never knows what may happen. <formal> <impersonal>

You never know what may happen. <informal>

One does not wish to repeat *oneself* unduly and the reader is referred to other parts of this book. <acad>

The trouble is that when *you* are intent on one aspect of a thing, *you* tend to ignore all other aspects. <news>

They is used indefinitely in <informal> English to mean 'the people around', 'the authorities', 'the government':

They say it's going to rain tomorrow. <informal>

They're always digging up the roads.

They don't care about old people.

2.2 Which sentences are formal and impersonal? Who does *they* refer to in each case?

1. One would think they would run a later bus than that!
2. You'd think they would run a later bus than that!
3. One can't get away from facts.
4. One asks oneself where children learn to behave so badly.

5. They don't like strangers around there.
6. He died, they said, of natural causes.
7. They say, it's suicide.
8. They've put the price of stamps up again.

He or she/ (s)he /they

To avoid using *he* as politically incorrect, we sometimes use *he or she* <formal> <written> <academic>, <news>, <(s)he> <written>, or *they* in both speech and writing. Compare:

*Everyone likes to go **his** own way.*

*Everyone likes to go **their** own way* <spoken and written>

*Everyone likes to go **his or her** way.* <formal>

*Every person made **his/her** own travel arrangements.* <written>

*Every person made **their** own travel arrangements.* <spoken and written>

The same is true for *everybody*, *somebody*, *nobody*.

To avoid using *his*, we say *people*:

*One should take care of **his** health. – **People** should take care of their health.*

See Section 1 Noun. Gender.

2.3 Which sentences are politically correct? Which are formal?

1. Every person I asked says that they are going to enjoy the walk.
2. Each person claimed he would get to the beach first.
3. Each person claimed he/she would get to the beach first.
4. In fact he goes on to claim that he can guess any European nationality from the kind of clothes he or she is wearing.
5. An ordinary person doesn't usually remember off-hand whether they took a certain shooting trip in 1926 or 1927. They have to think a bit and search their memory.

2.4 Put in politically correct pronouns.

1. Someone's left me a note, but... haven't signed it.
2. The person who phoned wouldn't give... name.
3. Nobody in the club has paid...annual subscription yet.
4. I can't help anybody unless...bring all the right documents with...
5. If I find out who's made this mess in the kitchen, I'll kill...
6. Some idiot has taken my bag and left me...!
7. If anybody can fill in this form, ...'re brighter than me.
8. Nobody will believe me unless I show...the picture.

I/me

Final *I*, *we*, *he*, etc after *be*, *as*, *than* are <formal>, bookish, pedantic; *me*, *us*, *him*, etc are the only forms used in conversation

*George is quicker than **I**.* <pedantic>

*George is quicker than **me**.* <informal>

*It is **I**; This is **she*** <formal>

It's me. This is her. <informal>

In short answers we can use *me, him etc* <informal> or *I, he etc* with a verb <more formal>. The same thing happens after *as* and *than*:

Informal

I'm thirsty. - **Me** too.

Who's paying? - **Her**.

I've got the same number as him.

She gets paid more than me.

More formal

I'm thirsty. - **I am** too / So **am I**.

Who's paying? - **She is**.

I've got the same number as he has.

She gets paid more than I do.

2.5 Put an appropriate pronoun in each blank. The sentences are informal.

1. Who bought these flowers? – It was... I thought you'd like them.
2. I haven't met Mark yet – is...here? – That's... over there.
3. I've had enough of this party. - ... too.
4. He's faster than..., but I'm stronger than...
5. Who said that? – It was... -the man in glasses.
6. You may be older than ..., but I don't have to do what you say.
7. Which is John's wife? – That must be... just getting out of the car.

Somebody/someone

Someone, everyone, etc are <more common> in <written> English, while forms with *-body* are <most common> in <spoken> English. Pronouns ending in *-body* are more common in AmE than in BrE.

2.6 Which pronouns in these sentences are more common in conversation and American English?

1. Everyone was gentle and tactful and kind.
2. There's somebody in the garden.
3. Does anybody understand this?
4. They offer help and advice to anyone interested in becoming a teacher.
5. Is there anyone new coming to tonight's meeting?
6. Not everybody enjoys sport.
7. We need somebody neutral to sort this out.

No/not any

Not-negation is much <more common> in all registers. *Not*-negation is most common in <spoken> language, and *no*-negation is more common in <written> English.

No-negation, however, is <much more common> with *have* and *there is*:

Such rocks have no fossils. <acad>

We've nothing to wait for – now. <spoken>

My Lord, there is nothing to confess. <fiction>

There was no coordination, no team feeling among them. <news>

2.7 Change these using a less common type of negation.

I didn't have any choice – *I had no choice.*

1. I don't have any idea.
2. There isn't any doubt about that.
3. There wasn't anybody in the hut.
4. There isn't anywhere to stand.
5. They didn't have any sympathy for him.
6. I didn't have anywhere to go.

No one, none, neither, nor are infrequent in conversation

No- forms are more <emphatic> than *not* + *any*. Compare:

*I saw **no** one.* <emphatic> - *I **didn't** see **any**one.*

See Section 26 **Emphasis**

2.8 Which sentence in each pair is more emphatic?

1. a) I know nothing. b) I don't know anything.
2. a) It does no one any harm. b) It doesn't do anyone any harm.
3. a) I didn't make any reply. b) I made no reply.
4. a) They didn't say anything else. b) They said nothing else.
5. a) We don't take anyone into our confidence. b) We take no one into our confidence.

2.9 Say in which sentences *no*-negation is *a* more common or *b* more emphatic than *not*-negation?

1. It's no business of yours. It's my life.
2. He showed no surprise.
3. There is no question that annoys a true scientist more.
4. I told her quite clearly she'd nothing to hope for from my death.
5. There was absolutely no light at all.
6. I trust nobody.
7. Gerald offered no opinion.
8. Not only did they poison themselves with drink, but they had no shame.
9. I was nowhere near the house that morning.

No, some to express a judgement

Where *no*-negation and *not*-negation are both possible (*He's not a teacher/ He's **no** teacher*), *not*-negation gives a neutral description, *no*-negation expresses a judgement (here – about a person's pedagogical abilities). *Some* is also used to express a judgement: When describing people *no* / *some* means either praise or criticism:

*He's **no** fool.*

*He's **no** expert on...*

*She was **no** great beauty.*

*He's **some** actor.*

2.10 Underline the determiners in the sentences below, expressing a judgement.

1. London is no place at the present.
2. He's no lawyer.

3. The theory is, an open prison is meant to prepare you for returning to society. Some hope. All Pete did was spend his time in the prison reading through back copies of 'Country Life', so he could work out in advance which houses he was going to rob the moment the got out.
4. She's no liar.
5. He's no great orator.
6. You keep referring to her as a lady, but she's no lady.

Anyone/ any one of

anyone = any person; *any one of* is used to emphasize the items singly:

*I don't like **any one of** the paintings.*

The same is true for *no one of*, *every one of*.

Any / no in questions

Any in questions is neutral; *no* is <emphatic>, it makes a question more searching. Compare:

*Is there **any** medicine that will cure a bad cough?* (neutral)

*Is there **no** medicine that will cure a bad cough (=of any description)?* <emphatic>

The same is true of *anybody/nobody* etc.

2.11 Make these questions emphatic.

1. Are there any women in there?
2. Does anyone cherish and protect them?
3. Had the conspirators told her anything?
4. Does anybody know?
5. Do you have anywhere to go?

Neither/none is/are

Neither/either, none + plural forms of verbs and pronouns is <informal> <spoken>. Singular forms are <formal> <written>. Compare:

*I've ordered the shrubs but **none have** arrived yet.* <informal>

*I've ordered the shrubs but **none has** arrived yet.* <formal> <written>

*I sent the cards to Mary and George, but **neither of them have** replied* <spoken>

*I sent the cards to Mary and George, but **neither of them has** replied* <written>

***Neither of us likes** him* <written>

***Neither of us like** him* <spoken>

***None of my friends are** interested.* <informal>

***None of my friends is** interested.* <formal>

***Neither of my sisters are** married.* <informal>

***Neither of my sisters is** married.* <formal>

2.12 Which sentence in each pair is spoken?

1. a) None of the people I work with likes chocolate at all – b) None of the people I work with like chocolate at all.
2. a) Neither of them is particularly nice. – b) Neither of them are particularly nice.
3. a) Either are fine by me – b) Either is fine by me.

4. a) None of these brands taste the same. – b) None of these brands tastes the same.
5. a) Either of the children is quite capable of looking after the baby. - b) I don't think either of them are at home.

2.13 Which sentences are formal?

1. None of you seem to believe me.
2. Neither appears to have won an outright parliamentary majority.
3. None of us is all right.
4. When neither of us is busy, we gossip about our love lives.
5. None of us really believe it's ever going to happen to us.
6. Neither of us believe in useless symbols.

Who/whom

In questions *who* is much more <common> in all registers. *Whom* is very <rare> even in academic prose, but it is used after a preposition:

Who do you want to see? <conv>

To what or **whom** do we attribute style? <acad> <rare>

Prepositions come at the end in <informal> English:

With *what* did he write it? <formal> - *What* did he write it **with**? <informal>

At *which* house is he staying? <formal> - *Which* house is he staying **at**? <informal>

I'm going to write an adventure story. – **What about?** **Who for?** <informal> - **About what?** **For whom?** <formal>

All shortened questions are rather <familiar> and abrupt. For greater <politeness>, use fuller questions:

What are you going to write a story about? <polite>

See Section 8 Attribute. Relative clauses

2.14 Which questions below are formal and very rare? Why?

1. Who's he talking to?
2. Whom do you favour?
3. Who do I thank?
4. With whom would you replace them?
5. Who are you going out with?
6. Who can I trust?
7. For whom would I be working?

Much/many v a lot/lots of

Many/much is used mainly in questions and negative sentences:

*He does not smoke very **much**.* <neutral>

*Do **many** people attend the meetings?* <neutral>

In positive statements *many/much* is <formal>, *a lot of* is <informal>, *lots of*, *plenty (of)*, *loads of* are <very informal>:

***Many** people derive **much** pleasure from attending music festivals.* <formal>

*Music festivals give **a lot of** fun to **lots of** people.* <informal>

Thus, in conversation we usually say:

*Do you have **much** trouble with English? – I don't have **much** trouble speaking, but I have **lots of** difficulty writing.* <spoken>

*Are there **many** opera houses in London? – Not many, but **a lot of** theatres and **plenty of** cinemas.* <spoken>

Thus, *lots of*, *plenty (of)*, *loads of* are <very informal>; *a lot of* (in positive statements), *much/many* (in questions and negative sentences) are <neutral>; *much*, *many* (in positive statements) are <formal>; *a good/great deal of* (with uncount nouns), *a good/great many*, *a large number of* (with count nouns) are <formal> <written>:

2.15 Mark the style of the underlined words: neutral, formal, (very) informal.

1. Mr Lucas has spent a great deal of time in the Far East.
2. The auditors have found a large number of mistakes in the accounts.
3. A lot of us were invited at the last minute.
4. There's still lots of snow in the garden.
5. In the opinion of many scientists...
6. Loads of people have rather extreme views on it.
7. A lot of rubbish has been written on this subject.
8. Do you know much about her state of health?
9. It certainly didn't do much good to their egos.
10. Are there many tickets left?

Few/little

Few and *little* are <formal, written>, *not much/many*, *hardly any* are <spoken>. Compare:

*We saw **little** on account of the fog.* <written, bookish>

*We saw **hardly anything** / We **didn't see much** because of the fog.* <spoken>

***Few** people come this way.* <written>

***Hardly anyone** comes this way. / **Not many** people come this way.* <spoken>

BUT *very*, *too*, *extremely*, *comparatively*, etc + *few*, *little*, *only a few/a little* is <spoken>:

*I have **very little** time.* <spoken>

*They have **too few** holidays.* <spoken>

In <AmE> and <spoken BrE> *less* and *least* are used with count nouns:

***less** friends/people/mistakes (= fewer <neutral>)*

2.16 Which sentence in each pair is formal?

1. a) Little is known about his private life. b) Not much is known about his private life,
2. a) There is little time left. b) There isn't much time left.
3. a) Not many people know much about him. b) Few people know much about him.

2.17 Suggest alternatives to the underlined words so that the sentences are more appropriate for conversation.

1. It is little use trying to change her mind.

2. Few teenagers in the village could read.
3. Nadia drank little coffee and no alcohol.
4. Unfortunately, he had few friends.

2.18 Look at the underlined words. Which sentences below are formal? Why?

1. Much has been said on this subject.
2. I have little to say that is relevant.
3. I don't think there is much pasta left in the cupboard.
4. This is one of the few original paintings remaining.
5. We have received lots of letters on this topic.
6. Few could have been described as fit.
7. But that in itself doesn't mean much.
8. By the time Sir Humphrey sat down few people in that court could have felt that Simmons had arrested the wrong man.
9. Mr Ozawa, in the eyes of the public, has achieved very little.
10. By this time few in that courtroom could have believed him.
11. I have plenty of time.
12. He was fond of chocolates and ate a good many in an abstracted fashion.
13. I told him he missed a lot.
14. There're lots of things lots of people don't know.
15. She was called, but had little to say.
16. Little is known about the causes of the problem.

English v Russian

Unlike Russian, English prefers positive words (*much, many, etc*) to negative ones (*little, few, etc*).

*Ham's wife was not the **most popular** person in the Ark.*

*As I say, they weren't **very bright**.*

*He didn't talk **much**.*

*He didn't think **much** of it.*

*There isn't **much** you can teach her about getting her own way.*

*He hadn't liked it **much**.*

It would be a good idea for Russian learners of English to practice in translating Russian negatives with the help of positive English words, especially when offering value judgements:

*Мне эта картина **не** нравится. – I don't like this picture **very much**.*

*Я **плохо** спал - I didn't sleep **well**.*

*На вечеринке было **мало** народа. – There weren't **many** people at the party.*

See Section 25 **Avoiding blunt statements, understatement**

This/these v. that/those

This/these are more <common> in <written> English than *that/those*, especially in academic prose, because they signal reference to the immediately preceding text:

*The simplest form of chemical bond, in some ways, is the ionic bond. Bonds of **this** type are formed by electrostatic attractions between ions of opposite charge. **This***

attraction is exactly of the same nature as the attraction that makes hair stand up when some synthetic fabrics are drawn over it. <acad>

That is more <common> in conversation:

- \$ 85, sir. – Oh dear. *That's* very expensive. <conv>

This/these may reflect your positive attitude, while *that/those* your negative one:

*You know I actually quite like **this** chap.* <spoken>

*I don't want **that** bastard.* <spoken>

*What do you think of **these** new digital televisions? – Oh **those** are a waste of money.*

2.19 Put in *this* or *that*. Which sentences imply negative attitude?

1. I like ...music!
2. Stop ... noise!
3. Why did she marry ... idiot?
4. Isn't ... weather great?
5. Tell her to stop ... shouting.

On the telephone:

*Hello. **This** is Elisabeth. Who is **that** speaking? Is **that** Ruth?* <BrE>

*Hello. **This** is Elisabeth. Who is **this** speaking? Is **this** Ruth?* <AmE>

That/those (of) v one/ones

Both *that/those (of)* and *one/ones* are used for substitution.

That/those (of) is <written> <formal>, most <common> in academic prose, *one/ones* is more <informal>, most <common> in conversation.

Compare:

*The stories (which) she wrote 10 years ago are more interesting than **those** (which) she is writing now.* <written>

*The stories she wrote 10 years ago are more interesting than the **ones** she is writing now.* <spoken>

*The butter we import is less expensive than **that** (which) we produce ourselves.*

*These flowers are better than **those** (which) we planted last year The paintings of Gauguin's Tahiti period are more famous than **those** he painted in France.*

*The plumage of the male pheasant is far more colourful than **that of** the female.*

*The problem confronting us is not dissimilar from **that which** Britain faced in the 1930s.*

One is not used for an uncountable noun. Compare:

*What sort of **cake** would you like? – A big **one** with cream.*

*We haven't got fresh **cream**. Would you like **tinned**?*

See Section 27 Substitution and omission

2.20 Put in *one(s)*. What is the style of the sentences?

1. What sort of job would you like? – ...where I travel a lot.
2. I haven't got a train timetable, but ask Adrian – he may have...
3. I need a watch – ... with an alarm.
4. What colour cardigans would you like to see? – Blue..., please.
5. Which glasses do I use? – The tall...

6. Hand me a knife, will you – a sharp...
7. There's my suitcase, the big grey leather ...
8. She doesn't sell used cars, only new ...

2.21 Put in *that (of)*, *those (of)*. What is the style of the sentences?

1. The simplest covalent structure is ... diamond.
2. They describe a different event from ... which the author chose to describe.
3. They sat erect, conscious of their uniforms, styled like... the Prussian army.
4. In practice we may find it difficult to separate the hardware of the data manipulation unit from ... the control unit.
5. This year's first quarter sales are still below ... last year in the UK.
6. The unit of energy is the same as ...for work.
7. The occupational categories are the same as ...defined there.
8. The other problem is ... sealing between the two streams.
9. The simplest form of tribal society is... which follows a migratory existence.

This/these kind(s) of

In <informal> conversation you may hear:

These kind of dogs are easy to train. <informal>

I don't like those kind of boots. <informal>

These sort of cars are enormously expensive to run. <informal>

Such constructions are rare in news or academic prose.

The more grammatical construction *these kinds of + plural/singular noun* is even <less common> and chiefly restricted to academic prose:

How common are these types of illness(es)? <acad> <rare>

Those kinds of colours look good with dark skin. <rare>

In <neutral> style to avoid confusion we use a) only singular, b) only plural, c) another construction:

a) *This sort of car is enormously expensive to run.*

b) *These kinds of car(s) are enormously expensive to run.* <acad>

c) *Cars of that type are enormously expensive to run.*

2.22 Which sentences do you think sound more natural?

1. You probably know more about those sort of people that I would.
2. These kinds of questions cannot be transformed into hypothesis form.
3. Differences of this kind are both substantial and early to appear.
4. I hate these sort of things.
5. These kind of decisions are normally made by the teacher alone.
6. Do we want these kind of people in our team?
7. It has become fashionable to say that this kind of equality is unimportant.
8. It does not in any way cause these sort of problems.
9. For these kinds of question it is necessary that the marked cell populations differ in the expression of the gene.
10. I don't know this kind of dinosaurs.

A sort of/ of a sort /of sorts / of a kind/of kinds

They are used in <spoken> English to say that something is not as good as it should be:

*He's **a sort of** artist / an artist **of sorts**.* <spoken>
*It's **a sort of** melodrama / a melodrama **of sorts**.* <spoken>

2.23 What makes the sentences below sound uncomplimentary?

1. They heard a policeman of sorts expressing a doubt.
2. He figured that was safe enough, now he had back-up of a sort.
3. I was spending my holiday with a vicar of sorts.
4. - Do we have a job? – A job – of kinds.
5. Elections of a kind are held, but there is only one party to vote for.
6. I had a conversation of sorts with a very drunk man at the bus stop.

Sort of, kind of

Sort of/ kind of (NOT *type of*) is used in <spoken> English to say that something is partly true or you are not being exact:

*Do you know what I mean? – **Sort of**.* <spoken>
*It's **a sort of** oval shape.* <spoken>
*I'm **kind of** glad I didn't win.* <spoken>
*I **sort of** like him, but I don't know why.*

2.24 Which *kind/sort/type* structures in the sentences a) are used for classification, b) are used in inexact descriptions c) sound uncomplimentary?

1. I kind of danced into work.
2. It's a kind of reddish-brown colour.
3. It's an interesting kind of plant.
4. This kind of mistake is easy to make.
5. Red wine goes well with this sort of dish.
6. Then they started sort of chanting.
7. I've already seen a few movies of this type.
8. On expeditions of this sort you have to be prepared for trouble.
9. He's a sort of poet.
10. He's kind of dumb, isn't he?
11. This is precisely the kind of sensational attitude I most deplore.
12. I kind of brushed it off.
13. This is the sort of case in which judges must exercise discretionary power.
14. His eyes had a kind of icy brilliance about them.
15. What sort of things are effects?
16. There are two types of bond energy.
17. It's a new sort of mobile phone.
18. She wrote a detective novel of sorts.

Such v any such/ that kind of/like that

Classifying *such* (= of this kind) in the structure *such a+noun* is <written> <formal> <most common> in academic prose; *any such, that kind of, like this/ that* are <spoken>:

*He has conducted **such an** investigation.* <formal>

*He has conducted **an** investigation **like that**.* <spoken>

Intensifying *such* (= in a high degree) in the structures *such a +noun* and especially *such a +adjective+noun* is <common> in conversation:

*She's **such** a baby.* <spoken>

*You've got **such** a beautiful garden!* <spoken>

Thus, in conversation we use *such* to emphasise. When we want to compare things, we prefer *like this/ that* or *this/that sort of*:

*Look over there. I'd love to have a car **like that**.* (NOT...*such a car*) <spoken>

*I don't like **this sort of** music.* (NOT... *such music*) <spoken>

2.25 In which sentences do you think *such* is a) classifying b) intensifying?

1. It was such a good film that I went to see it three times.
2. I didn't know you had such nice friends.
3. We believe, however, that such a theory is possible.
4. He has such a pleasant voice that I could listen to him all day.
5. Such people, he said, were always the first to have an immutable opinion on what the verdict should be.
6. I felt such an idiot!
7. It was such a boring book that I stopped reading it.
8. No such orders came for the Colonel.
9. They had been invited to a Hindu wedding and were not sure what happened on such occasions.
10. I wish I hadn't got such a funny nose.

2.26 Which sentences with *such* and *like that* are common in conversation?

1. He had no right to do such stupid things.
2. Must you do a thing like that? Why?
3. He was not really such a bad player.
4. She longed to find somebody who understood her problems, and in him she thought she had found such a person.
5. A girl like that deserves a better fate.
6. People who drove cars like that considered themselves above the regulations.
7. It was such a boring lecture that I couldn't keep my eyes open.
8. There are people like that, you know.
9. To some degree such differences of definition may be a function of the extension of the tongue.
10. Such behaviour is just not acceptable in this school.
11. What do you see in a fellow like that?
12. The rules make it quite clear what should be done in such a situation.

SECTION 3 ADJECTIVE AND ADVERB

Frequency

Adjectives are most frequent in news and academic prose. The most frequent adjective in <spoken> English is *bad*. In <fiction>: *bad, short, young, bright, hot, cold, empty, alone, tired*. In <academic> prose: *basic, common, following, high, lower, particular, similar, specific, total, various, dependent, equal, equivalent, essential, greater, large, present, useful*.

Comparison

-er/est v. more/most

Most one-syllable adjectives take *-er/est*, longer adjectives are used with *more/most*.

Two-syllable adjectives in *-y* usually take *-er/est*, <common> examples are: *angry, busy, crazy, dirty, easy, empty, funny, happy, healthy, heavy, hungry, lengthy, lucky, nasty, pretty, ready, silly, tidy, tiny, wealthy*. Adjectives in *-ly* take both types of comparison, especially *costly, deadly, friendly, lively, lonely, lovely, ugly*.

*She thought Blackpool would be probably somewhat **livelier** and possibly safer and cheaper than other resorts.* <common>

*The photographer wanted something **more lively**, though, a picture of an actual capture.* <common>

<Less common> examples of two-syllable adjectives which can take *-er/est* are those ending in syllabic /r/ (e.g. *bitter, clever, tender, slender*), syllabic /l/ (e.g. *able, cruel, feeble, gentle, humble, little, noble, simple, subtle*), *-ere* (e.g. *severe, sincere*), *-ure* (e.g. *secure, obscure*) and the adjectives *common* and *handsome*.

Adjectives formed with *-ed* and *-ing* usually take *more/most* (e.g. *bored, tiring*).

The comparative and superlative degrees of some one-syllable adjectives are now formed in both ways. In this case adjective + *-er, -est* is <informal>, *more, most* + adjective is <neutral>:

*The road's getting **more** and **more** steep.* <neutral>

*The road's getting **steeper** and **steeper**.* <informal>

Modern tendency

The form *more, most* + adjective is becoming more popular and more common with short adjectives: *crude, rude, full, proud, fair, plain, keen, true, good, bad, hot* (one syllable); *fussy, cruel, subtle, simple* (two syllables). The comparison then is more <emphatic>.

*"Wouldn't that be **more** fair?" she asked.* <emphatic>

Farther v. further

In <informal> English *further* is used in all cases, in <formal> English *farther* is used with distance:

He lives **farther** from the centre. <formal>

He lives **further** from the centre. <informal>

Older/elder

Elder is becoming <archaic>, *older* is used instead.

John's my *older/elder* brother.

3.1 Which underlined forms are less common? Supply a more common form.

Which are emphatic?

1. The pigs, the cattle, the sheep, some of the stupider goats...
2. People are tireder nowadays, especially men.
3. A murderer is always more clever than anyone else.
4. He's cleverer than I thought.
5. The tissue culture was of cancer cells of the commoner sorts of cancer.
6. Probably no further west than that.
7. They stopped at the end stall, farthest from the door.
8. I am much crueler than fate. Infinitely more cruel.
9. His article is more breezy in style.
10. Nothing makes you feel stupider than picking a lock that isn't locked.
11. The baddest of the bad.
12. His affair with Nurse Craven had progressed much farther than the mere flirtation he was having with Judith.
13. Much simpler process altogether is what's needed.
14. *Earlier* is much more common than *more early*.
15. I feel she ought to be more keen on having a good time.
16. He looked much older and feebler.
17. He's my elder brother.
18. Then his older brother ran away to Osaka.

Much, far, very much, a little, a bit, a lot, lots with comparatives

Before comparatives *a bit*, *a lot*, *lots* are <informal>. The others are neutral.

He's **much/far** older than her.

She's **very much** happier in the new job.

North America is **a little** larger than South America.

I feel **a bit** better. <informal>

3.2 Which underlined words are informal?

1. I feel a little better.
2. All the men were much taller than Norton.
3. The sweater was far too small for him.
4. These grapes are a lot sweeter than the others.
5. I came back from Egypt very much better.
6. There is a post strike in Britain which is lasting far longer than I expected.
7. A dog is a bit bigger than a cat.
8. A computer is a lot faster than a typewriter.
9. My father's death was a far less remote event than my grandmother's.
10. Reacher was a lot taller than the other three.
11. The bigger bolts were much harder.

12. He is a less experienced and clearly much less intelligent man.

3.3 Supply variants in the same style for the underlined words in sentences 2, 4, 6, 8, 9, 11, 12 in ex. 3.2

Very / much / very much

Much + <bookish> verbs (*admire, prefer, regret, etc.*):

We **much regret**. <formal>

Some people **much prefer** wine. <formal>

We use *very much* with past participles when they are in passive verbs:

She's **very much respected** by her colleagues. (NOT ...*very respected*)

The bridge was **very much weakened** by the floods.

Very is <common> with *-ed* adjectives expressing emotions (e.g. *worried, shocked, frightened, confused, annoyed, surprised, isolated, disappointed, thrilled, amused*), *very much* is <more formal>, *much* is <most formal>:

I'm **very** interested. <spoken>

The children were **very** bored. <spoken>

He has been **very much** upset by the tragic news. <written> <more formal>

Toby was **much** impressed. <written> <most formal>

3.4 Put in *very* or *very much* so that sentences sound more common.

1. Her plans have been ...simplified since I last told you about them.
2. I can see that you are ...worried about something.
3. I get ... confused when people shout at me.
4. I'll be ... surprised if you can't answer this.
5. I'm ... annoyed because I can't open the safe.
6. His ideas were ... imitated by other writers.
7. Many AIDS patients feel ... isolated.
8. My book was ... improved by your suggestions.
9. She's been ... photographed, written about and talked about, but nobody really knows her.
10. The police have been ... criticized recently.
11. They weren't ... amused when you told that joke.
12. When I had money problems I was ... helped by my uncle.
13. Will she be ... disappointed if I can't come?
14. You don't sound ... thrilled about seeing me.

3.5 Look at the underlined words. Which sentences below are spoken?

1. He's very much admired by his students.
2. He is much admired.
3. She looked very surprised.
4. We were all very shocked by the news.
5. I was very much surprised at your letter.
6. They weren't much interested.
7. She was seldom very amused.

Degree

Questions

Questions *How much? How far?* (for verbs); *How much of?* (for nouns) are rather <informal>. More <formal> questions of degree are *To what degree?, To what extent?*

How much of a scholar is he? – He's not much of one. <informal>

How far do you agree with me? – I agree with you absolutely. <informal>

To what extent can we blame the government for this lack of information? <formal>

In so far as

In so far as/insofar as/in as far as (= to the degree that) are <formal>

The research suggests that the drug will be successful, insofar as one can draw conclusions from such a small sample size. <formal>

Use your eyes, your ears and your nose if need be in so far as the dictates of honour allow. <formal>

Fairly, rather, quite, pretty

Quite (= considerably), *fairly*, *a little*, *slightly* are <neutral>

Prices have fallen slightly.

It took quite a long time.

Rather is fairly <formal>, but can be used in <spoken> English, especially in <BrE>. In <AmE> it is more usual to use *pretty*. In both <AmE> and <BrE> *pretty* is <spoken>. *Quite a lot, a bit* are <informal> <BrE>.

He was rather annoyed. <spoken BrE> <formal>

I'm pretty sure he'll say yes. <spoken AmE> <informal>

I think you're a bit young to be watching this. <informal> <BrE>

We managed to get quite a lot of information for the survey. <informal BrE>

Quite (=absolutely) before a limit adjective or adverb, and in <BrE> before a verb, is fairly <formal>:

You are quite wrong. <formal>

I quite understand your feelings. <formal>

3.6 Say in which sentences *quite* means “absolutely” and is fairly formal?

1. It's quite the best show in town.
2. It's quite expensive.
3. I'm sorry that's quite impossible.
4. The film was quite good, but the book was much better.
5. I think you've had quite enough to drink already!
6. He's quite a good soccer-player.
7. What she's suggesting is quite ridiculous.
8. I got a letter from her quite recently.
9. I'm not quite blind, you know.
10. They were still trembling and quite unable to speak.

Considerably, significantly are rather <formal>

Prices have increased considerably. <formal>

Academic prose prefers *quite, rather, fairly, slightly, almost, relatively* <formal>, *somewhat* <formal>:

*The European study asked a **slightly** different question.* <written>

*In general, recent evidence points to conceptual or linguistic difficulties of a **fairly** high level.* <written>

*These temperatures tend to be **somewhat** lower than those in common practice.* <written>

Positive / negative attitude

Some adverbs sometimes suggest a positive meaning, while others sometimes suggest a negative meaning.

Fairly, quite, entirely (=‘good’ or ‘neither good nor bad’):

*It’s **quite** warm today.*

*She’s **entirely** satisfied.*

Rather, completely, utterly, a bit, a little (= ‘bad’):

*It’s **rather** cold today.* <rather formal>

*She’s **utterly** dissatisfied.*

*I **completely** disagree with you.*

*These boxes are **a bit** heavy.* <spoken>

3.7 Which underlined degree adverbs express positive/ negative attitude? Which are informal?

1. You look utterly miserable.
2. The house had a fairly large garden.
3. She was bored with work and wanted to do something completely different.
4. You’d better wear a coat – it’s pretty cold out.
5. This restaurant’s quite good.
6. I was rather surprised to see him with his ex-wife.
7. I was a little bit disappointed with my test results.
8. Alison is slightly older than her brother.
9. She devoted herself entirely to her research.
10. We drank quite a lot of wine.

3.8 Underline the formal ways of expressing degree in written registers.

1. To what degree does such a community of interest exist?
2. The initial slope was not significantly affected.
3. Eventually I get out my own side insofar as I am able to, round to the door.
4. They should observe to what extent they occur in the speech of English people.
5. Gusinsky was somewhat unique among the oligarchs.
6. The group of eidetic children differed substantially among themselves with respect to the quality of their images.
7. To some degree this flow has replaced the traditional migration of young Italians from south to north.
8. His personality filled the room to the extent that it seemed that if I turned I would see him standing by his bookcase.
9. In large degree this special treatment consists of immunity from government restraint.

10. Far more moved to the Slavic states, and to a lesser extent to France and China.

Manner

There are three chief ways of expressing manner: 1) adverb, 2) *in... manner/way* 3) *with* + abstract noun. When an adverb is available, use the adverb, it is shorter and <less formal>:

*He spoke **confidently** <less formal>/ **in a confident manner/way** /**with confidence**.*

Like this/that, this/that way

Like this/that, this/that way are <informal>, *so* is <formal>

*You don't spell 'technique' **like that**; you spell it **like this**.* <informal>

*Did they discuss it frankly?- Anybody would discuss it **so**.* <formal>/
*Anybody would discuss it **that way**.* <informal>

In <informal> constructions *in* can be omitted before *way*:

*She cooks turkey **in the way** my mother did* <formal> / ***the way** my mother did* <informal>

In academic prose *way* is typically followed by *in which*:

*The **way in which** this happens gives important information on the inner organization.* <acad> <formal>

3.9 Are the underlined examples of expressing manner formal or informal?

1. She nodded in an embarrassed fashion.
2. I said with sincerity, "I'm sorry."
3. You don't make curry any more, the way you did for Alec, the way Vera taught you.
4. Past and future aren't separate locations, the way New York and Paris are separate locations.
5. It is not the only way in which a person can be brought before a court.
6. He doesn't like to mess about in boats the way we do.
7. The way it had been explained to Reacher, long ago, it was all about equivalents.
8. This was exactly the way he himself would choose to fight – quickly, with the conditioning and reserves of stamina to wear down an opponent.
9. He sounded unusually patriotic, the way he always did the moment they were abroad.
10. I had hoped you would behave in a more responsible manner.
11. 'Hello,' he said in a friendly way.
12. Sorry, I didn't know you felt that way.
13. I find it easier to work like this.
14. Maria got up and took a shower in a leisurely way.

-ly adverbs

In <spoken> <informal> English *-ly* adverbs are not used before or inside predicate. Compare:

*The situation got **steadily** worse* <neutral>

*I **promptly** told him.* <neutral>

*It's becoming **increasingly** difficult.* <neutral>

*Prices are rising **steadily**.* <informal>

3.10 Which sentences are informal? Why?

1. She's constantly complaining.
2. She's all the time complaining.
3. He grew steadily worse.
4. He grew worse and worse.
5. But the world is changing rapidly.
6. Brad hastily finished packing.
7. He approached the hotel cautiously.
8. She desperately missed the exciting nightlife of London.
9. But, of course, it was theoretically possible.
10. The women were chattering excitedly.

3.11 The -ly adverbs below are in three positions with respect to predicate (front, mid, end). Which position is a feature of written formal English?

1. He deliberately ate slowly to provoke Ralph.
2. He was deliberately killed.
3. Her daughter was happily splashing away in the pool.
4. Margaret, colouring slightly, quickly stood up.
5. He was able quickly to convince me.
6. She looked at me steadily.
7. He is one of the few authors who can navigate successfully between romance and the academy.
8. She would check on the progress of all the flowers she had lovingly planted.
9. I think she'll be married shortly.

-ly adverbs in split infinitives are used mostly in <spoken> English for emphasis:

*And I wanted to **finally** meet you.* <spoken> <emphatic>

See Section 4 Verb. Split infinitive

Adjective or adverb?

In <informal> English, we use some adjectives as adverbs with no change of form. Compare:

*He spoke **loud** and **clear*** <informal> / ***loudly** and **clearly*** .

*I saw him as **clear*** <informal> / ***clearly** as if he was standing here.*

Adjectives we commonly use in this way include: *real, cheap, quick, slow, kind.*

Here are some common phrases that use adjectives after verbs:

*He fell **flat** on his face.*

*Hold **tight**!*

*Feel **free** to look around.*

*Take it **easy**!*

Real + adjective is used only in <AmE>:

*She's a **real** nice girl.* <AmE> <spoken>

3.12 Which sentences below are informal? Why?

1. She buys her clothes cheap.
2. We had to drive slowly all the way.
3. We had to lie quiet until the danger was over.
4. It happened so quickly that I could do nothing.
5. The moon shone bright.
6. The light glowed brightly.
7. The big one went so slow.
8. They want to make sure it runs smooth first.
9. It would have been real bad news.
10. This looks really good.

Like, as

Like and *as* express comparison:

*She sings **like** a professional.*

*They hunted him **as** a tiger stalks its prey.* <formal>

*She cooks turkey **like** my mother.*

*She cooks turkey **as** my mother did.*

Note that *like* is followed by a noun phrase, while *as* is followed by a verb phrase:

*He works **like** a farm horse.*

*They get up early every morning, **as** I do.* (NOT ... *like* I do)

Although *like* is used <very informally> with verb phrases, especially in <AmE>, it is best avoided as incorrect:

*No one else can score goals **like** he can.* <very informal, incorrect> <AmE>

*Don't talk to me **like** you talk to a child.* <very informal, incorrect> <AmE>

Like I said/told you is <spoken>:

*I'm sorry, but, **like** I say, she's not here at the moment.* <spoken>

As if / as though

We use past tense after *as if/as though* to <emphasise> that the comparison is imaginary. Compare:

*She looks **as if** she **knows** what's going to happen.* (=maybe she does)

*She looks **as if** she **knew** what's going to happen.* (=she doesn't)

3.13 Which sentences with *as if/as though* emphasise that something is unlikely or untrue?

1. The man speaks as if he has never heard of the place.
2. He acts as though he owned the place.
3. He staggers around nowadays as though he had weight of the world on his shoulders.
4. He looks as if he's going to be sick.
5. It sounds as though she's been really ill.

Although *like* is used instead of *as if/as though*, it is <very informal> and incorrect:

*He looked at me **like** I was mad.* <very informal, incorrect>

*This meat smells **like** it's gone bad.* <very informal, incorrect>

3.14 In some sentences below the use of *like* is very informal and incorrect. Find mistakes and correct them.

1. In some cases, it looks like walls were added to make secret passages.
2. Like many successful businesspeople, they tended to treat academics as if they were slightly retarded.
3. He was tan, like he was just back from somewhere hot.
4. So like you said, he'll have thrown it in the back.
5. I had been to West Point, just like they had.
6. They guy holding it looked more or less like he knew what he was doing.
7. They looked like they were asleep.
8. The nervous guy was smaller, like he burned up his energy worrying.
9. It's not like I'm his tragic widow or something.
10. She looked like she wasn't convinced.
11. But are you like him? – Like I told you. There are similarities. And there are differences.
12. It was very bare. Like it was only temporary.
13. Nobody loves you like I do.

SECTION 4. VERB

Infinitive

to

In *There + be + do* construction *to* is <bookish>:

*There was nothing to do but **to wait**.* <bookish>

*There was nothing to do but **wait**.*

The use of *and* instead of *to* is <informal> and <emphatic>. It is commonly used after imperative *try, come, go*:

*I don't want to try **to** influence him.*

*I don't want to try **and** influence him.* <informal> <emphatic>

*Go **to** fetch the tea.*

*Go **and** fetch the girl back.* <informal> <emphatic>

Come/go + infinitive without to or and are more <common> in <AmE>:

*They wanted to **come visit**.* <AmE>

*I'll **go fetch** him.* <AmE>

After *help* in the pattern *help to do sth* or *help smb to do sth* you can leave out the *to*. *Help to do* is <more formal>, *help do* is more <informal> <spoken> and <common>:

*Cleaner water will **help prevent** disease.* <more common>

*She **helped him choose** some new clothes.* <more common>

See Section 27 Omission

4.1 Mark these sentences neutral, bookish, formal, informal, emphatic, AmE.

Base your decision on the use of infinitive with or without *to*..

1. There was nothing to do but to call ITC again.
2. I had nothing to do but wait.
3. There was no alternative but to go through the arch.
4. I only said that to try and explain the sort of thing.
5. We'll go get her.
6. Come talk to me Monday.
7. Let's go see.
8. It had spurred Eliza to try and give them nothing more to worry about.
9. I need you to come see the office.
10. She helped him swing the door all the way open.
11. Go do it.
12. Don't you think I'd rather go with you than go be someone's slave for a straight week?
13. I helped her to carry her cases up the stairs.
14. This is what we have to try and understand.
15. Well go get your daughter back.
16. You should come see them.
17. These herbal products help you to relax and sleep.
18. We need money to help people build new homes.

Split infinitive

Split infinitive (*to always be*) is used mostly in <spoken> English for emphasis:

*We have **to always make sure** the kitchen is clean.* <emph>

*Judge K. Loopus sent them home **to hurriedly pack** for the bus.* <emph>

Perfect infinitive

Perfect infinitive is used after phrases expressing emotions and feelings:

*I'm sorry **to have kept** you waiting.*

*She was felt **not to have met** the standards required.*

Perfect infinitives are used to emphasise that something was not completed. Compare:

*I was **to go** to London.* (=that was the plan, those were my instructions)

*I was **to have gone** to London.* (=It had been planned that I should go, but I had not gone.) <emphatic>

*My new car was **to have been delivered** today but there was a problem with the paintwork.* (Compare: *My new car was **to be delivered** today.* = The car may or may not have been delivered)

4.2 Rewrite these sentences using Perfect Infinitives to emphasise that something was not completed.

1. It was Sunday. The day we were to go to the pictures.
2. I was to deliver a letter to you.
3. His 'control' was to reach him by then.
4. I was to leave next day.
5. You were to deliver the goods last month.
6. He was to go to art college.
7. He was to play the Cup Final.
8. It wasn't the happiest day of my life.
9. We didn't spend a week skiing.

See Section 4 Verb. Passive. active or passive

Have /Do + have / Have + got/Got

Have in questions and negative sentences without *got* or *do* is <formal> in <BrE> and is mostly used in fiction:

***Have** you an appointment?* <formal, written> <BrE>

*Birmingham **has not** the charm of York or Edinburgh.* <formal, written> <BrE>

In AmE conversation the present tense form of *have* is much more <commonly> used in affirmative sentences:

*This friend of mine **has** a vault in his house.* <spoken> <AmE>

Overall, *have* with *do* or *got* are more common in both <BrE> and <AmE>:

***Have** you **got** the money?* <more common>

***Do** you **have** the money?* <more common>

Have got is used in present tense in both <BrE> and <AmE> conversation:

I've got an appointment with Mr Lewis at 10. <spoken>

He hasn't got a car. <spoken>

Have you got a problem? <spoken>

In questions and negative sentences BrE prefers *have got*, while <AmE> prefers *do+have*:

Have you got a cigarette? <BrE> - Do you have a cigarette? <AmE>

We haven't got enough money. <BrE> - We don't have enough money. <AmE>

In <very informal AmE> *have* is left out:

I got a problem. <very informal AmE>

You got a light? <very informal AmE>

Did + have is the most common pattern in all varieties of English.

Did you have nice teachers when you were at school? <most common>

It was difficult to get there because I didn't have a car. <most common>

Had in questions is very rare:

Had she any idea what she was doing? <very rare>

4.3 Which sentences are formal, spoken, very informal AmE, mostly BrE?

1. Have you any idea into whose pockets this money is falling?
2. But we got plenty of it.
3. Has he any idea how young you are?
4. I've got things to do.
5. I got calls to make.
6. Such rocks have no fossils.
7. She hasn't got a mother.
8. Do you have an exam on Monday?
9. What exams have you got?
10. I've got a problem, actually.
11. I don't have any problems.
12. She's got blond hair.
13. She has blond hair.
14. Have we got any cheesecake?

Have got v do + have

We choose *do + have* to refer to regular actions, states and *have got* to mean 'now, at present'. Compare:

Have you got time to come out for a walk?

Do you (ever) have time to go to the theatre?

In a shop: We *haven't got* any bananas. (= now)

We *don't have* any bananas. (= never)

Imperatives, modal verbs and their equivalents

Imperatives

Imperatives are many times more <common> in conversation than in writing. In academic prose they are used as a means of guiding the reader

in interpreting the text without any softening devices (e.g. question tags, *please*):

Note that x may occur free and bound in P . <acad>

See also Section 5.2. <acad>

In looking for the answers, **let us begin** with those citizens who have been around for the longest time... <acad>

Let <mathematical formula> **be** the breeding population of blowflies at time t . <acad>

Suppose we believe that the snow is what is muffing the sound of the traffic. <acad>

In conversation we use imperatives with *you*, *will you*, *won't you*, *shall we*, *please*, *just*, *do* to soften or sharpen the command, to be polite or more insistent:

You go home and go to sleep. <softens>

Oh, Clare, turn it up **will you please**? <softens>

Listen, keep this quiet, **won't you**? (falling tone) <softens>

Let's try that **shall we**? <softens>

Just dump it at the door there. <softens>

Do ring Cathy if you feel like it. <more insistent>

It is not impolite to use a command when you are telling someone to do something for their own good. These are offers or invitations rather than commands:

You must stay for dinner. <polite>

You should have some of this cake.

Have another apple.

Make yourself at home.

Just leave everything to me.

Do come in.

Note that in this case we use a rising or a fall-rise tone.

Be careful.

Don't forget your wallet.

Please, won't you

Please and *won't you* (a falling tone) soften a command. Note that *please* in front position is more insistent.

Please hurry up. <more insistent>

This way, **please**. <softens>

Look after the children, **won't you**. <softens>

...will you?/ ...would you?

We use tags *...will you?* and *...would you?* <less common> after a negative command with a falling tone to soften the command:

Don't be late, will you?

Note that *will you* (rising tone) after a positive command makes it more insistent and can hardly be used in speaking to a superior:

Pick your plates up from down there will you?

Give them a message from me will you?

Will

Will is a modal verb marking volition. Impatient commands can also be expressed by a clause opening with the modal *will* (a falling tone)

Will is used to give an order or state a rule <spoken>:

Will you be quiet for goodness' sake! <spoken>

On police authority, all residents will evacuate the building. <spoken>

4.4 Which sentences below express commands/orders, requests, instructions, offers, suggestions, invitations? Do the underlined words sharpen or soften the commands, make them more insistent or less demanding?

1. You'll water the plants while I'm away, won't you? (falling tone)
2. First make the pastry by lightly rubbing the fats into the flour with your fingertips.
3. You won't breathe a word, will you? she demanded.
4. Pour him a drink, will you? (rising tone)
5. You'll help, won't you? (falling tone)
6. Please, wait here.
7. Don't write about me, will you? (falling tone)
8. See she gets home all right, won't you? (falling tone)
9. Please, tell the court what happened next.
10. Have a drink, you fellows.
11. Oh, good morning. Do sit down.
12. Go right through, sir.
13. Do try one of those biscuits.
14. Will you be quiet!
15. Wait there, would you? (rising tone)
16. Will all those who have not yet boarded the aircraft please make their way immediately to Gate 27.
17. You must stay for lunch.
18. Just listen to what I'm saying, will you?
19. You'll do no such thing, George.
20. But you cannot and you will not order us around.

Let's/Let's not/Don't let's/Let's don't

Let's construction is more <common> in <AmE> than in <BrE> conversation.

Let us not and *Do not let us* are <bookish>. *Let's not* is <spoken>. *Don't let's* is <spoken, very rare, informal> <BrE>. *Let's don't* is <very informal> <AmE>.

Let us not despair <formal>

Do not let us forget those who came before us. <formal, bookish>

So, let's not pretend it was business, shall we? <spoken>

Don't let's make too hasty a decision. <BrE informal>

...*shall we?* is sometimes used in <spoken> English at the end of *Let's*-sentence, mostly in <BrE>. Besides, in <BrE> *let's* is used with *come on*, *right*, while in <AmE> it is used with *well*, *okay* and *yeah*. Compare:

Let's make a break, shall we? <BrE>

Come on let's get back to the classroom. <BrE>
Right, let's stop and have a sandwich, shall we? <BrE>
Okay, so let's take a left here and see where it goes. <AmE>
Yeah let's have some ice please. <AmE>

4.5 Comment on the use of *let* in these sentences: academic, bookish, formal, informal, spoken, neutral, rare, BrE, AmE.

1. Don't let's look for trouble.
2. Let's not escape into mathematics. Let's stay with reality.
3. Let angle A equal the sum of the two opposite sides.
4. Don't let's talk any more about me.
5. Let's not talk about her any more, please.
6. Well let's see what they are playing here at the cinema.
7. Let's take turns okay?
8. Let's make a start, shall we?
9. Right, let's keep that on.
10. Come on, Dad, let's go.
11. Well let's do it now.
12. Let A be the set of all men.
13. Let us suppose that we are going to describe a mathematical theory in a very careful way.
14. Let's not tell her what we did.
15. Let us be very certain that we understand just what is meant by this statement.
16. Let us introduce a 'fixed' coordinate system.

Advice, suggestions, invitations

They are milder than commands, <tactful> ways of giving commands or instructions

*You **should** stay in bed.*
*You'd **better** take your medicine.* <informal>
*If I **were** you, I'd sell this car.* <tentative>
*I **suggest** we take the night train.*
*You **might** have a look at this book.* <tentative>
***Why don't you** call on me tomorrow?* <informal>
***Shall we** listen to some music?*
***What about** a drink?* <informal>
Come in and sit down. <familiar>
***Would you like to** come with me?*

Shall I/we? Should I/we?

Shall I/we is used when offering to do something, asking for advice, instruction or permission. *Should* is <informal> in conversation:

***Shall I** translate?*
***Shall I** come tomorrow?*
***Should** we come tomorrow?* <informal>

Should <formal> is used in official orders and instructions:

*Passengers **should** proceed to Gate 12.* <formal>

4.6 Underline the words and phrases used for suggestions and advice rather than commands and instructions.

1. I suggest you get your hair cut.
2. If you need more information, you might try the internet.
3. Why don't we use another method?
4. I thought we might go to the new Chinese restaurant on the High Street..
5. I would trust her if I were you.
6. Would you care to come in?
7. You'd better sit down, pet.
8. I suggest we go for a swim.
9. It might be a good idea to put those plants in the shade.
10. Shall we say 6 o'clock, then?
11. I should stay in bed if I were you.
12. You should read his new book.

Modal verbs in the order from advice to command in face-to-face interaction:

1. You **might** see a doctor. <neutral> - You **could** see a doctor. <informal>
2. You **should** see a doctor. <n> - You **ought to (oughtta)** see a doctor. <informal>
3. You'd **better** see a doctor. <spoken> - You **better** see a doctor <spoken, very informal>
4. You **must** see a doctor. <n> - You **have to** see a doctor. <n> - You've **got to** see a doctor <sp> - You **got to/gotta** see a doctor. <sp, very informal>
5. You **will** see a doctor. <n>

Prohibition: *mustn't* is <BrE>, *can't* is <AmE>, (you) *are not to* is <formal>:

*You **mustn't** <BrE> / **can't** <AmE> open the parcel until Christmas Day.*
*He is **not to** leave until we speak. <formal>*

4.7 Arrange the sentences in the order from advice to command. Mark them neutral, spoken, informal.

1. You must apologize.
2. You will apologize.
3. You'd better apologize.
4. You should apologize.
5. You got to apologize.
6. You've got to apologize.
7. You might apologize.
8. You have to apologize.
9. You better apologize.
10. You ought to apologize.
11. You could apologize

4.8 Rewrite the sentences so that they sound less direct and more polite, using the words and phrases in brackets.

1. You must phone your Dad. (should)

2. You should respect her wishes. (I think you should)
3. Let's invite them. (It might be a good idea)
4. You've got to apologise. (I would... if I were you)
5. Call him now. (You'd better)
6. Ask them to come later. (You might)
7. You shouldn't change your job, (I don't think you should)
8. You must have your hair cut. (I suggest)
9. Leave him alone. (Why don't you)

Now rewrite each sentence using as many expressions in italics as possible.

should // I think you should // Why don't you // I would... if I were you. // You'd better // I suggest // It might be a good idea // You might // I don't think you should

Example: 1. I think you should phone your Dad./ Why don't you phone... /You'd better phone.../I would phone your Dad if I were you/I suggest you phone your Dad/You might phone.../It might be a good idea to...

Obligation/Necessity

Obligation is expressed in a variety of ways. Compare:

*You **have to** sign your name here.*

*I've **got to** finish this essay by tomorrow. <informal> <spoken>*

*You'd **better** not make another mistake. <informal> <spoken>*

*The university **requires** all students to submit their work by a given date. <formal>*

*The Society's nominating committee **shall** nominate one person for the office of President. <very formal> (official regulations, formal documents)*

Shall

Note that *shall* with 1st person is a modal verb marking personal volition. It is generally <rare>. (See Section 4 **Verb**. Characteristic behaviour, habits, volition; Advice, suggestions, invitations). In academic prose it is used to mark personal volition rather than prediction:

*We **shall** here be concerned with only s and p orbitals. <acad> <written>*

Shall with 1st person in conversation is <formal> <BrE> <very rare>.

*We **shall** be away next week. <formal> <rare>*

Shall with 2nd and 3^d persons is used in 1) official documents to state an order, law, promise <very formal> 2) maxims <very formal> or <archaic>, 3) volition/predictions, to emphasize that something will definitely happen, or that you are determined that something should happen <rare> 4) prohibitions <very formal>:

1) ... "The Company" **shall** mean Motorpark Limited. <very formal>

*This guarantee **shall** only apply to defects of faults which are notified to the Company <very formal>*

2) *He who does not work neither **shall** he eat. <archaic>*

3) *All **shall** be well. <rare>*

4) *Only tennis shoes **shall** be worn on the courts. <very formal>*

4.9 Say in which of these formal sentences *shall* is used a) to state an order/law, b) to express determination to do something c) prediction

1. We shall be in time, sir', he said confidently.
2. It says no person shall be deprived of life or liberty without due process of law.
3. I've never liked her and I never shall.
4. All payments shall be made in cash.
5. I dare say I shan't have a husband.
6. Very well. You shall find me a nice husband and I will look after his stomach very carefully.
7. The fifth amendment specifies no person shall be held to answer for a capital crime without a grand jury indictment.
8. We shall have finished by Friday.
9. The truth shall make you free.
10. I said you could go, and so you shall.
11. You shall have whatever you want.
12. The enemy shall not pass.
13. We propose that each member of the club shall be asked to pay...
14. I shall go if I want to.
15. I wish she was dead... she shall be dead.

Be to

Be to do sth (mostly in Present Simple) is used to give an order or to tell someone about a rule <formal>. It is a command given by the speaker or more usually by official authority:

*All staff **are to** wear uniforms.* <formal>

*You **are to** wait here in this room until I return.* <formal>

*He **is to** return to Germany tomorrow.* (= He has been given orders to return) <formal>

Note that *be to* (mostly in Present Simple) is also used 1) to talk about arrangements for future <formal>:

*They **are to** be married in June.* <formal>

2) to say or ask what someone should do <formal, spoken>:

*What **am I to** tell her?* <formal, spoken>

Note that *is to be seen/heard* etc is used to say that something can be seen, heard somewhere <formal> <written>:

*A large range of species **are to be seen** in the aquarium.* <formal, written>

Was/were to do sth is used to say what happened later <formal, written>:

*He **was to** regret that decision for the rest of his life.* (= he did regret it) <formal, written>

4.10 Say in which sentences *to be to* means a) an order, b) arrangements for future, c) = should be done, d) = can be found/heard etc, e) = what happened later. Mark the style formal, spoken, written.

1. Such tribes are still to be found in Africa.
2. For reasons known only to the Komitet these travelers were not to be observed in Sheremetyevo international terminal.
3. The police are to make no moves.

4. Tell him he's to stay there.
5. This discovery was to have a major effect on the treatment of heart disease.
6. Any sightings of man or vehicle are to be reported only to you.
7. Am I to be hounded by manipulated journalists when I speak the truth?
8. As of now he is to be placed under our surveillance and he is not to leave Moscow.
9. What is to be done about this problem?
10. His instructions were clear. He was not to be the man he was last night. He was to be a simple labourer and reach the gates of the old closed-down refinery. This was to take place between 12.30 and one o'clock.
11. Two men are to appear in court on charges of robbery.
12. He was never to see his wife again.
13. We searched everywhere but the ring was nowhere to be found.
14. You are to report this to the police.
15. He is not to be blamed.
16. How am I to explain it her?
17. The Prime Minister is to arrive in China on Monday.

Be supposed to

Be supposed to is mostly used in conversation to mark personal obligation, to say what someone should or should not do, especially because of rules or what someone in authority has said:

We're supposed to check out of the hotel by 11 o'clock. <spoken>

Note that *be supposed to* is also used to say 1) what was expected or intended to happen, especially when it did not happen:

*The meeting **was supposed** to take place on Tuesday, but we've had to postpone it.* <spoken>

and 2) that something is believed to be true by many people, although it might not be true or you might disagree:

*Mrs Carver **is supposed** to have a lot of money.* <spoken>

4.11 Say in which sentences *be supposed to* marks a) obligation, b) beliefs, c) disappointed expectations

1. He's supposed to stand trial here in the States. So we're supposed to grab him with some kind of formality.
2. 'Dirty Harry' is supposed to be one of Eastwood's best films.
3. You're supposed to keep early hours.
4. I'm not supposed to tell anyone.
5. The castle is supposed to be haunted.
6. You were supposed to take care of her.
7. You're not supposed to understand women.
8. You're not supposed to walk on the grass.
9. I thought we were supposed to be paid today.
10. How was I supposed to know you were waiting for me?
11. You're supposed to buy a ticket, but not many people do.
12. I haven't seen it myself, but it's supposed to be a great movie.

Ought to

Ought to is very <rare> and sounds awkward in questions and negative sentences :

*I don't think you **ought to** say that.* <rare>

***Oughtn't** you to stay here?* <awkward>

Personal obligation. Must, should, have to, need

Except for *must*, all of these forms are used most of the time to mark personal obligation rather than logical necessity/possibility.

Have to in conversation is the most <common> form used to mark personal obligation:

*What do we **have to** do?* <spoken>

Should in both conversation and academic prose is very <common> in this meaning:

*You **should** relax.* <spoken>

*However one **should** not despise too hastily such hand-waving discussions.* <acad>

Must in conversation is used most of the time to mark logical necessity/possibility (See Section 4 **Verb**. Logical possibility/certainty):

*Your feet **must** feel wet now.* <spoken>

Must in academic prose is more <common> marking personal obligation:

*This is the sort of case in which judges **must** exercise the discretionary power described a moment ago.* <acad>

Need to is the least <common> marking personal obligation:

*Maybe she **needs to** grow up a bit more.* <spoken>

*He **needed to** be sure that current arrangements were working as well as possible.* <news>

Need to is also used when you are talking about the object that is going to have something done to it:

*That box **needs to** be moved.*

4.12 Mark the frequency of the underlined modals expressing personal obligation: most common, very common, least common in a) conversation b) academic prose.

1. I must now confess something which I kept back from you in Chapter 3.
2. If the crop is to be harvested by machinery, varieties should be cultivated which do not readily shatter.
3. He shouldn't be so impatient.
4. We must invite them for dinner.
5. You'd better be quick or you'll miss the train.
6. Well I have to get up at ten thirty in the morning to take this thing back.
7. Things like this, I need to second-guess myself.
8. A complete theory would need to accommodate every element of physical reality.
9. You must make a scheme.
10. Then he has to come and show me.

11. You ought to protest, Hastings.
12. – But I ve got to know. – It's much better that you should not.

In negative sentences, meaning 'it is not necessary', the options are:

*We **don't have to/haven't got to** <informal spoken>/don't need to <AmE/BrE>/needn't <BrE> keep together.*

4.13 Change these to negative sentences with modals meaning 'it is not necessary'. Mark them neutral, spoken, informal, BrE, AmE.

1. We must leave until 10.
2. Shall I reserve a room?
3. I think I should take some money.

Need v need to

Note the difference between <BrE> and <AmE>. In <BrE> both *need* (modal, without *do*) and *need to* are used, in <AmE> only *need to* is used:

*I **needed to** get some sleep.* <BrE/AmE>

***Need** I pay the whole amount now?* <BrE>

*You **don't need to** leave yet, do you?* <BrE/AmE>

In AmE *need to* means only 'it is necessary', in BrE it is also used to speak about what you must do (personal obligation):

*I **don't need to** go home yet – it's still early.* (BrE/AmE = it isn't necessary)

*You **don't need to** go home yet – we never go to bed before midnight.* (BrE = you don't have to)

*Will we **need to** show our passports?* (= have to) <BrE>

In negative sentences in the past tenses the difference is especially noticeable. In AmE *didn't need to* means 'it was not necessary', in BrE two forms are used: 1) *didn't need to* = it was not necessary 2) *needn't have* = done unnecessarily. Compare:

*He **didn't need to** go to hospital, but he went just to reassure himself.* <AmE>

*He **needn't have** gone to hospital, but he went just to reassure himself.* <BrE> (= he did something that wasn't necessary)

*He **didn't need to** go to hospital after all – he only had a few bruises.* <BrE> (=he didn't go)

4.14 Replace *didn't need to* with BrE form meaning 'done unnecessarily'.

1. We didn't need to order so much food as nobody was hungry.
2. I didn't need to take so much suntan lotion with me.
3. She didn't need to take any money because her friend was paying.
4. You didn't need to wear a pullover, it was hot.
5. I didn't have to use cash, I had my credit card with me.
6. There was a sofa in the other room: you didn't need to sleep on the floor.
7. You didn't need to come and pick me up: I could have got a taxi.
8. It's sweet of you, but you really didn't need to buy me flowers.

4.15 Are these negative sentences with *need* BrE, AmE, BrE/AmE. Which sentences state clearly that something was done unnecessarily?

1. You needn't take any money.
2. I don't need to leave until 10.
3. You needn't have hurried.
4. All you need to do is complete the form.
5. You needn't have spent all that money.
6. You needn't finish this work today.
7. We didn't need to take an umbrella. It wasn't raining.
8. You needn't stay long.
9. I didn't need to go to the bank after all – Mary lent me the money.
10. We needn't have ordered so much food.
11. I didn't need to tell him who I was – he already knew.
12. Theories needn't worry anybody.
13. You don't need to apologize.
14. You needn't act upon his advice if you don't like it.
15. You needn't pay me now.
16. I didn't need to take so much money.
17. You don't need to carry an identity card.
18. You needn't come this evening if you don't want to.
19. You needn't have cooked so much food.

In clichés of academic prose which sound impersonal there is little difference between modals of obligation:

*It **must/should** be emphasized that...*

Logical possibility / certainty/deduction

Frequency

In <spoken> English the most <common> modals expressing certainty are *can*, *could*, *might*, *must*. *Can't* and *must* are extremely <common> :

*John **can't** possibly be seventy!* <spoken>

*You **could** be right.* <spoken>

*You **might** possibly have a point there.* <spoken>

*It **must** be right: there's no other explanation.* <spoken>

Note that *can* is used to express theoretical possibility, while *may* expresses factual possibility:

*The railroads **can** be improved.* (=improvable)

*The railroads **may** be improved.* (=definite plans)

May in conversation is <very rare>. It is sometimes used a) in negative questions <formal>, b) in indirect questions, mostly after *Do you think?*:

a) ***May** we **not** be making a big mistake?* <formal>

b) ***Do you think** we **may** go camping this summer?*

4.16 The underlined modals express certainty/possibility in conversation. Which are a) extremely common b) the most common c) very rare?

1. We must have done something wrong.
2. I think that might amuse you.

3. You may not have realized it, but I wear a wig.
4. Your work must be very interesting.
5. I couldn't have been with her for more than ten minutes.
6. But he can't have gotten out of here.
7. I only refuse to give you information that might be dangerous.
8. You can't do this. You could be killing an innocent man.
9. He may see it as a joke.
10. Somebody might have been there, peeping in.
11. She can't have been feeling very well to have left the party so early.
12. There must have been over fifty members in the clubhouse and they couldn't have failed to hear every word.

In academic prose the most <common> are: *may*, *can*, *could*, *might*. *Must* and *should* are relatively <common>. *May* is extremely <common>.

*The only problem **may** be that the compound is difficult to remove after use.*
<acad>

*However, using harvest index as a physiological indicator **can** be misleading.*
<acad>

*The two processes **could** well be independent.* <acad>

*Of course, it **might** be the case that it had been settled long before that.* <acad>

*All explanations of chemists **must** remain without fruit.* <acad>

*If the preceding work has been done with care there **should** be few, if any, off-types.* <acad>

4.17 The underlined modals express certainty in academic prose. Which are a) extremely common b) the most common c) relatively common?

1. The problem for the Russian reader must consist in being able to hear and distinguish the great variety of contemporary English styles.
2. Because of its close connection with metaphor, simile may also be considered here.
3. It must surely be the case that the cat is competent to act as observer of its own survival or demise.
4. Or he might accept it but reach different conclusions.
5. A utilitarian pragmatist may need to worry about the best way to understand the idea of community welfare.
6. Legumes may have smaller conversion efficiencies than cereals.
7. It is conceivable that the way theoretical physicists regard the objects of their study might be a factor to be taken into account in assessing their significance.
8. It may not be a trivial matter to decide whether the given set B is finite or infinite.
9. Any condition such that no object satisfies the condition could be used to define N.
10. Thus we may replace 10 by any number coprime to *b*.
11. However, the whole argument could be reproduced using a *g*-adic number system.
12. If *c* and *d* have no common divisor, then $\left[\frac{c}{d} \right]$ must be a reduced fraction.
13. We can only say that the context should make it clear which usage is meant.

14. The same result could be obtained from the product N of all the primes less than 1000.

From least to most certainty

Modals could be arranged in the order from least to most certainty as follows:

*That **might** / **could** be George.* (= possible, but unlikely; just possible)

*That **may** be George.* <rare>

*That **should/ought to** be George.* <rare> (= very likely)

*That **must** be George. / (**has**) **got to*** <spoken BrE> /***gotta*** <very informal> (= I'm sure)

*That **will** be George.* (= I'm absolutely sure)

4.18 Arrange these sentences in the order from least to most certainty a) just possible b) very likely c) I'm sure. Which are rare, very informal?

1. Our guests will be home by now.
2. Our guests might be home by now.
3. Our guests should be home by now.
4. Our guests could be home by now.
5. Our guests may be home by now.
6. Our guests gotta be home by now.
7. Our guests ought to be home by now.
8. Our guests must be home by now.

In questions meaning 'Is it possible?' *could* is the <most common> *can* is <much less common>; *might* and *may* should be avoided unless they are used with *Do you think* construction:

Can he be waiting for us? <much less common>

Could the ice caps melt? <the most common>

*Do you think the ice caps **could/may/might** melt?* <common, spoken>

In questions and negative sentences *need* is used instead of *must* to mark logical necessity:

*Strikes **need not** be caused by bad pay.* (= don't have to be caused)

***Need** there be a motive for the crime?* (= Does there have to be a motive?)

4.19 To each sentence, put 3 questions meaning 'Is it possible?'. Arrange them in the following order: a) the most common, b) much less common, c) common, spoken.

He may be waiting for us. - a) Could he be..? b) Can he be..? c) Do you think he could/might/may be..?

1. He can be working at this time.
2. He might be telling lies.
3. You may have left your purse on the bus.
4. They could have missed the train.

In negative sentences the order from least to most certainty is different:

might not – *may not* (*mayn't* <extremely rare>) – *shouldn't* <rare> – *mustn't/ must not* <AmE, rare> – *couldn't* – *can't* – *cannot* – *won't* <rare>.

*It **can't** be the postman at the door. It's only seven o'clock.*

The most <common> opposites are *must* and *can't*:

*That **must** be George. – It **can't** be George.* <most common>

May/might not v could not

Note that *may/might not* and *could not* are not equivalents. *May/Might not* means 'it's possible', while *could not* means 'there are reasons for thinking it's untrue'. Compare:

*The ice caps **might not** melt.* (=It is possible that they will not melt, but it is also possible that they will. *Not* refers to *melt*.)

*The ice caps **could not/couldn't** melt.* (=It is not possible that they will melt. There is scientific evidence to prove they won't. *Not* refers to *could*.)

4.20 Arrange these negative sentences in the order from least to most certainty. Which are the most common or rare?

1. They might not be at home.
2. They can't be at home.
3. They won't be at home.
4. They may not be at home.
5. They shouldn't be at home.
6. They mayn't be at home.

4.21 Use the most common opposites to express most and least certainty.

They're American. – They must/can't be American.

1. She's asleep.
2. It's true.
3. You're hungry.
4. They're French.
5. She was puzzled.
6. They have seen it.
7. He heard about it.
8. She felt lonely.
9. He refused.
10. They did their best.

4.22 Which negative sentences below mean a) it's possible b) it's untrue?

1. I might not have her new phone number; let me check.
2. He couldn't be there already – it's over thirty miles away.
3. We might not get there in time for the speeches.
4. He may not have known about it.
5. He can't have left already, can he?
6. The washing machine couldn't be making such a strange noise.
7. It may not be true.
8. It can't be true.

9. It can't have been a very exciting match for half the spectators to leave at half-time.
10. It couldn't have been me you spoke to; I wasn't even in the country at the time
11. She might not have recognized you.
12. He couldn't have taken it by mistake, could he?
13. There may not be enough money to pay for the repairs.
14. She might not want to come with us.

Requests

In polite questions we use *please* and/or formulas like *Could you tell me:*

What's your name, please?

Would you mind telling me your name?

Please, could I have your address and telephone number?

Could I ask you if you are driving to the station?

May we smoke in here? <formal, spoken, rare>

Compare:

Will you pass the salt, please? <spoken> - *Would you please pass the salt?* <more tactful> - *Yes, certainly.*

Can you possibly give me a lift? <spoken> - *Could you lend me your pen?* <more tactful> - *No, I'm afraid not, because.../ O.K. Here it is.*

Negative questions are <less tentative> <informal>. Compare:

Will you come in and sit down? - *Won't you come in and sit down?* <less tentative> <informal>

Could you possibly come another day? - *Couldn't you possibly come another day?* <less tentative> <informal>

4.23. Make these requests sound more tactful.

1. Can I stay for dinner? He always made requests sound like offers.
2. Won't you have a seat?
3. Tim, can I speak to you a moment?
4. Will you shut the window, please?
5. Can you help me lift this box?
6. Will you send this letter for me, please?
7. Couldn't you possibly come later?
8. Won't you come inside?
9. Will you lend me your pen?

From least to most polite

Requests in the order of from least to most <polite> in <spoken> English:

I wouldn't mind a drink, if you have one.

Would you mind typing this letter?

I wonder if you'd mind giving me his address?

Would you be so kind as / kind enough to switch the light on?

I would be extremely grateful if you would write a reference for me.

I wonder if you would kindly send us some information about your English courses?

In <formal> letters useful formulas are:

I would be very grateful if...

I would appreciate it if...

Would you kindly...

Imperative sentences are the <least polite> and often sound rude, interrogative sentences are <polite>, while affirmative ones with polite expressions are the <most polite>. Compare:

Door! <rude>

Shut the door (will you) (please). <command>

May we have the door shut (please)? <formal, polite>

Would you mind closing the door (please)? <polite>

I wonder if you would mind closing the door. <more polite>

I'm sorry to trouble you, but could I ask you to close the door for me, please.
<most polite>

4.24 Arrange these requests from most to least polite.

1. Would you like to help me for a few minutes?
2. You couldn't help me for a few minutes, could you?
3. Could you possibly help me for a few minutes?
4. Would you mind helping me for a few minutes?
5. Could you help me for a few minutes?
6. You'll help me, won't you?
7. Will you help me?
8. Help me, will you?

4.25 Underline polite expressions in the following requests. Which are more polite?

1. Will you listen to me?
2. If you'll just listen...
3. Perhaps, you will show it to me one day.
4. Please, madam, if you would be so good as to sit down.
5. Tell her the department will esteem it an honour if she will condescend to work with us over the matter.
6. Would you mind looking away?
7. Would either of you gentlemen be interested in performing for us?
8. Are you busy? Would you mind doing it now?
9. I was wondering how you would feel about giving an interview some time.
10. I wonder if you could do me a favour, old boy?

Permission

Can is <informal>. *May* is <formal> and very <rare> in conversation, it is mostly used in conversation with children:

Can we smoke in here? – Yes, you *can/may*. <informal>

May we smoke in here? <spoken, formal, polite, rare>

You *may* sit down or stand, just as you wish, Johnny. <spoken>

No one *may* own more than 10% of the shares. <formal> <rare>

Compare:

May I invite you to dinner next Saturday? <formal, polite>

*Are we **allowed** to smoke in here?* <formal polite>

*Are we **permitted** to smoke in here?* <formal>

*Is it **all right** if we smoke in here?* <informal>

Could we ask you what your opinion is? <tactful>

*Could I use your phone? – Yes, of course, you **can*** (NOT *could*)

*Do you/Would you **mind** if I opened the window / my opening the window?* <more tactful> - *No, I don't mind at all.*

Note that *allow* and *permit* are used in passive when something is or is not officially permitted.

Might by itself is <very formal, spoken BrE>. We often use *might* with *wonder*:

***Might** I trouble you for a light?* <very formal> <BrE> - *You **may** indeed.* (NOT *might*)

*I wonder if I **could/might** borrow your pen?* <tactful>

When giving or asking for permission, making requests or offers, the degree of politeness or formality depends strongly on the situation, stress and intonation, and who is speaking to whom. As an approximate guide, *may* and *might* are more <polite> and <formal>; *could* and *would* are more <polite> than *can* and *will*. However, because *may* and *might* are <formal>, they can sound aggressive or sarcastic:

***Might** I suggest that you talk to the manager about it?* <formal> <polite>

*And where have you been, **may** I ask?* <sarcastic>

When you do not give your permission to do something, the order of modal verbs in increasing order of severity is the following in <spoken> English:

***Can/May** <formal> we go separately? – No, you **may not**.*

*No, you **can't**.*

*No, you **'re not** to go separately.*

*No, you **mustn't**.*

4.26 The underlined words and phrases are used to ask for or give permission. Mark their style, politeness and frequency: (very) formal, informal, tactful, (very) rare.

1. Can I tell him who's calling?
2. You may leave, my friends.
3. Allow me to drive you.
4. I wonder if I might be allowed to open with a statement?
5. May I be allowed to see it?
6. I wonder if I might see the manager about my account?
7. Would it be all right if I came in with you?
8. May we get back to business?
9. May I have the number at Tennenbaum's so I can reach John St Jacques?
10. However, may we return to the issue of accuracy?
11. You may go into your room, Jamie, and watch TV. But only for a half hour.
12. Can we go separately?
13. Would you mind if I came with you?

14. Could I have a drink of water, please?
15. Might I borrow your pen?
16. Smoking is only permitted in the public lounge.
17. Are dictionaries allowed at the exam?
18. Could you babysit for us on Friday?
19. Dogs are not permitted inside the shop.
20. Could I use your phone, please?
21. The audience is not allowed backstage.
22. Can we go home now, please?
23. You can't park here – it's a no parking zone.

Refusing, denying

To refuse politely:

Well, that's very kind of you, but I'm afraid...

No, thank you very much.

No, thank you.

Forbid <formal>, *prohibit* <formal>, *refuse*, *decline*, *deny*, *prevent*.

*They were **forbidden** to smoke.* <formal>

*They were **prohibited** from smoking.* <formal>

*The minister **refused/declined** to comment on the press report.*

*They were **prevented** from taking part.* <written>

*He **denied** that the allegations were true.*

Ability

Can with ability meaning is <the most common> both in conversation and academic prose. *Could* in this meaning (present ability) is less common in conversation and extremely <rare> in academic prose, it is much more common expressing logical possibility. *Can* in academic prose can often be interpreted as marking either ability or logical possibility:

*I **can** hear what she's saying to somebody.* <spoken>

*Only legislation **can** establish tax rates.* <acad>

*They asked me and I just **couldn't** refuse.* <spoken>

Be able to is more <formal> than *can* and is also used for emphasis:

***Can** you do it?*

*Young children **are not able** to open the bottle.* <formal>

*We **weren't able** to get there in time.* <formal> <emphatic>

4.27 Say in which sentences the underlined modals and their equivalents expressing ability are a) the most common in conversation b) the most common in academic prose c) less common in conversation d) formal e) emphatic.

1. Can you play the piano?
2. These observations can be explained biochemically.
3. I can't believe it.
4. Sorry, I wasn't able to meet you at the train station.
5. The writer here is able to comment on actuality.

6. But governments are still able to bring the temple crashing down on people's heads.
7. He had to adjust his thoughts, he was unable to do so while driving.
8. I can't swim.
9. I couldn't feel my hand.
10. Ashley was unable to get the invitation out of her mind.
11. Are you able to walk?
12. Thus, we can always find one fraction, (a/b) , the reduced element of the class, such that b is the smallest possible denominator of the equivalent fractions.
13. Of all the fractions of a class, only one can be the reduced element.
14. Can you drive a car?
15. Since there can be only a finite number of smaller denominators, we can certainly determine the smallest by inspection.
16. She was unable to hide her surprise.
17. I am at present unable to prove it.
18. The expert was unable to conceal his surprise.
19. Since they can be put into one-one correspondence with all of N , they are both denumerable.
20. During the meal I was unable to concentrate.
21. He could do a lot better. (now)

Characteristic behaviour, habits, volition

Will / would

Will is used to talk about habits and typical behaviour in the present, *would* expresses a past habit:

They'll spend hours on the phone to each other every day.

Everyday I would get up and take the dogs for a walk.

If stressed, *will* / *would* show disapproval, the speaker's annoyance at the habit. <spoken>:

You will keep forgetting things. <spoken>

You would tell Mary about the party – I didn't want to invite her. <spoken>

Used to/would

Used to refers to a state/habit in the past as contrasted with the present, mostly <spoken>. *Would* refers to past habit, typical behaviour <narrative style>:

Iceland used to belong to Denmark. <spoken>

They used to have an old Rolls Royce. <spoken>

Her hair used to be black, but it's white now. <spoken>

He would wait for her outside office (every day).

Sometimes the boys would play a trick on their teacher.

Volition

See Section 4 Verb. Imperatives. Obligation. Shall

Won't / wouldn't

Won't/wouldn't (in the past) express refusal:

He won't take any notice. (= He refuses to take any notice)

*They **wouldn't** listen to me. (= They refused...)*

They are also used to say that something does not/did not happen, even though someone is/was trying to make it happen:

*My car **won't** start.*

*The door **wouldn't** open, no matter how hard she pushed.*

Tend to

To talk about typical behaviour, habits, something that happens often and is likely to happen again we use *tend to* <spoken and written>, *tendency* <formal>, *be in the habit of doing sth*:

*People **tend to** need less sleep as they get older. <spoken and written>*

*a **tendency** among Americans to get married at a later age. <formal>*

*Jeff was **in the habit of** playing with her hair when she was nervous.*

4.28 Which of these sentences express a) a state in the past as contrasted with the present b) typical behaviour c) refusal? Which sentences are in narrative style, spoken, written, formal? Which 2 sentences show disapproval?

1. I used to ask him, and he would come.
2. I asked him, but he wouldn't come.
3. He used to eat out every day, but now he can't afford it.
4. When we were children we would go skating every winter.
5. There's a theory that bees will never sting you unless provoked.
6. My car won't start.
7. I asked him his name but he wouldn't tell me.
8. You will leave that door open! (stressed)
9. Danny will sit and look at the sea for hours.
10. When we worked in the same office, we would have coffee together.
11. I used to smoke, but I gave up a couple of years ago.
12. He won't leave me alone!
13. Eels will often swim thousands of miles in the course of a year.
14. In informal conversation words tend to be very simple in structure.
15. When I'm tired, I tend to make mistakes.
16. There is a tendency for this disease to run in families.

Frequency of modals/semi-modals

In conversation many modal verbs are more common in <BrE> than <AmE>, especially *must* and *should* marking obligation/necessity and *will*, *would*, and *shall* marking volition/prediction.

In contrast, semi-modals *have to* and *be going to* are more common in <AmE>.

(*Had*) *better* and (*have*) *got to* as semi-modals are <spoken> and much more common in <BrE>.

Can and *could* are common in all registers: *can* is extremely common in conversation and academic prose; *could* is particularly common in fiction.

May is extremely common in academic prose; rare in conversation.

Must and *should* are relatively common in academic prose.

Will and *would* are relatively common in all registers: *will* is extremely common in conversation and news reportage; *would* is extremely common in conversation and fiction.

Be going to (including *gonna*) in conversation is the most common semi-modal; *have to* in conversation is also very common.

(*Had*) *better*, (*have*) *got to* (including *gotta*), and *used to* are also relatively common in conversation.

Have to is the only semi-modal that is relatively common in the written expository registers as well as conversation and fiction.

Modern tendencies in the use of modal verbs

May is rarely used to express wish (*May all your troubles be little ones*), mostly to sound stylistically <archaic> in ironic statements. Still popular are the clichés, expressing possibility *Who may I say is calling?*. Requests with *May I* and permission with *you may* are mostly used in conversations with children. <rare>

Ought to is <much less common> and more <informal> than *should* in affirmative sentences. *Should* is much more <common>:

*You **should** tell your parents about this.*

*You **ought to** (**oughtta**) tell your folks about this.* <informal>

In questions and negative sentences in <spoken> English *ought to* is replaced by *should* or is used with *think*-construction:

***Should** we go now?* <spoken>

*Do you think we **ought to** go now?* <spoken>

*I don't think people **ought to** drive like that.* <spoken>

Want is a new modal verb used instead of *ought to*, *must* and *should* in <informal> style to express obligation, warning, advice:

*You **want** to take it easy.* <informal>

*You may **want** to try Dartmouth College.* <informal>

*You don't **want** to buy it here.* <informal>

Must is being gradually replaced by *have to* and *have got to*. *Don't have to* is now used as often as *needn't*.

*Do you **have to** do that?* is used instead of ***Must** you do that?*

*You **don't have to** do that. = You **needn't** do that.*

Have to is <neutral>, *have got to* is <informal>, *got to* (*gotta*) is <very informal, familiar, incorrect>

Will have to and *will need to* are used instead of *must* to make an order or instruction less direct and more polite. Compare:

*You can borrow my car, but you **must** bring it back before ten.*

*You can borrow my car, but you **will have to** bring it back before ten.* <more polite>

4.29 Study the frequency and modern tendencies in the use of modal verbs and comment on the difference between each pair of spoken sentences.

1. a) May I see it? b) Can I see it?
2. a) I oughtn't to spend more b) I shouldn't spend more.
3. a) Ought I to go then? b) Do you think I ought to go then?
4. a) You ought to put a jacket on. b) You should put a jacket on.
5. a) You shouldn't buy it here. b) You don't want to buy it here.
6. a) I must call her tonight. b) I've got to call her tonight.
7. a) You needn't apologize. b) You don't have to apologize.
8. a) I have to get to a phone. b) I've got to get to a phone.
9. a) I've got to get to a phone. b) I gotta get to a phone.
10. a) You must return it on Sunday. b) You'll have to return it on Sunday.

Passive

Passives are typical of <formal written> language, which often goes with an impersonal style. They are widely used in academic prose (25% of all finite verbs), in news reports (15%) as compared with 2% in conversation:

*One community **was dominated** by the perennial carbon 4 grass spartina patens.* <acad>

*The officer **was beaten** and repeatedly **kicked** in the head.* <news>

*It's gotta **be done**.* <spoken>

Passive is used in factual writing when the focus is usually on events, achievements, etc rather than agents:

*Vaccination **had been pioneered** two hundred years earlier.* <acad> <formal>

In <academic> writing, many of the verbs that most commonly occur in the passive refer to aspects of scientific methodology and analysis, other passive verbs are used to report findings or to express logical relations. They are often used with a modal verb:

*The same mechanism **was analysed** on each.* <acad>

*The rate of profit can only **be calculated** with reference to both variable and constant capital.* <acad>

*The rate constant can **be interpreted** in terms of entropy.* <acad>

*Their presence must **be regarded** as especially undesirable.* <acad>

4.30 What do the verbs in the passive refer to in the following sentences from academic prose: a) scientific methodology and analysis or b) findings and logical relations? Which modals below are the most common in academic prose?

1. Euler's proof tacitly assumes that any number can be decomposed into prime factors and that this decomposition can be accomplished in just one way.
2. In actual practice they are usually determined by weighing.
3. The question is how the stylistic information should be related to the non-stylistic parts of the grammar.
4. There are many experiments that can be devised to answer the question.
5. If the motion of a billiard ball were measured with very high precision, it would be discovered that the path is slightly curved.
6. This is indeed found to be true.
7. The air leaving the diffuser passages might be collected in a volume.

8. The test object clause will allow any object to be tested.
9. This must be proved, but this we shall defer until the next section.
10. When only a finite number of objects are to be compared, inspection is indeed a legitimate and feasible method of mathematical proof.

In <news>, a different set of verbs commonly occurs in the passive. Many of them report negative events that happened to someone, omitting mention of the person who performed the activity:

*He **was jailed** for three months.* <news>

*Neither man **was injured** during the incident.* <news>

4.31 In which sentences do the verbs in the passive report negative events in the news?

1. The damage to Turkey's institutions might have been avoided by sticking to the rules set down in the Constitution.
2. Three of the men were arrested in Baltimore last month.
3. The treaty was modified in the late 1990s.
4. Everybody remembers where they were when JFK was shot.
5. He was accused of using threatening or insulting behaviour.
6. Increasingly, Russians are taught to see themselves as living in a 'besieged fortress'.
7. This cannot even be characterized as a relationship but only as mutual hostility.
8. The export of oil products through Estonia is controlled by Severstaltrans and Gunvor.
9. In the shooting that followed Special Constable Goodman was killed and PC Kelly wounded.
10. According to the new Budget Code, the stabilization fund will be replaced in 2008 by an oil and gas fund.
11. The current oil export duty is set at \$ 156.40 per ton.

We use the passive to avoid references to ourselves and make a statement impersonal:

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

We use it to avoid 'you' in orders and rules:

You must give in your application before the end of the week becomes: *All applications must **be given** in before the end of the week.* <formal>

4.32 Here are some of the notices in the fun place and safari park. Complete the sentences by putting the verbs in brackets into the passive. Mark the style.

1. Visitors (allow) into the house and grounds between 9.00 a.m. and 5.30 p.m.
2. A bell (ring) fifteen minutes before closing time.
3. Visitors (request) not to feed the animals.
4. People (advise) not to leave their cars while touring the safari park.
5. Dogs (not allow) in the safari park.
6. You (ask) not to touch the furniture.
7. Members of staff (not permit) to accept tips.

8. Lunch (serve) in the cafeteria from 11.00 to 2.30.

4.33 Rewrite these sentences using passive to make orders impersonal. Begin as shown.

1. You have to clean these football boots until they shine. (These boots are...)
2. Under no circumstances should you cross this line. (This line is...)
3. Andrea, I want you to pick up my car from the place and drop it off at the garage. (My car needs...)
4. You must pay fees in advance. (Fees must...)
5. You mustn't take this medicine before meals. (It's not)
6. Please don't criticize him. (He's not...)
7. Don't open this before Christmas. (It's not...)
8. No one must read these letters. (They're not...)
9. Don't let the dogs out! (They're not...)

Passive is used when we want to hide the information, to avoid responsibility, to give excuses, to avoid blaming somebody directly:

*'My shoulder...it's... I think it's **dislocated**'. Curiously, Ned was still careful to be polite. He could have said that his shoulder had been dislocated or even that Mr Gaine had dislocated it. <fiction>*

*I've **been told** not to say anything. (The speaker avoids mentioning the person who told him not to say anything) <spoken>*

*Taxes **will have to be raised** next year. (= We'll have to raise taxes – avoiding responsibility for raising taxes) <impersonal>*

*The files **have been lost**. (=I have lost the files – giving excuse) <spoken, impersonal>*

*I **was never sent** a copy of the reports (= Your staff never sent me a copy- avoiding blaming somebody directly). <spoken, polite>*

*Your phone **was engaged** for hours. <spoken, polite>*

See Section 24 Impersonal style

4.34 Change these from active into passive. Why would you use passive rather than active in these sentences?

1. Somebody has eaten the cake.
2. I'm sure someone has moved my papers.
3. Somebody has drunk all the water.
4. You've taken my book.
5. I've lost the key.
6. I've broken your cup.
7. Why didn't they offer the customers a refund? (2 variants)
8. They promised us full compensation if the scheme fell through. (2 variants)

Report verbs

We often use report verbs such as *think, believe, suggest, claim, request* <formal>, *say, expect, assume, suspect, allege* <formal>, *suppose, mention*, etc in two impersonal passive constructions. Both forms are very <common> in news:

*She **is thought** to have been the finest cellist this century.*

It was reported that many people were killed.

He is alleged to have mistreated the prisoners. <formal> <news> = *It is alleged that he mistreated the prisoners.* <formal> <news> = *He is supposed to have mistreated the prisoners.* <neutral> <informal>

Such impersonal constructions are used both in spoken and written English:

These affects are believed to be associated with a disturbance of auxin metabolism. <acad>

It was once thought that there were canals on Mars. <news>

He is often heard to say how much of his success is down to you. <spoken>

Mrs Clayton was said to be some years younger than her husband. <fiction>

See Section 24 **Impersonal style**

4.35 Make impersonal passive constructions with the verbs in brackets. Which one sentence is spoken rather than written?

Since they (presume) to be affluent, people with fax machines are a target.- Since they **are presumed** to be affluent, people with fax machines are a target.

1. As he never returned from Vietnam, he (presume) to be dead.
2. She (consider) to be an expert on animal behaviour and often appears on television.
3. We hardly know him, but he (suppose) to have been a spy in World War II.
4. According to the radio, many of the passengers (believe) to be still alive.
5. After his death, his fortune (estimate) to be in excess of \$5,000,000.
6. All the documents he produced (show) to have been forgeries.
7. No one (can find) to be guilty without a proper trial.
8. The expensive picture (declare) to be a fake.

Complex Subject sentences with passive voice are more <informal> and more <common> than their analogues. Compare:

He is expected to be out. <more informal>

We expect him to be out.

It is expected that he is out.

4.36 Write more common, more informal or more impersonal variants of the following statements, using the word underlined or given in brackets.

1. A lot of people are saying that he's working undercover. (rumoured)
2. We believe that they have left the country.
3. It is thought that she has been smuggled out of the country in the back of a lorry.
4. We saw them leaving the room together.
5. I know he's hidden large sums of money in his orchard.
6. It is often said that Shakespeare never revised anything he wrote.
7. She says he is recovering well.
8. There are disagreements among senior ministers. (thought)
9. The policeman is alleged to have accepted bribes. (supposed)

Get/have passive

When *get* is used instead of *be* in the passive, this is usually <informal> and very <rare> even in conversation:

*The form **was** lost in the post – The form **got** lost in the post* <informal>

*He **was** transferred to another department. – He **got** transferred to another department.* <informal>

4.37 Which of these is more formal? Where would you use them?

- a) Public water supplies were contaminated.
- b) Public water supplies got contaminated.
- c) Public water supplies are reported to have been contaminated.

4.38 In which of the sentences below can you use *get*? What is the stylistic effect?

- 1. He was knocked out in the fourth round of the title fight against Tyson.
- 2. The staff have been promised a quick reply.
- 3. A quick reply has been promised (to the staff).
- 4. Lucky Paul was promoted yesterday.
- 5. The land was given to the school.
- 6. The debt is being written off over several years.
- 7. The school was given the land.
- 8. Public water supplies are believed to be contaminated.

Most of the verbs with *get*-passives have negative meanings, suggesting that the action of the verb is difficult or to the disadvantage of the subject. Sentences with *get* often express disapproval, describe unpleasant things that happen to us, misfortunes, accidents, etc:

*Advertising **got hurt** very hard in the recession.*

*We **got caught** in a heavy shower.*

We use *have* + object + past participle 1) to describe things that happen to us, often misfortunes. The subject is the person who experiences what happened:

*I've **had** my car **stolen**.* <common>

*He's **had** his application for citizenship **turned down**.* <common>

In <spoken> English we can sometimes use *get* instead of *have*:

*She's **got** another letter **published** in 'The Times'.* <spoken> <less common>

2) with the meaning 'arrange for somebody else to do something':

*I'll **have/get** the menu **brought** to you.*

*I must go and **get/have** my photo **taken** for my new passport.*

Have is neutral in tone, while *get* is <emphatic>, suggesting that the subject (*I, you, he*) will take positive action to 'have something done':

*Why don't you **have** your hair **cut**?* (neutral suggestion)

*Why don't you **get** your hair **cut**?* (almost an order) <emphatic>

4.39 Respond to these statements emphatically by beginning with the words in brackets and following on with *get*.

My hair really needs cutting. (Why don't) – Why don't you get it cut?

- 1. I thought no one would repair your car. (I finally)

2. Surely this book's unpublishable! (No, he)
3. This lock needs fixing. (Why don't)
4. My will needs changing. (Yes, you should)
5. This car needs servicing. (Yes, I must)

4.40 When and why would you use these passives? Which are informal, spoken, neutral, emphatic?

1. I'm afraid your teapot got broken.
2. My papers have been moved.
3. How did that disk get corrupted?
4. Coffee has been spilt all over the sofa.
5. Perhaps he's got delayed by the traffic.
6. Poor Jack – his dog got run over last night.
7. The chairman is thought to earn too much.
8. Carrots are believed to improve eyesight.
9. Last year we had our house broken into.
10. Haven't you had the film developed yet?
11. I really must get my car serviced.

Active or passive

We can use some active and passive infinitives with the same meaning, especially after *There*:

*There are so many rooms **to paint** / **to be painted**.*

But, with *something*, *anything*, and *nothing* + *to do* there can be a change in meaning:

*There's nothing **to do** in the evenings.* (= we're bored)

*I'm sorry, there's nothing **to be done**.* (= there is no action anyone can take)

4.41 Say if the underlined infinitives after *there* could be changed to passive or active without change of meaning.

1. She was quite certain that there was no time to be lost.
2. Then I realized there was no time to waste.
3. There is a tremendous amount of stylistic information to be gained from knowledge of what words are used as technicalities in any given area of language.
4. Eh bien, my friend, there is work to be done.
5. There's the time element to consider.
6. There are genuine pleasures to be derived from having a room of one's own.
7. There are a few other points to be noted at the level of sentence.
8. There was nothing to see on the highway except a cloud of thin smoke.
9. There wasn't a cloud to be seen.
10. There's nothing much to report as yet.
11. There was nothing to be done.
12. If there's any bargaining to be done it will have to be carried out by you, my dear.

See Section 8 Attribute. Noun + infinitive

Some verbs (e.g. *clean, sell, show, wash*) are used in the active, though the subject of the sentence is ‘the thing affected by the action’. They are often used with *well, easily*:

*The book **reads** well.*

*This software **loads** quickly.*

*She **photographs** well.* (= she is photogenic)

*These shirts **iron** easily.*

Current tendency

The use of Continuous Active instead of Continuous Passive is <informal>:

*The house **was building*** (= The house was being built) <informal>

*Black jeans **are selling** well.* (= Many people are buying them) <informal>

4.42 Underline the active forms with a passive meaning. Which sentence is definitely informal?

1. In those days an extravagant kimono might have sold for Y 1500.
2. Her voice records well.
3. This skirt creases so easily.
4. That was until he read that Warhol’s ‘Short red Marilyn’ had recently sold for over 4 million dollars.
5. The coffee is making.
6. Your composition reads well.
7. Will this stain wash out?
8. This shirt dries extremely quickly.
9. Overall, they sell pretty well.

4.43 Rewrite these sentences changing the object to subject without using the passive. Add any prepositional phrases necessary.

The sun has melted the chocolate. – *The chocolate has melted in the sun.*

1. The DJ dimmed the lights during the last dance.
2. Darren improved his performance in the 100 metres by a tenth of a second.
3. An iceberg sank the *Titanic* in 1911.
4. Tears filled his eyes.
5. The committee gradually developed the plan.

Passive –ing forms

Passive –ing forms (*being* + *-ed* and *having been* + *-ed*) are <formal>. We use them after certain verbs; as participles, usually with the meaning of ‘because’, and as the subject of a sentence:

*She recalled **having been taken** there when she was young.* <formal>

***Being paid monthly**, I find annual bills hard to pay.* <formal>

***Having been stung** by bees, she has no love of insects.* <formal>

***Being proved** wrong is never a comfortable experience.* <formal>

See Section 23 Participle and verbless clauses

4.44 In each pair, underline passive –ing forms in the formal sentence.

1. It's never very nice when people laugh at you. –Being laughed at is never very nice.
2. Stewart was criticized for his extravagance and was more careful after that. – Having been criticized for his extravagance, Stewart was more careful (afterwards)
3. Because I was told it was quicker, I naturally took the mountain road. – Having been told it was quicker, I naturally took the mountain road.
4. I can't tell you what it feels like because nobody's ever given me \$100,000. – Never having been given \$ 100,000, I can't tell you what it feels like.
5. He didn't remember that he had been ordered to appear before the judge. – He had no recollection of being ordered to appear before the judge.
6. She vaguely remembers that she was knocked down by a motorbike. – She has vague memories of being knocked down by a motorbike.
7. I really wish I hadn't been pushed into giving a speech. – I really regret being pushed (having been pushed) into giving a speech.

Tenses

Past tense to refer to the present

It is more <tactful> to use past tenses for polite requests in both <formal> and <informal> English. Compare:

*Do you **want** to speak to me?* <not very polite>

*Did you **want** to speak to me?* <polite>

*Were you **wanting** to speak to me?* <more polite>

*I **wondered** whether you would help me.* <polite>

Using the past often makes the sentence more <tentative>, more <formal>. The further in the past the tense is, the more <tentative> the sentence and the more <formal>. The Past Continuous is more <polite> and <tentative> than the Past Simple. The Past Perfect is used to show disappointment:

1. *I **hope** to*

2. *I **was hoping** to get these films developed today*

3. *I **had hoped** to*

4. *I **had been hoping** to*

Comment. 1 and 2: ...and I may still manage it. 3 and 4: *It's probably too late now*

1. *I **think** we can*

2. *I **thought***

3. *I **was thinking** we could stay with Joan's friend in Geneva*

4. *I **had thought***

Comment. 1 It's very possible 2 and 3 It's possible. 4 *But maybe it's not such a good idea*

Compare:

*I **wonder** if I could borrow the car.*

*I **wondered** if I could borrow the car.* <tentative>

*I **was wondering** if I could borrow your car this weekend.* <more tentative>

You couldn't possibly lend me the car, could you? (expecting a refusal)

Look, do me a favour, will you? Lend me the car. <informal>

Continuous tense

All Continuous forms are more <polite> than Simple forms.

The Continuous with *hope, want, wonder, think* etc shows greater <tact>:

*Were you **wanting** to see me?* <polite> <tactful>

*We're **hoping** you will support us.* <polite>

The Past Continuous is more <tactful> than the Past Indefinite in requests, apologies and inquiries both in <informal> and <formal> English:

*I **was wondering** if you'd like to come out with me one evening.* <informal> <tactful>

*I **was wondering** if you would be kind enough to see me this afternoon.* <formal> <tactful>

*Sorry, I **was forgetting**.* <spoken> <tactful>

The Past Continuous is often used to report gossip, or to repeat what somebody else has just said:

*Nikos **was saying** you're thinking of leaving.*

The Future Continuous is used for <tactful> questions:

***Will** you **be using** the car tomorrow? If not, can I borrow it?* <tactful>

***Shall I be seeing** you tomorrow?* <tactful>

The Future Simple expresses intentions, while the Future Continuous expresses predicting and is more <polite>. Compare:

*When **will** you **visit** us again?*

*When **will** you **be visiting** us again?* <polite>

In some cases we choose the Present Continuous to be more <informal>, and the Present Indefinite to be more <formal>. Compare:

*We **are writing** to let you know...* <informal>

*We **write** to advise you...* <formal>

When referring to future, the Present Continuous and *be going to* are used in <informal> <spoken> English, while the Future Simple and *be + to*-infinitive (= an official arrangement) are used in newspapers and public notices. Compare:

*Ann said: "The President **is going to** open / **is opening** the new school tomorrow."* <spoken>

*The President **will** open the new school tomorrow.* <news> <written>

*The two Presidents **are to discuss** economic relations between the two countries.* <news>

Always + Continuous shows disapproval:

*My children **are** always **misbehaving**.*

The Present Perfect Continuous (NOT the Present Perfect Simple) may express complaint:

*Someone **has been using** my typewriter and has torn the ribbon.*

Some verbs of mental activity (*admit, agree, deny, promise*, etc) are used in the Continuous only for emphasis:

*Are you actually **denying** that you took my pen? <emphatic>*

4.45 Which sentence in each pair is more tentative and polite? Which sentences are more formal?

1. a) I hope you can lend me \$10 – b) I am hoping you can lend me \$10.
2. a) Please, let us know what time you plan to arrive. – b) What time are you planning to arrive?
3. a) I look forward to seeing you again. – b) I am looking forward to seeing you again.
4. a) I'm afraid we must go. – b) I'm afraid we must be going.
5. a) What do you want to see him about? – b) What did you want to see him about?
6. a) I wonder if you could take one of them through customs. – b) I wondered if you could take one of them through customs.
7. a) How much did you want to spend, madam? – b) How much were you wanting to spend, madam?

4.46 In each case, decide what type of Continuous is used and why (as compared with Simple).

1. I was wondering – would you mind swapping seats?
2. Were you looking for anything in particular?
3. I was wondering if you wanted to go out this evening.
4. I'm understanding you!!!
5. He is always talking about computer games.
6. I was rather hoping to tell you over dinner tonight.
7. How much were you wanting to spend, madam?
8. Are you expecting to be the Mayor next year?
9. 'What sort of carpet were you looking for?' asked the dealer.
10. 'I was wondering whether the police had made any progress.'
11. He was saying the other day that he was lonely.
12. He's hoping that you'll be willing to assist us.
13. I was rather wanting to ask you...
14. I'm hoping we can have a quieter life here.
15. Shall we be getting on?
16. I was hoping to ask him to sponsor the Youth Tournament this year.
17. I really ought to be going home.
18. I'm also hoping that our senior craftsmen will be free to work on this particular commission.
19. You're forgetting. We have a location.
20. Don't be worrying about the car.
21. Well, I wasn't meaning it quite so literally as that.
22. You're not hearing me, Commander.
23. You can use their car when they get there. I'll be needing yours straight away.
24. I've been wanting to ring her.
25. Are you hoping I'll resign?
26. You won't be needing it any longer.
27. When will the President be arriving because I must organize the reception?
28. Will you be driving me to the airport?

Frequency

Surprisingly, the Indefinite is 20 times more <common> in conversation than Continuous.

In AmE conversation, the Continuous is much more <common> than in BrE conversation.

Present Perfect

In <BrE> the Present Perfect is used mostly in conversation, in news, in <formal> and <informal> letters. When talking about events in the past it is used in the first sentence, while further details are described in the Past Indefinite:

*Two prisoners **have escaped** from Dartmoor. They **used** a ladder which had been left behind by some workmen, **climbed** a twenty-foot wall and **got** away in a stolen car.* <news> <BrE>

*I've **found** your keys. – Thank you. Where **were** they?* <spoken> <BrE>

In <AmE> the Present Perfect is not used with *yet, already, just, etc.*

*I am going to be the happiest girl who **ever lived**!* <AmE>

***Did** you **put** them away **yet**?* <AmE>

There is a tendency in <spoken> <AmE> and especially <news> to use the Past Simple in the first sentence:

*The Swedish prosecutor leading the Olaf Palme murder hunt **resigned** after accusing police chiefs of serious negligence.* <news> <AmE>

Thus, in <BrE> news the Present Perfect is much more <common> than in <AmE> news.

In academic prose, the Present Perfect is typically used to imply the continuing validity of earlier findings or practices:

*It **has become** the usual practice to use only maintenance applications.* <acad>

*Experiments **have shown**, however, that plants can obtain their nutrients at sufficient rates to maintain rapid growth.* <acad>

4.47 Choose the right tenses for BrE news items. What would be the difference in AmE news?

A light passenger plane (crash) in Surrey. According to eyewitnesses, the aircraft (hit) a tree while coming in to land. – A light passenger plane has crashed in Surrey. According to eyewitnesses, the aircraft hit a tree while coming in to land.

1. The World Cup team (arrive) home. Five thousand fans (be) at the airport.
2. Ana Gomez, of Peru, (set) a new record for the marathon. She (cover) the 42 km in just over 2 hours and 16 minutes.
3. Novelist Maria Santiago (marry) actor Tony Delaney. They (meet) while working on the screenplay for the film *Sun in the Morning*.
4. Peter (just offer) me a new job! He (say) I was just the person he needed.
5. Police (find) missing schoolgirl Karen Allen. She (be) at a friend's house in Birmingham.
6. Three climbers (die) in the Alps. They (fall) just before reaching the summit of Mont Blanc.
7. Two prisoners (escape) from Caernarvon high security prison. They (steal) dustmen's uniforms and (walk) out through the main gate.

SECTION 5 SUBJECT-VERB CONCORD

There is/are

In <informal> <spoken> and <neutral> English the verb agrees with the nearby noun/pronoun. Compare:

There is a girl and a boy in the room. <neutral>

There is a girl and two boys in the room. <neutral>

There are a girl and two boys in the room. <less common>

There is a chair and a table in the room. – There is a chair and two tables in the room. – There are two tables and a chair in the room.

A plural form is used with plural nouns in written English:

There were bunks with quilts heaped on top. <written>

In conversation, however, it is <more common> to use *there's* with a plural noun phrase:

Gary, there's apples if you want one. <spoken> <more common>

The same is true of some other present-tense contracted forms: *here's*, *where's*, *how's*:

Here's some better prices. <spoken>

How's things? <spoken>

Measure expressions

Plural measure expressions take singular verb forms if the reference is to a single measure (amount, weight, length, time, etc):

Two pounds is actually quite a lot. <neutral>

-ics nouns

-ics nouns with the meaning 'discipline, field of study' (*economics*, *ethics*, *mathematics*, etc.) are singular and take a singular concord:

It has been said that mathematics is a language.

When they refer to specific instances of economic facts, ethical views, etc, they are used with *the* or a possessive pronoun (e.g. *your*) and take a plural concord:

The mathematics are quite complex. Clinton needs 2,145 delegates to win outright.
See Section 1 Noun. Number.

5.1 Comment on singular/plural concord: a) spoken v. written b) specific instance v. discipline c) reference to a single measure

1. There's heavy weapons.
2. Is there no women in there?
3. Twelve stories is not so many.
4. When the electronics were in place, he capped the hole with more plastic.
5. But there's unanswered problems.
6. There's times when it comes in right handy.
7. I'm just saying in this case the logistics don't fit the mission profile.
8. Where's your tapes?
9. Eighteen people was not a large number.
10. There's the individual chiefs of staff in there too.
11. The opportunist politics of the 1970s are over.
12. Ten years is a long time in the life of a motor car.

13. There's only two of us.
14. You are at ease in the USA and yet your ethics are rooted in Indian tradition.

SECTION 6 SUBJECT

To-infinitive and –ing clauses

In <spoken> English infinitive is not used as a subject. Instead we use *It...to/-ing....*

To leave early would be a mistake. <written, formal>

It would be a mistake to leave early. <neutral>

To-clauses are <rare> in all registers, especially in conversation, but are somewhat more <common> in academic prose and news:

To produce large numbers of new plants vegetatively would require large numbers of parent plants and correspondingly large tanks and floor space. <acad>

To argue otherwise is to betray millions of people. <news>

Ing-clauses may refer to the past and long *ing*-clauses are rather <formal written> <rare>. They are <rare> in conversation, but are more natural than *to*-clauses:

Leaving early was a mistake. <BrE>

My having had what I describe as a mental image of Charlotte Street was necessitated by one or another of certain neural events. <acad> <formal written>

We generally prefer to begin sentences of this kind with *It* (*It +to* or *–ing*). We rarely begin sentences with the *to*-infinitive, but we often begin with *–ing*, especially when we are making general statements:

It's a particular pleasure watching/to watch children. <most common>

To watch children is a particular pleasure. <rare>

Watching children is a particular pleasure. (general statement) <common>

6.1 Which option in 1 – 3 sounds more natural?

1. a) Sleeping is what I like best. b) To sleep is what I like best.
2. a) Learning to ski is not that difficult. b) To learn to ski is not that difficult.
3. a) Falling in love makes me cry. b) To fall in love makes me cry.

6.2 Rewrite these sentences as one sentence beginning with an –ing form. Make any necessary changes.

You shouldn't smoke. It's bad for you. – *Smoking is bad for you.*

1. I hate waiting at bus stops. It's always boring.
2. Nobody likes to fill in the forms. It's an unpleasant task.
3. If you jog round the block every morning, you get tired. It's exhausting.
4. I don't like writing letters. It's a chore.
5. We like dancing. It's fun.
6. If you read this text slowly, you may understand it better.
7. We should avoid fatty foods. It's no bad thing.
8. You should develop your natural facilities. It is essential for success.
9. People may admit guilt. But it is not proof of guilt.
10. We should laugh more. It is supposed to be good for the system.
11. These census forms have to be completed. It is required by law.
12. Pianists relax the muscles. It is important for them.
13. I often ride my bike to work. It's good exercise.

It-sentences with *–ing* are more <informal spoken>:

*It was lovely **meeting** you, Mrs Jones.* <informal>
*It's crazy **her going off** like that.* <informal>

6.3 Which sentences with *It* are more informal: a) or b)?

1. a) It's very sad to be such an invalid. b) It's very sad being such an invalid.
2. a) It's dangerous to exceed the prescribed dose. b) It's dangerous, exceeding the prescribed dose.
3. a) It's natural to be a little worried. b) It's natural, being a little worried.
4. a) It was fun to be a part of the decked-out group. b) It was fun being a part of the decked-out group.

Thus, compare:

To achieve so much by the age of twenty-five is wonderful. <formal written>
<rare>

It's wonderful to achieve so much by the age of twenty-five. <neutral> <common>

Achieving so much by the age of twenty-five is wonderful. <rather formal, written> <rare>

It's wonderful, achieving so much by the age of twenty-five. <informal, spoken>
<common>

6.4 Rewrite these sentences in a) neutral style and b) informal style. Begin with *It...* to make them more natural.

To book early is important. – a) It is important to book early. b) It's important, booking early.

1. To hear her talk like that annoys me.
2. To get from here to York takes four hours.
3. To get upset about small things is silly.
4. To get up in the morning is nice, but to stay in bed is nicer.
5. To watch him makes me tired.
6. To hear her complaining upsets me.
7. To say no to people is hard.

That- clause

That-clauses are <very rare> in all registers:

That the driver could not control his car was obvious. <bookish> <rare>

The <neutral> and much more <common> variant is *It... that*:

It was obvious that the driver could not control his car.

That-clauses are used in written registers: academic prose, news reportage, fiction.

That it would be unpopular with colleges or students was obvious. <news>
<rare>

That this egg mortality was not due to parental ageing was indicated by the similar trends taking place in pods laid by old or young adults. <acad> <rare>

6.5 Rewrite these sentences, beginning with *It...* to make them more natural and common.

1. That he is here at all is a miracle.

2. That he hates pop-music is well known.
3. That he was late is really inexcusable.
4. That he wasn't there didn't come as a huge surprise.
5. That neither was on time was extremely annoying.
6. That she had financial problems only became clear later.

6.6 In each set, which variant of the subject clause is formal and less common?

1. a) The fact that he had no girl-friends worried him a lot. b) Having no girl-friends worried him a lot. c) It worried him a lot that he had no girl-friends. d) That he had no girl-friends worried him a lot.
2. a) That he could be so ungrateful is a terrible thing. b) It's a terrible thing that he could be so ungrateful.
3. a) It's simply untrue that we don't care. b) That we don't care is simply untrue.
4. a) Seeing you again after all this time is wonderful. b) It's wonderful seeing you again after all this time. c) It's wonderful to see you again after all this time.
5. a) It was difficult for the audience to understand everything she said. b) For the audience to understand everything she said was difficult.

Complex Subject

Seem is more <informal> than *appear*. *Seem* is used to speak both about objective facts and subjective attitude, while *appear* refers to objective facts mostly and is <much less common>:

The baby seems/ appears to be hungry. <spoken>

There appeared to be no significant difference between the two groups in the test. <acad> <formal>

Negative sentences with *seem* may differ stylistically. Compare:

*Louise felt sorry for them, but they **did not seem** to care.* <more informal>

*Louise felt sorry for them, but they **seemed not** to care.* <more formal>

We do not have to use *to be* in front of an adjective or noun after the simple present or past of *seem* and *appear*, but we must use *to*, *to be* or *to have* in front of a verb:

He seems/seemed (to be) tired.

He seems/appears to know.

We can use other infinitives after *seem*, *appear*, *happen*, *prove*:

Juan happens to own a castle in Toledo.

We can use *that* after *It* + *seem*, *appear*, *happen*:

It seemed (that) no one knew where the village was.

It + *seem* + *that* is <common> in academic prose, where it combines with *clear*, *obvious*, *possible*, *reasonable*, *(un)likely*:

It seems reasonable to assume that it is approaching some stable, maintained course. <acad>

It seems clear that more meals will be cooked over charcoal in the future. <acad>

There combines with *seem*, *appear*, *happen*, *prove* + *to be* to have been:

There appears to have been an accident.

Sentences with *seem* and *appear* help to avoid blunt statements.

See Section 4 Verb. Passive. Report verbs; Section 24 Impersonal Style; Section 25 Avoiding blunt statements

6.7 Rewrite this negative sentence using *didn't seem* or *seemed not*. Different variants are possible. Which is more informal?

They didn't notice anything.

6.8 Rewrite these sentences using *seem*.

1. He knows the answer.
2. He isn't well.
3. Everything was quiet.
4. Everybody was leaving.
5. Liz has lost the game.
6. The letter has been stolen.
7. They knew what had happened.
8. John had forgotten my birthday.

6.9 Which negative sentences with *seem* and *appear* are more informal?

1. He did not appear to notice it.
2. The Professor appeared not to notice.
3. Miss Marple did not appear to take offense.
4. He didn't appear to protest.
5. She seemed not to hear.
6. She didn't seem to have any idea how much danger she was in.
7. The others in the group did not seem to be interested in the details.
8. He seemed not to understand what had happened.
9. That doesn't seem to make sense.
10. Thin, elderly owners of racehorses seemed not to exist.
11. The theoretical distinction between competence and performance does not seem to take sufficient account of material of this kind.
12. There does not seem to be any clear way of explicating the meaning of grammatical units.

6.10 Say in which sentences with *seem* and *appear* the underlined words are optional. Why?

1. He didn't appear to be anxious.
2. Pappy seemed to be mesmerized by the water.
3. You appear to know the situation well.
4. He didn't appear to be intimidated.
5. It seems that the dogs woke him up with their barking.
6. He appeared to be genuinely interested.
7. So far they seem to be working all right.
8. He seems to be a bit offended at the suggestion.
9. You seem to be convinced you know all there is to be known about murderers.
10. It seemed to me that the house was happier and less oppressive without him.
11. He seemed to be almost proud of his sports injury.
12. This house doesn't seem to be very well protected against burglars.
13. It seemed that his invitation, his loneliness were written in a form only I could read.

14. The bears seem to be in a bad mood.
15. The doctor seems to be unaware that Vietnam has some of the creatures left.

SECTION 7 OBJECT

Preparatory *it*

It + adjective can be used after verbs like *find*, *think* to prepare us for the infinitive or the *that*-clause that follows:

Tim finds it difficult to concentrate.

Jan thinks it funny that I've taken up yoga.

It-construction + *ing* is <informal>, unlike that with infinitive or sentences with object clause. Compare:

He thinks it great fun ducking me. <informal>

He thinks it great fun to duck me.

He thinks ducking me is great fun.

Preparatory *it* can also be used after verbs like *enjoy*, *hate*, *like*, *love*:

I don't like it when you shout at me. <spoken>

7.1 Which sentences with preparatory *it* are informal, spoken?

1. I find it difficult to talk with you.
2. I find it difficult talking with you.
3. I thought it strange that she hadn't written.
4. I find it interesting to hear her stories.
5. It's because I find it hard believing anybody.
6. It's because I find it hard to believe anybody.
7. They found it unbelievable that reality could take this form.
8. I think it possible another murder may be arranged very soon.
9. I find it painful to be here.
10. I hate it when they talk about people behind their backs.
11. We think it likely he also swindled him of a fairly large sum of money.
12. There is one cathedral in England that has never found it necessary to launch a national appeal.
13. Gerald found it necessary to purchase a string of pearls.
14. I find it difficult to like him.
15. He was finding it difficult to control his breathing.

Complex Object

Perception verbs

After verbs of perceiving (*feel*, *hear*, *see*, *smell*, *taste*, *sense*, *watch*, *perceive*, *observe*, etc) we normally use a bare infinitive when the action is completed:

I watched a pavement-artist draw a portrait in crayons. (from start to finish)

We use the *-ing* form when the action is still in progress:

I watched a pavement-artist drawing a portrait in crayons. (the action was in progress when I arrived)

We also use the bare infinitive for a single short action (*I heard him cough*) and the *-ing* form for a repeated action (*I heard him coughing*)

7.2 How does the bare infinitive in a) differ in meaning from the *-ing* in b)?

- a) I saw her look about her as she came to the Charlington hedge.

b) Now I saw a cyclist riding down it from the opposite direction.

Join these pairs of sentences.

1. John was cycling down the street. I saw him.
2. He promised to take the children to school this morning. I heard him.
3. The children were coughing all night. I could hear them.
4. The factory was burning. I went out to watch it.

But verb + infinitive is <more common> and <more informal> than verb + *ing*. Compare:

*I **heard** him **speak**.* more <informal> <more common>

*I **saw** him **come**.* more <informal> <more common>

***Watch** him **go**.* more <informal> <more common>

*I **observed** them **walking**.*

*Don't **stare** at me **eating**.*

7.3 Which sentences with perception verbs are more informal and more common?

1. I noticed him sneaking out at the lunch time.
2. I noticed him sneak out at the lunch time.
3. We heard the alarm bell ring.
4. We heard the alarm bell ringing.
5. I heard him talk to Colin.
6. I heard him talking to Colin.
7. Did you see that guy run?
8. I heard him shouting at his brother.

Have, look, keep

Have + object + bare infinitive is used to show that one person is causing another to do something:

***Have** the next patient **come in** now please, nurse.*

Have + object + *ing* is used to refer to the results we are aiming at or to consequences which may not be intended:

*I'll **have** you **speaking** English in six months.*

*Don't shout! You'll **have** the neighbours **complaining**!*

We sometimes use *-ing* to refer to things that happen beyond our control:

*I **had** this peculiar thing **going on** right next to my ear. (= I could do nothing about it.)*

7.4 Which construction with *have* will fit in here?

1. We've told the police. We can't (people play) loud music.
2. We're ex-Directory now. We don't want to (strangers ring) us up.
3. We often (salesmen call) at our door.
4. We never (the post arrive) before eight o'clock.
5. Shut the door. We don't want to (anybody interrupt) the meeting.

Have, keep, look + object + ing is <BrE>; + infinitive is <AmE>:

<BrE>: He **had** us **laughing** all through the meal.

Don't **keep** me **waiting**.

Look at them **eating**.

We'll soon **have** our car **going**.

<AmE>: We **kept** them **wait** 45 minutes.

Look at him **eat**!

I **had** him **paint** the kitchen.

7.5 Which sentences with *have* + object mean a) to make somebody react in a particular way b) to persuade or order someone to do something? Which construction is especially AmE?

1. Have the leaders report to me this afternoon.
2. You had me doing a dozen different things.
3. I can't have'em send us an old rebuilt one down.
4. I had the wife bring my personal car here.
5. She had me doing all kinds of jobs for her.
6. Within minutes he had the whole audience laughing and clapping.
7. Have Charleston arrange to have a puddle-jumper standing by to take us to DC.
8. He had his audience listening attentively.
9. I'll have Andrea bring it up.
10. I'll have Hudson show you to your room.

Make, help, have, get + object + to

To after *make* is <archaic>:

The very sound of her voice made all my nerves **to shrink**. <archaic>

I like him because he makes me **laugh**. <common>

But in the passive *to* is obligatory after *make*:

She must be made **to comply** with the rules.

Help without *to* is <neutral> or <informal> and <more common>:

I helped her **make** a phone call. <informal> <more common>

I helped her **to make** a phone call. <more formal>

In the passive *to* is obligatory after *help*:

Millie was helped **to overcome** her fear of flying.

Help + the passive infinitive is possible, but <rare>:

I'm sure this treatment will help him (to) be cured. <rare>

To after *have* and *get* is <informal>:

She **had** him **dig** away the snow.

She **got** him **to dig** away the snow. <informal>

See Section 4 Verb. Infinitive, *get/have* passive. Section 7 Complex Object (*have*)

7.6 Mark the underlined structures: formal, informal, neutral. What is their frequency in sentences 11, 14, 17?

1. He got his wife to bring me tea and biscuits.
2. Drake got him to emphasize abrupt climate change.

3. Have the leaders report to me this afternoon.
4. I had the wife bring me my personal car here.
5. You want me to get them to bring you a chair?
6. I'll have Alex call her.
7. You'll never get him to understand.
8. They made me repeat the whole story.
9. I was made to wait two hours before I was examined by a doctor.
10. My parents always make me do my homework before I go out.
11. Come and help me lift the box.
12. She helped us to organize the party.
13. These herbal products help you to relax and sleep.
14. Mother helped me do my homework
15. She was helped to achieve success.
16. In the blowfly Phormia this system helps to regulate feeding.
17. It helped him to be promoted.

Verb + object + (to be) + noun/adjective

If verbs referring to a state of mind are <written> and <formal> or are used in <formal> registers (*understand, assume, conceive, assert, claim*) *to be* is used after them, if verbs are more <neutral> or <informal> (*suppose, imagine, think, believe, know, find*), *to be* is often left out:

*We **assumed** all of them **to be** quite happy with the project.* <formal>

*We **supposed** all of them quite happy with the project.* <neutral>

*You **think** us fools.* <informal>

In *want* + object + passive infinitive the verb *to be* is left out in <spoken> English:

I want you protected. <spoken>

Thus, sentences without *to be* are <neutral> or <informal>.

The same is true of some Complex Subject constructions (e.g. *He was considered (to be) a genius*).

See Section 6 Subject. Complex Subject

7.7 Which sentences are informal or neutral? Which underlined verbs are formal?

1. My teacher considers me a fool.
2. They found him guilty
3. They were found guilty.
4. Dave considered it accurate.
5. She found him disastrously dull.
6. I declare him to be the winner.
7. I consider him to be one of the best authorities on the subject.
8. My parents never thought me capable of doing a degree.
9. From the way he talked, I presumed him to be your boss.
10. Children who do badly in school tests often perceive themselves to be failures.
11. I took her to be his daughter.
12. Any top player to lose at the Crucible can consider it a failure.

13. She has since declared herself bankrupt.

Verb + objective or possessive + *ing* (...him/his coming)

Possessives (*his, their, your* etc) are <formal>

*I am looking to **his coming** tomorrow.* <written> <spoken pedantic>

*I'm looking to **him coming** tomorrow.* <spoken> <informal>

*I'm surprised at **his / John's** making that mistake* <formal>

*I'm surprised at **him /John** making that mistake* <informal>

-ing v. infinitive

<Bookish> verbs + object are followed by *-ing*, <neutral> verbs are followed both by *-ing* and the infinitive:

*I regret their **being** so insistent.* <formal>

*I will not **stand** you **encouraging** people as you do.* <neutral>

*I will not **stand** you **to encourage** people as you do.* <neutral>

7.8 Which sentence in each pair is less formal?

1. a) I don't like them gossiping. b) I don't like their gossiping.
2. a) I remember them teasing me. b) I remember their teasing me.
3. a) Do you mind my smoking? b) Do you mind me smoking?
4. a) I appreciate your coming. b) I appreciate you coming.
5. a) I can't understand John making such a fuss. b) I can't understand John's making such a fuss.

7.9 Make the sentences less formal by replacing the underlined words.

1. Do you mind my asking you a question?
2. I do not appreciate your shouting at me.
3. I could not understand Pat's wanting to pay for everybody.
4. I was astonished at your expecting us to give you a room.
5. She cannot stand my telling her what to do.
6. I don't like his borrowing my things without asking.
7. Please excuse his not writing to you.

Complex Object or Passive Predicate

Complex Object sentences are <informal>, predicates in the passive are <neutral> or <formal> in conversation:

*He **had his book stolen**.* <informal>

*His book **was stolen**.* <formal in conv.>

See Section 4 Passive. *get/have* passive

Love, hate + Complex Object

The construction *love, hate* + Complex Object is <common> and <informal>:

*I'd hate **my husband to know** about this.* <informal>

*I'd love **you to do** that.* <informal>

Consider, think, believe, know, feel, understand, suppose + Complex Object are <neutral> or <formal> and <less common> than sentences without Complex Object:

*I consider **him to be** the best candidate.* <formal> <less common>

*I consider **that he is the best candidate.*** <neutral> <more common>

7.10 Which sentence in a pair is less common?

1. a) He thinks you perfect. b) He thinks you're perfect.
2. a) I presumed that he was your boss. b) I presumed him to be your boss.
3. a) They never thought me capable of doing a degree. b) They never thought I was capable of doing a degree.
4. a) We consider them to be the best. b) We consider that they are the best.
5. a) His heart was replaced. b) He had his heart replaced.
6. a) I admire you being so strong. b) I admire your being so strong.

Whether/if/that in the object of a verb

After *know, see, wonder*: *whether* is <neutral/formal>, *if* is mostly <spoken>, *that* is <informal>.

*I do not know **whether** I can get the tickets.* <neutral/formal>

*I don't know **if** I can get the tickets.* <spoken>.

*I don't know **that** I'll be able to stay long.* <informal>

Note that *whether* is used after <formal> verbs and when there is an alternative mentioned in the sentence, that is, we prefer *whether* before *or*, especially in a <formal> style:

*She asked **whether** I preferred Mexican or Greek food.*

*I enquired **whether** she was coming by road or by air.* <formal>

If-clauses are more frequent than *whether*-clauses due to the high frequency of three verbs: *see, wonder, know*, especially in conversation. *Know* is also <very common> with *whether* in conversation. *If*-clauses are <rare> in academic prose.

If there is doubt about the choice between *if* and *whether*, it is always safe to use *whether*.

7.11 Turn these into indirect questions, beginning with *I wondered*.

1. Do they like me?
2. Will I be ready in time?
3. Is there any food in the house?
4. Is service included or not?
5. Can I pay by cheque?
6. Does my hair look funny?
7. Has the postman been?
8. Do they speak English?
9. Am I doing the right thing?

10. Is the meeting on Tuesday or Wednesday?

7.12 Mark the use of *if*, *whether*, *that* neutral, formal, informal, spoken.

Comment on their frequency in the given registers.

1. I don't know that I believe him. <conv>
2. We don't know if it's working properly or not. <conv>
3. I wonder if he is aware of it. <conv>
4. I want to know whether he has signed the contract. <conv>
5. I want to know if he has signed the contract. <conv>
6. I want to know whether he has signed the contract or not. <conv>
7. I want to know if he has signed the contract or not. <conv>
8. Try this on and see if it fits. <conv>
9. I don't know if Grandfather took a secret, vengeful delight in my father's death, or if he was capable of it. <fiction>
10. I'm not sure if it is justified in this case. <conv>
11. I don't know that I'd even call it that. <conv>
12. We do not know that this is true for many 'n'. <acad>
13. All they had to decide was whether she took it accidentally or by intent, or if it was administered to her by some other person. <fiction>
14. I've been wondering if I should ask her or not. <conv>
15. We do not know whether all those infected will ultimately develop AIDS. <acad>
16. One of the most common problems encountered is simply deciding if two components in a machine clash. <acad>
17. Program evaluation is conducted to determine whether the methods have been implemented and anticipated results have been achieved. <acad>
18. Doesn't matter whether it's a girl or a boy. <conv>
19. I don't care if you're serious or not. <conv>
20. They had approached Barlow to see if he would be prepared to contribute. <fiction>

SECTION 8 ATTRIBUTE

's or of-phrase?

We use 's mainly to show possession for people, living things, for organizations, place names and buildings. Compare:

my father's name *the name of the book*
the dog's leg *the leg of the table*
the firm's structure *the structure of plastic*
America's influence *the influence of alcohol*

We do not normally use 's with non-living things. When 's indicates ownership, every 's construction can have an *of* equivalent:

a man's voice = *the voice of a man*
Keats' poetry = *the poetry of Keats*

But not every *of*-construction can have an 's equivalent. Instead of *the leg of the table*, we can say *the table-leg*.

When in doubt, it is best to use the *of*-construction with non-living things.

's is normally used with time references:

today's paper *three hours' delay* *a month's holiday*

8.1 Make two noun groups from each set of words.

file: your secretary, legal documents - your secretary's file, the file of legal documents.

1. story: Helen, the French Revolution
2. bed: the stream, the patient
3. policy: full employment, the company
4. style: my favourite author, the 1930s
5. place: language education, women
6. ideas: modern physics, my son
7. rules: the club, football
8. view: the committee, the lake
9. head: the cat, the queue
10. arm: the chair, John

When there is a choice between an *s*-genitive and the *of*-phrase, the difference may be stylistic:

Shakespeare's sonnets <neutral>
the sonnets of Shakespeare <formal> <written>

The *of*-phrase is <rare> in conversation and <very common> in the <written> language.

The *s*-genitive is more compact. It is extremely <common> in <news>, because it represents a good way of compressing information:

Last week's meeting of the borough's policy and finance committee was all but devoid of dissenting voices. <news> <very common>

8.2 Compress information by replacing phrases in these sentences with 's/s' constructions.

This new particle accelerator is one of the proudest achievements of Europe. - ... one of Europe's proudest achievements.

1. Which is the tallest skyscraper in New York?
2. What's the policy of the European Community about it?
3. We'll never solve the mysteries of Easter Island.
4. We were married in the church of St Andrew.
5. The recovery of post-war Germany was a miracle.
6. The theatres of London are justly famous.
7. It's the resolution of the United Nations.
8. What's the policy of the Labour Party?
9. Did you read the leader in *The Times* on that?
10. I agree with the point of view in *The Economist*.

In all registers, however, there is a general preference for less compact structures. The *s*-genitive is less explicit in meaning. The *of*-phrase makes it clearer which words go together. Compare:

her two children's clothes *the clothes of her two children*

Of-phrases open up more possibilities of qualifying the dependent noun and are preferred for longer dependent phrases:

Whitby Town council is to meet representatives of Tees bus company over the withdrawal of the service to the port's St Andrew's Road area. <news>

That is why academic prose has the highest frequency of *of*-phrases.

noun + noun

Such combinations are now used not only in headlines, advertisements, academic prose, but also in <spoken> English.

gold ring

coal mine

space flight control centre

figure control problems

In everyday speech we use the noun + noun structure for well-known everyday combinations and to name common kinds of thing. To talk about things that do not go together so often, we usually prefer a structure with a preposition:

a history book – a book about dogs

road signs – signs of anger

a war film – a film about soldiers

8.3 Where would you expect to see / hear the following noun + noun combinations?

1. I hate horror films.
2. Football club burglars cut home phones.
3. corn flakes
4. chicken soup
5. Channel ferry safety drill leaves 18 injured.

6. Blackcurrant Juice Drink – No artificial colour, flavour or sweetener.
7. Dad's got very high blood pressure and the doctor told him to take it easy.
8. Police are meeting members of the ethnic community in order to improve race relations.
9. The difference in their computer skills was attributed to the generation gap.
10. If a beam of electrons is sent through thin gold foil, however, the wave properties make the electrons show diffraction effects just like those shown by light and other kinds of wave motion in suitable experiments.
11. Gyroscopic instruments are used also in bomb sights, gunfire control systems, antiaircraft systems, and in the automatic pilots of guided missiles and long-range rockets.
12. In memory of terrorist attack victims.

Noun + infinitive

*There's a lot of work **to be done**.*

*a house **to let***

*books **to read***

See Section 4 Verb. Passive. Active or passive

To-clauses after nouns are relatively < rare > in all registers, they are more < common > in conversation than in writing. They have a future planning orientation and express obligation, volition, possibility.

*Father's got a lot of things **to tell** you. <conv> <common>*

*I am the one **to be forgiven**. <conv>*

*I have work **to do**. <conv>*

*There's work **to be done**. <conv>*

Noun + active infinitive + preposition is < informal > < spoken >:

*She needs other children **to play with**. <informal>*

*I want something **to write with**. <informal>*

Its < formal > < written > variant is a clause: preposition + *whom/which* + infinitive:

*She needs other children **with whom to play**. <very formal> <rare>*

*I want something **with which to write**. <very formal> <rare>*

8.4 Which of the underlined *to*-clauses are informal? Justify your answer.

1. They were the first passengers to board.
2. Nobody to talk to.
3. But that's no way to get rich.
4. The stylistician has two main tasks to carry out.
5. He's the man to help us.
6. This was not the man to be messed with.
7. It's a most vexing thing to happen.
8. We've nothing to wait for.
9. I had more important things to worry about.
10. So in order to satisfy anxious and demanding clients, McKinsey needs to think big thoughts about things to come.
11. The stores ship was the next to be lost.

12. I had nothing to say.

Relative clauses

Whom/who/that/zero (object pronouns)

In statements *whom* is the only option in <written> English. *Who* is rarely used in conversation. *That* is more <common>, especially in <spoken> English (both for people and things). Zero is the preferred choice in both <spoken> and <written> English. Compare:

*The man **whom** I saw was called Smith.* <written> <very formal>

*The man **who** I saw was called Smith.* <spoken> <formal> <rare>

*The man **that** I saw was called Smith.* <spoken> <written> <more common>

The man I saw was called Smith. <spoken> <written> <most common>

She was the most indefatigable young woman he had ever met. <fact>

He's one of the most unpretentious people I've met. <news>

8.5 Mark the relative clauses in these sentences: common, less common, more/most common in written and spoken English.

1. Where's that nurse that I saw last time?
2. Where's that nurse who I saw last time?
3. Where's that nurse whom I saw last time?
4. Where's that nurse I saw last time?
5. The love of a girl he didn't care about warmed him.
6. They had two children whom they loved very much.
7. The crimes had been committed by a man whom they had condemned.
8. Only a very few of the friends Jane had at school went on to university.
9. Some of the friends my daughter brings home look as though they never wash.
10. That's the man who I wanted to see.
11. Our doctor is a person whom I really respect.

Prepositions come at the end in <informal> and <neutral> English. Compare:

I know the girl he spoke to. <informal> <most common>

*I know the girl **who** he spoke **to**.* <formal> <less common>

*I know the girl **whom** he spoke **to**.* <formal>

*I know the girl **to whom** he spoke.* <very formal>

*The party (which) most people vote **for**...* <informal>

*The party **for which** most people vote...* <formal>

See Section 2 Pronoun/Determiner. *Who/whom*

8.6 Mark these sentences formal or informal. Which are more common?

1. This is the house a) we wrote to you about b) that we wrote to you about c) about which we wrote to you.
2. Do you know the boy a) your daughter writes to? b) who your daughter writes to? c) whom your daughter writes to? d) to whom your daughter writes?

3. I pass the rest of the evening with a neighbour a) to whom I have never been introduced. b) who I have never been introduced to. c) I have never been introduced to. d) whom I have never been introduced to.

8.7 Change these sentences as in the example.

I was looking for that book – That is the book I was looking for.

1. We were just talking about that article.
2. Queen Elizabeth slept in this bed.
3. I want to back out of that agreement.
4. I want you to break down those figures.
5. I think we should leave this sentence out.
6. We have not yet dealt with this paragraph.
7. We must now see to this matter.
8. I was looking forward to that film.
9. We must cut down on these expenses.
10. You should get on with this job first.

8.8 Mark these sentences formal or informal, then rewrite them in the opposite style, for example, changing from formal to informal

1. The chief pilot is someone in whom we have every confidence.
2. Juliet's always the only person I can talk to.
3. That's all we have time for today.
4. I was finally given the job for which I had been training.
5. Are these the people you want me to give the envelopes to?
6. That isn't the dancer I was talking to.
7. We are unable to inform you to whom we have dispatched the parcel.
8. I do it with the backing of my Prime Minister, to whom I spoke only a few moments ago.

Modern tendency

In conversation, it is much <more common> to omit prepositions in relative clauses with *that* or zero:

What about the place we were going to stay [at]? <conv>

the place that Jacobs took him [to] <conv>

See Section 27 Omission

Which/ that/ zero

Which is <formal> <written>, more common in academic texts, *that* is <informal> <spoken>.

*This is the picture **which** caused such a sensation.* <formal>

*This is the picture **that** caused such a sensation.* <informal>

The omission of *that/which* as subject pronouns is very uncommon:

It's the only road [that/which] goes south, right? <very uncommon>

The omission of *that/which* as object pronouns is very <common> in conversation. It also results in a <less formal> style in academic prose and news reportage:

I'll give you anything you want. <conv>

He has something he wants to say to you. <conv>

the convictions these arguments try to explain <acad>

the way we acquire knowledge <acad>

a country they had sought to leave <news>

8.9 In which sentences do you think the relative pronoun a) can be left out b) is more formal?

1. The job that he got wasn't very interesting.
2. Have you got anything that will clean this carpet?
3. Have you got a typewriter that I can use?
4. He had a simple idea which changed the world.
5. It's a book that everybody talks about and nobody reads.
6. He keeps telling you things which you already know.
7. They never thanked me for the money that I sent them.
8. In a state which resembled a kind of trance my Mother sold up our house.
9. They started work on the railway that ran alongside the camp.
10. The sight that met his eyes was one he would never forget.

Who, which in non-identifying clauses

Non-identifying relative clauses are separated with commas from the rest of the sentence. They give additional information about a noun. Without the clause the main information of the sentence remains the same:

*My younger brother, **who is painfully shy**, rarely speaks to anyone.*

(Here the noun *brother* is already identified - '*my younger*', the main information remains the same – *My younger brother rarely speaks to anyone*, the clause *who is painfully shy* gives only additional information, which is not required for identification).

In these clauses we use only *who(m)* for people (NOT *that* or zero), and *which* for things (*that* is very uncommon).

*My father, **who** has recently retired, spends all day reading the newspaper.*

*This watch, **which** I was given for Christmas, keeps perfect time.*

Non-identifying relative clauses are <much less common> than identifying clauses. They are rather <formal> and <more common> in news reportage.

8.10 Which relative clauses do not identify – the ones in a) sentences or those in b) sentences? In which kind of clause can we use *that* instead of *who(m)* or *which*?

1. a) The woman who dies my hair has just had a baby. b) Dorothy, who dies my hair, has just had a baby.

2. a) She married a man who/whom she met on a bus. b) She married a nice architect from Belfast, whom she met on a bus.
3. a) Have you got a book that's really easy to read? b) I lent him 'The Old Man and the Sea', which is really easy to read.
4. a) What did you think of the wine which we drank last night? b) I poured him a glass of wine, which he drank at once.

8.11 Put commas in the sentences with non-identifying clauses. Replace *who/whom/which* with *that* or leave it out where appropriate.

1. This is Peter Taylor who works with my sister.
2. People who don't answer letters annoy me.
3. What happened to the oranges which I bought yesterday?
4. This room which isn't used any more belonged to our eldest son.
5. My Uncle Sebastian who has always been a bit of a traveller has just gone off to Thailand.
6. We live in a village called Netherwold which has 150 inhabitants.
7. I like a film which has a beginning, a middle and an end – in that order.
8. I've had a card from Sally who used to live next door.
9. Do you remember those people who we met in Corfu?
10. We had some good advice from Mr Blenkinsop whom we consulted about investments.
11. She took twelve aspirins which is six times the normal dose.
12. He published a book called 'Asleep in the Bath' which nobody ever read.

Which is also used to refer to a whole clause, not just to a noun.

*The dentist had to pull out two of my teeth, **which was a real pity**.*

*He got a job, **which surprised us all**.*

This structure is used to express a comment on something that has just been said. The clause is used in both <spoken> and <written> English, but is <not very common>.

*She cycles to work every day, **which keeps her healthy**. <spoken>*

*If equations 1.2 and 1.3 were valid they would imply that v and s are zero under these conditions, **which is obviously untrue**. <acad>*

*Mom washed her hands off Kitty after the last incident, **which isn't as heartless as it sounds**. <fict>*

See Section 22 Commenting on the content, expressing attitude. Comment clauses

8.12 Put in *which*. What does *which* refer to?

1. The lights suddenly went out,... frightened Granny terribly.
2. Everybody arrived late, ... didn't surprise me in the least.
3. The door was locked,...was a nuisance.
4. She let me borrow one of her dresses,...was very kind of her.
5. We're going to have to repair the roof, ... will cost a fortune.
6. It rather impresses the young ladies, ... is a good thing.

Of which / whose

Of which is <formal>, *whose* is <neutral> <more common> (both with people and things) even in academic prose. Both are <very rare> in conversation.

*New York is a city **the nickname of which** is “The Big apple”.* <very formal>

*New York is a city **whose nickname** is “The Big Apple”.* <more common>

8.13 Look at the underlined words. Which sentences are more common in academic prose?

1. The term cS is the flow rate of costs whose present value we are determining.
2. This wheel drives a similar but smaller wooden-toothed wheel, the other end of which carries a large open-spoked wheel.
3. It is possible to think of ds and dt as numbers whose ratio ds/dt is equal to v .
4. These grey and brown soils of heavy texture often occur as a Gilgai complex, the puff component of which may be referred to as calcareous, crumbly soils.
5. They knew that only another planet, whose orbit lay beyond those already recognized, could explain the behaviour of the nearer planets.
6. A crystal is a piece of matter whose boundaries are naturally formed plane surfaces.

8.14 Supply a more common variant for the underlined parts.

1. A shipping group, the profits of which dived last year by nearly a third, has told shareholders to expect an even lower result for 1993.
2. He might argue that this consensus provides an abstract convention the implicit extension of which includes the proposition...
3. There is a way of proceeding in conceptual matters, the method of which is to define away any inconvenient difficulty.
4. Some of the particles cluster into aggregates, clods or crumbs, the size distribution of which determines the soil structure.
5. The bid is being resisted by Pearl Group, the Chairman of which, Einion Holland, has described the offer as ‘derisory’.

SECTION 9 TIME

Time-when

Time-when adverbials can be of a number of types: adverb, prepositional phrase, noun phrase, adverbial clause.

In/within

Within (= before the end of) is <formal> :

*He travelled round the world **in** eighty days.*

*Phone me again **within** a week.* <formal>

BrE/AmE prepositions

No preposition before nouns and word-combinations denoting periods of time is <AmE>. It is becoming popular in <spoken> <BrE>:

*I should shove off to Spain **the end of June**.* <AmE>

*I'll see you **Sunday**.* <AmE>

In <BrE>, *at the weekend* is used, while in <AmE> *on the weekend*.

Again, now, nowadays (= in contrast with the past), *then* (=at that time), *today*, etc:

*Come and see us **again**.*

***Nowadays** young people are much more aware of ecological issues than they used to be.*

*It was **then** that I realised she'd tricked me.*

Afterwards, afterward <AmE>, *before(hand), first, formerly, just, later, next, previously, recently, since, soon, then* (=after that), *subsequently* <formal> <written>, *ultimately* <formal>, *thereafter* <formal>:

*When you give a speech, it's natural to feel nervous **beforehand**.*

*The world record was **previously** held by a Spanish athlete.*

*I've only **recently** started learning French.*

***Ultimately** the decision rests with the child's parents.* <formal>

*The book was **subsequently** translated into 15 languages.* <formal>

When, as, before, after, while, whilst <formal>, *as soon as, the moment, once, on* <formal>, *now (that)* <spoken>:

***Once** you have taken the examination, you'll be able to relax.*

***Now that** they've got to know each other a little better, they get along just fine.* <spoken>

*I arrived **while** the meeting was in progress.*

***On** examining the profiles it is difficult to isolate a specific dimension along which the two transformations differ.* <formal>

9.1 Which underlined adverbials are formal, spoken, AmE?

1. I subsequently joined them.
2. These girls nowadays always seem embarrassed at having to admit to a father or mother at all.
3. Within a year he executed the remarkable series of frescoes.
4. That was afterwards.

5. When these were performed soon afterward, the tests proved that parity was indeed violated.
6. Ultimately, however, nations are held together- or pulled apart - by ideas.
7. Tell her the funeral is Thursday.
8. He might have followed her whilst she returned to Sans Souci.
9. Now that she's gone I'm quite alone.
10. He bought it about 10 o'clock Monday morning.
11. Once the stylistician has become aware of the kind of theoretical variability involved in work of this kind, he has two main tasks to carry out.
12. What are you doing on the weekend?
13. He turned sharply as I came in.
14. Recently he had started to define himself as an artist.
15. While she was gone, he sat at the table in the sunshine.
16. On returning from Stockholm I continued by experiments on afterimages.

Punctuation

We write a comma when the conjunction (*when, before, after, while, since*, etc) and its clause are first in the sentence. Compare:

***Before** the rain stopped, he went out shopping.*

*He did military service **before** he went to university.*

9.2 Put in commas where appropriate.

1. Let's have a weekend in the country when the weather gets better.
2. Before he got married he worked as a salesman.
3. He hasn't looked at another woman since he met Julie.
4. Somebody broke into the house while they were asleep.
5. After she gave up her job at the bank she left her husband.
6. I felt really depressed before you turned up.

Participle/Verbless time-clauses

Participle and verbless time-clauses are <formal> and <written>:

***Until asked to speak**, you would be well advised to remain silent.* (= Until you are asked to speak...) <formal> <written>

***When in Rome**, do as Rome does.* (= When you are in Rome...) <formal>

9.3 Underline formal participle and verbless time-clauses.

1. After discussing the physical and philosophical foundations of the then new theories of relativity, gravitation and quantum mechanics Eddington concluded: <...>
2. On showing the film the projectionist gets confused and runs the film backwards.
3. Mr Justice Buchanan, having sat down, adjusted his wig.
4. When asked if she wanted security, she refused.
5. The drinks ordered and the men settled on the verandah of the clubhouse, Haydock repeated his question.
6. Having made his assertion, he then goes on to lessen its impact.

7. Spotting his employer, the driver walked rapidly to the limousine's rear door and opened it.
8. Having made everyone's life unbearable all day, she was now sweetness itself to everybody.
9. After being dismissed by the Magistrate, Stephano was driven to the Hoover building.
10. Viewed from a distance, the island of Nepenthe looked like a cloud.
11. Squid is nice and crispy when fried.
12. Putting down my newspaper, I went over to the phone.

9.4 Rephrase the following sentences using verbless or participle clauses. What is the stylistic effect?

1. When you lived in Washington, did you ever meet Robert Davidson?
2. Since I met you, I have been reading your book.
3. Once your book is published, it will sell very rapidly.
4. Before he served in the army, he was much too fat.
5. While he was in the army, he learnt a great deal about electricity.
6. When you enter the town, you will see the monument straight in front of you.
7. After he had traveled round the world, Forbes settled down peacefully in his native village.

Duration

For, over, up to, until/till:

*We stayed with my parents **over** the holiday.*

*He worked **up to** Christmas.*

*We stayed **until** five.*

*I studied **for** three years in London.*

In <spoken> English *for* is often left out. *From* can be omitted <informally> with *till* but not usually with *to*:

*I've been here **two** hours.* <spoken>

*I'm at my office (**from**) nine **till** five* <spoken> (**from** nine **to** five).

BrE v AmE

From... to is <BrE>, *from... through* is <AmE>:

***from** June **to** December* <BrE>

***from** June **through** December* <AmE>

Inclusive is <BrE>, *through* is <AmE>:

*Monday to Friday **inclusive*** <BrE>

*Monday **through** Friday* <AmE>

While, as, since, ever since <emphatic>, *until/till*:

*I stayed **while** the meeting lasted.*

*He's lived here **since** he was born.*

*He didn't start to read **until** he was ten.*

***Ever since** that night we've been together.* <emphatic>

While, as are often used in <spoken> English, in headlines, captions, signs:

Repairs **while** you wait.

Always, forever <spoken>, recently, lately, temporarily, for the moment, for a while, for ages <informal>

He's **recently** been working at night.

I haven't seen you **for ages**. <informal>

The library is **temporarily** closed for repairs.

He's **forever** making comments about my weight. <spoken>

9.5 Which underlined time adverbials are spoken, informal, emphatic, AmE?

1. It was interesting for a while.
2. I stayed there a couple of days.
3. I did math in my head as we walked.
4. Cedric says in Paris and Berlin they're doing it for ages now.
5. Over the years he had been indicted thirty-two times.
6. For the previous six months prices realized at fine art auctions had been breaking records on both sides of the Atlantic.
7. I'd built a locked safe-like bookcase to keep them in, and ever since had added my own notes on methods and materials.
8. We worked on the project March till June.
9. She's only staying a week.
10. Mind the steps! Careful as you go.
11. The store is open Monday through Saturday.

Frequency

Nearly/almost always, usually, normally <BrE>, ordinarily, generally, regularly, often, sometimes, rarely, seldom, hardly ever, almost never are <neutral>.

Typically, frequently, occasionally are <written>. On (several) occasions is <formal>. (Every)now and then, now and again are <informal>. Again and again, time and again are <emphatic>:

Occasionally Alice would look up from her books. <written>

On several occasions the President has refused to bow to the will of Congress. <formal>

Sperm whales **frequently** dive to search for squid. <written>

Normally, I get home about 6 o'clock. <BrE>

Once a day, three times an hour. Per <formal> is used instead of a(n) to emphasize 'each': once per day. Every two years, daily/weekly/monthly, on a daily basis are <formal>:

He visits me **once a week/ every week** <neutral> / **weekly**. <formal>

How many calls do you make **per day**? <formal> <emphatic>

Every chance is <informal>:

I practise **every chance** I have. <informal>

Verbs, verb and noun phrases can express habits and trends.

See Section 4 Verb. Characteristic behaviour, habits, volition.

Position of adverbs of indefinite frequency

If they come before a *to*-infinitive, this is <formal>. Compare:

*You **always ought to check** your facts when you write essays.*

*You **ought always to check** your facts... <formal>*

Where special emphasis or contrast is required, the following can begin a sentence: *frequently* <written>, *generally*, *normally* <BrE>, *occasionally* <written>, *ordinarily*, *sometimes*, *usually*, *quite/very often*:

***Sometimes** we get a lot of rain in August. <emphatic>*

***Quite often** the phone rings when I'm in the bath. <emphatic>*

When negative adverbs (*never*, *seldom*, etc) are used to begin sentences, they affect the word order that follows.

See Section 26 Emphasis. Inversion.

9.6 Which underlined adverbs are formal, BrE? What is the stylistic effect of starting sentences in this way?

1. Normally, the DNA of a cell was found inside the nucleus.
2. Ordinarily, patent protection enables me to protect my invention.
3. Frequently they exhibit secondary symptoms.
4. Occasionally one of these 'dirty snowballs' enters the inner regions of the solar system.
5. Ordinarily a physician treats just one person: his patient.
6. It's a hard life, but occasionally we have our reward.
7. Sometimes we gave the second presentation immediately after the first.

9.7 Mark the underlined frequency adverbials a) formal/written b) informal c) neutral. Which are emphatic?

1. I'm promising you that every chance I'll get I'll stay home.
2. One to be taken three times a day.
3. There isn't normally this much traffic on the high street.
4. From time to time I check my e-mails.
5. I've been working non-stop since Friday.
6. John regularly smokes more than a packet a day.
7. I've told you repeatedly not to tip your chair back.
8. This happens on a daily basis.
9. I still see my first girlfriend now and then.
10. She's forever telling me where I've gone wrong in my life.
11. Sally's nice but she has a tendency to talk too much.
12. She tends to interfere in other people's business.
13. There has been a general tendency towards conservation and recycling.
14. Typically *n* is very large.
15. It was this faith that kept the electorate returning to the pools again and again.
16. He seldom napped.

17. I flew in every three or four months.
18. They would send research teams to amusement parks to draw blood samples from individuals who rode roller coasters time and again during the day.
19. The trend is now toward study of the many variables involved in their interaction.

Frequency of time adverbials across registers

When is <common> in all registers and varieties of English: conversation, fiction, news, academic prose, BrE and AmE.

As and *while* are <more common> in fiction than the other registers.

After is particularly <common> in news.

Since is <less common> in academic prose.

While is <the least common> in academic prose.

SECTION 10 CAUSE/REASON

Because

Because is by far <the most common> reason subordinator in all registers. Normally we do not begin sentences with *because*.

*The car crashed **because** the driver was careless.* <more common>

***Because** I'll be in tonight, I'll baby-sit.* <rare>

As, since

As and *since* used to explain the reason for something are rather <formal> <written>. The <informal> <spoken> equivalent is *so* used to express a result:

***As it's raining**, we'll have to stay at home.* <formal>

*It's raining again, **so** we'll have to stay at home.* <informal> <spoken>

***Since we live near the sea**, we can often go swimming.* <formal>

*We live near the sea, **so** we can often go swimming.* <informal> <spoken>

For

For is <very formal> <written> <literary>. It is <less common> and mostly used in fiction and academic prose.

*He was very nervous **for** he was being videoed.* <very formal> <less common>

Positions of *because, since, as, for*

As a general rule, whatever we want to emphasize (reason or main clause) comes at the end.

We often begin sentences with *as* and *since* because the reasons may be known and thus do not need to be emphasized:

***As/Since you can't type the letter yourself**, you'll have to ask Susan to do it for you.*

Because generally follows the main clause to emphasize a reason which is probably not known:

*Jim's trying to find a place of his own **because he wants to feel independent**.*

Because can always be used in place of *as, since, for*, but they cannot always be used in place of *because*. *For* cannot begin a sentence.

***As/Because/Since there was very little support**, the strike was not successful.*

*We rarely stay in hotels **for we can't afford it**.*

Overall, in conversation and fiction final position of reason clauses is the <most common>. In news and academic prose only 60% of these clauses occur in final position.

10.1 Comment on the initial or final position of the reason clauses below: a) to emphasize the reason b) to emphasize the main clause c) the only possible position.

1. Since you cannot use your grey cells as you do not possess them, at any rate use your eyes, your ears and your nose if need be in so far as the dictates of honour allow.

2. It would have been pointless to kill him – since death is a deceptive business.
3. But I must have slept that night for I do not remember seeing Grandfather's light go out.
4. Because nobody could see a practical way to build a quantum computer, Feynman's idea was soon forgotten.
5. He could not resign because he was a shareholder.
6. The chairman rose to his feet, as he considered the meeting was now at an end.
7. As you are allowed 500 pounds before any duty, the excise will still be 2000 pounds.
8. We're not here to discuss interdepartmental conflicts, for they will all be resolved with the emergence of our new elite.
9. Because he was very suspicious of Aricia, he set out to gather as much information as possible.
10. Music thus appears to have had a dual role in the beginning of experimental physics, since both pitch and time played their part.
11. It would be easier if I got out on his side as it is nearer the door.
12. Since you're historians, let me try to explain it historically.

Motive, attitude

From, out of are used to express motive:

*Some support charities **out of duty**, others **from a sense of guilt**.*

For-phrase with adjectives and verbs is used to convey emotion and attitude:

*I was angry with him **for being late**.*

*He was punished **for his outspoken defence of free speech**.*

10.2 Underline the expressions of motive and attitude in the following sentences.

1. I had to run away for fear he might one day kill me.
2. She married him out of pity and her own despair.
3. From lack of energy I had simply flopped back into the big chair.
4. It's young people who commit suicide easily, out of despair, from love, sometimes from sheer anxiety and worry.
5. Campbell was arrested for dangerous driving.
6. He studied chemistry from curiosity and for solace.
7. Out of sheer habit, he waited for his breath to be out and his heart to be between beats.
8. I wanted to offer to carry his bag but I couldn't for fear of calling him a weak old man.
9. He got us together because his role-model told him to, but also out of self-interest, even cynicism.
10. Just out of curiosity, why did you take that job?
11. He's not accepting any e-mail for fear of more viruses through use.
12. It is not for lack of study that schizophrenia remains a mysterious and intractable disease.
13. They obeyed him out of fear rather than respect.

Owing to, due to, thanks to, because of

Owing to is <less common> in <spoken> English than *due to*, but both are <slightly formal> and are often used in official notices or public statements:

*All flights into London Heathrow have been delayed **due to/owing to** thick fog.* <formal>

You would usually use *because of* in <spoken> English:

*All the flights have been delayed **because of** the fog.* <spoken> <most common>
Thanks to is <neutral> or <informal> and is used especially to explain why or how something good has happened.

***Thanks to** the public's generosity, we've been able to build two new schools in the area.*

Thanks to is also used to say angrily or humorously that someone has caused a problem. *No thanks to* <spoken> means 'in spite of'.

10.3 Mark the underlined reason adverbials formal, neutral, spoken.

1. Gabriel Garcia Marquez liked to say that any resemblance to real people or events in his fiction was due not to coincidence but to the author's hard work.
2. It could hardly be applied to a language containing a number of affricates, owing to the difficulty of devising a sufficient number of good symbols.
3. Thanks to the warm autumn, our fuel bills have been very low.
4. He lost his job because of his age.

10.4 Say in which sentences (no) thanks to is used a) ironically b) to mean 'in spite of'? Which sentences are definitely spoken?

1. Thanks to Germaine's tireless efforts, the concert was a huge success.
2. It was supposed to be a surprise, but thanks to your big mouth she knows all about it now.
3. He had just wrecked his own car thanks to his having tried to ignore head-on a newly installed deterrent no-parking set of rising teeth.
4. Some ski resorts opened early, thanks to a late-October snowstorm.
5. Thanks (or no thanks) to an age treatment, human life expectancy is counted in centuries.
6. It was no thanks to you that we managed to win the game.
7. Thanks to the success of his first album, he is now a wealthy man.
8. Everyone knows about it now, thanks to you!
9. We managed to get it finished in the end – no thanks to him.
10. It was all a great success – thanks to a lot of hard work.

Through, on account of, in view of, on the grounds that

Through is <neutral> or <slightly formal>:

*The car crashed **through** the driver's carelessness.* <slightly formal>

*The accident happened **through** no fault of mine.*

On account of is <formal>

*Many fatal accidents occurred **on account of** icy road conditions. <formal>*
In view of, on the grounds that are <rather formal>:
*Zoe was awarded compensation **on the grounds that** the doctor had been negligent. <formal>*
***In view of** Sutton's recent conduct the club has decided to suspend him until further notice. <formal>*

Seeing that/as, now (that)

Seeing that/as and *now(that)* are <neutral> or <spoken>:
Seeing that he could not persuade the other members of the committee, he gave in. <neutral>
Now you are here, why not have a drink. <spoken>
Now (that) expresses both time and reason.
Now that the weather has improved, we'll be able to enjoy the game.

In that, insofar as, inasmuch as

All of them are <formal>:
*He's rather untrustworthy, **in that** he conveniently forgets that he owes you money. <formal>*
*We're expecting a busy summer **insofar as** bookings are already up for August. <formal>*
*This product is guaranteed **inasmuch as** we'll replace it if you return it within thirty days. <formal>*

10.5 Mark the underlined reason-adverbials: formal, informal, spoken, written, neutral.

1. Seeing that we're agreed, we might as well go ahead.
2. Since you don't like pizza, let's buy fish and chips.
3. As you've seen the film, let's go somewhere else.
4. Because this TV is old, we're having problems with it.
5. He can't run very fast on account of his asthma.
6. He was a very unusual musician inasmuch as he was totally deaf.
7. He found it increasingly difficult to read, for his eyes were failing.
8. Our bus didn't leave for another hour, so we didn't have to rush.
9. See breezes, in so far as they are good for the complexion, were regarded by us as a means and not an end.
10. This was clearly due to the fact that the images of the first items scanned were fading before the last ones were scanned.
11. In view of the fact that conversation may be defined with reference to other provinces, it would seem to fall within the terms of the definition at the beginning of this section.
12. I decline to answer on the grounds that it might incriminate me.
13. Owing to her religion there had never been any question of divorce.
14. Through association with me you have learned all the tricks of the trade.
15. Now that the weather has cleared, she was dressing Betty preparatory to taking her out for a walk.
16. We've reached our goal of \$ 50,000 thanks to the generosity of the public.

17. I've been lucky in that I have never had to worry about money.

Participle and verbless reason-clauses

Ing-clauses, *ed*-clauses and verbless clauses are <formal>.

The weather having improved, the game was enjoyed by players and spectators alike. <formal>

Being a man of fixed views, he refused to listen to our arguments. <formal>

Unabashedly exuberant, he was so animated on the podium that he occasionally fell of it. <formal>

Ing-clauses are <particularly common> in fiction, <less common> in academic prose and news, <extremely rare> in conversation. Although <rare> in all registers, *ed*- and verbless reason-clauses are <common> in fiction and news.

10.6 The following sentences are from fiction, news, conversation and academic prose. Mark the relative frequency of *ing*-, *ed* and verbless reason clauses for each register (common, rare).

-ing clauses

1. Headlines are a separate study in themselves, being radically different from the rest of newspaper reporting language. <acad>
2. You know there is a sentiment here that Americans destroy all culture, having none of their own. <conv>
3. The money had been wired from a bank on Grand Cayman to a bank in Singapore, both banks being secretly controlled by the cabal he'd just left. <news>
4. The trouble is, being English, we will play by the rules. <conv>
5. In the example above, the word 'two', being the only word in the word group, must naturally be important. <acad>
6. The jury would have acquitted her if they'd had half a chance – which they hadn't, the evidence being practically cast iron. <fict>
7. But not having said anything definite, he could use that incident in a different way. <fict>
8. Fearing that he was a target for prosecution and investigation, Curtis increased his physical security. <news>

-ed and verbless clauses

1. Ashamed of being startled, he spoke with a touch of impatience. <fiction>
2. Already a multi-millionaire, he was not well placed to benefit from the next wave of state sell-offs. <news>
3. A spy for almost fifty years, he now preferred the luxury of looking directly behind himself when he moved about. <fict>
4. Frustrated and cornered, Berezovsky reluctantly accepted the terms. <news>
5. Furious, Putin blamed Channel One's owner, Berezovsky, for the negative coverage. <news>
6. They sat next to each other, all eyes aimed down the table at Stephano. <fict>
7. A workaholic, he stood out as the very antithesis of the nouveaux riches Russians of the second wave. <news>

8. Awkward as always in his movements, he jerked against the table and upset half the chocolates. <fict>
9. A Baptist serious about his religious beliefs, he had never tasted spirituous liquors. <fict>

Most common reason subordinators across registers

Because is by far <the most common> reason subordinator in all registers. It is also the only one of the three subordinators that unambiguously refers to reason. *As* and *since* can both refer to time and *as* can also refer to manner.

SECTION 11 RESULT

Therefore, thus, accordingly, hence, consequently

All of them are <formal>, *thus* is a little old-fashioned and <very formal>:

*The dollar has gone down against the yen, **therefore** Japanese goods are more expensive for Americans.* <formal>

*Most of the evidence was destroyed in the fire. **Thus** it would be almost impossible to prove him guilty.* <very formal>

*The budget for health care has been cut by 10%. **Accordingly**, some hospitals may be forced to close.* <formal>

*He's an extremely private person; **hence** his reluctance to give interviews.* <formal>

*The city is situated near the sea and **consequently** enjoys a healthy climate.* <formal>

Hence, therefore, and thus are <most common> in academic prose and are in most cases interchangeable.

***Thus/Therefore/Hence**, fewer and fewer focal points are needed as the reading material becomes increasingly familiar.* <acad>

When not in initial position, *therefore* and *thus* often occur immediately following the subject:

*Einstein, **therefore**, set to work to try to demolish the accepted version of quantum mechanics.* <acad>

11.1 Are these statements true or false? If false, explain why they are incorrect.

1. *Hence, thus, therefore* are formal.
2. *Accordingly, consequently* are neutral.
3. *Hence, therefore, thus* are interchangeable.
4. *Thus, therefore, hence* mostly occur in initial position.
5. *Hence* mostly occurs in medial position.
6. *Therefore, thus* often occur after the subject.
7. *Thus, therefore, accordingly, hence, consequently* are most common in academic prose.
8. *Thus* is very formal.

So, so that

So is <spoken> and <the most common> way of expressing result/consequences in conversation.

*There were nine of us **so** we had to bring more chairs.* <spoken> <most common>
See Section 10 Cause/Reason

So that is <more formal> than *so*.

*Now and then one would lag enough behind the beat **so that** they realized something had gone wrong.* <fiction> <more formal>

Note! *So that* is also used to express purpose:

*We're leaving now **so that** we can arrive early.*

See Section 12 Purpose

11.2 In each set, which sentence is more common in conversation? Give a reason for your choice.

1. a) He ran out of money, so he had to look for a job. b) After six months abroad, he ran out of money. He therefore had to look for a job. c) Because he had run out of money, he had to look for a job.
2. a) Since it's his birthday on Monday, he's having a party. b) It's his birthday on Monday so he's having a party.
3. a) I took no notice of him, so he flew into a rage. b) I took no notice of him, so that he flew into a rage.
4. a) The country was beautiful. Consequently I decided to return the next year. b) The country was beautiful, so I decided to return the next year. c) The country was beautiful. I therefore decided to return the next year.

As a result, for this reason, eventually, on balance, in the end

They are <more common> in <formal> speech and writing:

*There was a shortage of lifeboats on the 'Titanic' and 1,500 people died **as a result**.* <written>

*Kate and Tim waited for the bus for along time, **and in the end** they took a taxi.* <formal>

*It started raining while were having our picnic, and **eventually** we decided to go home.* <formal>

***For this reason** we have given the tone groups names.* <written>

***On balance**, social experimentation has thus proved to be an effective new tool.* <written>

Note: When they are in the initial position, a comma is often used.

So... (that), such... (that), such that

That in so...that and such...that is usually left out in <informal> speech and writing.

*I bought **so** many books I couldn't carry them all.* <informal>

*It was **such** a good film I saw it twice.* <informal>

Note: When *that* is omitted informally, a comma is sometimes used:

*His reactions are **so** quick(,) no one can match him.* <informal>

So and such in the initial position are <formal> and <emphatic>.

Compare:

*He was **so** fed up (**that**) he threatened to resign.*

***So** disgusted were they by the bad language **that** they walked out.* <formal>
<emphatic>

*They had **such** a great time **that** no one wanted to go home.*

***Such** was our annoyance (**that**) we refused to cooperate further.* <formal>
<emphatic>

See section 26 Emphasis

Such + obligatory that can be used in <formal> English as follows:

*His reactions are **such that** no one can match him.* <formal>

In such a way that/ as to

In such a way as to is <more formal>:

*He designed the room **in such a way that** it looked bigger than it actually was.*

*The city centre is signposted **in such a way as to** completely confuse most tourists.*

<more formal>

11.3 Mark the result adverbials neutral, formal or informal. What is the stylistic effect of using the structure beginning with *Such/So* in sentences 2 and 15?

1. The judge gave him so long a sentence that he would not get out of prison until he was 110 years old.
2. Such fun was had by all that we decided to have another party the following Saturday.
3. They've done it in such a way that everyone has benefited.
4. We talked until the early hours, and consequently I overslept.
5. We do not own the building. Thus, it would be impossible for us to make any major changes to it.
6. The old man had spent only a tenth of his large income, so that even after his death duties had been paid, the present baronet had found himself a very rich man.
7. As a result, Marek had considerable experience with fakes of all kinds.
8. The previous owners had amassed large debts, hence the sale of this house.
9. Accordingly, descriptions of sounds by reference to key words convey different meanings to different readers.
10. For a start, not everyone has a competitive nature, so perhaps only the grabbies turned up.
11. Eventually, Sheikh Sultan paid out a total of \$650 million.
12. I think on balance I prefer the old system.
13. He lectured in such a way that many in the audience found him impossible to understand.
14. In the end we decided to cancel the trip.
15. So much information is contained in the long-term store that the major problem is finding access to small subset of the information that contains the desired image.

Frequency of result adverbials

So is extremely <common> in conversation.

However, thus, therefore are especially <common> in academic prose.

SECTION 12 PURPOSE

To- clauses v that - clauses

We can use *to*, *in order to*, *so as to* to refer to purpose. Constructions with *to*, *so as to* and *in order to* are much simpler than those with *that* (*so that*, *in order that*) and generally preferred:

*She was sent to France **to/in order to/so as to** be educated.* <more common>

*I've arrived early **so that/in order that** I can get a good view of the procession.*
<less common>

The to- infinitive

The *to*-infinitive is <the most common> way to express purpose in all registers:

*He left early **to catch** the last train.* <the most common>

***To improve** the railway service, they are electrifying the main lines.* <the most common>

Note: *Not to* is used to refer to alternatives:

*I went to France **not to study** French, **but to study** architecture.*

In order to, so as to

In order to and *so as to* are variations on the *to*-infinitive and are more <formal> and <emphatic>:

***So as to** improve the railway service, they are electrifying the main lines.* <more formal>

*He left early **in order to** catch the last train.* <more formal>

They are also used to express a negative purpose <neutral>:

***In order not to** be misunderstood, let me put it another way.* <neutral>

*I told him when he was alone **so as not to** embarrass him in public.* <neutral>

Position and frequency of to, so as to, in order to

In order to and *so as to* are <more common> in <written> English. In academic prose, *in order to* is <common> in both the initial and final position:

***In order to** make use of a real number *x* we must know how to combine it with other real numbers *y*, *z*.* <acad>

*We need to stretch our thinking **in order to** develop new possibilities.* <acad>

So as to usually occurs in final position in both news and academic prose:

*The ground crew even crawled into the unpressurized luggage compartments and wheel wells **so as not to** be left behind.* <news>

*The items were selected **so as to** give a quick overview of performance in relation to a range of topics including number concepts, measures, spatial concepts, algebra, graphs and number patterns.* <acad>

In conversation and fiction, it is more typical to use the *to*-infinitive.

For... + infinitive

When there is a change of subject we may use *for* + noun/pronoun + infinitive:

I bought a second car (in order) for my son to learn to drive. <more common>

This construction is more economical than those with *so that* and *in order that*:

I bought a second car so that/in order that my son could learn to drive. <less common>

So that, in order that

Both are <less common> than constructions with *to* (*in order to* and *so as to*). *So that* is <more common> than *in order that*:

They advertised the concert so that everyone should know about it. <more common>

We're leaving now in order that we can arrive early. <less common>

In order that is <more formal>:

They advertised the concert in order that everyone should know about it. <formal>

Note: *so that* and *in order that* can be followed by *can/could*, *will/would*, *may/might*, *should*:

So that everyone could/should/would hear the announcement, we turned the radio up.

The negative after *so that* and *in order that* is less natural than infinitive constructions with *so as not to* and *in order not to*:

I arrived early so that/in order that I might not miss anything. <less common>

I arrived early so as not to/in order not to miss anything. <more common>

In <spoken> English *that* after *so* is often omitted <informal>:

Dora is going to leave the class early so she can go to the dentist. <informal>

12.1 The following are the statements about the ways of expressing purpose. Are they true or false? If false, explain why they are incorrect.

1. *To*-infinitive is the most common in all registers.
2. In conversation, *to*-infinitive is preferred to all other constructions.
3. *So that/In order that* are more common than *To/So as to/In order to*.
4. *In order to/So as to* are more formal and emphatic than *to*-infinitive.
5. *In order not to* and *so as not to* are formal.
6. *For* + noun + *to*-infinitive is more economical than *so that/in order that*.
7. In academic prose, *in order to* is common both in initial and final position.
8. *in order to* and *so as to* are more common in written English.
9. *So as to* is more common in initial position,
10. *So that* is less common than *in order that*
11. For negative purpose, *so that/in order that* are less natural than *so as not to/in order not to*

So that: result v. purpose

So (that) is used both for purpose and result. In the spoken language there are differences in intonation between *so that* (purpose) and *so that* (result).

A result clause always follows the main clause, whereas a purpose clause can precede the main clause:

So that I shouldn't worry, he phoned me on arrival. <P>

12.2 Put P next to the sentences that contain a purpose clause, and R next to those with a result clause.

1. The police doctor put it that way so that nobody should know, I suppose, what it really was.
2. He conveyed the urgent wishes of higher-ups in Washington to cut the deal with Mr Lanigan so bigger fish could be caught.
3. Presumably the auditory presentation makes less of an impression on the memory, so that spontaneous forgetting occurs more readily.
4. The man went to a banker pleading for a loan so that his young son could have an immediate operation to save his life.
5. The flames were surrounded by pieces of broken armor atop mounds of earth, so that only the smoke was visible.
6. I took no notice of him, so that he flew into a rage.
7. So that everyone could hear the announcement, we turned the radio up.
8. We turned the radio up, so that everyone could hear the announcement.
9. I worked hard so that my mother wouldn't complain.
10. They played loud music every evening, so that the neighbours began to complain.

In case, lest, for fear

In case, lest, for fear are <less common>.

In case with present/past tense is <neutral> <BrE>:

Take these pills, in case you feel ill on the boat. <BrE>

In case with *should, might* is <more formal>:

We've installed an extinguisher next to the cooker in case there should/might ever be a fire. <more formal>

In case is used in <informal> <BrE> for negative purpose:

He left early in case he should miss the last train. <informal BrE>

Note: in <AmE> *in case* means *if*. See Section 14 **Condition**

Lest is <very formal> and <rare>:

We issued the instructions lest a spoken message (should) be misunderstood. <formal> <rare>

For fear is usually followed by *might* and is <less common> than *in case* + past:

I bought the car at once for fear (that) he might change his mind. <less common>

I bought the car at once in case he changed his mind. <more common>

12.3 Which sentence in each pair contains a more natural/common construction? Which sentence in 6 and 7 is less emphatic? Justify your answers.

1. a) I arrived early so as not to miss anything. b) I arrived early so that I might not miss anything.
2. a) They must have worn gloves in order that they should not leave any fingerprints. b) They must have worn gloves in order not to leave any fingerprints.
3. a) We have a memorial service every year lest we should forget our debt to those who died in battle. b) We have a memorial service every year so that we might not forget those who died in battle.
4. a) Let us spend a few moments in silence so that we remember those who died to preserve our freedom. b) Let us spend a few moments in silence in order that we remember those who died to preserve our freedom.
5. a) He changed taxis for fear that he might be followed. b) He changed taxis in case he was followed.
6. a) She went on a diet in order to lose weight. b) She went on a diet so as to lose weight. c) She went on a diet to lose weight.
7. a) So that I shouldn't worry, he phoned me on arrival. b) He phoned me on arrival so that I shouldn't worry.

If sb/sth is to do sth

This construction is used to say what must be done to achieve an aim:

*If everyone **is to** hear you, you must speak up.*

In the hope of, with a view to, with the aim of

These prepositional phrases are followed by *-ing* and are <formal>:

*She did the course **in the hope of** / **with a view to** / **with the aim of** getting a job in graphic design.* <formal>

For + noun

For + noun is a compact way of expressing purpose:

*He did it **for** fun.*

Frequency

Purpose clauses are most common in academic prose and news.

Purpose adverbials are closely related to reason adverbials.

12.4 Comment on the style of the underlined purpose adverbials.

1. She gave in her notice with a view to starting her new job in January.
2. Let's meet tomorrow to sort out any remaining difficulties.
3. I'll give you this microphone in order that what you say can be heard by everyone.
4. I always take my mobile phone so as not to get lost.
5. He locked the drawer lest somebody should look in it overnight.
6. We left early in case we should miss the last bus.
7. I realized you ought to have the fullest information possible in case you decided to take any steps about it.
8. They organized a campaign with the aim of helping victims of crimes.
9. If we are to succeed in this enterprise, we shall need to plan everything very carefully.

10. We came to the island in the hope of finding a simpler way of life.
11. May I have the number at Tannenbaum's so I can reach John St Jacques?
12. For the entropy to remain at its maximum value the distribution of energies must change.
13. The old-fashioned large bedrooms had been partitioned off so as to make several smaller ones.
14. Each booth was open at the front, so that a person in the booth could see only Doniger, and not the people in the other booths. It was a trick he had learned from old psychological studies of peer pressure.
15. The President made a speech in order to explain the policy.
16. I went to the shops for some milk.

12.5 These sentences with purpose clauses are from conversation, fiction, academic prose and news. Choose one of the options in brackets to characterize them.

1. Research is being done with the specific aim of monitoring customer trends. <acad> (neutral/informal)
2. To facilitate his search for London properties he turned to the interior designers Candy & Candy. <news> (initial position – common/rare in written English)
3. She went to the station to meet her parents. <conv> (final position – most/least common in conversation)
4. To explain the regularities we would need a theory of the formation of planets. <acad> (initial position – to emphasize purpose/main clause)
5. Part of it had been partitioned off to make a small bathroom. <fict> (final position – emphatic purpose/main clause)
6. Imaginary objects were used to ensure that any subsequent memory of them was not tainted by the subject's prior experience. <acad> (neutral/formal)
7. In order to specify adequately the non-segmental variety markers of spoken English, an analysis of this type is essential. <acad> (neutral/formal)
8. In order to build something that would work he had to build something that he could understand. <acad> (initial position – common/rare in acad.)
9. He had refused in order not to leave her. <fict> (negative purpose – common/rare)
10. She'd only asked in order to get it over with. <conv> (less/more emphatic than *to*)
11. All those concerned must work together in order that agreement can be reached on this issue. (less/more formal than *in order to*)
12. An elderly man who needed a listener so that he could, in memory, relive days in which he had been happy. <fict> (more/less common than *in order that*)
13. He leaned over so that he could be sure to take in every word. <fict> (more/less common in written English)
14. No spoken varieties can be written in traditional orthography so as to reflect all contrasts present in speech. <acad> (spoken/written)
15. <...> the functioning of an organism or a system so as to correct for adverse disturbances. <acad> (more/less emphatic than *to*)
16. He turned slightly so as to take himself out of the group. <fict> (final position – common/rare)

17. He had gone to Egypt in the hope of improving arthritis. <fict>
(neutral/written)
18. She was lying on her bed rigidly lest Mrs Perenna should return. <fict>
(formal/very formal)
19. For such a task to have any chance of success I would need a special letter of
authority signed by you, General. <conv> (formal/informal)
20. Sunlight is needed in order for the process of photosynthesis to take place in
plants. <acad> (final position - emphatic/neutral)
21. We have to be able to follow it, if we are to understand the story. <fiction>
(neutral/formal)
22. Malls and stores must be engaging, so they amuse as well as sell us. <conv>
(formal/informal)
23. Business meetings must be snappy, with bullet lists and animated graphics, so
executives aren't bored. <fict> (spoken/written)
24. How is that done? – With compression algorithms – methods to pack data on a
computer, so they take up less space. <conv> (final position in conversation –
common/rare)
25. He decided to stay at the storehouse in case the Professor called. <fict>
(neutral/informal)
26. In case they were in any doubt, Putin used his State of the Nation address to
condemn the ambitious tycoons. <news> (initial position – emphatic purpose
clause/main clause)

SECTION 13 CONTRAST

But, however

In everyday English, *but* is the most frequent word to introduce a contrast:

*She may be annoying sometimes, **but** I love her.* <conv> <most common>

We often add another word or phrase, e.g. *still, anyway, even so*, to strengthen the contrast:

*He left me in the lurch, **but still** I have tender feelings for him.* <emphatic>

*I know standards have changed, **but even so** such scenes on TV aren't acceptable.* <emphatic>

In <spoken> English *but* is often used at the beginning of a sentence:

*- I read it in a newspaper. – **But** newspapers aren't always right!* <spoken>

But is <common> in fiction and <much less common> in news and academic prose. In <written> English it is not usually used at the beginning of a sentence. In <formal written> English *however* is used, often with commas before and after it in the middle of the sentence:

*This had been reported in a newspaper. One must remember, **however**, that newspapers are not always accurate.* <formal, written>

Although / though

Although is <formal> and <most common> in academic prose. *Though* is <informal> and <much more common> in conversation and fiction.

*We're enjoying ourselves, **although** the weather is bad.* <formal>

*We are enjoying ourselves, **though** the weather is bad.* <informal>

Contrast clauses are <uncommon> in conversation. In <spoken> English, *though* is mostly used at the end of the sentence:

*It's kind of hard sometimes, **though**.* <spoken> <common>

Even though is more <emphatic> than *though* and <more common> in <spoken> English than *though/although* in contrast clauses:

***Even though** he hadn't eaten for days, he looked strong and healthy.* <emphatic>

(Even) if

The ideas of condition + contrast are combined in *even if*:

*He wouldn't give me the money, **even if** I begged him for it.*

The meaning of *even if* is sometimes conveyed by *if... (at least)*:

***If** he's poor, **at least** he's honest.* <rare>

While / whereas

Whereas is more <formal> and <less common> than *while* in all registers:

*Elizabeth was lively and talkative, **whereas** her sister was quiet and reserved.* <formal> <less common>

In conversation and fiction, *while* is relatively <rare>. It is <less common> in news but <far more common> in academic prose:

***While** high turbine temperatures are thermodynamically desirable they mean the use of expensive alloys and cooled turbine blades leading to an increase in complexity and cost.* <acad> <more common>

Whilst, where, when

Whilst, where, when are <rare>. *Whilst* is <formal> <BrE>. *Where* and *when* are <spoken>:

Whilst Anne's usually pleasant, she can often be bad-tempered. <formal> <BrE>
<rare>

Where we were lovers, we are now good friends. <spoken> <rare>

But how can you understand, when I don't myself. <spoken> <rare>

13.1 The following are the statements about the ways of expressing contrast. Are they true or false? If false, correct them.

1. *But* is most frequent in conversation.
2. We cannot emphasize *but* with *still, even so, anyway*.
3. *But* is very common in academic prose.
4. Academic prose prefers *however* to *but*.
5. *Although* is formal and most frequent in academic prose.
6. In conversation *though* is used mostly at the end of the sentence.
7. In spoken English, *even though* is less common than *though/although* in contrast clauses
8. *While* is more formal than *whereas*.
9. *Whereas* is less common than *while* in all registers.
10. *While* is far more common in academic prose.
11. *While* is rare in conversation.
12. *Where* and *when* are written.
13. *Whilst* is formal BrE, rare.

Considering (that)

Considering is used in two meanings: 1) in view of:

Considering the weather, we had better postpone the match.

2) in spite of:

Considering the weather, the match was a great success.

When used at the end of the sentence, *considering* (= in spite of) is <spoken>:

He didn't look too tired, considering. <spoken>

13.2 Say in which sentences *considering* means 'in spite of'.

1. I think you get along amazingly well with him, considering what you are and what he is.
2. Considering her age, I should think she's lucky to get somebody.
3. I thought he did pretty well, considering the circumstances.
4. Considering that I'm taking all this trouble to give you advance warning I think that's somewhat ungrateful.
5. He was a committed Marxist, yet oddly enough, considering his position, he was not a member of any political orthodoxy.

In spite of / despite

Despite is <more formal>:

Despite a shortage of steel, industrial output has increased by five per cent.
<formal>

Adverbs and phrases

Other phrases and adverbs of contrast are: *still, even so, for (all), yet, after all, at the same time. Notwithstanding* is <very formal>, *however, nevertheless, nonetheless, on the other hand* are <formal>, *all the same* is <informal, emphatic>:

*However much advice we give him, he **still** does exactly what he wants.*

*Personally, I'm dead against the plan. **However**, I think I'm in the minority.*
<formal>

*He insisted that everything would be alright. **Nevertheless**, I could not help feeling anxious.* <formal>

*She's a funny girl, **yet** you can't help liking her.*

*He was spending longer and longer in a sauna each day, but was **all the same** gradually losing the metabolic battle against weight.* <informal> <emphatic>

13.3 Mark the underlined contrast adverbials neutral, formal, informal, emphatic.

1. He was extremely tired, but the noise kept him awake.
2. Although he was very tired, the noise kept him awake until after midnight.
3. The noise kept him awake, though he was very tired.
4. She's decided to travel alone, even though she's been warned.
5. While I see your point, I still think you're wrong.
6. For all his skill he has accomplished very little.
7. Notwithstanding the rise in prices, luxury goods are still much in demand.
8. I felt really tired; all the same, I refused to stop dancing.
9. In spite of the price, I've decided to buy the car.
10. Despite feeling dreadful, Max went swimming.
11. He behaved terribly towards me. Nevertheless, I still feel something for him.
12. John did quite well in his exams, considering how little he studied.
13. It's only a little shop and yet it always has such lovely decorations.

13.4 Rewrite each sentence, replacing the underlined words with those in brackets. Both versions are correct. Comment on the difference.

1. The wind blew all the time, but we still managed to enjoy ourselves. (nevertheless).
2. I like her new boyfriend but I don't trust him. (however)
3. I know there's an economic recession, but our profits should still be higher. (all the same)
4. Reorganization is a good idea but it would cause friction in this department. (while)
5. There has been strong European competition. We have secured the order, all the same. (yet)

6. The future for rain forests looks bleak. However, no one is giving up. (although)
7. There are many dissenters, yes. At the same time, there are many who think as we do. (despite)
8. I've always been honest about my feelings. You, on the other hand, have not. (whereas).
9. I like the lyrics, despite the fact that I think the music is dreadful. (while)

The idea of contrast is also present in the following words and phrases: *unlike, instead, otherwise, on the contrary, actually* <spoken> <common>. *Conversely* <formal>, *regardless of, by contrast, in contrast (to/with), contrary to, as opposed to* are <rather formal>, *alternatively* is <fairly formal>, *anyway* is <spoken> <common>.

*He persuaded Luis that he was an honest man, **regardless of** what he had heard.* <formal>

***Conversely**, lowering the body temperature could make psychological time seem to pass more slowly.* <formal>

*Also, **in contrast to** his confidant, Badri always preferred living in the shadows.* <formal>

***Contrary to** television advertisements for detergents and other household products, not all women find delight in cleaning house or washing clothes.* <formal>

***Alternatively**, we could try to prove that the two sequences are identical.* <formal>

*This idea probably won't work, but let's try it **anyway**.* <spoken>

*It was **actually** quite fun after all.* <spoken> <common>

***Unlike** animals, however, we speculate about how we live and how we communicate.*

13.5 When writing we can choose either formal or informal style. When speaking we can also choose either formal or informal style. Neutral style is appropriate both for writing and speaking. Mark the style of the underlined expressions. Which of them are appropriate both for spoken and written English? (The register is given for you).

1. Regardless of whether the child scanned a group of letters from left to right or from right to left, the items seen last exerted a strong effect. <acad>
2. By contrast, in the United States the combined wealth of the country's 277 billionaires only amounted to 6 per cent of its GDP. <news>
3. Unlike the two students, she has lived long enough to know that other people frequently do not take her seriously. <fict>
4. It is the unguessable, the surprising that is an essential part of communication, as opposed to the mere repetition of gestures, incantations or prayers. <acad>
5. Disappointed? – No, actually I'm very glad. <conv>
6. In contrast to the unrestrained international spending of Russia's billionaires, the bulk of Russia's population remain pitifully poor. <news>
7. Contrary to the received wisdom of child psychiatry, young people are surprisingly deep thinking and are able to ponder complex moral and political issues. <acad>

8. On the contrary, most societies operate under a system of nonfreedom of expression. <acad>
9. Conversely, the major part of the sympathetic nerve network stimulates the secretion of norepinephrine. <acad>
10. Instead, he called his office. <fict>
11. On the other hand, the law of gravitation does not explain why the orbits of the planets are nearly circular. <acad>
12. The agency will make travel arrangements for you. Alternatively, you can organize your own transport. <conv>
13. That's how you know you love them, because they can hurt you. Otherwise, who cares? <conv>
14. I'm afraid we can't come, but thanks for the invitation anyway. <conv>

Emphatic patterns

Adjective/adverb/verb + *as/though* is <formal>:

***Hard as** they tried, the two sides couldn't agree a peace settlement.* <formal>

***Difficult though** it was, they finally managed to reach a compromise.* <formal>

Much as with verbs such as *like*, *hate*, etc is used to talk about strong feelings is:

***Much as** I detest the idea of punishing children, I can see it has its uses.*

Words with *-ever* express the idea 'no matter how, what, who, etc'

However combines with numerous adjectives and adverbs:

***However** far it is, I intend to drive there tonight.*

***However** many times you ask me, I'm not moving.*

***Whichever** day you visit, I won't be at home.*

No matter how/when/where, etc:

***No matter where** you go, you can't escape from yourself.*

We can use *may* in <formal> style in place of the present after all conjunctions introducing contrast clauses. Compare:

***However** brilliant you **are**, you can't know everything.*

***However** brilliant you **may** be, you can't know everything.* <formal>

***Whatever** you **think**, I'm going ahead with my plans.*

***Whatever** you **may** think, I'm going ahead with my plans.* <formal>

See Section 26 Emphasis.

13.6 Which sentence in each pair is more emphatic?

1. a) We may dislike it, but our project is not meeting with considerable success.
b) Our project is not meeting with much success, much as we might dislike it.
2. a) My grandad's over ninety, but he manages to remain active. b) My grandad's over ninety. Even so he manages to remain active.
3. a) I spent hours on the Internet, though I knew I was wasting my time. b) I spent hours on the Internet even though I knew I was wasting my time.
4. a) In spite of her inexperience, I still think we should take her on. b) She's inexperienced, and yet I still think we should take her on.
5. a) However hard you work, it's never enough for him. b) You may work very hard, but it's never enough for him.

6. a) No matter how many hours of overtime you do, it's never enough for him.
- b) You may do a lot of hours overtime, but it's never enough for him.

Look at the ways of rewording contrast clauses:

1. *Although he is a good student and tries hard, he will never be top of his class. Good as he is, he will never be top of his class. Try as he does/will/may/might,... However hard working he is,... However hard he tries,... However he tries, ...*
2. *Whatever caused the accident, it was not the broken bottle. No matter what caused the accident,...*
3. *Whoever was responsible, it was not the poor pedestrian. No matter who was responsible,...*

13.7 Reword the contrast clauses in the following sentences.

1. Though he tried, he couldn't solve the problem.
2. Though it looks dangerous now, tomorrow morning it'll be worse.
3. Though people may be decent and honest, one should never trust anybody.
4. However hard I tried I could not concentrate.
5. Much as I'd like to help, there isn't a lot I can do.
6. No matter what they said, women were only attracted to men with power and money.
7. No matter how good you are in the p.r. business, you murder yourself if you feed enough phony information to the press.
8. Whatever he took up, he was never satisfied unless he excelled in it.
9. However sophisticated the games that managers play may be, they will still need to get their hands dirty.
10. No matter what the market does, you can always count on a slight increase in the number of Ubco shares traded.
11. Whoever was behind the murder, media manipulation ensured that the man who gained most from the death of Litvinenko was Boris Berezovsky.

Participle and verbless contrast clauses

Participle clauses are <formal, written>:

While admitting that he had received the stolen jewellery, he denied having taken part in the robbery. <formal written>

Though exhausted, he went to bed very late. <formal written>

While never a big eater, he did snack a lot. <formal written>

13.8 Rewrite the sentences, making them sound less formal or more formal. Use the underlined parts as a guide. Justify your answers.

1. Strange and even repugnant as the customs of many barbarians may seem to us, they generally have a very definite homeostatic value.
2. Although it is not certain that he actually made slips of this type, many spoonerisms are legendary.
3. However universal our understanding of science or our enjoyment of music may be, we prefer stoves in the Arctic and air conditioners in the tropics.

4. Efficient though he is, he fails to grasp all the implications of English social values.
5. Unlikely as it sounds, what I'm telling you is true.
6. Although his statement sounded fantastic, I had no reason to doubt his judgement.
7. Where the admiral was a formidable figure, dignified and austere, his son was down-to-earth, warm and friendly.
8. However, it does not alter the policy of this bank on confidentiality.
9. The rooms, though small, were pleasant and airy.
10. While willing to help, he did not have much time available.
11. Medical fraud is more than a scandal, it's a public threat. Yet it continues.
12. In spite of his success, Michael Moretti was aware that he had a problem.
13. Whereas the city spent over \$1 billion on its museums and stadium, it failed to look after its schools.
14. In contrast to many rich Russians, Abramovich now seldom drinks.
15. Why does she steal things when she could easily afford to buy them?
16. While others might have been satisfied, Dawson had higher ambitions.
17. Claire didn't do much work, but she still passed the exam.
18. All the same, I found them fascinating as a spectacle.
19. For all my love of landscape, nothing could persuade me to spend another day in the Highlands.

Position of contrast clauses

As with other clauses, the final position of contrast clauses is <emphatic>:

*It is possible to separate one from the others, **though in certain situations one aspect may be more involved.*** <emphatic>

13.9 Which sentences contain emphatic contrast clauses? Justify your answer.

1. The older men were dressed in conservative suits, while most of the younger men were in Levi's, blazers and boots.
2. While many of the people were drably dressed, others wore colors so brilliant they almost reminded her of the Caribbean.
3. But though things change they aren't destroyed.
4. Conrad had studied psychology whereas Mrs Smith had studied English literature.
5. It seemed to Jenny that she could listen for ever, no matter what he said.
6. No matter what form the loan takes, it's all moneylending.
7. But you'll be with me wherever I go.
8. Wherever Chris was, she was drifting farther and farther from him every minute.

SECTION 14 CONDITION

Conjunctions, prepositions, adverbs

If is the <most common> way of expressing condition in all registers. <Less common> indicators of condition are: *in case*, *on condition (that)*, *provided (that)*, *providing (that)*, *assuming (that)*, *suppose (that)* <neutral or spoken>, *supposing (that)* <spoken>, *so/as long as*, *even if*, *if only*, *what if* <spoken>, *say* <spoken>, *if so* <informal>, *in that/which case*, *then* <informal>, *whether or not*, *in case of* <formal>. *Unless otherwise*, *or else* <informal>, *but for* express a negative condition.

If she finishes early, she'll go home. (most common)

Assuming that you get a place at university, how are you going to finance your studies? <less common>

Whether or not I feel well on Monday, I'm going back to work. <less common>

On condition (that), provided/providing (that), as/so long as

On condition that, *under the condition that* <AmE> *provided (that)*, *providing (that)*, *as/so long as* mean 'if and only if' and are <emphatic>:

Provided that/ So long as they had plenty to eat and drink, the men were happy. <emphatic>

I'll lend you the money on condition that you return it within six months. <emphatic>

Suppose/ supposing

Suppose is <neutral> and <common> in conversation and academic prose:

Suppose some physical system has eight possible states. <acad>

Suppose I've never known him. <conv>

Supposing is especially <spoken> <informal>. Both normally introduce questions in conversation:

Suppose you didn't have that calculator, could you work this out? <conv>

Supposing someone told you that you weren't fit to do your job, how would you react? <conv> <informal>

14.1 The following sentences are from conversation, fiction, academic prose. Comment on the use of *suppose/supposing* and mark their style.

1. Suppose you have a picture of a rose, made up of a million pixels. <fict>
2. Supposing, Hastings, that in each of these cases there was one alien note common to them all? <fict>
3. Suppose the subject faces a horizontal or vertical row of three lights flashing in a cycle. <acad>
4. Supposing you give us a chance? <conv>
5. Suppose I'd gotten your name some other way. <fict>
6. And supposing that meanwhile someone else is killed? <fiction>

What if, say

What if and *say* are used in the sense of 'Let us suppose' in <spoken> English:

What if/Say he gets home before us and can't get in? <spoken>

In case, in case of, in that case/then/if so

In case specifies a future condition that may or may not arise and expresses purpose:

Take these pills, in case you feel ill on the boat. <BrE>

In case = *if* in <AmE>:

In case I'm late, start without me. <AmE>

In case of is <formal> and is often used in official notices:

In case of difficulty call the operator.

In that case is <neutral>, *if so, then* are <informal> <spoken>

He may have missed the train. - In that case, he would have taken a taxi. If so, he would have taken a taxi. <informal>/ *He would have taken a taxi, then.* <informal>

Alternative conditions

Whether or not, anyway <informal>, *in any case* <informal> express contrasting meaning:

You'll have to pay, whether you like it or not.

She looks pretty anyway. (No matter what she wears) <informal>

I don't see why I couldn't do it. In any case, I'm going to try. <informal>

See Section 13 Contrast. Emphatic patterns.

14.2 Are these statements true or false? If false, why?

1. *In case* means 'if' in AmE.
2. *In that case* is formal.
3. *In case of* is used in public notices.
4. *In any case* is informal.
5. *If so* is informal and interchangeable with *in that case*.
6. *Then* is neutral.
7. *Anyway* is written.
8. *What if* is spoken.
9. *Say* is informal.
10. *Supposing/suppose* introduce questions in conversation.
11. *Under the condition that* is AmE

Negative condition

If...not, unless, but for, otherwise, or (else) <informal> express negative condition.

Unless you put on your overcoat, you'll catch a cold.

You'd better put your overcoat on, or (else) you'll catch a cold. <informal>

I should wear an overcoat if I were you; otherwise, you'll catch a cold.

But for John we would have lost the match.

When *if...not* and *unless* are interchangeable, *unless* is <emphatic>:

Unless the management improve their offer, there'll be a strike. <emphatic>

In conversation *unless* is often used to add a condition that you think of after you have finished speaking. The *unless*-clause is then usually separated by a dash rather than a comma:

*We'll go there next Saturday – **unless** it's raining of course.* <spoken>

14.3 Mark the underlined words and phrases formal, informal/spoken, neutral, emphatic.

1. In case of fire, break glass.
2. You can drive this car provided you're fully insured.
3. Unless Peter changes his attitude, he's going to find himself in trouble.
4. As long as you promise not to tell, you can come too.
5. It's not worth the risk, suppose your mother found out?
6. Supposing something goes wrong, what then?
7. - I'm afraid I can't come after all. -Well, in that case I'm not going either."
8. You'll have to go now, otherwise you'll miss your bus.
9. You have to roll the clothes very tightly or else they won't all fit in the rucksack.
10. It was nice of you to offer anyway.
11. Say you lose your job: what would you do then?
12. In any case, your father isn't so good on his legs nowadays.
13. Have a cup of tea – unless you'd prefer a cold drink/

14.4 Rewrite these sentences using the words in brackets. What is the difference in effect or style, if any?

1. If Peter doesn't improve his work, he'll fail the exam. (unless)
2. I'll go, I say, if he pays me in. (as long as)
3. I've decided to go with his sponsorship offer. If he can make it work. (on condition that)
4. They could keep their ill-gotten gains if they kept out of politics and paid their taxes. (provided)
5. The black faced lion tamarin will need protection, too. Else the time between the day we met our newest cousin and the day we lose it will be brief indeed. (otherwise)
6. Suppose a man thinks he has a divine right to kill a dictator. (what if)
7. Supposing you saw something through a keyhole? (what if)
8. Rather to her surprise he agreed, provided he could approve the text. (providing)
9. In that case why did he agree to meet her? (if so)
10. If you won the lottery – what would you do? (Say)
11. If you're wondering why Jo's here – let me explain... (in case)
12. If so, there's no point in discussing it. (then)
13. They agreed to lend us the car on condition that we returned it before the weekend. (only if)
14. Let's go for a walk if you aren't tired. (unless)

***If*-conditionals**

If + will/would

Will and *would* are used to emphasize willingness and unwillingness.

Will/would are used in <polite> requests, particularly in <formal> contexts. *Would* produces a more hesitant or <more polite> effect and is often used in business and official correspondence:

*If you **will** write me a letter about it, I will attend to it at once.* <polite>

*If you **would** write me a letter about it, I will/would attend to it at once.* <written, formal> <more polite>

*If you **will** fill in this form, please?* <spoken> <formal> <polite>

*If your mother **would** fill in this form, I'll have her luggage taken up to her room.* <spoken, formal> <more polite>

Would is used for strong <polite> wishes that someone would do something:

*If you **would** just calm down for a moment, you'd see what I'm talking about.* <polite>

See Section 4 Verb. Requests.

Will is used to emphasize an intention, to show disapproval at someone's insistence on doing something:

*If you **will** insist on the best, then you must expect to pay more for it.* <emphatic>

Won't is used with the meaning of refusal:

*If he **won't** go, there is nothing you can do about it.*

14.5 Find examples of a) formal polite request b) informal request c) polite emphatic condition d) disapproval. Where would you expect to hear them?

1. If you will come this way, please.
2. If you'd just like to have a sit while you're waiting.
3. Wait here for a moment, if you don't mind.
4. If you would just wait here a moment, please
5. Wait!
6. If you will drive so fast, you must expect to have accidents.
7. If you will gossip about other people, you can't expect others not to gossip about you.
8. If you'll pay for my car to be serviced afterwards, I'll lend it to you for your holiday.
9. If you will wait here a moment, I'll tell Mr Brown you're here.
10. If you'll hold this end, I'll take the other one.
11. If you would be kind enough to lend me a hand, we could finish this very quickly.
12. If you would agree to pay us a compensation, we would agree not to take the matter any further.
13. If you won't stop smoking, you can only expect to have a bad cough.
14. We would be grateful if you would inform us of your decision.

If + should

If + should instead of *if + present* makes the condition more doubtful:

*If a serious crisis **should** arise, the government would take immediate action.*
<slightly formal> <literary> <tentative>

Its <neutral> equivalent is the phrase *by any chance*:

*If **by any chance** they do turn up, we'd better tell them what happened.*

If + should is mostly used in <polite> requests and tactful suggestions:

*If you **should** write to her, send her my love.* <polite>

*If you **should** go to Nairobi, go and see the Snake Park.* <tactful>

Should without *if* at the beginning of the sentence is <formal written> and is often found in business letters, not in everyday conversation:

***Should you be interested in our offer**, please contact us.* <formal> <written>

***Should you change your mind**, no one would blame you.* <formal> <literary>

The more elaborate the construction with *should* and/or *happen to*, the more tactful a speaker is trying to be. Compare the sequence (from fairly likely and neutral to unlikely and very tactful):

If you

*If you **should***

***Should** you*

*If you **happen to** see him*

*If you **should happen to***

Should** you **happen to

Should** you **by any chance happen to

14.6 Are these statements true or false? If false, why?

1. *If+should* expresses tentative condition.
2. *If+should* is neutral.
3. *If+should* is used in polite requests.
4. *If+should* is less tactful in suggestions than *if*.
5. *Should* without *if* is common in everyday conversation.
6. *Should* without *if* is formal written.
7. *Should* without *if* is often found in business letters.
8. *Should you* expresses a less likely condition than *If you should*.
9. *Should you* is more tactful than *If you should*.

14.7 Arrange the sentences from fairly likely and neutral to unlikely and very tactful.

1. If you should come across any information about her, let me know, will you?
2. Should you come across any information about her...
3. If you come across any information...
4. Should you happen to come across any information...
5. If you happen to come across any information...
6. Should you by any chance happen to come across any information...
7. If you should happen to come across any information...

If I could/might

If I could/might is <spoken> <polite> and used during a conversation to make a suggestion, change the subject, or interrupt someone else:

If I might just make a suggestion, I think that the matter could be easily settled with a little practical demonstration. <spoken, polite>

If + were/was

In unlikely conditionals referring to the present and future *were* with all persons is <formal>. Compare:

If I weren't so busy, I'd take a long holiday. <formal>

If I wasn't so busy, I'd take a long holiday. <informal>

If I were to touch that wire, I would be killed instantly. <formal>

If I was to touch that wire, I would be killed instantly <informal>

In expressions *If I were you/If I were in your position, If it were not for/Were it not for* only *were* is used:

If it weren't for the fact that the town is 20 miles away, I would walk there.

In <formal> contexts, *If it were not for* can be expressed as *Were it not for*:

If it weren't for your help, I would still be homeless.

Were it not for your help, I would still be homeless. <formal>

If + were to/was to

Were to instead of the simple past after *I/he/she/it* is <more common> than <informal> *was*:

If I was to ask, would you help me? <informal> <less common>

If you were to win the lottery, how would you spend the money? <more common>

Were to makes a suggestion sound more <tentative> and <polite>. Compare:

If I asked him, I'm sure he'd help us. – Do you think he would? – Well, if I were to ask him nicely.

In <formal> contexts, *were* is used at the beginning of the sentence without *if*. This construction is <less common> than *if* + past simple/past perfect. Compare:

Were the vote to go against me, I'd resign. <formal> <less common>

If the vote went against me, I'd resign. <more common>

Were you to have stopped and considered, you'd have seen the error of your ways. <formal> <less common>

If you had stopped and considered... <more common>

If + past perfect

If + past perfect is <the most commonly> used form:

If I had known, I would have written before. <most common>

If I had been you/in your position, I'd have accepted their offer.

If it hadn't been for the rain, we would have had a good holiday.

The form *Had (he)* is <formal written>:

Had I known, I would have written before. <formal, literary>

Had it not been for the unusually bad weather, the rescue party would have been able to save the stranded climber. <formal written>

If only

If only introduces an <emphatic> condition:

If only he had listened to me! <emphatic>

14.8 What is the style of condition clauses below? Rewrite them in a different style.

1. If the minister were here, he would no doubt refute the allegations.
2. If only he was more adventurous!
3. Had he agreed, he'd have become the team captain.
4. Should you happen to change your mind, let me know.
5. If they should agree the contract, we'd have to work twice as hard.
6. Were the world to end tomorrow, what would you do tonight?
7. Should you need me, I'll be next door.
8. If by any chance you bump into Mrs Jones while you're out, could you give her this note?
9. If he was better qualified, he'd apply for the job.
10. Had we not been misinformed about the bus times, we wouldn't have been late.
11. Were you to have turned left at the lights you would have got here ten minutes earlier.
12. If it wasn't for the parking problem, I'd drive to work.

Implied conditionals

Conditionals can be implied in a variety of ways, for example:

With luck, we'll be there by tomorrow. (=if we're lucky)

Given time, they'll probably agree. (=if we give them time)

But for his pension, he would starve. (=if he didn't have)

Without your help, I couldn't have done it. (=if you hadn't helped)

Participle and verbless condition clauses

Participle and verbless condition clauses are <formal written> and <rare> except *if necessary* and *if possible* which are <common>:

If accepted for this post, you will be informed by May 1st. <formal><rare>

I want to get back by five o'clock if possible. <common>

14.9 Most of these sentences with participle and verbless clauses sound too formal. Rewrite them, expressing condition in a less formal way. Which sentences do not sound too formal and why not?

1. Unless changed, this law will make life difficult for farmers.
2. If traveling north, you must change at Leeds.
3. Taste the soup and add salt and pepper if necessary.
4. Unless paying by credit card, please pay in cash.
5. Expressed mathematically, the law states:...
6. It tastes delicious fried in butter and sprinkled with lemon juice.
7. Sent first class, it should arrive tomorrow.

8. Looked at from the viewpoint of linguistic behavior or performance, speech can be considered a communication system in which the concept to be conveyed must undergo a number of transformations.
9. Try to avoid losing your temper if at all possible.

Frequency and position of condition clauses across registers

Condition clauses are most common in conversation, and moderately common in academic prose.

In conversation, condition clauses are equally common in initial and final position. In the written registers, there is a slight preference for initial position. It should be remembered that final position is emphatic.

***If it's fine tomorrow**, we can go out.*

*We can go out **if it's fine tomorrow**.* <emphatic>

SECTION 15 SUBJUNCTIVE

Subjunctive is <rare> in English. It has two forms: present and past. In the case of the verb *be*, the present form is *be* and the past form is *were*. These forms remain the same in all persons. Verbs other than *be* have only one form, the base (e.g. *he come*).

*I suggest he **be** told immediately.*

*If Jane **were** here now, she'd know what to do.*

*I suggest she **phone** home at once.*

For subjunctive after *if* see Section 14 Condition.

That-clauses (*that he go/ should go/goes*)

We use subjunctive in *that*-clauses after report verbs (*insist, suggest, request, order, recommend, propose*), adjectives (*advisable, essential, desirable, preferable, important*) or nouns (*decision, insistence, demand, requirement, condition*) to express urgency, plans, intentions or suggestions.

*I insist that he **apply** for the job.*

*It's essential he **be** informed.*

In *that*-clauses infinitive without *to* in all persons is <formal BrE> and especially <AmE>. In <less formal> English we use a Present tense verb (but not if the rest of the sentence is in the past), and we can also use *should*.

*We propose that Mr Jones **go**.* <mostly AmE> <formal BrE> (subjunctive)

*We propose (that) Mr Jones **should go**.* <less formal BrE> <informal AmE>

*We propose (that) Mr Jones **goes**.* <informal BrE>

That is generally dropped in <informal> style.

That...should can be used after phrases with adjectives and nouns expressing feelings and emotions: e.g. *I'm annoyed, I'm surprised, It's funny, It's a pity*:

*I'm surprised that he **should** feel like that.* <spoken>

The simple present is more <emphatic>:

*I'm surprised that he **feels** like that.* <informal BrE> <emphatic>

15.1 Are these statements true or false? If false, correct them.

1. Subjunctive is common in English.
2. Subjunctive in *that*-clauses is formal in BrE.
3. Subjunctive in *that*-clauses is especially AmE.
4. *that... should* is informal BrE.
5. *that... should* is informal AmE.
6. Simple present in *that*-clauses is informal BrE.
7. Simple present is more emphatic than *that... should* after e.g. *I'm surprised*.

15.2 Which informal sentence in each pair 1 - 3 is mostly AmE?

1. a) I suggest you tell that to Jason Bourne. b) I suggest that you should do away with them.

2. a) It's very important that he should get as much sleep as possible. b) It's very important that you keep it with you at all times.
3. a) Mr Kramer requested you speak to her. b) I suggest that you should read through the précis I have made.

Which sentence in each pair 4 - 6 is more likely to be heard in conversation?

4. a) It was unbelievable that he should have called himself shabby. b) It was unbelievable that he called himself shabby.
5. a) I suggested that they didn't drive along the coast. b) I suggested that they shouldn't drive along the coast.
6. a) It was important that he should apply for the job. b) It was important that he applied for the job.

Which sentence in each pair 7 – 9 contains subjunctive and is formal BrE?

7. a) The pilot requests that you be ready, madam. b) He insisted their sentence should be commuted to life imprisonment.
8. a) It is inevitable that governments should play a big role in the airline business. b) No one is proposing that Britain join a federal Europe.
9. a) It was absolutely essential that he remain calm now. b) It was absolutely essential that he remained calm now.

Which sentence in each pair 10 – 12 is less formal BrE?

10. a) It is urgent that he should not tell anyone. b) It is urgent that he tell me.
11. a) He requested that he be sent to the front line. b) He requested that he should be sent to the front line.
12. a) Burgess suggested that Mr Clayton should come in and wait. b) It had been suggested I report to the hospital immediately.

Which sentence in each pair 13 – 15 is emphatic?

13. a) It is rather sad that they should have to do this. b) It is rather sad that they have to do this.
14. a) It's strange you say that. b) It's strange you should say that.

15.3 Mark these sentences formal, informal, emphatic, AmE, BrE.

1. It is necessary that every member inform himself of these rules.
2. It is necessary that every member should inform himself of these rules.
3. We regret that you should feel obliged to resign.
4. We regret that you feel obliged to resign.
5. It's essential that he be here by tomorrow
6. It's essential that he should be here by tomorrow.
7. It's appropriate that he should get the post
8. Congress has voted that the present law continue to operate.
9. I'm surprised that your wife objects.
10. I'm surprised that your wife should object.
11. The police insisted that the car should be moved immediately.
12. The police insisted that the car be moved immediately.
13. The police insist the car is moved immediately.

Wish

Wish-constructions are normally <neutral> or <informal>. *Wish* + infinitive is <very formal>, it is used in public notices and to place some distance between the speaker and listener.

*I wish I **knew** more about science.*

*I wish I **had been** here yesterday.*

*I wish I **was** ten years younger.* <informal BrE>

*If you **wish to** discuss this matter further please do not hesitate to contact me.*
<formal>

Were after *wish* with all persons is <formal BrE>. In AmE only *were* is used:

*I wish I **were** ten years younger.* <AmE> <formal BrE>

*I wish she **was** here now.* <informal BrE>

I wish you would/wouldn't often functions like a <polite> imperative:

*I wish **you would** be quiet.* <polite>

15.4 Mark the sentences with *wish* neutral, (very) formal, informal, BrE, AmE, polite.

1. I wish I didn't have to go to that meeting.
2. He wished to deny all knowledge of the incident.
3. I wish I'd never mentioned the idea.
4. I wish they would stop drilling the road.
5. The manager wishes to thank you for your co-operation.
6. I wish he wasn't such a bighead.
7. I wish I weren't having the injection tomorrow.
8. I wish she weren't so shy.
9. If the doctor or his research institution wishes later to use that tissue for some other purpose, they should be required to obtain permission for this new use.
10. I wish the sun was shining.
11. I wish you wouldn't make so much noise.
12. I wish he would come tomorrow.
13. I wish natural environments to be preserved for future generations.
14. I wish there were some way I could really show my appreciation.
15. I wish it was always that easy.
16. Phonetic transcription will tell him what are the proper sequences to learn in order to express the ideas he wishes to communicate.
17. I wish you'd stop treating me like a child!
18. How I wish I was a man.
19. We do not wish to deny the importance of such issues.
20. I wish I could win the lottery.

SECTION 16 ADDITION AND ENUMERATION

Addition

And, both...and, not only...but

And is by far <the most common> coordinator in all registers:

*Just read up on it **and** let us know.* <conv>

*An example of the uptake **and** transfer of nitrogen **and** phosphorus during the period of grain filling of winter wheat is given in Table 2.5.* <acad>

*He printed them all **and** began reading the most serious ones.* <fict>

Both... and is <emphatic>, *not only... but (also)* is <written> <emphatic>. Compare:

*The money **and** three valuable paintings were stolen.*

***Not only** the money, **but (also)** three valuable paintings were stolen.* <written> <emphatic>

***Both** the money **and** three valuable paintings were stolen.* <emphatic>

In <spoken> English we avoid *not only... but*:

*They **didn't** **only** steal the money. They stole three valuable paintings **too**.* <spoken>

In addition to, as well as, besides

We can use the prepositions *in addition to*, *as well as*, *besides* to express addition:

*He's now running his own research company - that's **in addition to** his job at the university.*

***As well as** /**Besides** eating a huge meal, they drank three bottles of wine.* (*besides* = in addition to)

*You can go, **as well as** George.*

Note that *besides* as an adverbial is usually separated by a comma. It is <informal> and used to add a reason:

*I don't want to go to the cinema; **besides**, I'm feeling too tired.* <informal>

Also, too, in addition, as well

Also <formal>, *too* <informal>, *as well* <informal>, *in addition* <formal>. *Also* prefers mid-position, *too* and *as well* end-position, and *in addition* front-position. The adverbials *too*, *as well* and *in addition* are often separated by commas:

*They ate a huge meal; they **also** drank three bottles of wine.* <formal>

*...They drank three bottles of wine, **too/as well**.* <informal>

*...**In addition**, they drank three bottles of wine.* <formal>

Too and *as well* are <much more common> than *also* in <informal> and <spoken> English. In <spoken BrE> *as well* is <the most common>, but in <AmE> *as well* is <formal> or <old-fashioned>:

*Can you come **too/as well**?* <spoken> <informal>

*I was so busy I missed lunch and dinner **as well**.* <spoken BrE> <most common>

Also is <formal> and <more common> in academic prose and news, *too* is <more common> in conversation and fiction.

*The acid **also** reacts with the coating.* <acad>

*Could you **also** type this please?* <formal spoken>

Note that *also* in front-position is <informal> <rare>:

I didn't like it that much. Also, it was much too expensive. <informal> <rare>

16.1 Are these statements true or false? If false, correct them.

1. *Both...and* is emphatic.
2. *Not only... but* is spoken.
3. *Too* is informal, spoken.
4. *In addition to* is a preposition, *in addition* is an adverbial.
5. Both *in addition to* and *in addition* are formal.
6. *Besides* is both a preposition and an adverbial.
7. The adverbial *besides* is informal.
8. *Besides* (adv) is used to add a reason.
9. *As well as* is a preposition, *as well* is an adverbial.
10. Both *as well as* and *as well* are informal.
11. *Too* and *as well* prefer end-position.
12. *Too* and *as well* are more common in conversation.
13. *Also* is more common in academic prose and news and is formal.
14. *Also* prefers mid-position.
15. *Also* in front-position is neutral and common.

16.2 Are the underlined words in 1 - 9 prepositions or adverbials? Mark them neutral, formal, informal. Are emphatic structures in 10 – 11 neutral or written?

1. In addition to being bald, fifty and kind to children, he disliked the police force.
2. In addition, they are word errors resulting from letter confusion.
3. Besides news-items, we find within its pages articles, reviews, advertising.
4. Besides, they didn't even know Ned Maddstone's name.
5. That was his medical opinion as well as his personal one.
6. Minorities are gaining ground in the arts, as well.
7. When I've finished the bathroom, I'm going to do the kitchen too.
8. Information is also available on women's health care.
9. Smoking makes you ill. Also, it's expensive.
10. In both London and New York the once-booming art market began to contract.
11. Developments in communication not only have extended the human ability to exchange messages but also have transformed the symbolic environment of human consciousness.

So am I, neither/nor am I, either

To add a positive statement to one that has just been mentioned we use *so* followed by inversion <formal> or e.g. *Me too* <informal>:

I'm hungry. - *So am I.* <formal>/ *Me too.* <informal>

To add a negative statement we use *neither/nor* followed by inversion <formal> or e.g. *Me neither* <informal>:

I'm not hungry. - *Neither/Nor am I.* <formal>/ *Me neither.* <informal>

In negative sentences we use *either* <informal>, not *too*:

I'm not hungry. - *I'm not, either.* <informal>

16.3 Respond to these statements formally and informally.

I love this music. (I) – F.: So do I. Inf.: Me too.

I wasn't surprised. (I) – F.: Neither/Nor was I. Inf.: Me neither/I wasn't, either.

1. I don't like tomatoes. (I)
2. I've passed the exam. (He)
3. He's from Canada. (She)
4. I'm not a student. (I)
5. She's not coming to the party. (He)
6. Peter looks ill. (You)
7. I don't like her. (My friends)
8. I lost my passport. (Nicola)
9. She won't be there. (Her mother)
10. The bike has got two wheels. (The motorbike)

Other additive adverbials

Further(more) <formal>, *moreover* <very formal>, *besides (that)* <informal>, *additionally* <written>, *what is more* <spoken> <emphatic>, *more than that* <emphatic>, *above all* <emphatic>, *on top of* (negative context), *along with*, *similarly* <written>, *likewise* <formal>.

16.4 Mark the underlined additive adverbials: neutral, (very) formal, informal, spoken, emphatic. Which one is used in negative contexts?

1. And furthermore, as soon as Polly got an admirer Lady Montdore had somehow managed to send him about his business.
2. Moreover, natural processes contribute things to the sea that would be called pollutants if man put them there.
3. The combination of these attributes, along with a dedication to physical exercise, made Sulikov appear ten years younger than his age.
4. Additionally, I had no way either of foreseeing or preventing trouble.
5. Above all, Hollywood is responding to shifting popular tastes.
6. On top of all that was the heavy thundery weather.
7. But more than that, they say a lot about what it takes to be the best in America today.
8. He tells the same story twice – and what is more, he tells back to you the story that you have told him!
9. Similarly, when the pre-nuclear pattern shows only one stress, the decision is simple.
10. The clams were delicious. Likewise, the eggplant was excellent.
11. Besides, new information can usually be stored in the memory without undue effort if one has reason to think the material may be needed again.

Enumeration

In <writing> and <formal> speech you can list a series of points by such adverbs as *first(ly)*, *second(ly)*, *next*, *last(ly)* / *finally*. *Firstly*, *secondly* are <more common> in <BrE> than in <AmE>.

*The brochure is divided into two sections, dealing **firstly** with basic courses and **secondly** with advanced ones.* <BrE>

Phrases such as *to begin with* <esp. spoken>, *in the first/second place* <spoken>, *for one thing*, *for another thing* and *to conclude* can also be used:

***For one thing**, younger people have larger pupils than older people.*

***In the first place**, I'm too busy, and **in the second** I don't really want to go.* <spoken>

To indicate an additional point you can use *also* <formal>, *moreover*, <very formal>, *furthermore* <formal>, *what is more* <spoken> <emphatic>, *besides* <informal> etc:

*Several reasons can be given for the change in the attitude of many students. **To begin with**, they fear the outbreak of nuclear war. **Secondly**, they are concerned over the continuing pollution of the environment. Not enough progress, **moreover**, has been made in reducing poverty or racial strife.... And **to conclude**, they feel frustrated in their attempts to influence political decisions.*

In <spoken> English we list points by saying: *first*, *first of all*, *secondly*, *finally*, *to begin with* <esp. spoken>, *to start with* <spoken>, *also* (in front-position) <rare>, *for a start* <informal BrE> <emphatic>, *then* <spoken>:

*Vincent should never have been picked for the team; **for a start** he has not had enough experience.* <informal BrE> <emphatic>

***First** I fed the baby. **Then** I made myself a sandwich.* <spoken>

16.5 Are these statements true or false? If false, correct them.

1. *Firstly* is AmE.
2. *First/first of all*, *next*, *last*, *finally*, *for one/another thing* can be used both in speech and writing.
3. *To begin with* is both spoken and written, but especially spoken.
4. *To start with* is neutral.
5. *In the first place* is spoken.
6. *For a start* is informal BrE, emphatic.
7. *Then* is neutral.

16.6 Mark the underlined adverbials of enumeration and addition: neutral, formal, informal, spoken, emphatic, BrE, AmE.

1. You're doing it all wrong. Mix the flour and butter and then add the eggs.
2. We can supply samples and there are other laboratories that can be consulted also.
3. I'll take the car because it's a long walk from the station; also, the forecast is for rain.
4. The rent is reasonable and, moreover, the location is perfect.

5. And finally, I'd like to thank the crew.
6. Well, to begin with, he shouldn't even have been driving my car.
7. These detergents are environmentally friendly, what's more, they're relatively cheap.
8. Furthermore, my aim is to provide the best service possible under these difficult circumstances.
9. Two characteristics of thoughts about futureness are particularly noteworthy. First, one's orientation toward future events is often characterized by a gradient of tension. Second, there is a sense in which one's psychological future mirrors one's subjective past.
10. They had, for one thing, to be physically attractive. For another, their voices were expected to be well modulated and cultured. Finally, they were supposed to represent the New Banking, the post-war revolution in customer relations.
11. For a start, the front door was visibly ajar.
12. She should never have taken the case in the first place.
13. The English k-phoneme contains several easily distinguished members. Firstly, there are variations in the place of tongue articulation. Secondly... Thirdly...
14. The mixture is heated to a temperature of 40 C. Next, it is poured into a mould and left to cool.
15. To start with it's much too expensive.

SECTION 17 EXCEPTION

Except/except for + noun

At the beginning of the sentence we use *except for*, not just *except*. Compare:

Except for George you can all go.
You can all go *except (for)* George
All of them were captured *except* the leader.

17.1 Say in which sentences *for* is not optional after *except*. Why not?

1. Except for Jane and her husband, you didn't know any of the rest.
2. He had made much the same trip every morning except for the years during the war.
3. So nobody was in the bathroom, except for the ape.
4. Except for the thin air, this place had real possibilities.
5. My father could whip anybody, except for maybe Pappy.

Except (that)

In <spoken> English *that* is sometimes left out.

We had a pleasant time, except that the weather was cold.
The play went well, except a few people forgot their lines. <spoken>

Excepting, excepted

Excepting is <formal>, *excepted* is <neutral>

The sanctions ban the sale of any products excepting medical supplies and food. <formal>

History excepted, Peter has made good progress in all subjects this term.

With the exception of, with... exceptions, without exception, no exception

With the exception of and *with... exceptions* are <formal>, *without exception* and *no exception* are <emphatic>.

All his novels are set in Italy with the exception of his last. <formal>

With a few minor exceptions, the new edition is much like the previous one. <formal>

The law applies to all European countries; Britain is no exception. <emphatic>

All students without exception must take the English examination. <emphatic>

But

But + noun is <neutral>. *But* and *except* as conjunctions can be followed by a bare infinitive in <informal> English.

They stole everything but the typewriter.
What can we do but/except sit and wait? <informal>

Bar, save

Bar is <rare>, *save (for)*, *save that* are <formal>:

We had recorded the whole album, bar one track. <rare>
She answered all the questions save one. <formal>
Little is known about his early life, save that he had a brother. <formal>

Excluding, not including

Excluding is <more formal> than *not including*.

*Television is watched in 97 per cent of American homes (**excluding** Alaska and Hawaii).* <formal>

Otherwise

*The weather was appalling, but **otherwise** we had a pleasant time.*

*I could hear the distant rumbling of traffic. **Otherwise** all was still.*

*He was tired, but **otherwise** in good health.*

Other than

*The truth was known to no one **other than** herself.*

17.2 Are these statements true or false? If false, correct them.

1. *Except* is not used in front-position.
2. Both *excepting* and *excepted* are formal.
3. *With the exception of* is neutral.
4. *No exception, without exception* are both emphatic.
5. *But, except* with bare infinitive is informal.
6. *Excluding* is more formal than *not including*.
7. *Otherwise* and *other than* are neutral.

Apart from/aside from

Apart from is <BrE>, *aside from* is <AmE>

*We had a pleasant time, **apart from** the weather.* <BrE>

*This essay's good **aside from** a couple of spelling mistakes.* <AmE>

Apart/aside from are used both in front- and mid-position:

***Apart from** the occasional visit, what does Alan do for his kids?*

Note that *apart of/aside of* have two meanings: 1) except for 2) as well as.

***Apart from /aside from** the ending, it's a really good film.* (=except for)

***Apart from/aside from** his earnings as a football coach, he also owns and runs a chain of sports shops.* (= as well as)

17.3 Say whether *apart from/aside from* mean 'except for' or 'as well as' in the following sentences.

1. Aside from that one little problem, the day was perfect.
2. Apart from their house in London, they also have a villa in Spain.
3. I've finished apart from the last question.
4. There were other dangers on the Voyage apart from that of being turned into lunch.
5. Apart from the sheer size of the estates, Scotland had another great advantage.
6. Apart from that there was little to be done about it.
7. Apart from the importance of this technique for the study of the brain, it is of clinical benefit.
8. Apart from the fury at losing a multi-million-dollar project, there was also the fear about what the indiscreet Litvinenko might do with the information contained in the dossier.
9. Aside from the fridge there was no other furniture.

17.4 Which underlined words and phrases of exception are formal, informal, emphatic, rare, BrE, AmE?

1. Except for the churning of his mind the flight itself was uneventful for Jason.
2. Just like. Except that it's not a ruby.
3. Apart from his inner circle, nobody would have been able to recognize him.
4. Yet, without exception, each had experiences with obsessive fans.
5. His eyes rarely left the jury except occasionally to peer down at his notes.
6. With rare exceptions, each book reaches a small fraction of the total population.
7. We want every one at the meeting, David and Steven excepted of course.
8. Nobody had much money at the time and I was no exception.
9. Dogs are not allowed in here, excepting guide dogs.
10. Aside from Durang's performance, the actors are ordinary.
11. Lunch costs \$10 per person, excluding drinks.
12. All but one of Berkeley's seven physicists and chemists did much of their work in the laboratory.
13. He had no choice but to state emphatically that whatever instructions Snake Lady issued were to be carried out.
14. I can but try.
15. He had outpaced and outmanoeuvred all bar one of his business colleagues.
16. They knew nothing about her save her name.
17. Her face was sad and her thoughts were on something other than this bumbling Canadian businessman who wanted to speak her language.
18. Mercifully I can still feed myself, but otherwise I have to be attended to like a baby.

SECTION 18 SUMMARY AND GENERALIZATION

Summary and generalization adverbials

To lead into a summary of points already made you can use the following summary signals: *in a word* <spoken>, *in short*, *to sum up*, *to summarize*, *in summary*, *in sum* <formal>, *so you see (that)...* <spoken>, *the result is (that)...* <spoken>, *in conclusion*, *to conclude*, *overall* :

*The techniques discussed are valuable. Sensible stress is laid on preparatory and follow-up work. Each chapter is supported by a well-selected bibliography. **In short**, this is a clearly-written textbook that should prove extremely valuable to teachers.*

Other linking phrases serve to indicate a generalization from points already made: *in all*, *all in all* <spoken>, *altogether* <spoken>, *(more) generally*, *in general*, *by and large*, *on the whole*:

*The hotel was nice; the weather was hot; the beaches were beautiful. **Altogether** I'd say it was a great vacation.* <spoken>

Position of adverbials

The normal position for most summary and generalization adverbials is front-position. They are usually separated from what follows by a comma in writing or a pause in speech:

*/ **All in all** / it's been a pretty bad year for John.* / <spoken>

***In all**, Kessler took a dozen shots.*

18.1 The sentences below are typical either of spoken or written English. Which of the options in italics is inappropriate because it is too formal or spoken?

1. *In summary/Altogether*, the Palestinians suffer from numerous inequities, tacit discrimination, government neglect and social prejudice.
2. *In general/All in all*, about 10% of the candidates are eventually offered positions.
3. *So you see that/In sum*, I tried my best.
4. *In short/In a word*, the relationship between female-role ideology and educational aspiration is contingent on the way a woman has been socialized to meet her achievement needs outside the home.

18.2 In each sentence two of the options in italics are possible and one is not. Which is not and why?

1. *By and large/Overall/All in all*, the largest effort has gone into the search for some neat biological explanation for schizophrenia. <wr>
2. *To summarize/In summary/So you see that* the recency region appears to reflect retrieval from both short-term and long-term storage. <wr>
3. *The result is that/To conclude/To sum up*, short-term forgetting seems to be caused by two factors. <wr>

To limit the generality of statements the following adverbials are often used in mid-position without commas: *in most cases*, *in most instances*, *largely*, *mainly*, *typically*.

Overall, the front position is more typical of news, the mid-position is preferred in academic prose, and conversation has a higher percentage of comment adverbials in end-position:

***Typically**, Berezovsky was the most demanding.* <news>

*The primary lesion is **generally** treated with pituitary surgery.* <acad>

*They would beg her to divorce him, very last thing he wanted, **naturally**.* <conv>

SECTION 19 EXPLANATION AND REFORMULATION

i.e., viz, e.g.

The Latin abbreviations are used in <formal> <written> texts. They are read aloud as ‘that is’, ‘namely’, ‘for example/for instance’:

The film is only open to adults, i.e. people over 18. <formal, written>

Three students were mentioned, namely John, Sarah and Sylvia. <formal or written>

Citrus fruits, e.g. oranges and grapefruit. <formal, written>

In many cases *for example*, *for instance* and *e.g.* are interchangeable in academic prose, but *for example* is <the most common>, while *e.g.* is more restricted in its use because it is rarely used in initial position. *For instance* is a matter of author’s style in academic prose.

...assessments of root elongation in relation to penetrometer resistance give pressures very much greater than those suggested by Goss. For example, Fig 4 shows that penetration of cotton roots into 2.5 cm thick cores of four soils was... <most common>

The use of *e.g.* is often associated with textbooks to add specific examples of technical terms. It usually illustrates background information rather than the main ideas and as a result, is often used within parenthesis. Do not use *e.g.* in formal writing, use the full phrase *for example*.

A more complex medium containing serum (e.g. Dmem +10%Fcs) is required for this subsequent development. <acad>

For instance is slightly <less formal> than *for example* and is used more in <spoken> English:

Some people are really good at languages. Take Katy, for instance. <spoken>

That is (to say) is <common> both in spoken and written English in all registers:

All the items would have low omission rates among the bottom 20 percent band of attainers nationally; that is, they would not deter this group of pupils... <acad>

My real life as a married woman, that is to say, life with my husband in our own house, now began. <fict>

Cole isn’t my name – that is to say, it was my mother’s name. <conv>

Like, such as

Like <neutral> and *such as* <especially written> are used before an example:

Things like glass, paper, and plastic can all be recycled.

Cartoon characters such as Mickey Mouse and Snoopy are still popular. <written>

19.1 Are the statements below true or false? If false, correct them.

1. Latin abbreviations are formal, written.
2. Latin abbreviations should be read aloud in English.
3. In formal writing you should use the full phrases *for example*, *namely*, *that is*.
4. *Namely* is neutral.
5. *For instance* is more common than *for example* in <acad>

6. *For instance* is less formal than *for example* and is used more in spoken English.
7. *That is (to say)* is <sp>
8. *Like* and *such as* are <wr>.

Reformulation

Sometimes, to make our ideas clearer, we reformulate them. Such reformulations can be introduced by adverbials like *in other words*, *or rather*, *better*.

*They are enjoying themselves, **or rather**, they appear to be.*

*He admits that he took the book without permission. **In other words**, he stole it.*

In everyday English we say: *what I'm saying is (that)* <spoken>, *(what) I mean* <spoken>, *I mean to say* <spoken>, *basically* <spoken>, *the fact is (that)* <spoken>, *in (actual) fact*, *as a matter of fact*:

*Well, **I mean** it wasn't meant for any of us to see.* <spoken>

***What you mean is**, take a gamble and see what happens.* <spoken>

***In fact**, I suggest to you that it happened so quickly that you've got the wrong man.*
<neutral>

A point can be explained by giving a more precise description: *in particular/ particularly* (= especially), *notably* (=especially) <written>, *to be more specific* <formal>, *to be more precise* <formal>, *specifically*, *more explicitly* <formal>, *in point of fact* <formal>, *in effect*, *in essence*:

*The business students, **in particular** / **particularly** those in the marketing department, ...*

*Some early doctors, **notably** Hippocrates, thought that diet and hygiene were important.* <written>

*Some employees, or **to be more specific**, those in Section a, are...* <formal>

19.2 Are the statements below true or false? If false, correct them.

1. *In other words* is formal, written.
2. *Notably* is written.
3. *To be more specific* is appropriate for written contexts.
4. *Basically* is more appropriate for informal spoken contexts.
5. *In particular/particularly* is formal.
6. *In effect, in essence* introduce an example.
7. *The fact is that...* is common in spoken English.
8. *More explicitly* is likely to be used in academic prose.

19.3 In each sentence one of the options in italics is possible and the other is not. Which is not? Base your decision on appropriate register.

1. I've seen it happen so often. Marrying the wrong type of woman, *I mean/to be more specific*. <conv>
2. *More explicitly/I mean to say*, rejection of childhood religion might serve as an index of the degree to which a woman has disengaged herself from her parents and family tradition. <acad>

3. *In other words/The fact is that* the subjects show a tau-movement effect. <acad>
4. *What I mean is/To be more explicit*, suppose you just happened to see something in a private letter – one opened by mistake. <conv>
5. He died, they said, of natural causes. *That is to say/i.e.*, he died of a heart attack. <fict>
6. I love Rome, *notably/especially* in the spring. <conv>
7. The report is incomplete; it doesn't include sales in France, *e.g./for example*. <conv>

SECTION 20 MOVING FROM TOPIC TO TOPIC

In spoken English

Well; now

Well and *now*, placed at the front of a sentence in <speech>, signal a new start.

- *You remember that puppy we found? – Yes. – Well, we adopted it, and now it has some puppies of its own.* <spoken>

Well is particularly <common> when a person is asked for an opinion:

- *What do you think of the oil crisis? – Well, I don't think it's quite as serious as it seems.* <spoken>

Now often signals a return to an earlier train of thought:

Well, that's settled at last. Now, what was the other thing we wanted to discuss? <spoken>

By the way, incidentally, anyway

(Oh), by the way <informal>, *incidentally* can be used to change the subject:

The airlines charge half-price for students. By the way <informal> / *Incidentally*, *have you bought your ticket for New York yet?*

Anyway <spoken> is used to change the subject or to return to a previous subject:

Anyway, let's leave that for the moment and look at this month's profit figures. <spoken>

Anyway, how are you? <spoken>

Other common phrases used in <spoken> English are:

Before I forget

Oh, that reminds me

Oh, and while I think of it

Speaking of which

In <formal> speech we use introductory phrases:

The first point I'd like to make is...

One further point we'd like to bring to your attentions is...

One final point which may have escaped your notice concerns...

Last but not least,...

To summarise, ...

In conclusion may I say...

In written English

In <written> English we use 1) sentence adverbials: *moreover*, *furthermore*, *in addition*, *however*, *in the same way*, *similarly*, *likewise*, *and yet* etc. 2) a phrase involving *which*:

..., *at which point* the debate reached stalemate.

..., *as a result of which* half the cabinet resigned.

See Section 13 Contrast, Section 10 Cause/Reason, Section 11 Result, Section 16 Addition and enumeration.

20.1 Mark the underlined words and phrases: neutral, informal/spoken or formal/written .

1. Now, the facts are as follows.
2. By the way, how much weight have you lost?
3. Similarly, almost everyone can draw simple figures.
4. And, incidentally, I think Woody has a point.
5. Furthermore, there does not appear to be any difference in the anxiety levels of the two groups of women.
6. “Nessun Dorma”? Well, it’s one of the finest tenor arias from the final act of Puccini’s opera “Turandot”.
7. Likewise, by driving so many of its brightest and best abroad, Italy has created a precious resource of émigrés with useful experience.
8. Oh, that reminds me, I saw Jenny in town today.
9. Anyway, Norton isn’t my only suspect.
10. Moreover, natural processes contribute things to the sea that would be called pollutants if man put them there.

SECTION 21 REFERENCE

Specific reference words

the former... the latter <formal>, *that/those (of)* <formal>, *aforementioned* <formal>, *as follows* <rather formal>, *the following* <rather formal>, *the undersigned* <formal>, *the above* <formal>, *in question* <formal>, *under consideration* <formal>:

The former is not as complex as *the latter*. <formal>

The aforementioned incident took place on Monday. <formal>

The facts are *as follows*:... <rather formal>

Please note *the following* terms and conditions:... <rather formal>

Please return to *the undersigned*. <formal> <written>

Send to *the above address* / *to the address below*. <formal>

21.1 The sentences below are from fiction and academic prose apart from 8 and 9. Find reference words and phrases and mark them formal or rather formal.

1. The simplest covalent structure is that of diamond. <acad>
2. The lack of familiarity between guards and workers suggested that the former were changed frequently, putting space between potential bribes and bribers. <fict>
3. For uses of this latter type, the label 'restricted language' has sometimes been used. <acad>
4. A typical experiment proceeded as follows:... <acad>
5. He confirmed that Mr Menzies had an appointment with Miss Moorland on the afternoon in question. <fict>
6. The type of contrast involved at this level is very different from that found at the phonological level. <acad>
7. The following contrasts have been found:... <acad>
8. If none of the above applies to you, you may be able to reclaim tax.
9. We, the undersigned, agree to...

21.2 Insert an appropriate reference word or phrase from the list into each formal sentence below. Use each word/phrase once only.

as follows the following the latter in question the above the former

1. I asked to meet the Italian researchers ...
2. ... are some examples to illustrate the most elementary type of exercise to be dictated.
3. These terms are defined...
4. He had been with Poirot since the ...'s return from Egypt.
5. Neither the drive nor the restitching was as big an ordeal as I'd feared - ... because the main streets were so thick with Saturday shoppers that even Lotty had to go slowly.
6. As far as I know, no author has yet employed a unilateral system of ... type.

Introducing terms of reference

Regarding, as regards, with/in regard to, with/in reference to

They are <formal> and especially <common> in business letters:

Regarding your recent inquiry... <formal>

*I'm writing to you **in reference to** the job opening in your department.* <formal>

With regard to <formal> introduces the first item. *As regards* introduces a new item, not the first in <formal> correspondence:

With regard to your letter of June 22nd, I enclose our most recent catalogue. As regards delivery, this normally takes two or three weeks. <formal>

With respect to, in respect of

With respect to and *in respect of* mean 'concerning or in relation to something' and are <formal>:

*This is especially true **in respect of** the UK.* <formal>

*the freedom of a property owner to make a contract **with respect to** his property.* <formal>

In this regard, in this respect

In this regard is <formal>, *in this respect* is <neutral>:

*The company's problems, **in this regard**, are certainly not unique.* <formal>

*Mum is very stubborn, and Kim takes after her **in that respect**.* <neutral>

21.3 Are the statements below true or false? If false, correct them.

1. *Regarding, as regards, with regard to, in this regard* are formal.
2. Both *in this regard* and *in this respect* are formal.
3. *Regarding, with regard to, as regards, with reference to* are especially common in business correspondence.
4. *With regard to* and *as regards* introduce the first item.
5. *With respect to* and *in respect of* are neutral.

As to, concerning, as far as/where sth is concerned, as for

As to and *concerning* (= on the subject of) are <formal>:

*No agreement was reached **as to** / **concerning** rent.* <formal>

As far as/where sth/sb is concerned is <neutral> and used both in <spoken> and <written> English:

***Where money is concerned**, I always try to be very careful.* <conv>

***As far as** the student of the language of literature **is concerned**, styles may well be the most interesting things to study.* <acad>

Note that *As far as I'm concerned* <spoken> is often used when you do not care what other people think:

***As far as I'm concerned** the whole idea is crazy.* <spoken informal>

As for is <spoken>:

*I don't blame George. **As for** John, he has behaved very badly.* <spoken>

21.4 Are the statements below true or false? If false, correct them.

1. *As to* and *as for* are neutral.
2. *Concerning* is formal.

3. *As far as something is concerned* and *where something is concerned* are neutral.
4. *As far as I'm concerned* is spoken.
5. *As far as I'm concerned* is often used to mean that you do not care what other people think.

When it comes to, in terms of

When it comes to (= on the subject of) is <informal>:

*I can use a computer, but **when it comes to** repairing it, I know nothing.* <informal>

In terms of/ in... terms (to refer to one way of regarding something):

***In terms of** customer satisfaction, the policy cannot be criticized.*

Apropos of, as to whether

Apropos of and *as to whether* are <formal>:

***Apropos of** costs, ...* <formal>

*The question arose **as to whether** this behaviour was unlawful* <formal>

21.5 Mark the underlined reference words and phrases formal, spoken, neutral:

1. Nick can stay, but as for you, you can get out of my sight.
2. Regarding the question of commission,...
3. As regards payment,...
4. With regard to a discount,...
5. When it comes to paying,...
6. With reference to your invoice,...
7. Police are anxious to hear any information concerning his whereabouts.
8. The decision was disastrous in political terms.
9. As for Jo, she's doing fine.
10. We have no knowledge as to your identity.
11. There's always a risk where drugs are concerned, especially in terms of chemical balance.
12. A specification would have been drawn up concerning length and weight and durability.
13. The explanation they suggest appears significant with respect to the psychological benefits that can be obtained from meditation.
14. In that regard, this celebration of America's best should provide one reassuring reminder:...
15. In that respect, its growing pains are symptomatic of a common new ailment.
16. He had nothing to say apropos of the latest developments.

Theoretically, technically etc

Examples of sentence adverbials introducing terms of reference are: (linguistically) *speaking*, *officially*, *technically* (= according to the exact details of rules, laws), *theoretically* etc:

***Chemically speaking**, it's exactly what you'd expect: iron in the form of ferrous oxide.* <neutral>

***Technically**, I'm not supposed to do this, but we're short-staffed.* <neutral>

21.6 The sentences below are from fiction, news and academic prose. Are the underlined reference words and phrases formal or neutral?

1. It is located within a very active geological part of the world in terms of plate tectonics. <acad>
2. Historically, its diplomacy was constrained by poverty at home. <news>
3. In economic terms, Portugal is the least liberal country imaginable. <news>
4. There was a great underlying unity of all life, genetically speaking. <fict>
5. Psychologically, the reforms have hanged the happy-go-lucky belief that something would always turn up. <news>

Reference to the source of information

According to (=as shown or said) is especially <common> in news.

*One person in 10 failed to spell any word correctly **according to** the Gallup survey of 1.000 adults.* <news> <common>

According to is also used in other <formal> contexts, both spoken and written:

***According to** our records payment of \$56 is now overdue.* <formal>

***According to** the model, animals that are preyed on as adults will evolve to produce as many babies as they can, as early in life as possible.* <formal>

In conversation *according to* is used to mean ‘if what (s)he says is true’:

***According to George**, she’s a great player.* <spoken>

Note that *in accordance with* <formal> means ‘according to a rule, system etc’.

*accounts prepared **in accordance with** the Companies Act 1985* <formal>

According as <BrE> <formal> means ‘depending on whether’.

Under means ‘according to a particular agreement, law etc’, *by* means ‘according to a particular rule, method, or way of doing things’. Both are mostly used in <formal> contexts:

*Profits were \$6 million, but **by** our standards this is low.*

***Under** the terms of the agreement, the debt will be repaid over a 20-year period.* <formal>

21.7 Are the statements below true or false? If false, correct them.

1. *According to* is used only in formal written contexts.
2. *According to* is especially common in academic prose.
3. In conversation, when *according to* is used, the speaker does not want to be responsible for the information.
4. *In accordance with* is formal.
5. *By* and *under* are mostly used in formal contexts.

21.8 Are the underlined adverbials used in formal or informal/neutral contexts?

1. in accordance with legal requirements
2. According to Mike, it’s a great movie.
3. You’ve been absent three times, according to our records.
4. I enjoyed the play, particularly the second half.

5. The house had many drawbacks, most notably its location and price.
6. four major colleges of surgery, viz. London, Glasgow, Edinburgh and Dublin.
7. popular pets, e.g. dogs and cats

Focusing on a reference

Examples of verbs we can use to focus on a particular reference point:

highlight <written>, *point out*, *make mention of* <formal>, *refer to* <rather formal>, *focus on* <written>, *emphasise* <especially acad>, *put/place emphasis on* <rather formal>, *stress*, *put/lay stress on* <rather formal>, *underline* <formal>.

*This tragic incident **underlines** the need for immediate action.* <formal>

*It should be **emphasized** that flying is a very safe way to travel.* <neutral>

*The officer **pointed out** that the story was somewhat hard to believe.* <neutral>

21.9 The sentences below are from written registers. Mark the underlined reference words neutral, formal, written.

1. He referred to marriage as bondage. <fict>
2. They point out it took forty years from the time Watson and Crick decoded the gene until human gene therapy began. <news>
3. For analytical purposes I have been stressing the striking contrasts between women with a contemporary sex role ideology and women with a traditional ideology. <acad>
4. The report emphasized the importance of improving safety measures.
5. The course places particular emphasis on practical work.
6. Pugh laid particular stress on the need for discipline.
7. For this reason it is referred to as a revised cardioid strain. <acad>
8. Weaver therefore stresses meaning and effectiveness in communication. <acad>
9. Particle physicists refer to it as the 'solar neutrino problem'. <acad>
10. The report underlines the importance of pre-school education.
11. The American administration highlights reform of company registration as 'critical' to its new crime-fighting strategy.
12. They also point out that China's sheer size will protect it from the commodity trap. <news>
13. The focus of recent research has been on environmental issues. <acad>
14. He made no mention of his wife's illness.

21.10 Find reference words in the following sentences and mark their style.

1. The undersigned are of the opinion that they have been badly treated.
2. When it comes to helping with the housework, he is absolutely hopeless.
3. We refer to your communication of May 5.
4. We need to highlight the main points of our argument.

21.11 Which sentence in each pair is formal? Underline the reference words and phrases. Observe other changes in sentences.

1. a) About this letter you wrote to us on October 19, there's no way we can agree. b) With reference to your letter of 19 October, we regret to inform you that we are unable to meet your demands.
2. a) The first point to make is that such projects take time. b) Well, first of all, you've got to realize that Rome wasn't built in a day, haven't you?
3. a) You know you were saying about the garage, well, I think it's all right as it is. b) With regard to what you were saying about the garage, we are of the opinion that no action is necessary.
4. a) I ought to make it clear that two students, namely Dimos and Maria, have failed to meet expectations this term. b) So that you know what's going on, Dimos and Maria haven't quite made it this term.
5. a) When it comes to experience you've got to pump for Ian rather than Mike. b) In terms of experience, Ian is obviously a stronger candidate than Mike.
6. a) During the opening half an hour, he attempted to assert his authority, after which he left the room. b) He spent a while trying to lay down the law and then he walked out.

SECTION 22 COMMENTING ON THE CONTENT, EXPRESSING ATTITUDE

Sentence adverbials

Function and position

Sentence adverbials are peripheral to the sentence structure, they do not so much add to the information in a sentence as comment on its content and express the speaker's attitude or judgement.

Of course, nobody imagines that he will repay the loan. <spoken>

To be sure, we have heard many such promises before. <spoken>

They are normally used in front-position and are usually separated by a comma in writing or are followed by a brief pause in speech.

*The technique is painful, **admittedly**, but it benefits the patient greatly.* <rather formal>

*We had quite a good time, **actually**.* <spoken>

***Not surprisingly**, the UK has the highest divorce rate in the Community.* <written>

***Strangely enough**, I wasn't really that disappointed.*

Sentence adverbials can express a variety of meanings.

Frequency.

Overall, conversation contains by far the highest frequency of doubt/certainty and viewpoint adverbials. They are also relatively common in academic prose.

Attitude adverbials are more common in news and academic prose than conversation and fiction because of the condensed form of expressing attitude and evaluation.

In conversation, speakers prefer to express their attitude by using *that*-clauses following verbs and adjectives with evaluative and emotional meanings:

*It's **horrible** that he put up with Caire's nagging.* <conv>

Doubt and certainty:

Admittedly <rather formal>, *certainly* <spoken> <emphatic>, *definitely* <spoken>, *indeed* <emphatic>, *surely* <spoken> *to be sure* <spoken> <formal>; *perhaps* <spoken, polite, rather formal>, *possibly* <spoken>, *in fact*, *actually* <spoken>, *really* <spoken>; *clearly*, *no doubt*, *probably*, *in actual fact* <emphatic>, *obviously*, *most likely*, *arguably*, *at a guess* <informal>, *evidently*, *maybe* <spoken AmE>, *apparently*, *presumably* <spoken>, *undoubtedly* <written>

Note that *apparently* as compared with *obviously* and *evidently* expresses the highest level of doubt.

***Apparently** they are getting divorced soon.* (=You've heard that it's true, but you aren't completely sure about it)

**22.1 Say which of the following sentence adverbials mean a) I'm sure of the facts
b) I'm less sure of the facts**

actually apparently no doubt maybe evidently arguably perhaps certainly obviously probably quite likely as a matter of fact possibly of course clearly presumably

Surely <spoken> is used to show that you think something must be true, especially when other people do not agree:

They must be there by now, surely. <spoken>

22.2 Which one sentence with *surely* is written rather than spoken?

1. Surely I can't be cold – in this hot sun.
2. Surely, he can't be taken in?
3. Surely a theory that dealt with such wide-ranging concepts must have wide-ranging application.
4. Surely Judith, my clever, cool Judith would not be taken in by a man of that type?
5. Surely, she would see through him?
6. Surely, he's not allowed to tell you that?
7. He'll take every precaution, surely.

Of course does not only indicate certainty, it is also used to show that what you are saying is expected or already known and so not surprising. You should not use *of course* unless you wish to imply that the audience already knows or will readily accept the information.

The television is of course infernally clever. <conv>

22.3 In which two sentences do you think *of course* does not sound polite? Why not?

1. Of course, history did not turn out as the Western powers had planned.
2. Of course, it didn't work out like that.
3. The public explanation was quite different, of course.
4. In a shop: - Can I try them on? – Of course.
5. – Is that a museum over there? – Of course it is.
6. Passport control: - What's the purpose of your visit... business or pleasure? – Business, of course.
7. The above statistics refer, of course, to the opportunities for clerks in the first decade of the present century.

Frequency: *Of course*, *perhaps* <rather formal>, and *probably* are especially <common> across all registers. *Probably* is twice as <common> as *perhaps* in conversation. *Maybe* is <far more common> in <AmE> conversation. In academic prose, *perhaps*, *probably*, *of course* are the <most common> adverbials of certainty.

22.4 Are these statements about sentence adverbials true or false? If false, correct them.

1. They are not normally separated by commas.

2. They are normally used in the end-position.
3. They are used both in speech and writing.
4. *Probably* is twice as common in conversation as *perhaps* <slightly formal>.
5. *Maybe* is AmE, spoken.
6. Both *surely* and *to be sure* are spoken and formal.
7. *Apparently* expresses less certainty than *obviously* and *evidently*.
8. *Of course* in answers is always polite.
9. *Of course*, *perhaps*, *probably* are the most common adverbials of certainty in academic prose.

22.5 Which underlined adverbials of certainty are neutral, spoken, written, formal, informal, emphatic, AmE?

1. This room was perhaps the most perfect thing at Hampton.
2. The tape was surely the one with the secret on it.
3. As a matter of fact, you were cataloguing what you call my 'public' look.
4. Norton, no doubt, would have been delighted to tell me his arranged story.
5. Clearly, such communities of interest could not exist without adequate communication.
6. Admittedly, none of these men is perfect.
7. Undoubtedly, the digit could have been recalled immediately after it was presented.
8. Presumably, these were the most spectacular apparitions of their time.
9. Evidently, the bulk of her fat salary was being spent on designer clothing.
10. Certainly, the politicians seem unworried.
11. To be sure, Mr Bernanke thinks the economy will pick up of its own accord.
12. Indisputably, these visitations do much more damage than before.
13. In truth, the current account deficit reveals deeper economic flaws.
14. Indeed, the creation of a big bail-out fund was meant to make default unthinkable.
15. Maybe it's all just a big misunderstanding.

Viewpoint

In our view <rather formal>, *from our perspective* <formal>, *in my opinion*, *to be frank* <spoken>, *frankly (speaking)* <spoken>, *honestly* <spoken> <emphatic>, *in all frankness/honesty* <spoken>, *truthfully* <spoken>, *personally I think* <spoken> <emphatic>, *to put it bluntly*, *as far as I'm concerned* <spoken>, *to tell you the truth* <spoken>.

In our view it would be a backward step. <news> <formal>

From our perspective, movement success is paradoxical. <acad> <formal>

Honestly, I've got a headache. <conv> <spoken> <emphatic>

22.6 Which sentences contain viewpoint adverbials that are appropriate for academic style?

1. Personally, I find memoirs so very much more interesting than any novel because they are true.
2. Honestly, she's getting more of my time proportionately than any of my other clients.

3. From our perspective, the criteria of social movement are cognitive
4. Frankly, I can't resist it.
5. To tell you the truth, it was the Voyage that tipped him over the edge.
6. The arrangements, frankly speaking, were a shambles.
7. We feel that if did not pursue this second transplant it would be like, to put it bluntly, pulling the plug on her.
8. This, in my view, is totally wrong and contrary to my notions of natural justice.
9. The chief contribution of recent sedimentary studies, in my opinion, has been the demonstration of lateral rather than vertical sedimentation.

Attitude

Naturally, (not) surprisingly <written>, *interestingly, luckily* <spoken>, *hopefully* <spoken>, *predictably, preferably, sadly, unfortunately, even worse, to my surprise* <spoken>, *paradoxically, ideally, regrettably* <rather formal>, *even more importantly, quite rightly, oddly enough, funnily enough, amazingly, incredibly*.

Unfortunately, I have too many of them but someday you'll be old too. <conv>

Surprisingly, Northern Ireland has the third highest death rate from skin cancer in the world. <news>

As might be expected, very few came from middle-class suburbs. <acad> <formal>

Note that not all native speakers approve of *hopefully* <spoken>.

Hopefully, we can solve the problem. <spoken>

22.7 Which attitude adverbials mean a) 'You won't believe this', b) 'It's just as I expected' c) 'I'm pleased/I'm not pleased'?

naturally surprisingly predictably luckily regrettably amazingly logically preferably incredibly unfortunately to my surprise sadly quite rightly curiously funnily enough not surprisingly ideally even worse oddly enough

22.8 The sentences below are borrowed from newspapers and fiction. The underlined adverbials mean 'difficult to believe'. Comment on the author's choice of adverbials. What is the effect of using them? Which of them do you find more interesting? Where would you use them?

1. Incredibly, a year had flown by since Joshua Adam Parker had been born.
2. But surprisingly enough, the one who had taken it hardest was Polly.
3. More striking, Mr Smith promised \$5 billion of loans on easy terms.
4. Staggeringly, some Europeans have tried to argue that only one of their own can understand their continent's complex politics.
5. But, oddly, it has become even harder to imagine the company carrying on without him.
6. Paradoxically, the Kremlin believes convergence has taken place.
7. Amazingly, Japan made it through the summer.

22.9 The sentences below are from newspapers, fiction and academic prose. The underlined adverbials mean ‘I’m pleased/I’m not pleased’. What distinguishes the choice of attitude adverbials in academic prose?

1. Sadly, this is not true. <news>
2. Unfortunately, the pure kaloid is very unstable. <acad>
3. Tragically, they were wrong. <fiction>
4. It is, alas, easy to imagine a lot being spent in failing to meet it. <news>
5. Perversely, Britain’s anti-establishment Zeitgeist’s might be the prime minister’s strongest shield. <news>
6. More sinisterly, there are the fossils that will not be found. <news>
7. Regrettably, neither of these assumptions refers directly to time or temporal processes. <acad>
8. Worryingly, banks elsewhere in the euro zone are also having a hard time. <news>
9. Disconcertingly, counter-terrorism agencies admit that not enough is known about the location of ... <news>
10. Most controversially, Japan wanted to be clear that it would not make a new commitment to emission cuts.

Comment clauses

Comment clauses comment on the truth of the information, the manner of saying it, or the attitude of the speaker. In <written> English they are usually marked by commas and in <speech> by a separate tone unit. They occur in front-, mid- and end-positions:

At that time, I believe, Bill worked as a mechanic. <spoken>

What’s more, we lost all our belongings. <spoken>

The end-position is typical of <informal speech>:

He’s a pacifist, you see. <inf>

Other examples of comment clauses (chiefly in <informal speech>) are:

<i>you know</i>	<i>I suppose</i>
<i>I think</i>	<i>as you see</i>
<i>I’m afraid</i>	<i>frankly speaking</i>
<i>as I said</i>	
<i>so to say</i>	
<i>put frankly</i>	

22.10 Which comment clauses are more informal and why?

1. Burke was an eloquent speaker, I told you.
2. Burke, I told you, was an eloquent speaker.
3. His audience listened spellbound, as I said.
4. What were they really thinking, I wonder?
5. Sometimes, to be sincere, I felt that his eloquence concealed the real truth.
6. What is important, he believed passionately in the cause he was upholding.
7. Speaking as a patriot, I feel that he is playing a dangerous game.
8. You told me about your trip to Vienna, you may remember.
9. You told me, you may remember, that you saw Frances there.
10. Was it really her cousin, I wonder?

Which-clause

We use *which* to refer back to a whole clause, not just to a noun.

This structure is used to express a comment on something that has just been said. The clause is used in both <spoken> and <written> English, but is <not very common>.

The piano required several men to lift it, which was perhaps not surprising.
<written>

I'd really like to be a tax inspector, which you may think a little foolish.
<spoken>

22.11 The sentences below are from different registers. What does 'which' refer to? What is the function of the *which*-clause?

1. Nine out of ten crimes go unreported in both territories, which means even accurate data on recorded crime would be of limited value. <news>
2. Peterson drove home in his squad car. Which Reacher thought was unusual. <fict>
3. Anyway, the son is saying he did not authorize the release of genetic information about himself, which is true. <conv>
4. If you don't have it, like my father didn't, you should get out off a farm. Which is what he did, sensibly enough. <fict>
5. Khodorkovsky donated to the John Smith Memorial Fund, which was why he was invited. <news>
6. That includes taking power by force, which is exactly what I am working on. <conv>
7. Usually they occur when a central bank is raising short rates to slow the economy, which is why they are an early warning of recession. <news>

22.12 Are the comments below spoken or written?

1. I spoke to John this afternoon, which is something I've been meaning to do for ages.
2. He only did what anyone else would do in that situation, which is panic.
3. Certainly, the early learning years are crucial to a child's educational development.
4. I thought perhaps we'd have lunch in the garden.
5. Perhaps in closing I could repeat a statement from our Chairman's opening address.
6. I've known Barbara for years. Since we were babies, actually.
7. Fortunately the fire was discovered soon after it started.

See Section 8 Attribute. Relative clauses.

SECTION 23 PARTICIPLE AND VERBLESS CLAUSES

Participle and verbless clauses are typical of <formal written> English.

***Being a farmer**, he has to get up early. (As he is a farmer...)*

***Entering the house**, he tripped over the mat. (When he was entering...)*

***The matter having been settled**, I felt quite satisfied with the results. (Since the matter had been settled...)*

***The job finished**, we went home straight away. (After/When the job had been finished...)*

*He stared at the door, **too nervous to reply**. (... because he was too nervous...)*

23.1 Look at the underlined clauses. In each sentence, is it a participle or a verbless clause? Do they refer to time, condition, contrast or reason? Try to identify the register (academic prose, news, fiction).

1. The wealthiest man in town, Jeb Goodspell was particularly eager to help Kevin.
2. Having clarified this physiological frontier, Decartes then had no difficulty arguing that...
3. Accustomed already to dealing with hundreds of millions of poor Indian customers, they know what to expect in Africa.
4. Taken out of its environment of language, such a textbook would be completely unintelligible.
5. With the marriage over, it seemed fitting that I make drastic changes on all fronts.
6. Equipped with this means of allocating and analyzing the required data on individual children, we proceeded to our long-term study of the development of a large group of children.
7. A bachelor, he often invited young Parker to join him for dinner at his home.
8. Although a far more capable aircraft than those it is replacing, it may not be useful enough for long enough to justify the size of the planned order.
9. Considered in its own situation (that is, with gestures, facial expressions, and so on all included), conversation does not seem 'disjointed' at all.
10. His wife and he had been divorced, having agreed between themselves that they were incompatible.
11. Lacking in formal education, he did read a lot.
12. They were provided with tourist visas and traveled by ferry and yacht, the reason for this being that immigration and customs officials usually only check the vessel, not the individuals on board.

See Section 9 Time, Section 10 Cause/Reason, Section 13 Contrast – Participle and verbless clauses. Section 27 Substitution and omission. Omission in formal English

SECTION 24 IMPERSONAL STYLE

Formal written language often goes with an impersonal style in which the speaker avoids the pronouns *I*, *you*, *we*, uses passives, sentences with introductory *it*, and abstract nouns.

Avoiding *I*, *we*:

It is clear/obvious that he has suffered a great deal. (=I am sure)

It is unlikely that his father is still alive. (= I doubt if he is alive)

He is believed to be the richest man in Russia. (=In our opinion,...)

Without doubt, she is one of the best teachers in the school. (=We have no doubt)

In more <formal> contexts instead of *without doubt* we use: *doubtless*, *indubitably*, *undeniably*, *unquestionably*:

*Alan was **doubtless** reassured by the news.* <formal>

***Inevitably**, some changes will take place.* <formal>

See Section 2 Pronoun: one/you/they/we. Section 22 Commenting.

Passives

Passives are typical of <formal written> language. They are widely used in scientific articles and news reports. We use the passive to avoid references to ourselves and make a statement impersonal.

See Section 4 Verb. Passive

24.1 Put into the passive. What is the effect of using passives in these sentences?

1. I will bring up this question at our next meeting.
2. We shall then deal with it more fully.
3. Have you looked into this matter?
4. The facts do not bear out your argument.
5. No one has ever looked after this house properly.
6. Is anybody attending to you?
7. They have turned down my application.
8. Thieves broke into the National Bank last night.
9. The citizens set upon any foreigner, however innocent.
10. You must get on with this job immediately.

All the sentences now sound impersonal, the speakers choose the passive, for example to avoid blaming directly (5, 7), to report negative events in news (8, 9), to give official orders (10).

24.2 Find examples of impersonal style in these sentences from news and academic prose.

1. It is likely that a scale of formality exists, but...
2. He is now reported to be contemplating an investment in a telecoms venture.
3. Beethoven is said to have declared that in music everything must be at once surprising and expected.
4. Not surprisingly, she intended to get the majority.
5. Giotto was in Italy in 1301, and he surely saw the comet.

6. Business, ironically, was largely responsible for Waxman-Martoe's inception.
7. Sales of foodstuffs have been intentionally modified and improved.
8. It is thought that the victim is driven by severe anxiety to repress and reject the input of sensory experience.
9. It might be expected that the two halves of the brain would also be functionally equivalent.
10. More important, it is impossible in principle to shield the molecules from gravitational interactions with distant matter.

SECTION 25 AVOIDING BLUNT STATEMENTS, UNDERSTATEMENT

In English it is important to avoid blunt statements, to say what you mean in a less direct and strong way. Tactful and tentative language is used to avoid causing offence or distress to someone. Sometimes tact means covering up the truth. In other cases speakers choose to be tentative in order not to commit themselves on a given question.

He's not my favourite person. (= I can't stand him.)

It may be a little out of our price range. (=We obviously can't afford it)

Many examples of polite and tactful language have been given throughout the manual. Here are some others.

Positive words

British people use positive words when they are being negative:

*She hasn't got **many** friends. (=She's got **few** friends)*

They understate things even when they are being positive:

It wasn't bad. (=It was excellent.)

She's quite good looking. (= She's devastatingly attractive.)

They were not unhappy to be there.

In principle, however, such an event is not impossible.

See Section 3 Adjective and adverb. *Rather, quite, fairly*

25.1 Match up what people say with what they mean:

1. Perhaps I'm not making myself very clear.
2. It's not exactly ideal, is it?
3. We don't seem to be getting very far.
4. I'd appreciate it if you could let me have the money soon.
5. I'm afraid I don't quite follow.
6. I think I could do with a holiday.

- a) I'm utterly exhausted.
- b) Pay up!
- c) Why can't you understand me!
- d) What are you talking about?
- e) It's totally unsuitable!
- f) We're getting nowhere!

25.2 Match up what people mean with what they say:

1. It's far too small.
 2. I hate classical music.
 3. He was blind drunk.
 4. I want my book back.
 5. I came first in the exam.
 6. It's virtually impossible.
 7. She's a terrible actress.
-
- a) Classical music's not really my scene.

- b) I did quite well in the exam.
- c) It's not as easy as it looks.
- d) I think he'd had a bit too much to drink.
- e) She's not exactly the best actress I've ever seen.
- f) Isn't it a bit on the small side?
- g) I wouldn't mind having my book back when you have finished with it.

25.3 The sentences below contain negation. Underline the positive and negative words used for understatement. Note the use of *very*.

1. We didn't play much tennis.
2. There won't be much traffic at this time.
3. Kate is not often at home.
4. I didn't sleep very well.
5. You don't work very hard.
6. He isn't very sympathetic.
7. The other beaches aren't as good.
8. You weren't bad.
9. There aren't many opportunities here.
10. She couldn't understand much English.
11. They don't have many books.
12. It doesn't snow very often in San Francisco.
13. Public opinion is not unfavourable.
14. Bill doesn't do his work very well.
15. It is not an impossible idea.

25.4 Here are some sentences with negative words. Rewrite them using negation with positive words given in brackets. What is the effect of using understatement?

1. It's just hard. (easy)
2. There was little work there. (much)
3. We rarely have parties. (often)
4. My car uses little petrol. (much)
5. You look worried. (very happy)
6. If I'm busy tomorrow evening I'll see you on Friday. (free)
7. I learnt little French at school. (much)
8. Little can go wrong with a milk shake. (not much)
9. I play tennis badly. (very well)
10. We rarely saw him. (very often)
11. He's bad at his job. (very good)
12. I slept badly last night. (well)
13. She knows few people here. (many)
14. The teachers were bad. (much good)

Tag questions

Tag questions are <more common> in <BrE>.

*This is better, **isn't it**?*

*This is better, **don't you think**?*

*You haven't any cigarettes, **have you**?*

She's very snobbish, wouldn't you say?

Let's sit down, shall we?

See Section 4 Verb. Imperatives

<Informal> questions/requests often use negative sentence + question tag. After imperatives, we can use *won't you?* to invite people to do things, and *will/would/can/can't/could you?* <informal> to tell or ask people to do things.. After a negative imperative we use *will you?*, and after *Let's* we use *shall we?* The imperatives then sound less direct and more polite:

*You **can't** lend me \$6, **can you?*** <informal>

*Do sit down, **won't you?*** <polite> <informal>

*Give me a hand, **will you?*** <polite> <informal>

*Don't forget, **will you?*** <polite> <informal>

*Let's have a party, **shall we?*** <polite>

25.5 Add tags to the sentences below to make them more polite.

could you? shall we? will you? won't you? would you?

1. Do have some more tea.
2. Pass me the newspaper.
3. Don't drive too fast.
4. You couldn't tell me the time.
5. Let's start again.

I don't think

Unlike Russian, in English the negation is typically in the *I don't think* – clause (also after *believe, suppose*)

*I **don't think** he has arrived.* (NOT *I think he hasn't arrived*)

*I **don't believe** you have met.*

*I **don't suppose** anyone will object to my absence.*

25.6 Rewrite the sentences with negation so that they sound more natural and correct. Make any other necessary changes.

I think I won't wait. – I don't think I'll wait.

1. I think I can't stand it.
2. I suppose it won't be difficult for you to guess who the woman is.
3. I think I don't understand.
4. I suppose you won't ever feel the same.
5. Are you going to work on the book today? – No, I think I can't.
6. It'll be hot out there and I expect you don't have any very thin clothes.
7. I feel I'm not a help here.
8. I think God didn't mean people to live on less than 80 acres.
9. The reviewers thought our idea wasn't worthy.
10. I think that neither before nor since I have ever suffered as I suffered then.
11. I suppose you won't find anything.

25.7 Translate these typical Russian statements into English:

1. Мне кажется, он не прав.
2. Я думаю, это не важно.
3. Мы считаем, что ждать не надо.
4. Мне кажется, они не придут.
5. Я считаю, нам не стоит этого делать.
6. Мне кажется, это неправильное решение.
7. Думаю, он не откажется.

Do you think in questions

In <spoken> English we often use *do/don't you think* in questions to show we are interested in what other people think.

What do you think I can do about it? <spoken>

25.8 Rewrite these questions using *do you think* to make them sound more personal. Make any other necessary changes.

1. How rough is this simulation?
2. Should Richard be a poet?
3. Have you made a mistake?
4. Could she have gone out on the road?
5. What could I do?
6. What happened?
7. Should she keep it?
8. Ought she to see a psychiatrist?
9. Am I right?
10. Where did he find her?

Seem, appear, happen

Complex Subject constructions with *seem, appear, happen* are less direct than statements without them.

You don't seem to realize it's important. (less direct than 'You don't realize...')
<informal>

You seem not to realize... <more formal>

There appeared to be no significant difference between the two groups in the test.
(less direct than 'There was no...')

25.9 Which sentence in each pair is informal?

1. a) Sybil doesn't seem to like you. b) Sybil seems not to like you.
2. a) I can't seem to get anything right. b) I seem not to be able to get anything right.
3. a) He seemed not to think it a bad idea. b) He didn't seem to think it a bad idea.

See Section 6 Subject. Complex Subject

25.10 Make the following statements from academic prose more tentative, using the words in brackets.

1. Archaisms nearly always add a touch of formality to the language in which they occur. (seem)

2. What he must avoid is having to spend time explaining the meaning of the terms he is using. (happen)
3. That relation does not hold for intervals greater than one year before 'now'. (seem)
4. The answer involves the spontaneous decay that I believe to be a factor in short-term memory. (appear)
5. Musical and artistic abilities depend on specialized systems in the brain. (appear)
6. The deficiency is confined to forming associations between faces and identities. (seem)
7. These findings are general. (appear)
8. If my reconstruction is right for the slope and time used by Galileo, it means that he judged each beat to be simultaneous with a bump when the bump was in fact a little after the beat. (happen)

25.11 Underline the examples of tentative, tactful, polite language. The sentences come from conversation, fiction, academic prose, and news.

1. I haven't much time.
2. Perhaps there is a characteristic of the retrieval process that enables it to work more effectively after an interval of irrelevant activity.
3. I was hoping you would consider looking after something for me.
4. All this suggests there could be pitfalls for...
5. The institute is likely to insist that Congress must decide.
6. He wasn't very pleased about it.
7. I don't suppose Judith talks about me much.
8. After relatively brief periods, the subject begins to have hallucinations.
9. But what do you suppose they talk about?
10. That's fairly difficult.
11. The Fed's strategy seems to be gradualism.
12. Let's go to the club, shall we?
13. There are grounds for thinking this finding is rooted in real political events.
14. The books didn't help very much.
15. He's rather shy.

SECTION 26 EMPHASIS

To express yourself emphatically you can use interesting words and expressions (eg intensifiers) and grammatical structures: less common word order, adding *do* (stressed), modals verbs, etc.

Many examples of emphasis have already been given throughout the manual. Here are some more.

Inversion

Inversion after negative adverbs

Inversion after negative adverbs (*never, rarely, seldom, hardly, little, no sooner, nor, neither*), adverbs having a negative effect (*on no account etc*) and phrases with *only* at the beginning of the sentence is used in <very formal rhetoric writing> for emphasis:

*Never **have I seen** him so angry.* <very formal, written>

*Hardly **had I left** the house when the telephone rang.* <very formal, written>

*Little **do the passengers realize** how lucky they have been.* <very formal, written>

*In no circumstances **will we be allowed** to enter the restricted area.* <very formal, written>

*Only after several weeks **did he begin** to recover.* <very formal, written>

26.1 Underline the examples of inversion used for emphasis in formal written English. The register is given for you.

1. How little had I realized that, for me, life was only then beginning. <fict>
2. Only recently did we realize what had happened. <fict>
3. Not only will the teacher tell the student when he has hit upon the required intermediate shade of sound, but... <acad>
4. No longer do scientists see the typical infant as largely passive, appreciating the world from the sidelines. <acad>
5. Scarcely had the police notebooks been folded away than Bon-Bon's doctor hurried in without apology.
6. This test cannot be faked, nor does it depend on memory or on any distinction between memory and imagery. <acad>
7. Rarely could the cause of his client's problems be so directly traced to large, private enterprises. <news>
8. Never before have so many people in so many countries shared so much of... <news>
9. Galileo's figures in the third column are not exact multiples of squares, and neither could they have been obtained by using water-timing as in Galileo's published experiments. <acad>

26.2 You have chosen to begin your sentences with *only* for emphasis. Which option is correct?

1. Only by exceptionally objective consistent treatment *he can be/can he be* brought to learn appropriate behaviour.
2. Only if the big programme of public investment bears fruit *can Vietnam/Vietnam can* hope to grow sustainably.
3. Not only *can she not/she can not* appear to abandon the political prisoners.
4. Only recently *had I/I had* got used to it.
5. Not only *they poisoned/did they poison* themselves with drink, but they had no shame.
6. Only then *did she realize/she realized* she was grooming him, like monkeys in the wild.
7. Not only *the weather was/was the weather* fine, but I enjoyed the companionship of the man.
8. Only in America *he could/could he* have achieved the success he did.
9. Only on fairly rare occasions *has it/it has* been possible to directly link a specific oceanic pollutant with biological damage.

26.3 Rephrase each of the following sentences beginning it with the underlined words. What is the difference in effect?

1. We have never heard a more distinguished performance.
2. We seldom receive such generous praise.
3. This nation scarcely ever in the past faced so great a danger.
4. We were never before asked to make a sacrifice of this magnitude.
5. There is rarely an opportunity for us to serve the community in this way.
6. We shall only then begin to realize the appalling danger before us.

Inversion after *So/Such... that*

So/Such... that at the beginning of a sentence results in inversion and is used for emphasis in <formal> writing.

*So sudden **was the attack** that we had no time to escape.* <formal written>

*Such **was his strength** that he could bend iron bars.* <formal written>

26.4 What caused inversion in these sentences from fiction and news? Is this type of inversion used in informal speech? Are the sentences neutral or emphatic?

1. Such was the impact of the minister's speech that it failed to get mention in the Lagos 'Daily Times'.
2. So excited and thrilled was she that everybody heard about it.
3. Never in all her six years had her father said he wanted to talk to her.
4. Nowhere are bestseller lists compiled on oath.
5. Such was the panic that the ticker tape could not keep pace with the transactions.
6. So clear was the sky overhead that he could even see one or two stars.
7. And only then could I hardly bear the strains in my own limbs.
8. Nor is it clear who would try to persuade them.

9. At no point in the last five years of marriage could she remember him being so patronizing.
10. Rarely do teenagers seek counseling.
11. Miss Ulanova had rather a stocky figure, but such was her talent that on stage she seemed to be transformed.

Inversion after *here/there*

Inversion after *here/there* with verbs of position or motion (*be, stand, lie, come, go, fall*) is used in <informal speech>, but not with personal pronouns:

Here's the milkman. <informal> BUT *Here it is.*

Here comes the bus. <informal> BUT *Here you are.*

Inversion after adverb particles such as *up, off, down* happens mainly in descriptive writing:

Down came the rain and up went the umbrellas. <written>

Inversion in *do you think* - questions

Inversion in *do you think*-questions is used in <spoken> English:

How do you think I liked it? <spoken>

What effect do you think this show might have?

How do you say she called me?

Where did he suggest we should go?

26.5 Underline the words after which inversion occurs. Is inversion in each sentence below common in written or spoken English?

1. Here comes Sandy now.
2. What do you think happened?
3. Then along came Robbie.
4. Here was Alan, alone in this damn city.
5. But what do you suppose they talk about?
6. In come the foreign films and the dining-room dramas. Out go the superhero spectacles.

Fronting

Fronting involves moving an object, verb or adverbial to a position before the subject.

Particularly good was his second book. <written>

Inversion occurs after adverbials of place with verbs of position (e.g. *lie, live, sit, stand*) and motion (e.g. *come, go, rise*). This happens mainly in descriptive writing:

At the top of the hill stood the tiny chapel. <written>

Inversion does not occur if the subject is a pronoun:

At the top of the hill it stood out against the sky. <written>

In English the beginning of a sentence contains the topic; new information normally comes at the end. Fronting changes the order and so changes the emphasis:

*I stopped work **at four o'clock**.* (= the time is the most important information)

***At four o'clock** I stopped work.* (= stopping work is the most important information)

26.6 Underline the part of each sentence which the authors emphasized by fronting.

1. Over one shoulder he carried a rope and a blanket. <fict>
2. From these basic functions are derived the rights, principles, rules and institutions. <news>
3. At stake are the reforms. <news>
4. Of particular interest was another finding by McLean. <acad>
5. Also gone was a separate video player. <fict>
6. Inside the cabin were twelve red telephones on the walls. <fict>
7. Here comes another attack on privacy and individual rights. <news>
8. At eleven-thirty I took a walk in the dark. <fict>
9. Also interrogated was Sue Akers. <fict>

26.7 Change the order of information in these sentences to emphasise a different part. Make any other necessary changes.

1. He burst in through the window.
2. They crossed the Atlantic in record time.
3. He destroyed the first letter.
4. He put the second letter into his pocket.
5. The letter was on the table.
6. It is terrible that he was punished so severely.
7. It is very difficult to imagine him failing.
8. It's perhaps not surprising that he's done so well.
9. I can't imagine how he got here so fast.
10. He's useless; that's the problem.

Front nominal clauses

Front nominal clauses are <formal> and <rare>:

***What you learn from hanging around bars** is amazing.* <formal> <rare>

***That he ran a marathon at his age** is unbelievable.* <formal> <rare>

***To read all Shakespeare's plays** is my ambition.* <formal> <rare>

It +that-clause/wh-clause/to-clause is <neutral> and <more common>:

*It's amazing **what you learn from hanging around bars**.* <neutral> <common>

*It is unbelievable **that he ran a marathon at his age**.*

*It is my great ambition **to read all Shakespeare's plays**.*

26.8 Say which sentence in each pair was used in formal emphatic writing.

1. a) That the human brain is not fully symmetrical in its functioning could be guessed from at least one observation of daily experience. b) It could be guessed from at least one observation of daily experience that the human brain is not fully symmetrical.
2. a) It is fiercely debated why this is happening. b) Why this is happening is fiercely debated.

3. a) To assume that nature is indifferent to left or right, plus or minus and the flow of time forward or backward may be attractive, but we must be careful. b) It may be attractive to assume that nature is indifferent to left or right, plus or minus and the flow of time forward or backward, but we must be careful.

26.9 These sentences with *it*-clause are neutral and common in news and especially in academic prose. The editor, however, wants you to emphasize the underlined part. Rewrite the sentences using fronting.

1. It is absurd to argue that a gene is in any way a human invention.
2. It was frightening that it should come so casually.
3. It is easily demonstrated that some other explanation is required.
4. It is debatable whether peat-bog fires are being encouraged by climate change.
5. It was remarkable to Sarju that a British correspondent invited himself to stay.
6. It is unclear how he got out of that particular pickle.
7. It was not encouraging what they saw.
8. It is not in doubt that Australia is successful.
9. It is perhaps a little premature to call the language used in the above situation a 'variety'.
10. It is an end in itself for many people to accumulate a store of information about varieties of language.
11. It would simply be to introduce distortion of the material to omit any of the transcription used here.

This/That +be

This/That is how, where, what etc at the beginning of a sentence is used in <informal> English for emphasis:

***This is** where I first met my wife.* <informal> <emphatic>

***This is** how you start the engine.* <informal>

***That's** what always happens when I leave my car out in cold weather.* <informal>

26.10 Make the following spoken sentences emphatic. Rewrite them beginning in the way indicated.

1. I want to know that. (That's what)
2. I was telling you that. (That's what)
3. Oh, so we put them there. (That's where)
4. Our research facility is there. (That's where)
5. It was done this way. (That was how)
6. You know you love them, because they can hurt you. (That's how)
7. And here the parent is responsible. (That's where)

Cleft sentences for emphasis

There are two types of cleft sentences (*it*-type and *wh*-type) used for emphasis. They split the sentence into two halves:

***It was** at Waterloo **that** Napoleon was finally defeated.*

***What he gave** George **was** the ticket.*

***It*-type**

It-type is particularly useful in <written> English, where we cannot mark emphasis by intonation.

*It was he **who** helped me.* <written>

*It was there **that** she saw me.* <written>

Wh-type

Wh-type is used for emphasis both in <spoken> and <written> English. In <spoken> English it is especially common with verbs *want, need, like, hate, love, adore, loathe, prefer, long for*.

*What you **need** is love.* <spoken> <emphatic>

What was going to happen next definitely wasn't a game any longer. <written> <emphatic>

26.11 Rephrase these sentences using *wh*-clauses:

1. It was a cigarette end that caused the fire.
2. It is home that your friends and family are.
3. It is a spell of warm sunshine that we all need.
4. It's this senseless interference in their children's lives that is so infuriating about fathers and mothers.

What-type can focus on the verb, by using *do*. The structure emphasizes an action and is commonly used when demonstrating a procedure or telling someone about a sequence of events:

*What you **do next** is fold the top left corner back on itself.* <emphatic>

What he did was (to) put it together in an understandable way. <emphatic>

The bare infinitive is the most usual construction

26.12 Rewrite each sentence using *what+do*

1. I'm going to persuade him to come earlier.
2. He put the pot on the table.
3. He went back to the beginning and started again.
4. I know what you did to her. You broke her heart.
5. I know what she did. She upset all her colleagues by being so arrogant.

26.13 From each of the sentences below form cleft sentences that will focus, in turn, on the different elements given in brackets:

1. Sartoris first saw an enormous serpent approaching. (Sartoris, an enormous serpent)
2. Captain Mackay reported this incident to Admiral Gage. (Captain Mackay, this incident, Admiral Gage)
3. He sent Admiral Gage a report of this incident. (Admiral Gage)
4. The *Daedalus* docked at Bristol on a dark and cloudy afternoon in 1896. (Bristol, on a dark and cloudy afternoon in 1896)
5. Joyce Cary's first novel was called *Aissa Saved*. (Joyce Cary's, first, *Aissa Saved*)

6. The book took a long time to write because it raised so many difficult questions. (*because*-clause)
7. Somerset Maugham gave up medicine after his first novel had been accepted for publication. (*after*-clause)
8. Schwabe only felt justified in publishing his conclusions after eighteen years of continuous research. (*only after eighteen years* etc.)
9. The dominant constraint on broadcasting is the restriction on ether-space. (the restriction on ether-space)
10. The most striking feature of malaria in Tropical Africa is its high endemicity with hardly any seasonal changes. (its high...changes)

26.14 Using the material in the previous exercise, form sentences beginning as follows:

1. The sailors believed it was an enormous serpent...
2. It would have been to Admiral Gage...
3. It must have been Admiral Gage...
4. It was probably Bristol...
5. I think it was Cary's first novel...
6. What he saw approaching was...
7. What Captain Mackay did was to...
8. The author who gave up medicine after...
9. Somerset Maugham was the author...
10. Tropical Africa is where...

All-clause

All-clause is similar to *wh*-clause and is used both in <spoken> and <written> English:

All I ask is your undivided attention. <spoken> <emphatic>

All the child has to do is describe what he can see when the second picture is presented. <written> <emphatic>

26.15 Underline the emphasized part of each sentence. Is the type of emphasis given in italics typical of written or spoken English?

1. *It is* perhaps the adverbials *which* contribute most to the distinctive quality of the sentences.
2. *What interests me* is the telegram.
3. *That he could not prevent the first world war* plunged the septuagenarian steel tycoon into a depression.
4. *Only* by this remark *did* she acknowledge that we had come into the room.
5. *Such was the competition to secure Russian buyers that* top-end agencies all launched into Russia with active marketing campaigns.
6. *It was not until 2008 that* she requested divorce.
7. *Nor has* its own foreign policy shifted.
8. *That he was subject to these sudden manic moods* Palmer had long ago understood.
9. *All the jury will have to do* is look at him and they'll vote to convict.
10. *What's wanted* is a lot more research out there on the spot.

Whoever, whatever

Whoever, whatever, whenever etc are used for emphasis in <spoken> English, especially in questions:

Wherever did you hide it? <spoken> <emphatic>

Why ever you did not ask me? <spoken>

Whoever told you that? <spoken>

They are also used in statements in <written> English:

Whatever the basis of a transcription, it is generally found that some of the symbols can be interpreted by the reader in more than one way. <acad>

Whenever she looked in their eyes, she melted. <fict>

26.16 Look at the pairs of sentences below. Which is the more emphatic?

1. a) I'll give you whatever you want. b) I'll give you what you want.
2. a) Where I sit in the evening is very quiet. b) Wherever I sit in the evening is someone else's chair.
3. a) Come and see me when you can. b) Come and see me whenever you can.
4. a) I'll give you however much you need. b) Tell me how much you need.
5. a) Who told you that, I wonder. b) Whoever told you that was not telling the truth.

26.17 The sentences below are from fiction and news. Underline *wh-ever* words used for emphasis.

1. Whenever investors seek shelter, they choose Treasuries, and thus the dollar. <news>
2. He was sitting opposite me and – whatever he saw, he saw over my right shoulder. <fict>
3. Whenever he sat alone with his daughter in the upstairs nursery he would reflect on his past, and dream of her future. <fict>
4. Whatever their business records, the American robber barons devoted their lives to building their giant monopolies from scratch. <news>
5. Whoever had called him could wait until he was back in Syracuse again. <fict>
6. So whenever you hear of a scientist claim that his statements have been exaggerated, or taken out of context, just ask him if he has written a letter of protest to the editor. <news>
7. However you look at it, it was a wicked thing to do.

No matter how/what

No matter how/what etc is used for emphasis both in <spoken> and <written> English:

*I'm determined to visit Japan **no matter what** it costs.* <conv>

***No matter how** safe they had felt, it would have been total disaster for Burns to have walked in on them.* <fict>

26.18 Rewrite the sentences replacing the underlined words in each sentence with the words in brackets. Note that both versions of each sentence are emphatic.

1. Show no fear or favour in your endeavours, no matter what their rank or connections. (whatever)
2. However hard he tried he could not remember any more than he'd told me. (No matter how)
3. No matter where the subject looks the center of the gray dot is taken as the focal point. (Wherever)
4. The other diagram always begins with a line, however short a line. (no matter how)
5. Moreover, we will succeed no matter how long a subsequence we chose. (however)

Why on earth/in the world

What/why/how on earth/in the world...? is used to ask a question when you are very surprised or angry. *The devil* is <old-fashioned>, *the hell* is <not polite>. Such questions are <spoken>:

Who on earth can that be? <spoken>

I don't know how on earth they discovered it. <spoken>

What in the world was he doing there? <spoken>

26.19 Which spoken questions below are old-fashioned? Which are not polite?

1. What *the hell* is this?
2. Who *on earth* is going to look after it?
3. What *the devil* do you think you are doing?
4. Then what *on earth* made you become a doctor if you feel like that?
5. Do you know what *the hell* time it is?
6. What *in the world* are you doing here at seven in the morning?
7. Why *the devil* not?
8. What *on earth* do you do all day at the bank?

Emphatic *do*

Do is used to emphasize the main verb in the sentence both in <spoken> and <written> English:

*She **did** appear to be better.* <fict> <emphatic>

*I **do** hate being tiresome.* <conv>

Do is also used in <spoken> English when politely offering someone something:

***Do** have another sandwich.* <spoken> <emphatic>

26.20 Make these spoken sentences sound more polite and/or more insistent by using *do*.

1. Tell me, what were you thinking about when I came up to you?
2. Forgive me.
3. When was the last time you saw her?
4. Sit down.
5. I hope it won't tire you too much.
6. I'm afraid that happens when gentlemen get older.
7. Have another apple.

8. I so hate making a fuss.
9. Mother, you exaggerate the land shortage.

26.21 What were the original sentences in fiction with emphatic *do*?

1. But all the other things that should have been explained she never explained.
2. I believed that his brain still functioned with all its old keenness.
3. We once felt important.
4. What she knew wasn't very much.
5. It seemed obvious that robbery had been the purpose of the mass anaesthesia.
6. Mother, he touched it.
7. I really think they treat me more as a friend than a mother.
8. You always had outside interests.
9. I really admire him terrifically.
10. Nothing matters but the bottom line.

Introduction phrases

Introduction phrases are especially common in <spoken> English:

<i>The thing is</i>	<i>The problem is</i>
<i>The point is</i>	<i>The trouble is</i>
<i>The question is</i>	<i>The fact remains that</i>
<i>The truth is</i>	

They are used to signal that what we are about to say is important, to focus on the point of what we are saying or writing:

***The thing is**, I haven't got any money.* <spoken>
***The truth is** we should be there by now.* <spoken>
***The fact remains that** we've made a mistake.* <spoken>
***The question is** – are we ready for the radical changes being proposed?* <written>

26.22 Rewrite the spoken sentences, beginning as shown. What is the effect of using introduction phrases?

1. Dad, I can't be expected to spend the rest of my life doing a job I don't enjoy. (The point is)
2. Everyone goes to Turkey with the idea of picking up a carpet on the cheap. (The trouble is)
3. We replaced the tox screen in our lab. (The thing is)

Phrases that express surprise

Phrases that express surprise etc are similar to attitude adverbials in that they show the speaker's/writer's attitude:

Believe it or not, ... <spoken>
Amazingly enough, ... <written>
Difficult as it is to believe, ... <written>
Incredible though it is, ... <written>
To everyone's astonishment, ... <written>

See Section 22 Commenting. Sentence adverbials

Emphatic Continuous

Some verbs of mental activity (*admit, agree, deny, promise* etc) are used in the Continuous only for <emphasis>:

*Are you actually **denying** that you took my pen?* <spoken> <emphatic>
See Section 4 Verb. Tenses. Continuous.

26.23 Underline the verbs used in the Continuous for emphasis.

1. He is trusting me!
2. Looks like the party's a success. Janie is clearly loving it.
3. How's Janie liking her puppy?
4. We've been seeing some problems with it.
5. People are wanting to leave!
6. Attend to it immediately, as we'll be needing it tonight to drive to the Hamptons.
7. You're forgetting. We have a location.
8. They'll be wanting their money back.
9. You're not hearing me, Commander.
10. You won't be needing this any longer.

Negation

Contracted *not*:

Compare the three ways of contracted *not* in <informal> <spoken> English:

a) *She **isn't** studying.* b) *She's **not** studying.* c) *I **won't** play.*

a) and c) are more <common> than b); b) is more <emphatic> than a) and c)

26.24 Which sentence in each pair is more emphatic, which is more common?

1. a) I won't play for this team again. b) I ll not play for this team again.
2. a) He's not leaving tomorrow. b) He isn't leaving tomorrow.
3. a) We're not coming with you. b) We aren't coming with you.

26.25 Which underlined contractions are emphatic and less common?

1. I ll not mention their names.
2. It isn't evidence of a crime.
3. I hope it won't tire you too much.
4. That's not true.
5. I ll not give Victoria's murderer that satisfaction.
6. It isn't possible.
7. He's not there.
8. We're not proactive.
9. I ll not have Jamie hating his father because of it.

Never / not ever/ never ever

Not ever (+ *again*) is used for extra emphasis in promises, warning in <spoken> English. Compare:

*I promise you he'll **never** trouble you again*

*I promise you he **won't ever** trouble you again* <emphasis>

*I promise you he **won't** trouble you **ever** again* <more emphatic>
*I promise you he'll **never ever** trouble you again.* <more emphatic>

26.26 Which sentence in each pair is more emphatic?

1. a) I'll *never* forgive him for leaving me. b) I *won't ever* forgive him for leaving me.
2. a) I *won't ever* forgive him. b) I'll *never ever* forgive him.
3. a) She says she'll *never* believe him again. b) She says she *won't ever* believe him again.
4. a) She says she *won't* believe him *ever* again. b) She says she *won't ever* believe him again.
5. a) She says she *won't* believe him *ever* again. b) She says she'll *never ever* believe him again.

Intensifiers

We use different intensifiers in <spoken> and in <written> English. In <familiar> speech you can hear the following: *terrific, tremendous, awfully, terribly*:

*She found the artists he brought home **immensely** tedious.* <written>

*She clearly was **desperately** upset.* <written>

*The weather was **terrific**.* <spoken> <familiar>

*It was a **great** show.* <spoken>

*She's **terribly** kind to us.* <spoken>

26.27 Use one of the following intensifiers to fill the gaps below. Do not use the same intensifier twice.

absolutely	deeply	far	keenly
actually	definitely	fully	totally
badly	entirely	greatly	utterly
bitterly	exceedingly	heartily	violently
completely	extremely	highly	well

1. It was ...kind of you to help us.
2. I am... grateful to you
3. We all feel... more certain of our position now.
4. The clerk's story was... exaggerated.
5. Did you... hear him threaten the girl?
6. I am sure she must have been ... shaken
7. I am... amazed to hear you say that.
8. You will ... regret this one day.
9. We were all... moved by his story.
10. The result of the elections is now... confirmed.
11. The situation has... changed.
12. We are not... satisfied with the result.
13. Mr Chairman, I... support the last speaker's remarks.
14. We... agree with your proposal.
15. Stevens is... interested in his work.
16. We need technicians who are... trained.

17. All the guests were... ill that night.
18. I can... imagine how the poor hostess felt.
19. We... reject your accusations against us.
20. I can see what you mean. I am not... blind.

Interesting words

We should avoid dull words, like *get*, in more <formal> writing, because it has so many possible meanings, and choose a more precise word, e.g. *win*, *buy*, *persuade*. Moreover, it is more important stylistically to avoid repetition in more <formal> writing; a word like *get*, which is very useful in speaking or <informal> writing, will look strange if used too often in <formal> writing. It is also better to avoid words like *nice*, *good*, *bad* and *terrible* in more <formal> writing, because they are weak words which can suggest a range of meanings depending on the tastes of the speaker.

26.28 How many words can you think of to replace the underlined words in the sentences below? Some initial ideas are suggested for the first sentence. Notice how the other words suggested add an extra meaning that is not there with *nice*.

Example: 1 *exhilarating, romantic, relaxing, memorable*

1. We had a nice week in Mauritius.
2. The island is good.
3. We had a bad time in the hotel.
4. They are very nice people.
5. The weather was good while we were there.
6. The hotel manager was terrible.

26.28 here are some alternative words. There are many other possibilities.

1. exhilarating, romantic, relaxing, memorable, astonishing, remarkable
2. picturesque, spectacular, attractive, friendly, wonderful, heavenly
3. disastrous, catastrophic, unhappy, miserable, lonely, uncomfortable
4. kind, pleasant, good-mannered, generous, warm, open-hearted
5. sunny, warm, mild, hot, perfect, delightful
6. unfriendly, rude, bad-tempered, disagreeable, incompetent, dishonest

Positive and negative words

Words used for emphasis have strong positive or negative associations, e.g. *hilarious* is positive, whereas *ridiculous* is negative.

26.29 Decide if the following adjectives which appear in reviews are positive or negative:

absurd brilliant captivating disgraceful dynamic engrossing exhilarating
 fascinating first-rate grotesque impressive inspiring invaluable irritating
 ludicrous self-conscious self-indulgent shameful stimulating tasteful
 tedious

See Section 28 Full forms v contracted forms

26.30 Which sentence in each pair is the more emphatic? Why?

1. a) Mauritius is the most spectacular island I have ever visited. b) The most spectacular island I have ever visited is Mauritius.
2. a) Despite friends' warnings about the tedium of 25 hours in a cramped aeroplane, I actually enjoyed the flight to St Louis. b) Despite friends' warning about the tedium of 25 hours in a cramped aeroplane, I did actually enjoy the flight to St Louis.
3. a) We spent a successful day deep-sea fishing. b) We spent an unexpectedly successful day deep-sea fishing.
4. a) Rarely have I been so impressed by a hotel's service. b) I have rarely been so impressed by a hotel's service.
5. a) I shall always remember our final evening's barbecue on the beach. b) What I shall always remember is our final evening's barbecue on the beach.
6. a) Mauritius must be one of the most romantic honeymoon spots in the world. b) Mauritius is one of the most romantic honeymoon spots in the world.

26.31 Express each of these statements in two different and more emphatic ways.

1. Luigi's is the most exotic restaurant I have ever been to.
2. I enjoyed the disco despite its deafening music.
3. I have never before seen such a spectacular sunset.
4. We shall always remember the picturesque harbour.
5. We spent a memorable day climbing the highest mountain on the island.
6. James is one of the most intriguing people I have ever met.

SECTION 27 SUBSTITUTION AND OMISSION

that/those (of), the one/ones

See Section 2 Pronoun/Determiner

Leaving out the verb after *to*

To avoid repetition, we can often leave the verb out after *to*:

You can borrow my pen, if you want to. (= to do so) <spoken>

Why don't you come and stay with us? - I'd love to. <spoken>

The verb *want* is the most common with an ellipped *to*-clause, the other moderately common verbs are *try* and *like*.

In <very informal> <spoken> English *to* is often omitted:

You can borrow my pen if you want. <very informal spoken>

27.1 Which verbs in the following sentences are more common with an ellipped *to*-clause? Which one sentence is very informal?

1. You should certainly see it. – I'd like to.
2. He got us together because his role-model told him to.
3. Keep him in line. – I'll try to.
4. Please call the doctor. – I'm scared to.
5. Don't touch the trigger until you're ready to kill the guy. – I won't be able to.
6. He could, however, make atonement. and he intended to.
7. You can stay here if you want.
8. You keep forgetting things, or you pretend to.

***So* and *not* with certain verbs**

After verbs such as *think* <the most common>, *believe*, *suppose* <BrE>, *guess* <AmE>, *hope*, *expect* etc and after *I'm afraid*, *It seems/appears*, it is usual to follow with *so* in affirmative responses, so that we do not repeat a whole clause:

Is it true that Mark has had an accident? – I'm afraid so/I believe so/I think so. <spoken>

In negative responses, *not* can be used. Only two verbs *hope* and *guess* <AmE> are moderately <common> with *not*:

We're not having too early a lunch, are we? – I hope not.

Alternative responses using *not...so* are possible with *believe*, *think*, *expect*, *imagine*, *suppose* <BrE> and *say*:

Was it a success? – I don't think so. <spoken>

I don't suppose so. <spoken> <BrE>

27.2 Which verbs with *so* and *not* as substitutes are the most common? Which sentences below contain BrE/AmE verbs?

1. – He had high blood pressure. – Who said so? Did he tell you so? – Somebody said so.
2. – But you say he said he had a picture of him which he was going to show you. – I thought so, yes.

3. - Is the professor in danger? – I hope not.
4. – It's all very difficult. – I suppose so.
5. – You don't think the Cardinals are doing very well at all, are they? – Not that bad. I guess not.
6. – Is she still living there? – Yeah, I think so.

Nominalization

In <formal> <written> English we use nouns and noun groups to replace verb groups, adjective groups and phrases. Sentences become shorter. Compare:

They looked at the evidence and realized that there had been a miscarriage of justice. – **The evidence** revealed that there had been a miscarriage of justice. <formal>

Sterling fell sharply in value because people were speculating about what the Government planned to do about the economy. – **The sharp fall in the value of sterling followed speculation about the Government's economic policy.** <formal>

This use of nouns is especially typical of <formal>, scientific and academic English. It can make it easier to be impersonal. Compare:

It's always painful when people criticize you. – **Criticism** is always painful.

27.3 Look at the two variants in each set. Underline the nominalized phrases.

1. His insatiable appetite for adventure led to his involvement in a pioneering expedition to Antarctica. - He had an insatiable appetite for adventure and because of this he became involved in a pioneering expedition to Antarctica.
2. The total eradication of smallpox was the direct result of an intensive programme of immunization. - Smallpox was totally eradicated because everyone was immunized in a programme that was very intensive.
3. Inequality between the sexes is taken for granted in some quarters. - That the two sexes are not treated in the same way is taken for granted in some quarters.

27.4 Match each adjective in a) with an adjective + noun phrase in b). Which is more appropriate in an academic article?

a) very interesting very relevant very significant quite useful very frequent very valuable terribly important

b) of great/considerable relevance of great/enormous significance of great/considerable interest of considerable use of great/considerable value of huge/enormous importance of high frequency

One phrase for another

We use words or phrases to replace others with more or less the same meaning. We may use one phrase rather than another because it is shorter, more precise or involves a change of <emphasis> or style. Compare:

Some students use commas without taking much care. – *Some students use commas indiscriminately.* <more formal>

Everyone agreed with the decision to complain to the director. – *The decision to complain to the director was unanimous.* <more formal>

We've been trying to sell our flat for over a year. – Our flat has been on the market for over a year. <more formal>

27.5 Replace the underlined parts with one of the words listed. Make any other necessary changes.

inevitably inferiority arbitrarily conclusively ingenious exhaustive
cumbersome

1. His feeling that he just wasn't as good as other people never went away.
2. Such military posturing is almost certain to lead to war.
3. I think they have proved beyond any doubt that the painting is genuine.
4. For the experiments, they selected several animals at random.
5. The current administrative procedures are slow, inefficient and difficult to deal with.
6. This is an extremely clever device for opening bottles with no effect.
7. After a thorough and painstaking enquiry, the conclusions remained unclear.

27.6 Match expressions in a) with those in b). Which are spoken and too informal for an academic article?

a) more and more interest fewer and fewer teachers a great deal a fair amount
the bulk a couple of

b) the larger part a steadily declining number a considerable amount a significant amount
a few a steadily increasing amount

See Academic Vocabulary in Use Units 7, 11, 24, 25, 27, 28, 30, 32, 37, 46

Omission in informal spoken English:

that

That in *that*- object clause is used after <formal> <bookish> verbs (*agree, announce, argue, assume, calculate, hold, indicate, learn, maintain, object, observe, remark, reply, state, suggest* etc):

I replied that I did not intend to stand for election. <formal>

That is omitted after frequently used verbs (*think, know, hear, believe, suppose, tell, etc* and common phrases (*He said, I told her, I'm sure, I know, It's a pity, etc*):

I think it's true. <spoken>

I told him he was wrong. <spoken>

I'm sure/ I know/It's a pity you're leaving. <spoken>

I hope you'll like this place. <spoken>

It's time you had a holiday. <spoken>

27.7 Why is *that* used or omitted in the sentences below?

1. It's a shame you couldn't come to the party.
2. He made a promise that he would return all the money.
3. I'm sure he didn't do it.
4. It seems unlikely that they'll succeed the first time.
5. They said it was a waste of time.
6. He promised he would come.

7. Critics maintain that these reforms will lead to a decline in educational standards.
8. Croft argued that a date should be set for the withdrawal of troops.
9. I thought you loved me.
10. She observed that the pond was drying up.

27.8 The sentences below are from different registers. Comment on the verbs and phrases used with or without *that*. Use a dictionary if necessary.

1. a) He admits that \$5m is in dispute. <news> b) I admit they are not yet whistling the Horst Wessel song but they bear watching. <conv>
2. a) I assume you're much better at it than we have any right to expect. <conv> b) But it must not be assumed that everything that is of stylistic interest in grammar is to be found within this notion of sentence. <acad> c) The colonel found the Japanese assumed death was the natural consequence of defeat. <fict>
3. a) But you claim you're not responsible for the way they use it. <conv> b) He claimed that he fled Russia because he was pursued by the FSB. <news>
4. a) Many people believe they can retain a vivid image of something they have seen. <acad> b) Thailand believes ASEAN should send an envoy to Yangon to express neighbourly concern. <news> c) He could not believe Slade was responsible. <fict>
5. a) We nevertheless think it is likely that the short-term store and its control processes will be found to be central. <acad> b) I think their client got scared. <conv>
6. a) The representation suggests that the dimensions of letters are not immutable but integrative. <acad> b) I suggest you phone before you go round. <conv>
7. a) However, 56 percent said they had little or no faith in organized religion. <news> b) Both say they are thinking of suing the British paper. <news> c) He says he has no idea. <conv>
8. a) I had no idea it would cause serious burns. <fict> b) I didn't realize I had so many friends. <conv> c) I gather yours is a minority opinion. <conv> d) I wasn't sure I could go through with it. <conv>

See Section 7 Object. verb+object+(to be)+noun/adjective

One

In <informal spoken> English *one* is often left out:

This house is bigger than my last. (=last one) <informal> <spoken>

Pronoun subject, auxiliary verbs

Pronoun subjects and auxiliary verbs are omitted, especially in casual <familiar> speech:

Beg your pardon. (I...) <familiar>

No wonder he's late. (It is...)

Want a drink? (Do you...)

See you later. (I will...)

Done your homework? (Have you...)

They are also omitted in newspaper headlines:

Fined \$ 1000. (He has been...)

27.9 Expand the following ellipted sentences so as to make their meaning clearer:

1. See you tomorrow then.
2. See anything interesting?
3. Anybody coming my way?
4. Anybody telephone?
5. Had a good time?
6. Sorry, had to find my coat.
7. Sorry you didn't come with us?
8. Thought you were never coming.
9. Anything else you want?
10. Anything on the news last night?
11. Anything the matter with your foot?
12. Surprised you didn't hurt yourself more seriously.

Prepositions

Prepositions are omitted with days of the week in <informal AmE>:

*I'll see you **Saturday**.* <informal> <AmE>

***Sundays** we go into the country.* <informal> <AmE>

Prepositions and articles are also left out in some phrases in casual speech:

*I'm not **home**.* (at home) <casual>

Problem is... (The problem) <casual>

Ellipsis of a noun

Ellipsis of a noun occurs in <informal> English:

*I'm having my **medical*** [examination] *tomorrow.* <informal>

*John is a **possible*** [candidate] <informal>

*Have you got a **spare*** [tyre]? <informal>

27.10 Which noun in each sentence below was omitted in the original tests?

1. I called Alex on his cell phone.
2. She was transported to the gray brick control building where she showed her identification card.
3. Once Chris had passed his medical examination, the duty sergeant handed him a rail pass.
4. Don't worry yourself, Jeff, they're all taken care of by the Social security.
5. They began married life by renting three rooms on the ground floor of a semi-detached house in Jubilee Road.
6. He was arrested on suspicion of driving under the influence of alcohol.

Unlinked clauses

Unlinked clauses are a typical feature of <spoken> English:

He loaded the pistol carefully; [then] he took aim... a shot rang out. <spoken>

He had to look for a job - [because] he had run out of money. <spoken>

Take this medicine: [if you do] it'll make you feel better. <spoken>

Omission in formal English:

Participle and verbless clauses

Participle and verbless clauses are an example of omission in <formal> <written> English:

Whether right or wrong, he always comes off worst in an argument. (= Whether he is right or wrong). <formal written>

Anxious for a quick decision, the chairman called for a vote. (=Since the chairman was anxious...) <formal written>

Dozens of tourists were stranded, many of them children. <formal written>

27.11 Rewrite the following sentences using a verbless clause. What is the stylistic effect?

1. The men were eager to begin the climb and they rose at first light.
2. The summit, which was bare and bleak, towered above them.
3. They found a ledge which was narrow enough for one man.
4. Though their tent was as light as a feather, somehow it remained firm.

27.12 Rewrite these sentences using a verb clause so that they are less formal.

1. Thoroughly exhausted, they crawled into their sleeping bags.
2. Stiff in every joint, they could hardly stand.
3. When fresh, the snow afforded no sure foothold.
4. The wind, keen as a razor, drove them back into the shelter of their tent
5. The rescue party brought them down to the base camp, half dead with the cold.

27.13 Make these sentences more formal by omitting whatever can be ellipted without change of meaning.

1. When you are in Rome, do as Rome does.
2. When he was pressed to take part in politics, he firmly declined.
3. Any foreigner, however innocent he might be, was attacked.
4. If you were left alone on a desert island, what would you do first?
5. Unless you are traveling by the coach, please let the Secretary know when you expect to arrive.
6. Our atmosphere, while it is beneficial for life in general, prevents us from seeing the universe in any but a very restricted range of light.

SECTION 28 FULL FORMS vs. CONTRACTED FORMS

Full forms are usually used in <formal> <written> English, while contracted forms occur in <spoken> and <informal> English and sometimes in <written> English as well. Compare:

He's leaving tomorrow. <spoken> - *He is not coming.* <written>

28.1 Read these sentences. Then read them in the opposite style:

1. What'll you have?
2. There's going to be trouble.
3. I haven't got any books.
4. You'd better stay.
5. He will not be there. (two variants)
6. We are not ready. (two variants)

See Section 26 Emphasis. Negation

Negative questions

Couldn't they see it? <informal>

*Could they **not** see it?* <more formal>

*Could **not** they see it?* <formal> <archaic>

28.2 Which sentence in each set is informal?

1. a) Haven't you heard the news? b) Have you not heard the news?
2. a) Is not linguistics a branch of psychology? b) Isn't linguistics a branch of psychology? c) Is linguistics not a branch of psychology?
3. a) Why would he not tell the truth? b) Why wouldn't he tell the truth?
4. a) Don't you see that I concern myself with your safety? b) Do not you see that I concern myself with your safety?
5. a) How could you not know that? b) How couldn't you know that?

Reduction in casual speech

In casual speech, especially in <AmE>, one can hear such reductions as *gonna* (going to), *wanna* (want to), *gotta* (have got to), *sorta* (sort of), *kinda* (kind of), *woulda* (would've), *lotta* (lot of), *coupla* (couple of), *helluva* (hell of a) etc. Such reductions are <very informal>:

*You think you **wanna** be a deputy?* <very informal> <casual>

*Is he **gonna** marry a Yankee?*

*You **gotta** promise.*

28.3 The spoken sentences below sound casual. What would a careful speaker say?

1. Why do you wanna see the church?
2. We're gonna work in the garden.
3. That's a lotta ice.
4. Everybody's sorta waiting for the first big trial to expose them.
5. Woulda blown up half of downtown.
6. Sure we got kinda loose with some of the facts.

7. That should take a coupla months.
8. He's gotta be scared.
9. You fellas should talk.
10. a helluva question
11. Ya'll need to break up before this thing gets outta hand.
12. What were you gonna do if you caught it?

SECTION 29 PHRASAL VERBS

Most phrasal verbs are <informal> and <spoken>. Compare:

catch on = *understand*

give in = *surrender*

turn up = *appear, arrive*

find out = *discover*

See Academic Vocabulary in Use: Unit 6 (Phrasal verbs in academic English)

29.1 All the sentences are too informal in style. Compare phrasal verbs in these sentences with their formal equivalents:

1. I am so glad you have been talked into giving a lecture to our members next month. (persuaded to give)
2. The club meeting room has been recently done up and so should be a pleasant venue for your lecture. (redecorated)
3. As our village is rather cut off, perhaps we could arrange for you to be put up overnight with one of our members. (isolated; to be accommodated)
4. I think you will find that the breakfast which Mrs Hunt will give you will make up for the inconvenience of having to stay overnight. (compensate for)
5. I was sorry to hear that you felt you were coming down with flu and hope that you will have got over it by the time of the meeting. (had caught flu/influenza; will have recovered from it)
6. Some people told me off last year for setting up talks which were too long as most members feel quite done in at the end of a long day's work and so prefer talks to be reasonably short. (reprimanded me; organising; exhausted)
7. I hope you won't be put out if I ask you to keep your talk down to 45 minutes. (won't be offended; limit your talk to)
8. I understand that you have recently brought out a book on your travels throughout the English-speaking world. (published)
9. Perhaps your talk could look at some of the linguistic insights which you picked up on your travels. (consider; gained)

29.2 The sentences below are too formal. Replace formal verbs in italics with phrasal verbs which have an equivalent meaning. Use the verbs in brackets. You may need to make other changes to the structures used in the sentences

1. I've been *postponing* replying to you until I had *pondered* your questions fully. (put, think)
2. It may be hard to *dissuade* your parents *from* wanting you to stay at home. (talk)
3. Make sure you regularly *raise* the point that travel is well-known for broadening the mind. (bring)
4. There is no point in *pretending* that you will spend most of your time in Australia in libraries. (make)
5. You should make it clear that you will *persist with* your studies even though you are abroad. (carry / go)
6. *Support* your promises with some concrete statements about how you intend to *fulfil* your plans. (back, carry)

29.3 Match each phrasal verb in spoken sentences with its meaning given below.

understand it defeated give accommodation organized decorated go to bed
reveal the secret communicate managed successfully understand him

1. I'm going to turn in.
2. Please don't let on.
3. He set up the whole scheme.
4. Could you put me up?
5. He can't put the ideas across.
6. He carried it off.
7. We've done the house up.
8. They brought down the ruler.
9. I can't make him out.
10. I can't make anything of this.

ADDITIONAL EXERCISES

SECTION 1 Noun

1.1 Are singular/plural forms below a) used by scientists b) more common c) less common d) equally common? Which are BrE, AmE?

1. Research data has not been made available for other scientists to inspect.
2. Ten countries will put the new treaty to their voters in referendums.
3. ... the curiosity the media was creating in the story.
4. Contextual assimilations may be described by the following formulae.
5. The British public are not ready to accept that their country is beyond fixing.
6. ...some kind of futuristic laptop with a handheld phone receiver and two antennae.
7. That is being dealt with by a separate committee who have not yet made their report.
8. The team found they were able to get accurate measurements at all heights around the turbine.
9. The media were widely distrusted.
10. The data are very sketchy.
11. The public at large is further reassured by the knowledge that the system is orderly.

1.2 Choose the reason for using or omitting *the* in the sentences below: a) generic reference in formal English b) informal or neutral English with deuces c) American English

1. Women are reduced to finding their danger mostly in affairs of sex. That is why, perhaps, they welcome the hint of the tiger – the sheathed claws, the treacherous spring.
2. This is the end the stylistician is seeking – to compose a single linguistic picture of a text as a whole.
3. I thought I had *the* flu or something.
4. *The* ordinary citizen is not only a member of the general community.
5. Two people are in *the* hospital with serious burns.
6. That was the summer we had an outbreak of *flu*.
7. *The* general reader might welcome a little more discussion of what individual practitioners bring to the party.
8. I think it was May 21st.
9. In September *the* average recipient got \$141 a month for groceries.
10. We were at *the* university together.

SECTION 2 Pronoun/Determiner

2.1 Comment on the use of pronouns 'one' and 'you'. Which sentences are formal, impersonal, informal? Were they used in writing or in speech? Why do you think speakers/writers chose a particular pronoun?

1. One has to face it, she has always been an attractive woman.
2. One really knows so little about the people one meets when one is traveling.
3. I know one cannot possibly be too careful when one is abroad.
4. One forgets how human murderers are.
5. I've never forgotten it. One doesn't, you know.

6. A contract is a contract. One enters upon it of one's own free will.
7. One does not attempt these things twice.
8. One could not respect him for that.
9. There is no other place where one feels the tragedy of two nations fighting for their homeland more than in Jerusalem.
10. To stay big in today's economy you have to know not only how many people are going to buy your product tomorrow. You must also know what is likely to happen everywhere in the world.
11. You do not have to swallow that claim whole to find this history fascinating.
12. You need a card to use this phone.
13. You can't see her without an appointment.

2.2 Change these to make them more formal or less formal.

I live in the same street as him. – *I live in the same street as he does.*

1. Anne's got the same car as me.
2. They've been here longer than us.
3. I'm much taller than him.
4. He's going to Mexico. – Me too.
5. Who said that? – Her.
6. We are not as old as they are.
7. He had a bigger meal than I did.
8. I am not as quick as she is.
9. We are from York. – So am I.
10. Who wants a drink? – I do.

2.3 In the sentences below *some, no, of sorts, sort of* express a judgement. Is it praise or criticism (=not as good as it should be)?

1. I also speak French and Dutch and of course, German with equal reading skills. – That's some talent.
2. You said it was urgent. Yet you put me out for damn six hours. Some urgency, pal.
3. The Coast Guard cutter 'Panache' was one of a kind, a design mistake of sorts, but she was his.
4. I'm no Bible scholar, but I'm pretty sure...
5. There stood a Jeep-like vehicle, only much larger and heavier, with balloon tires of very thick rubber. – That's some car.
6. That second autumn, we remained lovers of sorts.
7. - The maid? - Late forties and built like a sumo wrestler. She also carries two popguns under her skirt and... several straight razors. – Some maid.
8. So it seems we have a La Rochefoucauld marriage - of sorts.
9. Thirty years in uniform and he'd allowed himself to forget that real weapons killed people somewhat less precisely than in the movies. Some professional officer.
10. He's no liar.

2.4 Rewrite the sentences using a different type of negation. What is the stylistic effect?

I don't have any problems. – I have no problems.

1. Are there any exceptions?

2. But such natural riches are not any guarantee of creditor's rights.
3. Such a sequence of events does not violate any physical laws.
4. You don't have any talent.
5. Their word doesn't mean anything.
6. Is there any ice-cream?

2.5 Rewrite the sentences, using *any/every/no one (of)* to emphasize the items singly. Make any other necessary changes.

Every client said his work was worth the money. (his) – Every one of his clients...

1. Every worker immediately deserted the site. (his)
2. No department had a completely clean record.
3. Is there any name that stands out in your memory?
4. No book can contain a complete human language.
5. He had a large staff, and any senior assistant was capable of prosecuting this case. (his)
6. If every customer demanded cash, the whole banking system would collapse around their ears. (their)
7. Marge does not have anything against any group of people or race.
8. No man understands all the devices in a big plane.
9. Another week like this, and everyone will be wiped out. (we)
10. In the shadows behind any of them could be the meeting ground.
11. Every guest paid their bill. (these)
12. Any text will provide us simultaneously with information about each of these questions.

2.6 These sentences are from fiction, news, conversation and academic prose. Find substitutes *that/those (of)*, *one(s)* and mark their style.

1. This voice, like that of the Glaswegian farther, is immensely flexible.
2. There were other dangers on the Voyage, apart from that of being turned into lunch.
3. He did not want to go back to the work he had done for five years before was had been declared, that of fitting wheels on cars.
4. The names corresponded roughly with the ones Hamilton had suggested for his ideal Cabinet.
5. They had stopped taking part in the conversation in front of them as they tried to listen to the one going on behind them.
6. She remarked that her doctor had announced he no longer made house calls, even for those recovering from bereavement.
7. Few locals can afford remedies as expensive as those made from tiger parts.
8. The more sophisticated alliances, such as that proposed by BA and AA, involve joint marketing agreements.
9. This may be smugly satisfying to those of us who sit on the sidelines.
10. An artist cannot fail; it is success to be one.
11. It's like everything else in this world, he said. You get some bad ones and you get some good ones.
12. The coroner's report fixes her time of death, and that of Diana McKechnie, approximately two hours before the deaths of the five persons found fatally shot in the back room or office.
13. I don't want pretty shoes, but solid practical ones.

14. What sort of holiday are you having this year? – A long sunny one.

2.7 Underline politically correct pronouns used with singular nouns in the sentences from news and fiction.

1. An ordinary person doesn't usually remember off hand whether they took a certain shooting trip in 1926 or 1927.
2. The average person will move house five times during their lifetime.
3. So the person you loved best in the world had killed themselves.
4. A professor's pay and prestige depend not on classroom skills but on frequency of scholarly publications and on how many research dollars he or she can attract.
5. Admission is often determined by the applicant's record of volunteerism and his or her written thoughts about using a law degree to benefit the world.
6. Evans saw a room filled with computer terminals, each manned by a young person with a stack of documents beside their keyboard.
7. Presumably I tell her to get lost, and add that it's a sign of someone who is desperate and know they are going to lose.

2.8 What is the style of the underlined words? When an informal word is used in a written register, suggest a reason for the author's choice.

1. Few expect progress even on these smallish issues.
2. There are lots of farms in Nebraska.
3. A good deal of evidence has now been accumulated.
4. This time, lots of people survive, but the radiation mixes up the genetics.
5. There is little support for these arguments among ordinary Bangladeshis.
6. China's nationalists have plenty of examples of western imperialist outrages to pick from.
7. They have access to lots of private capital.
8. Of course, she thought. There was hardly any purpose to putting a hamper in the room.
9. Many officials dismiss the biannual meetings.
10. Few care much about optimal policy.
11. Subjects with a great deal of experience in meditation showed other changes.
12. Since the early 20th century the battledress of the executive has changed little.

SECTION 3 Adjective, adverb

3.1 Say in which sentences the degree adverbs *definitely* express positive/negative attitude? Which degree adverbs are <spoken>?

1. What's quantum mechanics? – That's fairly difficult.
2. For a whole year we were quite happy.
3. I don't need to tell you that the animals were pretty divided about what to believe.
4. It's rather sad.
5. He looked rather guilty.
6. I felt a little stupid.
7. He's rather shy.
8. It's fairly quiet.
9. The room was slightly larger than the storage shed in the backyard of my house.

10. Overall, they sell pretty well.
11. He's rather ineffectual.
12. I think it's rather wonderful to be like that.
13. I'm rather sorry I mentioned the matter even to you.
14. It's a disgusting looking yellow, but it tastes rather good.
15. It makes me rather nervous.
16. He swindled him of a fairly large sum of money.
17. They were utterly undistinguishable from each other.
18. Sometimes I thought Ralph would be quite capable of seizing Grandfather by the throat and choking him.
19. She had done it, I gather, pretty thoroughly.
20. Yes, that's quite true.
21. The van was white and fairly new.
22. She knows quite well he is not serious.
23. Things have turned out rather differently.
24. When he was asleep I got him into my wheeled chair fairly easy.

3.2 Are the underlined variants of adjectives more common or less common than the ones you can suggest? Are any of them emphatic?

1. a) He was one of the most handsome men Janine had ever met. b) She and her husband were without doubt the handsomest couple on the floor.
2. a) That's our eldest brother. b) I was hardly at all like my father or older sister.
3. She looked tireder than ever.
4. Well, it might have been more healthy for you to get away from the introverted air of Boston.
5. It only made her feel lonelier.
6. a) More cheap Indian lawyers, fewer expensive American ones. b) These lawyers will be American, but cheeper.
7. She felt gentler, more compliant.
8. The further I walked, it wasn't just Rosaleen that I felt was watching me
9. He himself was littler than Nobu.
10. ... a pony which was more dear to her than anything else in the world.
11. He thought him much cleverer than he really was.
12. There is nothing stupider!

3.3 Are the underlined ways of expressing manner formal or informal?

1. It acts on me the way a match affects kerosene.
2. But this way Stukert might be able to get some of the idiocies in print.
3. By asking questions that were answerable because <...> Kepler opened the way to the solution of further problems of vision by purely physiological methods.
4. The diphthongal sound [ou] is not pronounced by all English people exactly in the manner described in Section 1.
5. There are two basic ways in which the probe selection may prove inadequate.
6. You have to fold the corners back, like that.
7. In fact he seems to be able to register limited amounts of new information in the usual manner.
8. UCLA just made a cell line from your tissues and used it to manufacture a cytokine, the way it is manufactured naturally inside your body.

9. In this way we could plot a curve of forgetting for a single short message over a period of time.
10. I checked back, the way you did, I suppose.
11. It's just that Ubco should never conduct itself in a manner that leaves it open to questions like the one you raised.
12. The ways in which people reflect on things and relate to one another are rooted in the human ability to compose images...

3.4 The -ly adverbs below are before, inside or after predicate. Which position is typical of spoken English?

1. I slowly laid the file on my desk.
2. She was strangely disoriented by the fact that she could not see Lynn.
3. She lovingly accepted.
4. I had suddenly perceived the back of somebody's head.
5. No, it would upset her dreadfully.
6. He carefully backed himself into the seat at the end of the table.
7. Students of vision up until the 17th century never clearly recognized that...
8. They cooled off considerably.
9. Small variations in the position of the tongue-tip do not materially affect the acoustic effect of the sound.
10. She had steadfastly refused for a year to buy him one of those electronic game things.
11. He turned onto a narrow dirt path where his pals were anxiously waiting.
12. The dawn faintly and imperceptibly paled behind him.

SECTION 4 Verb

4.1 What is the effect of using split infinitives in 1 - 7 and Perfect infinitives in 8 - 12?

1. He seemed to genuinely enjoy her company.
2. Kit was seen to very gently lead him away.
3. She hadn't been able to properly trust her.
4. She promised to always protect it.
5. My job is to adequately compensate the victims.
6. Their job is to basically monitor rather than befriend, so they keep their distance.
7. It was at this point she began to also want to take a break.
8. It was perhaps a mistake to have left the document in the office safe overnight.
9. She was to have been the lead ship for a new class, but funding had been cut.
10. She was to have spent a fortnight with Louisa in Scotland.
11. That hurt. It was to have been their first stop on the European tour they were to share.
12. The wedding took place in the Calvary Chapel church where Leslie and Oliver were to have been married.

4.2 Arrange these sentences in the order from least to most certainty a) just possible b) very likely c) I'm sure. Mark their frequency and style rare, spoken, very informal.

1. She must have been puzzled.
2. Somebody might have been looking through the hole.

3. Hang it all, the fellow's got to be angry.
4. It'll be Captain Hastings now, won't it? she demanded.
5. Well, I suppose she could have thrown it out of the window later.
6. Odintsovo is what you might call an industrial suburb.
7. You may be a dead man if they pick you up leaving here.
8. If I know him, he'll be sitting in a cybercafé somewhere with a laptop.
9. You must have done your homework well.
10. You got to be kidding.
11. A shuttle bus should be waiting for us at the north side of the terminal.
12. You might have been hanged for a murder committed by another man.
13. It must have been about six o'clock when he came along the path.
14. He may lose the use of his left arm, but they think he'll make it now.
15. But he could be wrong, don't you think?
16. It must be a nasty experience for a girl.
17. I saw no reason to bring up a name you might or might not remember.
18. He must have known.

4.3 Arrange these negative sentences in the order from least to most certainty. Mark their frequency most common, rare, very rare.

1. He can't be working at this time.
2. She must not have known I was a Vietnam vet.
3. She won't be shopping now.
4. But there couldn't have been a lot of money about – just after the war.
5. But he can't have gotten out of here.
6. You may not have realized it, but I wear a wig.
7. I couldn't have been with her for more than ten minutes.
8. You might not remember his face.
9. But they mayn't know about you.
10. Surely he can't be taken in? He can't imagine I'd fall for this stuff?
11. She mayn't have thought of it as blackmail.
12. But Gates could not have known about that.
13. She can't have been listening to our conversation.
14. There shouldn't be any difficulties.

4.4 Classify the sentences with *will/would* as follows: a) habits <narrative style> b) annoying habits <spoken> c) orders <spoken> d) requests <polite, less polite> e) offers/invitations <polite, direct> f) certainty/generally true or possible g) willingness h) refusal i) determination

1. Will you have a piece of cake?
2. He knew a secret. He wouldn't tell me what it was.
3. You will leave or you may find only his corpse.
4. I will not tolerate your insufferable insolence.
5. Come inside, will you? (rising tone)
6. Sit down, will you! (falling tone)
7. That'll be the doctor now.
8. He wanted me to leave her out. I wouldn't listen to him
9. The key went right in, but it wouldn't turn.
10. The trouble with you is that you won't try.
11. On summer evenings they would sit out in the garden.

12. Would you have dinner with me on Friday?
13. Will you lend me your pen?
14. As you will have noticed, there are some gaps in the data.
15. Every employee will carry an identity card at all times.
16. Trish will keep asking damn silly questions. (stressed)
17. Lend me your pen, will you? (rising tone)
18. I will not be bullied.
19. The two bears are not on the menu, they are pets. But people will pay good money for bears' meat and paws.
20. Grandfather still worked, though his retirement age had passed, and wouldn't let mother work.
21. You would go and spoil it, wouldn't you? (stressed)
22. Would you like a coffee?
23. God wouldn't even give him a date for that.
24. If you will leave that door open, what can you expect? (stressed)
25. If you'll help me, we can finish this in no time.
26. If you won't call in the police, it's the best thing to be done.
27. He was absolutely set in his ways. He wouldn't stand for any new ideas or methods.
28. I'll answer the phone.
29. You will do as I say.
30. He'd always be the first to offer to help.
31. Accidents will happen.
32. I'll keep it for you.
33. You will wait here till I return.
34. Would you open the door for me, please?
35. Oil will float on water.
36. All staff will leave the building at once.
37. - She said it was your fault. – Oh, she would say that, wouldn't she? (stressed)
38. That will be Tim coming home now.
39. He will comb his hair at the table, even though he knows I don't like it. (stressed)
40. He would wait for his granddaughter to come home from fishing.
41. Won't you have a piece of cake?
42. Won't you come inside? (rising tone)
43. When my parents were away my grandmother would take care of me.
44. You'll have had dinner already, I suppose.
45. If it's made of wood it'll float.
46. She'll listen to music, alone in her room, for hours.
47. Shut the door, will you? (rising tone)
48. Will you sit down! (falling tone)
49. Would someone please tell me what's going on?
50. My car wouldn't start this morning.

4.5 Which underlined words express a) ability b) possibility c) permission? Mark their style and frequency in these meanings.

1. We cannot say with certainty how many categories of status there are.

2. First, you can choose not to make any statement at all. Second, you are allowed to make a statement not under oath. Third, you may make a statement under oath.
3. Some chemicals may cause environmental damage.
4. I am confident a solution can be found.
5. It could be weeks before we get a reply.
6. By law I'm not allowed to tell the future.
7. Even though I wasn't able to see them clearly I knew what was there.
8. Students may not use the college car park.
9. He tried to flex it, but was unable to.
10. Even a small personal computer can store vast amounts of information.
11. Are you able to come on Saturday?
12. Can he still be alive after all this time?
13. You can come with us if you want to.
14. I tried to contact him but was unable to.
15. Don't worry. They could have just forgotten to call.
16. You can't park here – it's a no parking zone.
17. May we use your office for a few minutes?
18. They may have called when you were out.
19. You may come if you wish.
20. Visitors may use the swimming pool between 7 a.m. and 7 p.m.
21. A 24-hour ceasefire allowed the two armies to reach an agreement.
22. Can you smell something burning?
23. Can I borrow your calculator?
24. Most accidents in the home could be prevented.
25. Women are not allowed to enter the mosque.
26. The bill would permit workers twelve weeks of unpaid leave for family emergencies.
27. The moon permitted me to see a little way into the distance.
28. I couldn't hear what they were saying.
29. The boxes can be stored flat.
30. I'm afraid Mr Harding can't see you now – he's busy.
31. I couldn't buy tickets after all, they were sold out.
32. This scalar k may be identified with the circulation in any one of a family of reconcilable irreducible circuits.
33. The sense of the vector in this straight line can be indicated by an arrow.
34. We can express this very important and fundamental fact by the equation [...]
35. It may be wise to mention, in concluding, something of the usefulness of the algebra of 2-dimensional vectors.
36. We can only say, rather lamely, that the context should make it clear what usage is meant.
37. In a letter to Euler, a Russian named Goldbach asked if he could prove that every even number can be written as the sum of two primes.

4.6 Mark the underlined modals and semi-modals archaic, formal, informal, rare, new, common, less/more common, incorrect.

1. Must you do a thing like this?
2. It's a very, very long story, and you really don't want to know.
3. I feel she ought to be more human.

4. When African hurt their own, must it always be our fault?
5. I will not tolerate it! – You don't have to.
6. Well, I suppose I ought to be going to see about her malted milk.
7. How much is one this costing? – You don't want to know. You really don't.
8. You mayn't know it, but her Christian name is Sophia.
9. I really ought to be going home.
10. May his punishment, or his mercy, be swift.
11. You should be with children and you know that.
12. One ought not to complain.
13. When that happens we don't want to be here.
14. There are a couple of things you ought to know.
15. You gotta give me protection.
16. I have to get to a phone.
17. Now we've got to get rid of the missiles. Treaty compliance. Got to play fair.
18. Must you spoil everything?
19. You needn't take any money.
20. We don't have to rush – there's plenty of time.
21. You need not be so remorseful about your suspicions, Hastings.
22. We gotta go now.
23. They mayn't know about you.
24. You don't have to apologize.
25. May we use your office for a few minutes?
26. Ought I to take it?
27. Don't you think you ought to put a jacket on?
28. We pray for those who died – may they rest in peace.
29. Something has got to be done.
30. By the end of this year a treaty banning all nuclear tests ought to be ready for signature.
31. You've got to be real sharp at figures to make a profit.
32. You needn't act upon his advice if you don't like it.
33. I have to get some sleep.
34. We gotta do it his way, we gotta take the chance!

4.7 Look at ex. 4.6. Supply a more common modal for sentences 1, 3, 4, 6, 9, 12, 14, 18, 25, 26. Supply another common modal for sentences 21 and 32. Correct sentences 15, 17, 22, 34 using neutral and informal style

4.8 Match each set 1-4 with a function of the underlined words and phrases: 1) permission, request, offer 2) advice, suggestion, offer, invitation 3) orders, instructions, rules, laws 4) present and past habits, typical/predictable behaviour. Mark the sentences by variety labels (e.g. formal, direct, polite, BrE)

1. a) Passengers should proceed to Gate 12. b) All passengers will proceed to Gate 12 immediately. c) All payments shall be made in cash. d) He is not to leave until we speak. e) You're surrounded. You must slow your vehicle and come to a complete stop. You must do that right now. f) Will you be quiet! g) You mustn't talk to your mother like that. h) All visitors should report to reception. i) No person shall be deprived of life or liberty without due process of law. j) This book must not be removed from the library. k) You're supposed

- to smile at all of your clients. **l)** Will all those who have not yet boarded the aircraft please make their way immediately to Gate 27.
2. **a)** What should I do? Should I trust him? **b)** You better be guessing right, people. **c)** You might try to operate from Hong Kong – they'd welcome your money. **d)** You absolutely must eat. **e)** You could join him in Cuba. **f)** A sentry screen should be mobile. They should be moving side-to-side along the length of the perimeter they are told to defend. **g)** Shall I open the window? **h)** You must come and stay with us in London sometime. **i)** Let's not escape into mathematics. Let's stay with reality. **j)** Don't let's look for trouble. **k)** Let's make a break, shall we? **l)** I would talk to the doctor if I were you. **m)** We're going to a concert. You might like to come with us. **n)** You could ask your doctor for a check-up. **o)** Why don't you ask him?
3. **a)** You may leave the room when you have finished. **b)** May I be of any assistance? **c)** I wonder if I might have your attention for a moment? **d)** Can I leave early today? **e)** And what is this baby doing sitting on my desk, if I might ask? **f)** Is it all right if I miss the first few minutes of tomorrow's meeting? **g)** Can I miss the first few minutes of tomorrow's meeting? **h)** Could I miss the first few minutes of tomorrow's meeting? **i)** May I miss the first few minutes of tomorrow's meeting? **j)** Would you be so kind as to hold this for me? **k)** Would you mind lifting your feet for a moment while I Hoover? **l)** Could you possibly help me with the dishes? **m)** Do you think you could stand a little further away? **n)** Give me a hand, would you? **o)** You wouldn't mind giving me a hand, would you? **p)** Might/Would you be willing to do the job if I offered you another ten per cent? **q)** I might be willing to make a few contacts for you, at a price. **r)** Would you like a hand with your luggage? **s)** I would be most grateful if you could send me an invoice in due course. **t)** We would appreciate you letting us know of any problems.
4. **a)** I know your species tends to look down on our world. **b)** We used to take real gold and change it. **c)** You will overdo things. (stressed) **d)** Staff officers are not in the habit of disobeying Prime Ministers. **e)** I would watch Grandfather's experiments. I would ask him to explain what he was doing. **f)** The current tendency is to orientate liturgical language towards 'contemporary living usage' **g)** The circus would come through about twice a year. **h)** In most situations, one tends to speak at an approximately constant rate. **i)** She was in the habit of bringing work home on a Thursday afternoon. **j)** Funny the things a man will stand from a woman. **k)** The trouble is that when you are intent on one aspect of a thing, you tend to ignore all other aspects. **l)** Daughters can be very trying. Especially when they will be so kind to you. **m)** Some of her family's friends used to put up there. **n)** She gets odd sullen fits when she will hardly speak to anyone. **o)** When my mother looked at me she would often break into uncontrollable tears and she would clasp me for long periods without letting go. **p)** Elderly people simply will not throw things away. **q)** Like many successful business people, they tended to treat academics as if they were slightly retarded. **r)** The imagination isn't there the way it used to be. **s)** Other than these loosely coordinated types, sentences tend to be short. **t)** He used to go fishing with my father whom he knew for thirty years or so.

4.9 Respond to these statements using the passive. What do you achieve by not mentioning the 'doer'?

Have you dealt with the problem? – Yes, the problem's been dealt with.

1. Has anyone paid for these goods?
2. Have we kept to the rules?
3. Did anyone turn off all the lights?
4. Did someone give out the exercise books?
5. Did you write down what he said?
6. Is anyone seeing to my supper?
7. Have they approved of the plan?
8. Is anyone looking after the children?
9. Have you filed away the document?

Your answers are impersonal, you avoid mentioning the 'doer' because they are not important or obvious.

4.10 Give reasons for using impersonal passive constructions in these sentences:

a) scientific methodology, findings, logical relations <formal> b) to report negative events in news <formal> c) report verbs to avoid blunt statements d) official orders and announcements <formal> e) avoiding responsibility, making excuses <spoken> f) to avoid blaming directly <spoken> g) the 'doer' is obvious/not important

1. The meeting has been changed to Thursday.
2. He is believed to have escaped with the money.
3. At a quarter to nine I was informed of the arrival of the artists.
4. We feel certain a mistake has been made, madam.
5. A separate study is needed to cover literary English adequately, and we hope it is not long before such a study is attempted.
6. Andrea, my car needs to be picked up from the place and dropped off at the garage. Attend to it immediately.
7. The country is said to be on the verge of civil war.
8. George is assumed to have been wrongly accused.
9. We were strongly advised to reconsider our position.
10. Death is estimated to have taken place from thirteen to ten hours previously, that is, between 7 and 10 o'clock.
11. Figure skating judges have long been suspected of favouring their own country's competitors.
12. The victim was shown a picture of the suspect.
13. Four people were charged last night with public disorder offences after officers mounted down raids on suspected football hooligans.
14. Your photo has been lost.
15. Your telephone was engaged for hours.
16. 'Literature' and 'humour' are the two central cases which need to be given separate theoretical status in this way.
17. Mrs Clayton was believed to be staying with friends.
18. Members of the staff are not permitted to accept tips.
19. In Denmark 24 people were left hanging upside down when a roller-coaster car made an unscheduled stop.

20. There are appropriate linguistic 'manners' for the different types of situation in which language is used, which we are expected to show.
21. They are said to be good for rheumatism.
22. A man was run over by a car, which witnesses said was being driven at very high speed.
23. Much motor behavior is regulated by these central pattern generators.
24. My juice has been drunk.
25. England have been beaten by Russia in a penalty shoot-out.
26. He was refused permission to appeal against the decision.
27. Visitors are requested not to feed the animals.
28. This saucepan has been ruined.
29. This law can be stated much more simply as a formula.
30. Classical problems were addressed, but they were all transformed into locus problems.

4.11 Which underlined passive structures with *get* and *have* are informal? Which of them a) describe negative/unpleasant events b) mean 'arrange for somebody else to do something'? Which are emphatic?

1. He has had his heart replaced.
2. I'll have to have another key made.
3. He rarely had his work accepted by 'Nature' or 'Science'.
4. He'd learned the hard way to believe little of what got printed.
5. Supposing someone else gets killed?
6. They had me fooled for a moment.
7. He's not the sort of man who lets himself get bullied.
8. She'll have you killed first. She won't kill you herself.
9. They usually get arrested in the end.
10. So she has me kidnapped.
11. Miss Marple had her breakfast brought to her in bed as usual.
12. You hook several computers together and divide the job up among them, so it gets done faster.
13. After our medical team gets finished with you, you can't expect us to keep you around.
14. This is what got left behind.
15. I'll have Malik arrested and behind bars within the hour.
16. And your tooth, dear? Did you have it seen to?
17. I'll send the pictures as soon as I get them developed.
18. You'd get eaten by a bear.
19. Have me watched as you've been doing, have me followed to London and back.
20. In my experience something that gets found that easily is supposed to get found that easily.
21. So how does Reacher get sent out?
22. Then that girl gets herself knifed.
23. The mosque later had its windows smashed.
24. They were two thousand miles from home and not getting paid.
25. If I get taken prisoner, the whole place gets incinerated.
26. I'll get those copies made for you immediately.
27. She's getting her teeth fixed.

28. He got himself fired.
 29. They got punished by the principal for making so much noise.

4.12 Rewrite the sentences in this newspaper article using the passive voice.

When police searched 17-year-old Neil Curtis's home they found 50 pairs of trainer shoes. They identified one pair as being stolen but Curtis said his family often spoilt him and had bought the others for him. The court convicted the boy of two robberies and the judge sentenced him to 18 months' detention. The judge said the offences were so serious that he could not justify a non-custodial sentence.

4.13 Make sentences to reconstruct the headings of this newspaper article using passive voice where possible. The tenses could be present, present perfect or future in some cases.

Scientists warn of blazing oil well pollution driven into atmosphere. – Scientists have issued/given a warning that pollution from blazing oil wells will be driven into the atmosphere.

1. Black rain expected to fall 2,000kms away.
2. Damage to agriculture.
3. Special equipment to decontaminate ground in agricultural regions.
4. Experts called in to tackle blazing wells.
5. Drivers forced to drive with lights constantly on.
6. Public water supplies believed contaminated.
7. Effects felt for over a decade, say scientists.

4.14 Now look at the two stories from newspapers in ex. 4.12 and 4.13 and report the events informally, using the examples below and, where possible, the passive with *get* + past participle

Reports in newspapers often use formal language and sometimes a lot of passives. However, when we talk about news items, we use different forms and vocabulary:

<p><formal> It is said</p> <p>They are alleged to (have done)</p>	<p>-</p> <p>-</p>	<p><informal> It says/said in the article that...</p> <p>People say/they say...</p> <p>I hear/I heard/I've heard</p> <p>I believe/I gather...</p> <p>Apparently they (did)...</p> <p>They are supposed to (have done)...</p>
-------------------------------------------------------------------------	-------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.15 Mark the underlined tense forms BrE, AmE. Comment on the difference.

1. a) We just had a baby. b) A parachutist has just landed on the roof.
2. a) Russians have gotten rid of a bomber base in Siberia. b) She has got hold of some papers which seem to support her claim.
3. a) He had thought and he had got on the radio. b) He had thought and he had gotten on the radio.
4. a) The Prime Minister has met business leaders. They talked for four hours. b) A plane crashed in Yorkshire. It came down in a field outside York.
5. a) We already gave him a down payment. b) Rain has already ruined the tomato crops.
6. a) Bob's found a new girlfriend. – Where did he meet her? b) My brother sold his car. – Why did he sell it?

7. a) Hey, did you read through this yet? – No, not yet. I didn't get a chance. b) Has my sister phoned yet? – No, she hasn't.
8. a) Do you have a problem? b) Have you got a problem?
9. a) We haven't got any cheesecake. b) We don't have any cheesecake.
10. a) I learned to drive when I was 18. b) I learnt a lot from my father.
11. a) She dreamed that one day she would be famous. b) I dreamt about you last night.
12. a) He quit Russia when he was 25 years old. b) He quitted his job after an argument with his colleague.
13. a) She dived into a pool. b) Jackson dove after the ball.
14. a) I burnt all his old letters. b) Cars were burned and shops were looted during the rioting.
15. a) The uniform fitted her perfectly. b) We wanted an experienced sportscaster, and Wagoner fit the bill.
16. a) I think I dialled the wrong number. b) I think I dialed the wrong number.
17. a) She signalled to the children to come inside. b) The bell signaled that school was over.
18. a) I go to bed early if I'm traveling the next day. b) I was travelling by train.
19. a) The stew smelled delicious. b) My clothes smelt of smoke.

4.16 Use past tense and Continuous forms to make the following sentences more polite, tentative, tactful, emphatic. Arrange them in the order from least to most polite. What does the Past Perfect imply?

1. What do you want to see him about?
2. I'll go then, old thing.
3. Really, Father, you're too idiotic.
4. You'd better get home, Jenny.
5. It's years now that I've wanted to do it.
6. How much do you want to spend, madam?
7. I hope you can help them.

SECTION 5 Subject-verb concord

5.1 Comment on the subject-verb concord below: a) informal v formal/neutral b) specific instance v discipline c) reference to a single measure d) more common in AmE

1. Two kilos isn't much.
2. There's two feet of virgin snow on the ground for five miles around.
3. How do politics enter into your job?
4. None of them is yet being sold.
5. Anne was surprised to find that these statistics differed very little from those of any other child.
6. Jordan's party was calling impatiently to her from the porch.
7. There are a number of other important problems for which some solution must be found.
8. Schacter asked individuals to study drawings of objects, none of which exist in the real world.
9. Neither of them understands banking.
10. How's things?

SECTION 6 Subject

6.1 Comment on the style and frequency of the underlined subject clauses.

1. To know when to use the truth was the essence of successful deception.
2. For you to be alone here in Paris would be stupid.
3. To call the language used in the above situation a 'variety' is perhaps a little premature.
4. Knowing the subject matter of an utterance is no guarantee that it is possible to define its situational origin.
5. To accumulate a store of information about varieties of language is an end in itself for many people who {...}
6. Determining what had actually been used would tell him something.
7. That you should even question their accuracy is an affront, madame.
8. Being shot at really was worse than flying in the back of a helicopter.
9. Just breathing the air could kill you.
10. To omit any of the transcription used here in order to achieve greater ease of reading would simply be to introduce distortion of the material.
11. That the police lied I just can't believe.
12. Starting something new is exciting.
13. Knowing the victim was dirty made us search his background a little more thoroughly.
14. To study everything would produce an undesirable conflation of the notions of stylistics and linguistics.
15. That people often do not see or hear things presented to their senses had been known for decades.
16. You coming over here makes me feel the same way.
17. Shooting at a moving vehicle from another moving vehicle is not a great recipe for accuracy.
18. To have learnt Russian in six weeks wasn't bad going for Kingsley.
19. Adopting an approach of this kind enables us to quantify the use of language in a text.
20. Being 3,000 miles from home had given Jack a properly detached perspective to the affair.

6.2 Are all -ing subject clauses below formal, rare? Which were used in conversation?

1. Appointing Lord Bell was one of Berezovsky's shrewdest moves.
2. Buying the world's rarest and most expensive paintings has always been a privilege open only to the mega-rich.
3. Hiring rock stars has become something of a trait among the Russians.
4. Proving the absence of damage, including long term and genetic effects, is difficult.
5. Being a bachelor again was a loneliness, an emptiness.
6. Understanding a child's temperament is equally crucial in the school situation.
7. Renting a top chalet in the resort would cost \$25,000 a week.
8. Yes, well, leaving your husband is rather horrible.
9. But even declaring DNA private will not keep genes secret for long.
10. Plotting this function yields a U-shaped curve.
11. Knowing you has been an education.

12. Being rich was essential in American politics these days.

6.3 Rewrite the sentences with *-ing* subject clauses, using *It + ing* to make them spoken, more common and natural.

1. Having me about at all must have been a perfect bore.
2. Meeting you was lovely.
3. Having you here is wonderful for them.
4. Being married to you would be fun.
5. Having to ask him would be terrible.
6. Being an ambassador can't be easy.
7. Doing business with you people is always a pleasure.
8. Seeing you was so great.
9. Knowing you was a pleasure.

SECTION 7 Object

7.1 Which construction with perception words below is more informal and more common? What is the difference in meaning, however slight?

1. I didn't hear you coming, so it made me jump.
2. They heard me come.
3. I wouldn't let my wife hear me say so.
4. The valet did not hear his master return.
5. I hear it going beep beep.
6. She'd never heard anyone calling him that.
7. I saw her disappear round the corner of the house.
8. You saw Allerton and Judith kiss.
9. Like one in a dream she watched him, saw the pistol arm rise, heard him count.
10. She saw the suspect entering the building.
11. The urban middle class have seen their real incomes fall.
12. I have never seen students drink so much.
13. 'Watch it happen, pal'.
14. He watched de Kere approach, slowly, confidently.
15. Marcus lay still and watched Anna get up.
16. I watched the trailer leave again.
17. He watched the flashes on the rubber floor become smaller and weaker, and finally vanish entirely.
18. She watched the kids playing in the yard.

7.2 Why is *to be* omitted in Complex Object constructions below?

1. I want each of these people researched thoroughly?
2. I'm only glad you don't consider me filth.
3. I assume you want it done now.
4. He wants you dead.
5. I'd like it explained.
6. I want it stopped.
7. I don't want Hank mad at me.

7.3 Which sentences are formal? Supply an informal variant for the underlined word.

1. I cannot tell you how much I appreciate your taking the time to see me.
2. I must insist on his paying.
3. I object to him smoking.
4. It's strange his behaving like that.
5. Fancy your having noticed!
6. The delay was caused by Peter's needing to see a doctor.
7. What's the use of them asking all these questions?
8. The holiday was ruined by Ann having to go home early.
9. Did you mind me saying it, Stephen?
10. We've discussed his leaving his money to various charities.
11. You don't mind my calling you Toni, do you?
12. I can't imagine my mother's approving!
13. They might not want me barging in on a special occasion like that.
14. We couldn't picture you walking so far.
15. It is hard to imagine him leading a crusade for Meadowell.
16. And maybe you won't mind my saying that you're getting a little old for studying.
17. She wouldn't have forgiven his hurting them.
18. I don't anticipate your having more than a few minor problems with Paper 3.
19. I appreciate your being here.

SECTION 8 Attribute

8.1 Explain the use of 's and of-constructions below: a) formal, written b) compactness in news c) short/long dependent phrases in news, acad. d) non-living things.

1. Then I find here a gentleman who is a friend of the employer of your daughter.
2. the style of James Joyce
3. Can you look at the book of the boy behind you?
4. He is not aware of all that happened, including the tragedy of his mother's death. <news>
5. This section of the discussion concerns the use of sentence contexts in the recognition of words.
6. The owner of the car was nowhere to be seen.
7. There was a further element to Mr McLean's rapidly developing anger: the sudden arrival of MrUppal, who hitherto had taken no interest in the case. <news>.
8. the poems of Byron
9. The Government's denial of the need for the draft directive is a clear breach of the welfare principle in the UN convention. <news>
10. The brutal murder of a child leaves a firm trace on the mind of a police officer like an indelible pen. <news>
11. The trustee's appointment is effective from the date his appointment is certified by the chairman of the meeting. <acad>
12. The method's rigidity is dispensable. <acad>
13. Taken along with the less obvious and more detailed features of linguistic behaviour which occur in the above texts, there would seem to be very clear evidence that... <acad>

8.2 The sentence *There is the officer to whom I spoke* can have four variations, viz:

1. There is the officer whom I spoke to.
2. who I spoke to.
3. that I spoke to.
4. I spoke to.

Give as many variations of that kind as possible for the following formal sentences. Mark the change in style as a) less formal b) informal c) more informal.

1. Here is the article about which I was speaking.
2. Here is the book which will tell you all about it.
3. Is this the book from which that quotation was taken?
4. Is Thompson the man to whom you were referring?
5. He is a man for whom I have the greatest respect.
6. Is this really the house in which Shakespeare was born?
7. That was the very day on which I first saw Mary.
8. I shall always remember the way in which you received us that evening.
9. It was a century which the country suffered continually from wars.
10. This is a matter concerning which you would be well advised to consult a lawyer.

8.3 In which clauses below would you use commas? Justify your answer.

1. Men who are bald should wear hats.
2. Fred who is bald complained of the cold.
3. The car that overtook us a few minutes ago has now been stopped by the police.
4. A red sports car which seemed to be doing at least a hundred miles an hour shot past us.
5. I met George Lamb who was at school with you.
6. I put the books in the cupboard which you bought yesterday.
7. I've got Tuesday morning off now which is quite good.
8. I met a friend who was at school with you.
9. I'll just walk in and laser him. Assuming he's in his apartment which isn't likely.
10. Cars which have been parked illegally will be removed.
11. The castle which was burnt down in 1485 was never rebuilt.
12. The driver whom I had never seen before insisted that he knew me.
13. The front bumper which the other car had twisted a little was soon put straight.
14. Where is the book which I bought yesterday?

8.4 Which one relative clause below is less common?

1. The spiderwort is a flower whose juice is used for painting the silks.
2. ... the trains, whose entrance they'd seen on their twice-daily runs.
3. Check that's not like one of these daggers they use on stage.
4. ...topaz bracelet whose glamour was enhanced by the fact that...
5. The big countries got the specific things that they were after.
6. ... physical forces in an animal environment, the effects of which can often be described by a single mathematical transformation.

7. ... cosmogonic problems whose solutions would yield increasingly general explanations
8. It's a sight rarely seen these days.
9. The lesson that Easter Island teaches humanity is bleak.

SECTION 9 Time

9.1 Mark the underlined time-adverbials neutral, spoken, formal, AmE, emphatic.

1. While the bath was running, she checked the state of the towels.
2. As she was doing so, she noticed a hole in one of them.
3. Whilst she waited for the bath to fill, she switched on the TV.
4. On phoning reception yet again, she was told that the repairman was on his way.
5. The store is open Monday through Saturday.
6. Ever since she read an article on dishonest hotel owners, Fotini has found things to complain about.
7. Well, for the moment we're just friends.
8. Now that she was relaxed, she could cope better with the problems.
9. Ray left suddenly promising to be back within the hour.
10. The original interview notes were subsequently lost.
11. The ceremony lasts half an hour and afterward there's a meal.
12. She's forever going on about how poor they are.
13. I've been feeling ill just lately.
14. Where do you think you'll travel next?
15. Nowadays most kids prefer watching TV to reading.

9.2 Rewrite the sentences, expressing frequency and habits in a more formal way and sentence 6 in an informal way. Use the two words given. You will need to make other changes.

1. Every now and then there tend to be violent storms in this area. (liable/intermittent)
2. Every two months there will be a spot check on how the business is being run. (second/carried)
3. Terrorist attacks are happening increasingly frequently. (place/frequency)
4. An employer striking an employee is almost unheard of. (extremely/physically)
5. Such assaults almost invariably lead to criminal proceedings. (would/rare)
6. It's not normal for people to insure themselves against minor accidents. (usually/serious)
7. There are frequent occasions on which the age of the offender should be taken into account. (times/borne)
8. The pressure for the employees here is non-stop. (working/under)
9. Employees are normally entitled to two ten-minute breaks a day. (rule/twice)
10. It's getting monotonous how regularly junk mail arrives on our doorstep. (receive/regularity)
11. It's unheard-of for a student to get a refund if they curtail their course. (unprecedented/given)

SECTION 10 Cause/Reason

10.1 Rewrite the following sentences using the words in brackets. Mark the style of the adverbials of reason.

1. The training covered all the techniques and was therefore pretty comprehensive. (insofar as).
2. I'm half German and so can speak the language fluently. (being)
3. You're not busy so come and give me a hand. (seeing)
4. Their failure to implement even one item in their manifesto would seem to indicate that this Government is ineffective. (inasmuch as)

10.2 Write sentences emphasizing either the reason clause or the main clause as indicated. Use the words given.

The past isn't a location, you can't travel to it. (*since*; the main clause) - Since the past isn't a location, you can't travel to it.

1. A refusal often offends. Please do not ask for credit. (*as*; the reason clause)
2. Her face was so thin. Her eyes looked much larger than they probably were. (*because*; the main clause)
3. The effect would only last a short while. He immediately got to work. (*because*; the main clause)
4. It will also reduce the number of bacteria reaching the shore. Many of them are attached to the particles. (*since*; the reason clause)
5. We're both tired, let's just grab a takeaway. (*as*; the main clause)
6. The sea is a convenient source of cooling water. Thermal waste is discharged into the sea by power plants. (*because*; the reason clause)
7. Oxygen is required. They are decomposed by bacteria. (*since*; the main clause)
8. You can't ignore it. It was mentioned in your survey. (*as*; the reason clause)

10.3 Choose one of the options to characterize the underlined reason adverbials.

I decline to answer on the grounds that it might incriminate me. (formal/ informal) – f.

1. I shook my head sadly, for I was afraid Norton was right. (very formal/informal)
2. That does not always succeed, for it is unbelievably difficult to convince people that they are in grave danger. (spoken/written)
3. You had been banished from your own, all on account of the terrible mistake. (formal/informal)
4. He was known locally as 'The Backlash', chiefly on account of being as quick with his wits as his fists. (spoken/written)
5. I refused aspirin on the grounds that I had already taken some. (spoken/written)
6. Judith, owing to the circumstances of her job, practically never came into contact with other men. (spoken/written)
7. Owing to the lack of funds, the project will not continue next year. (formal/informal)
8. A cup of tea? I hardly think so, seeing as I'm going out in about two minutes. (formal/informal)
9. I want to be chief bridesmaid. Seeing as I introduced you. (spoken/written)
10. Helen didn't want to get out of bed, for fear of waking her husband. (spoken/written)

11. She finally ran away for fear that he would kill her. (common/rare in conversation)
12. She felt sick from tiredness. (spoken/written)
13. Death rates from accidents have been on the increase. (common/rare in conversation)
14. Our omission is not due to any lack of interest on our part in literary language. (conversation/academic prose)
15. We learned that her death was due to poisoning by physostigmine. (neutral/formal)
16. How many working days were lost through sickness last year? (neutral/slightly formal)
17. Through your incompetence many of the hotel's regular guests have taken their business elsewhere. (common/rare in conversation)
18. In view of this finding it was surprising to discover that there was a strong association between the present religious affiliation of a woman and her attitude toward sex roles. (formal/informal)

10.4 Choose one of the options to characterize the underlined reason clauses.

1. This being so, the data for List I recall after the passage of time become intelligible. (spoken/written)
2. Driven by feminist ideology, we have constantly extended the definition of what constitutes illicit male behavior. (formal/informal)
3. He picked me up last as I lived nearest to the Cheltenham's racecourse. (formal/neutral)
4. I explained that I had to spend the morning in the office as I had an important report to complete. (spoken/written)
5. The very concept of time travel makes no sense since time doesn't flow. (neutral/emphatic position)
6. Since both growth and evolution can apparently be described by a single geometric transformation, it seems reasonable to speculate that both processes are affected by the same influences. (neutral/emphatic position)
7. This approach seems reasonable since chlorine is commonly added to drinking water. (rare/common in academic prose)
8. Because it is just the kind of art that appeals to the new buyers, contemporary art proved especially hot. (initial position – rare/common in all registers)
9. Because Russian men are notorious for making miserly financial statements, Russian women are advised to acquire a marriage contract to protect themselves. (the most/least common reason subordinator)
10. Absorbed in her own thoughts, Tuppence took little notice of that. (informal/formal)
11. Astonished, his friend protested, 'Of course it's fashionable'. (most common/common in fiction)
12. Having once lost the information it contained, he had no intention of allowing it out of his sight again. (rare/particularly common in fiction)
13. Having passed my driving test, I thought I could hire a car. (spoken/written)
14. We queued for over two hours, hoping to get tickets to the concert. (formal/neutral)
15. She was certainly a very attractive young woman now that she had cast off her professional reserve. (neutral/informal)

16. Now that the kids have left home we've got a lot of extra space.
(spoken/written)
17. She was fortunate in that she had friends to help her. (spoken/written)
18. Ann is guilty, inasmuch as she knew what the others were planning.
(formal/neutral)

SECTION 11 Result

11.1 Choose one of the options to characterize *consequently*, *hence*, *therefore*, *thus*.

1. Consequently, it is not surprising to find that the legal foundations of the right to know have barely been laid. (initial position – comma/no comma)
2. This poses a threat to agriculture and the food chain, and consequently to human health. (formal – neutral)
3. Time itself is invariant. Therefore, past and future aren't separate locations. (initial position – common/rare)
4. It therefore provides a common yardstick for all texts in language. (immediately after subject – common/rare)
5. It is therefore possible to give rules for their use. (formal – neutral)
6. Hence it is at least possible that the astronomical universe has evolved from a state wholly devoid of information and structure. (formal – neutral)
7. The cost of transport is a major expense for an industry. Hence factory location is an important consideration. (*thus*, *therefore* – interchangeable or not)
8. Hence her dislike for Judith. (only/not only the initial position)
9. Thus the initial state of the thought experiment can be represented by r bits of information. (most common in academic prose/fiction)
10. Thus fewer and fewer focal points are needed as the reading material becomes increasingly familiar. (formal – very formal)
11. Thus an effective system of free expression is a rare phenomenon. (old-fashioned or not)
12. The support of Group Communication thus requires: the availability of already existing interchanged information <...> (immediately after subject – common/rare)

11.2 The following sentences are from four registers: fiction, news, conversation and academic prose. Mark the style of the underlined result adverbials and comment on their position, punctuation etc.

1. As a result, the big bang is an exceedingly gentle process.
2. Consequently, we now consider that accent in the head of an unemphatic tone group is achieved by stress alone.
3. Accordingly, he set up company towns like Nefteyugansk.
4. Eventually, a solution was found.
5. In the end, it had turned out to be a wild-goose chase.
6. On balance, the company has had a successful year.
7. The emission of electrons by a light sensitive surface, i.e., the conversion of light energy to electrical energy is virtually instantaneous. Hence, PM tubes have a very rapid response time.
8. I meet him rarely so this little problem has never been resolved satisfactorily.
9. I had been there and therefore I should know better.

10. They had no offer of finance, and thus were unable to achieve completion.
11. The classic mistake in firing an automatic weapon is to let the recoil from the first bullet jerk the barrel upward, so that the second bullet goes high, and the third higher still.
12. There is an interdependence of apparent duration, distance and speed such that if two parts of a trip take the same clock time, the part with the greater distance and speed seems to last longer.
13. It was such a lovely day we went for a walk in the country.
14. The issue was of such importance that we could not afford to ignore it.
15. We have grown so accustomed to precise instruments calibrated in standard units that we may think they are necessary for exact experimentation.
16. Such is the elegance of this typeface that it is still a favourite of designers.
17. So absorbed was I in this illusion that I accepted the sound as part of it.
18. The programme had been organized in such a way that none of the talks overlapped.

SECTION 12 Purpose

12.1 Choose one of the options to characterize the purpose adverbials.

1. We bought the house with a view to retiring there. (formal/neutral)
2. He's painting the house with a view to selling it. (common/rare)
3. I began to dress and make myself up with a view to gaining Cedric's approbation. (spoken/written)
4. She went to London with the aim of finding a job. (neutral/formal)
5. She went to London to find a job. (much more/less common in conversation)
6. She went to London in order to find a job. (more/less emphatic than *to*)
7. She went to London so as to find a job. (more/less formal than *to*)
8. She went to London in order that she could find a job. (more/less common than *in order to*)
9. She went to London so that she could find a job. (more/less common than *in order that*)
10. Normally you take care not to contaminate evidence so as not to confuse the investigation. (more/less natural for negative purpose than *so that/in order that*)
11. Lanigan killed another person so he could steal the money. (written/spoken)
12. I left my door open so I would be aware of the slightest intrusion. (neutral/informal)
13. I have covertly funneled monies to you so as to make your lives more comfortable. (final position – less/more common)
14. To maintain the ocean waters at an acceptable level of quality it is necessary to consider the main inputs of possible pollutants resulting from human activity. (initial position – emphatic/not emphatic)
15. I left work early to go to the doctor's. (final position – much more/less common in conversation)
16. In order to obtain this information many of the techniques of oceanography are brought into play. (initial position – rare/common in academic prose)
17. Reforming is the process whereby straight-run gasoline is cracked in order to raise the octane number. (final position – rare/common in academic prose)

18. For the overall process to function, we must satisfactorily sense that some correction needs to be made. (same/different subject in the purpose clause and the main clause)
19. In order for the system to perform its prescribed functions, every participant must have as complete access as possible to the raw materials<...> (less/more emphatic than 'For the system...')
20. If present attempts at therapy are to contribute to the improvement of therapy in the future, the therapist-investigator must emphasize the design and method of collecting data. (spoken/written)
21. But Rothschild also needed Deripaska's contacts if his hedge fund was to exploit opportunities in the emerging markets of the former Soviet republics. (final position – emphatic/not emphatic purpose clause)
22. He was calling to tell me where the briefcase was currently being held, in case I was interested in having someone sent out to pick it up. (formal/neutral)
23. I called early in the hope of catching her before she went to work. (neutral/formal)

12.2 Rewrite the following sentences using the words provided. Mark the style of the clauses of result and purpose.

1. I took the country roads because I didn't want to get stuck in traffic. (...so as...)
2. Let's meet tomorrow to sort out any remaining difficulties. (...in order that...)
3. Let's remind ourselves of the agenda before we forget the purpose of this meeting. (In order that...)
4. Bill had a very strong personality and many of us were frightened of him. (So...)
5. The illegal immigrants gave false names because they didn't want to be identified. (For fear of...)
6. The elephant's strength means that it's in great demand when any heavy work is required. (Such...)

SECTION 13 Contrast

13.1 Consider each set of examples of contrast. Note the register but remember that we can choose informal style in writing and formal style in speech. Which of them are formal, informal? Which are neutral and common both in speech and writing? Comment on any other features you find important.

1. a) She thought suddenly, I never understood him. Yet they had been together for 10 years. <fict> b) Remember that the journal 'Science' is a big enterprise. Yet gross fraud, including photographs altered with Adobe Photoshop, were not detected. <news> c) He has a good job, and yet he never seems to have any money. <conv>
2. a) In contrast let us consider a voice communication system based on the automatic speaking machines. <acad> b) London, in contrast, was considered a safe haven. <news> c) The stock lost 60 cents a share, in contrast to last year, when it gained 21 cents. <news> d) Their old house had been large and spacious; by contrast the new London flat seemed cramped and willowy. <fict>
3. a) Don't show your kid off. Otherwise, he learns that his music is about impressing other people, rather than expressing something of himself. <news>

- b) I'd better come along, otherwise those Frogs will never get a decent meal. <conv>
4. a) You are, on the contrary, very much in the picture. <fict> b) It must have been terrible. – On the contrary, I enjoyed every minute. <conv> c) It wasn't a good thing; on the contrary it was a huge mistake. <conv>
5. a) As opposed to abstract statements about word classes and sentence structures, there are also stylistically relevant things to be said about the way individual words and idioms tend to pattern in different linguistic contexts. <acad> b) Novels – as opposed to lyrics or mathematics – are essentially a middle-aged form. <fict> c) 200 thousand attended, as opposed to 300 the previous year. <news>
6. a) For all his experience, my father had no idea of how a top-level management battle is won these days. <fict> b) For all the hype about the industry's notorious 'alternative lifestyle', there are signs that the creative community is beginning to behave more like aging yuppies elsewhere in the nation. <news> c) For all its power it weighed under two pounds. <fict> d) He was lonely. But for all that I think he's enjoying himself quite a good deal. <conv> e) For all this theorizing, no one had ever established an observed connection between discs and jets. <acad>
7. a) Regardless of thrusts of raw unprocessed grief, I found there was inescapable excitement in the sense of a new chance offered. <fict> b) Regardless of what happens in the next sixteen hours, I will resign and find other work. <conv> c) This holds true regardless of the age of the daughter when the home was disrupted. <fict> d) The initial slopes of the curves were similar regardless of how many pairs Murdoch showed. <acad>
8. a) Elizabeth was still sleeping soundly. Even so, I locked myself in the bathroom where I could read the story slowly and without fear of interruption. <fict> b) Even so, we have found answers to a few of the questions listed above. <acad> c) But even so he came up four feet short. <fict> d) Even so, here again the mechanistic program offered a clear definition of problems for study. <acad>
9. a) All the same, I sometimes wonder how things would have gone if I'd noticed at the time that essential detail. <fict> b) All the same, one war correspondent does not make a war. <fict> c) But all the same she has been very nice to me and I can't help liking her. <conv>
10. a) While the robber barons reinvested their money at home, the oligarchs moved much of their acquired wealth out of the country. <news> b) While I would have loved to be there earlier, it was important not to show that I expected today to be anything more than a perfectly normal Friday. <fict> c) Nearly all the 17-detosteroids in females are synthesized by the adrenal glands, while in the male one-third is produced by the testes and two-thirds by the adrenals. <acad> d) He showed that whereas damage to this area on the left side of the brain leads to aphasia, similar damage to the corresponding area on the right side leaves the faculty of speech intact. <acad> e) Whereas in the past people from security backgrounds generally did jobs connected with state security, now they hold office in just about every ministry and government agency. <news>
11. a) Here at home, on the other hand, he had a mahogany bookcase filled with English classics. <fict> b) On the other hand, a molecule may consist of two

- (or more) parts ‘insulated’ from each other. <acad> c) I’d like to eat out, but on the other hand I should be trying to save money. <conv>
12. a) Nevertheless, I did not see why he could not behave with common courtesy. <fict> b) Nevertheless, it does provide important information which is not contained in any other features of utterances. <acad> c) Nevertheless, the country’s voters have delivered a powerful message to the politicians. <news> d) But – nevertheless it’s better the devil you know. <conv>
13. a) Nonetheless, to a degree, all of life is accessible and intelligible to all members of the community. <acad> b) Hoby nonetheless went through the charade of writing it all down. <fict> c) Notwithstanding this bias towards the needs of the foreign learner, this book will also offer something to those whose interest in English intonation is more academic. <acad> d) Worthington, notwithstanding the muscular physique, looked pale and shaky. <fict>
14. a) In spite of his words, the man preferred his suffering to a swift and merciful release. <fict> b) He wasn’t convinced the audiences were out there to begin with, in spite of what his lecture agent had promised him. <fict> c) Despite the height above the floor, she felt perfectly comfortable. <fict> d) Despite a series of allegations by international law enforcement agencies, Mikhail Cherny has never been convicted of any crime. <news>
15. a) Although it was a lie I was able to carry it off reasonably well. <fict> b) Although the text violates the statistics of English, it violates neither grammar nor sense. <acad> c) We shall begin with the most general kind of contrast and proceed to the least, though this is only one possible order among many. <acad> d) Two heart attacks in a year. It hasn’t stopped him smoking, though. <conv> e) But she was comforted by what he said, even though it was just bluster. <fict> f) No loss from short-term storage was observed, even though subjects reported no rehearsal during the signal detection. <acad> g) Most physicists still refuse to accept it. Even though no one has ever shown it is wrong. <conv>

13.2 Finish or reword the sentences with contrast clauses to make them emphatic. Use the words provided.

1. It didn’t matter how hard we tried, we still couldn’t get him to lower the price. (Hard...)
2. They’d never agree to sell their land even if you offered them substantial sums. (However...)
3. His daughter has startling intelligence, though she wastes most evenings playing computer games. (Intelligent...)
4. I love chips, but my doctor says they’re bad for me. (Much...)
5. I love Sting’s music, but I still think his latest CD was disappointing. (Much...)
6. In spite of the moral code with regard to customers, I think in this case we might go ahead. (...Even so...)
7. My car still runs surprisingly well considering it is over ten years old. (Even...)

13.3 Choose one of the options to characterize the underlined contrast adverbials.

1. Yet he was adept and took pleasure in activities he could pursue by himself and at his own speed. (informal/neutral)
2. Of course I can. I'll need some help, though. (final position – written/spoken)
3. Most children come to accept and even take pleasure in the bath, whatever their initial reactions may have been. (final position – emphatic/not emphatic)
4. Despite white pills, red pills and yellow pills, when they finally got back to their room that night they were unable to sleep. (more/less formal than *in spite of*)
5. We have nonetheless tried to devise a system whereby the content of the discourse can be understood and read relatively easier. (spoken/written)
6. Still, I'm getting results. (informal/neutral)
7. The family's total income continues to rise as its earned income rises, notwithstanding the reduction in negative-tax payment. (formal/very formal)
8. His main income, however, came from the drunks. (with commas – rarely/often)
9. Instead, he turned to the PR industry. (informal/neutral)
10. On the other hand his taste for the good life masked a surprising character. (neutral/formal)
11. If Berezovsky was the dominant uncle of the 'family', Abramovich was the quiet but precocious nephew. (rare/common)
12. While there were whispers of a clampdown, the oligarchs believed they would retain their power. (initial position – emphatic/not emphatic)
13. For all his faults, he's a kind-hearted old soul. (neutral/informal)
14. John did quite well in his exams, considering how little he studied. (formal/neutral)
15. I'm not likely to run out of money, but all the same, I'm careful. (neutral/informal)
16. Beautiful though the necklace was, we thought it was over-priced. (formal/neutral)
17. No matter how he feels, eventually he has no choice. (emphatic/not emphatic)
18. Some people – however well intentioned they think they are – choose to stand in the way of human betterment. (emphatic/not emphatic)
19. Although built before the war, the engine is still in perfect order. (participle clause – written/spoken)
20. There are a lot of spelling mistakes; even so, it's quite a good essay. (informal/neutral)
21. Even though I felt sorry for him, I was secretly pleased that he was having difficulties. (more/less common in speech than *though*)

SECTION 14 Condition

14.1 Choose one of the options to characterize the underlined condition adverbials.

1. Suppose that at some early moment local thermodynamic equilibrium prevailed in the universe. (formal/neutral)
2. Suppose a man flew blindfolded from London to Paris. (interchangeable with *supposing* in <acad> - yes/no)
3. Look, suppose you lost your job tomorrow, what would you do? (interchangeable with *supposing* in <conv> - yes/no)

4. So long as you don't leave the car unattended you can stop there for quite a while. (initial position is emphatic – yes/no)
5. You can transmit anything, as long as you have a way to compress and encode it. (final position is emphatic – yes/no)
6. – The house could be his for half its asking price. – As long as we keep it our little secret. (more/less emphatic than *if*)
7. Did it matter how one got to the place one wanted to be, provided that one got there in the end? (interchangeable with *providing(that)* – yes/no)
8. He decided to accept him provided a committee was set up to discuss what powers he would have as chairman. (neutral/formal)
9. He can come with us, provided he pays for his own meals. (more emphatic than *as long as* – yes/no)
10. He was released on bail on condition that he did not go within half a mile of his mother's address. (emphatic – yes/no)
11. They agreed under the condition that the matter be dealt with promptly. (BrE/AmE)
12. Unless you are a gourmet chef, who wants to cook every day? (initial position is emphatic – yes/no)
13. Unless the individual features have an independent existence in the mental grammar, such errors cannot be accounted for. (more emphatic than *if...not* – yes/no)
14. They're small, so you'd never notice them unless you looked carefully. (final position is emphatic – yes/no)
15. Today's college students are in no rush to save the world – unless there's something in it for them. (a dash before unless to introduce an afterthought – yes/no)
16. If traveling north, you must change at Leeds. (participle clause – neutral/formal)
17. Hurry up or else we'll miss the train. (spoken/written)
18. In case you've forgotten, Commander, the Office of Naval Intelligence is not mandated to investigate American citizens. (*in case=if* is BrE/AmE)
19. In case of fire, ring the alarm bell. (formal/informal)

14.2 Rewrite the sentences, expressing condition in a different way. What is the difference in effect of using the words in brackets?

1. If David Webb had not been desperate, the job would not have been accomplished. (Had)
2. If my dear wife were alive. (If only)
3. On Duncan's death, he said, if the natural order continued, his son Malcolm would become king. (should)
4. Were it not for certain information I possess, they would no doubt revive the guillotine. (If it were not)
5. If you had married him, you would be a professor's wife. (If you'd)
6. If my efforts to discover those names were to bring your country to its knees, I would not be moved. (Even if)
7. If John Franklin were to die, then she could be Lady Boyd Carrington. (If... was to)
8. If you should require my help in your deliberations, do not hesitate to contact me personally. (Should)

9. These problems might have ended, had not the British Foreign Secretary decided to pay a visit to the kingdom of Multavia. (if... had not)
10. Should it be one of several forms of poison, it might be impossible to find out what it is! (If...should)
11. If Judith was to ruin her chances of happiness... (If... were to)
12. If the cymbalist in the orchestra were to miss his entry by a tiny fraction of a second, everyone would notice it, not just the conductor. (Were... to)

14.3 Comment on the effect achieved in each b) sentence.

1. a) If she were to persist they might listen to her. b) If she was to persist they might listen to her.
2. a) You won't get very much if I should die now. b) You won't get very much should I die now.
3. a) It would have been a great deal worse if I had not been advised to move funds out of the country. b) It would have been a great deal worse had I not been advised to move funds out of the country.
4. a) Were it not for Gordon, she felt she would have gone mad. b) If it were not for Gordon, she felt she would have gone mad.
5. a) If the level remained above \$6,000, the family would receive no payments. b) As long as the level remained above \$6,000, the family would receive no payments.
6. a) This was all free of capital gains tax and stamp duty for non-domiciled residents if they were bought through an offshore company. b) This was all free of capital gains tax and stamp duty for non-domiciled residents, provided they were bought through an offshore company.
7. a) If you change your mind, do let me know. b) If you should change your mind, do let me know.
8. a) If you sit down for a few moments, I'll tell the manager you're here. b) If you will sit down for a few moments, I'll tell the manager you're here.
9. a) I'll just take one example to illustrate this. b) If I could just take one example to illustrate this.
10. a) I'll be grateful if you send me further details. b) I would be grateful if you would send me further details.
11. a) If some extra money is not found, the theatre will close. b) Unless some extra money is found, the theatre will close.
12. a) Had he not escaped, we would have put a bullet in his head. b) We would have put a bullet in his head had he not escaped.
13. a) The money could be used to bully everyone in sight if necessary. b) If necessary, the money could be used to bully everyone in sight.
14. a) Unless, of course, Judith had told him, he could have no idea of my feelings. b) He could have no idea of my feelings – unless, of course, Judith had told him.

SECTION 15 Subjunctive

15.1 Choose one of the options to characterize the underlined forms in *that*-clauses.

1. I insisted he see a doctor first. (subjunctive – yes/no)
2. It's important she make up her mind as soon as possible. (especially BrE/AmE)

3. I'm suggesting that he consider my proposals. (formal/neutral BrE)
4. It is important that all promising cases be investigated. (rare/common)
5. Our account of short-term and long-term storage does not require that the two stores necessarily be in different parts of the brain. (spoken/written)
6. It is important that the syllabus should be so ordered that it includes instruction in those varieties of English that he will be likely to meet and need most frequently. (written - less/more formal than subjunctive in BrE)
7. It is necessary that the student of phonetics should have a fairly clear idea of the structure and functions of the organs of speech. (less/more common than subjunctive in BrE)
8. You suggested, Hastings, that I should see a doctor. (spoken – neutral/less formal than subjunctive in BrE)
9. I propose that this street be closed to cars. (spoken – neutral/formal)
10. It's absolutely essential that no one should know there's anything special going on here. (neutral/informal AmE)
11. They had been demanding for years that an election should be held under a neutral caretaker government. (BrE or both BrE and AmE)
12. It is essential that they do not at once show me the door. (subjunctive/present tense)
13. I suggested they not drive along the coast. (subjunctive/present tense)
14. Nico Cadogan had proposed that he and Tom meet without Felix. (more/less formal than *should meet* in BrE)
15. The court also suggested that her case be periodically reviewed. (neutral/formal BrE)
16. My Head of State has requested that I visit your bank with a rather unusual request. (spoken – more/less formal than *should visit* in BrE)
17. It's urgent that I speak to him as soon as possible. (spoken – mostly BrE/AmE)
18. It's vital that we should know exactly how much you did discover. (spoken – mostly BrE/AmE)
19. I suggest he waits in the car. (neutral/informal BrE)
20. It is unfair that one sector of water industry should be treated more favourably than another. (after evaluative adjective – neutral/emphatic)
21. I'm surprised he doesn't feel any remorse. (after evaluative adjective – neutral/emphatic)

SECTION 16 Addition and enumeration

16.1 Choose one of the options to characterize the underlined prepositions and adverbials of addition.

1. a) It was quiet as well. (neutral/informal) b) I felt that he was indirectly criticizing me as well. (mostly end-position – yes/no) c) Was he a drug taker as well? (written/spoken) (BrE/AmE)
2. a) Parents are also welcome. (written/spoken) b) It also costs more. (mid-position in written English – yes/no) c) Also, it costs more. (front-position – common/rare)
3. a) Both he and I began to speak at once. (neutral/emphatic) b) Khodorkovsky both trusted and liked the sociable Curtis. (neutral/formal)
4. a) You don't like him? – I don't suppose you do either. (*also* – possible/impossible)

5. a) He told me he would take not only Priam himself but would also chauffeur the horse's owner. (written/spoken) b) Shakespeare was not only a writer but also an actor. (neutral/emphatic) c) Shakespeare was not only a writer, he was an actor too/as well. (neutral/informal)
6. a) In addition, Doniger demanded a minimum investment of \$300 million. (neutral/ formal) b) In addition, the speaker's suggesting that the question is crucial. (mostly front-position with a comma – yes/no) c) In addition to these arrangements, extra ambulances will be on duty until midnight. (neutral/formal)
7. a) Besides, it insults women to imply that they need a man around to raise a healthy child. (spoken/written) b) He was very busy, he said, and besides, meetings with lawyers were usually a waste of time. (neutral/informal) c) Besides myself, the only English people there were Doreen and Keith. (neutral/informal)

16.2 Look at each set of examples of addition. Note the register but remember that we can choose informal style in writing and formal style in speech. Which underlined additive adverbials are formal/informal? Which are neutral and common both in speech and writing? Comment on any other features you find important.

1. a) Furthermore, there must be a hierarchy of such elements. (acad) b) Furthermore, I will hold a conference in London. (conv) c) Furthermore, he also hated new people. (fict) d) Further, butter consumption has decreased because of links to heart disease. (news)
2. a) Moreover, she was quite a handsome young woman. (fict) b) The rent is reasonable and, moreover, the location is perfect. (news) c) The rent is reasonable and, what's more, the location is perfect. (conv) d) What's more, they have fewer offspring in their first brood, apparently saving themselves for future breeding opportunities. (news)
3. a) In addition, to avoid escalating tension with the Russian government, the Americans have not wanted to be accused of harbouring Russia's enemies. (news) b) In addition, they were instructed not to rehearse letters during signal detection or arithmetic. (acad) c) In addition to his movie work, Redford is known as a champion of environmental causes. (news) d) Additionally, the bus service will run on Sundays, every two hours.
4. a) She's a valued colleague, and a great friend too/as well. b) She's a valued colleague and also a great friend. c) Yet gross bias remains far too common in medicine, and in certain other areas of high-stakes science as well. (news)
5. a) Malls and stores must be engaging, so they amuse us as well as sell us. (fict) b) As well as power, the two things that Berezovsky has craved more than anything in his remarkable life are attention and publicity. (news)
6. a) Besides Romanian language lessons, her schedule included... (fict) b) I need the money. And besides, when I agree to do something, I do it. (conv)
7. a) This meant that genes were far more responsive to the environment, both inside and outside the human being, than anyone had anticipated. (fict) b) She was ambitious both socially and financially. (fict) c) She not only wrote the text but also selected the illustrations.
8. a) Max is hardworking, cheerful, and above all honest. (conv) b) Gas is a very efficient fuel. And what's more, it's clean. (conv)

9. a) Similarly, natural systems would probably evolve to avoid chaos. (acad) b) Similarly, a 'slow to warm up' child requires patience, encouragement and repeated exposure to a learning task. (acad) c) In Yugoslavia there was a special local way of doing it, likewise in Italy. (news)
10. a) He had to take a night watchman's job, on top of the day job. b) Don't be incisive, on top of everything else. (conv) c) On top of that, few governments allow foreigners to own more than a majority stake in their countries' airlines. (news)

16.3 Choose one of the options to characterize the underlined adverbials of enumeration and addition. Note the register but remember that we can choose informal style in writing and formal style in speech.

1. First, someone knew Martin's secret and second, someone could infer that that secret was known to me. <fict> (neutral/spoken) (BrE+AmE or AmE)
2. It differed from the other stars in three things. First, in situation. Second, in clearness. Thirdly, in moving. <fict> (BrE/AmE)
3. First, the \$3 million threshold was passed, then the \$4 million. (neutral/spoken). Finally, the painting was eventually sold for \$5 million. <news> (neutral/spoken)
4. In the first place, the use of a tune which is not normally used in English will give a foreign accent to the speech and make understanding difficult. <acad> (esp. written/esp. spoken)
5. It's a silly adventure, to begin with. <conv> (esp. written/esp. spoken)
6. Finally, what significance can we attach to the distinction between the macroscopic and the microscopic level of description? <acad> (formal/neutral)
7. Well, for one thing, the United States is the only nation that discusses almost all its social issues in 'rights talk' <news> (neutral/informal)
8. To begin with, I don't hold life as sacred as all you people do. <conv> (formal/neutral)
9. First of all we'd better make sure we've got everything we need. <conv> (neutral/informal)
10. Well, for a start the weather was horrible. <conv> (informal BrE/AmE)
11. I'm not working there – for a start, it's too far to travel. <conv> (spoken emphatic – yes/no)
12. There are problems. To start with, neither of us likes housework. <conv> (neutral/spoken)
13. Last of all I'd like to thank everyone for coming. <conv> (neutral/formal)
14. Furthermore, certain cells in the body behave with seeming autonomy. <acad> (formal/informal)
15. The hotel attracts film stars like Bruce Willis as well as Russian billionaires. <news> (formal/neutral)

SECTION 17 Exception

17.1 Choose one of the options to characterize the underlined examples of exception in each set. The register is given for you. Comment on any features you find important.

1. a) Other than the fact that they had been to school together the two of them had little in common. <fict> (neutral/formal) b) She could still not think about him with anything other than mistrust. <fict> (used before a noun/pronoun –

- yes/no) c) Other than these loosely coordinated types, sentences tend to be short. <acad> (written/neutral)
2. a) I felt nothing indeed except the rare sort of excitement that came with revelation. <fict> (used only in mid-position – yes/no) b) It seemed to me quite plain and uninteresting except for the label on its lining. <fict> (used both in front-position and mid-position – yes/no) c) Except for one other person, he was alone. <fict> (*for* is optional – yes/no) d) This so-called covenant had absolutely nothing in it for us – except (for) our death-warrant. <fict> (written/neutral)
 3. a) But to the Radletts they were exactly the same, except that to them dogs on the whole had more reality than people. <fict> (neutral/written) b) I didn't tell him anything except I needed the money. (written/spoken)
 4. a) He wouldn't talk about work, except to say that he was busy. (neutral/formal) b) She had nothing to do except spend money. (neutral/informal)
 5. a) The software costs \$49.95, not including tax. b) Excluding students, the total number of unemployed rose from 2 million to 2.3 million. (Which is more formal: a) or b)?
 6. a) Johnson answered all the questions excepting the last one. (neutral/formal) b) Tours are arranged all year round (January excepted). (neutral/formal)
 7. a) There's nothing we can add but confusion. <fict> (neutral/spoken) b) Nothing does matter but the bottom line. (emphatic – yes/no) c) You have left me with no choice but to replace you. <conv> (neutral/formal) d) For the last five days and nights I've had nothing to do but think and plan. <fict> (neutral/informal)
 8. a) Each plant, without exception, contains some kind of salt. (emphatic – yes/no) b) The richest Russians – with the rare exception of Berezovsky – preferred to be inconspicuous. <news> (neutral/formal) c) All his novels are set in Italy with the exception of his last. (more emphatic than except – yes/no) d) With one or two notable exceptions, there are few women conductors. <news> (neutral/formal)
 9. a) Apart from level tone, the pitch-range of all nuclear syllables may be widened or narrowed with respect to its normal width. <acad> (formal/neutral) b) Apart from Bunny's legacy, everything goes to you. <conv> (spoken/neutral) c) Apart from her instruction to her chauffeur she remained exceptionally quiet. <fict> (BrE/AmE) d) Aside from a forty-eight-hour-a-day schedule I can't complain. <conv> (neutral/spoken) e) Aside from one or two minor errors, this is an excellent piece of research. (BrE/AmE)

SECTION 18 Summary and generalization

18.1 The sentences below are from different registers and contain summary and generalization signals. Which underlined adverbials are neutral and thus appropriate for other registers as well?

1. All in all, things were working out much better than anyone expected. <fict>
2. By and large, husbands were sensible. <fict>
3. In summary, our team at Columbia University has isolated a gene that promotes social harmony. <fict>

4. In short, daily events took over. <fict>
5. In all, he completed more than thirty such calls. <fict>
6. On the whole, he had so far handled the thing fairly well. <fict>
7. To sum up, short-term forgetting seems to be caused by two factors.
<acad>
8. In general, comets were regarded with apprehension. <acad>
9. To conclude, we may place the three notions of saliency in an ordered relation as follows:... <acad>
10. In sum, customary and outside unions between elite men and nonelite women opened the resources of the elite to the women and their children.
<acad>
11. In conclusion, I wish to emphasize that all the charge rearrangements discussed in this section occur very fast. <acad>
12. Overall, students are more politically detached than they have ever been in the history of the survey. <news>
13. We are, in a word, busy. Ridiculously busy. <conv>

18.2 Rewrite the sentences using stylistically neutral adverbials of summary and generalization. Note that both versions of each sentence are correct and equally appropriate; the difference is that all the replacement adverbials are neutral. Which underlined adverbials are not neutral?

1. Identity theories, in sum, face a defeating dilemma. (to sum up)
2. In a word, they were won over. (in short)
3. Overall, prices are still rising. (on the whole)
4. By and large, the new arrangements have worked well. (in general)
5. Carter hoped for greater trust between the two nations, more trade, more cultural exchanges – in short, a genuine peace. (in brief)
6. To summarize, there is no class of healthy ruminant for which the direct effects of low air temperature per se are likely to cause intolerable stress... (to conclude)
7. Typically, he would insist on completing such deals at speed. (in most cases)
8. Broadly speaking, there are four types of champagne. (in all)
9. On the whole, part-timers work in low-status, low wage occupations. (generally)
10. Altogether it was a great holiday. (by and large)
11. In general, the time to co-operate is when you are increasing the size of the pie, and the time to compete is when you are dividing it up. (broadly speaking)
12. In brief, that latter-day miracle, the New American Business. (in short)

SECTION 19 Explanation and reformulation

19.1 Choose one the options to characterize the underlined adverbials of explanation and reformulation. The register is given for you.

1. The point is that this is a win-win situation. <news> (spoken – neutral)
2. In effect, Russia lost the equivalent of one third of its gross foreign debt in this way. <news> (neutral – formal)
3. Basically, you free the townspeople from feudal obligations. <fict> (neutral – spoken)

4. Thus language which stays within the one category (i.e. spoken to be heard, written to be read) will be formally distinct from language which involves a switch (e.g. language which is spoken to be written or language written to be spoken). <acad> (read aloud in full forms in English/Latin)
5. Some co-occurrences are very frequent indeed, e.g. 'low, piano, allegro'. <acad> (written – neutral)
6. Each ward usually has clerical and domestic staff as well as nurses, and sometimes specialist nurses are called upon (e.g. the stoma care nurse) <acad> (often used within parentheses in <acad> - yes/no)
7. The trouble is, being English, we will play by the rules. <news> (spoken – written)
8. In effect, the purpose of this investigation has been to seek an answer to a specific question:... <acad>. - The cosmological constant is, in effect, the energy density of empty space. <acad> (front-position is more common – yes/no)
9. In effect, ISC Global became the intelligence and security arm of Yukos and Menatep. <news> (written – neutral)
10. In fact, the purpose of the experiment is to determine the orientation. <acad> (written – neutral)
11. To be more precise, with respect to the total range of response from the smallest pupil size to the largest the range is greater for blue-eyed people than it is for brown-eyed people. (neutral – formal)
12. What I'm trying to say is that you have nothing to lose. <conv> (spoken – neutral)
13. In other words, the subject's estimates of the distances are influenced by the time intervals that delimit them. <acad> (formal – neutral)
14. As a matter of fact, I'm just killing time before I see him. <conv> (spoken – neutral)
15. In particular, the charge against Sanger has now been thrown into question. <news> (neutral – written)
16. When glucose is metabolized, for example to produce energy, it is converted to lactate or pyruvate. <acad> - Such, for instance, is Palissy's remarkable statement in 1563. <acad> (the former is more/less common in <acad> than the latter)
17. It is possible to recover from some types of cancer. Take skin cancer, for example/for instance. (for instance is used more/less in <conv>)
18. It is difficult to get even basic foods such as bread and sugar. <news> (neutral – written)

19.2 Mark the underlined adverbials of explanation and reformulation: neutral, formal/written, informal/spoken.

1. The trouble is that when you are intent on one aspect of a thing, you tend to ignore all other aspects.
2. In fact, my feet hardly reach the floor.
3. The thing is we've got a funny story about Sadie for you.
4. As a matter of fact, your cells churn out cytokines more effectively than any commercial process.
5. In point of fact, it is estimated that Americans listen to 3,000 messages every day.

6. Her next step could be managed easily enough. That is to say, with the connivance of Tommy.
7. I mean, I just wondered why neither of you seemed to know what had happened.
8. In other words, Neanderthals applied the 'Precautionary Principle' so dear to illiberal, reactionary environmentalists.
9. Moreover, she was quite a handsome young woman. In fact, a very charming and sympathetic person.
10. The view of stylistics which we adopt in this book is essentially an operational one; that is, we are trying to provide a methodology of analysis...
11. Basically, Edward and Callahan are saying the same thing.
12. In effect this was merely enclosing in a triangle the Archimedian diagram for an arithmetical progression.

19.3 Rewrite the sentences using stylistically neutral adverbials of explanation and reformulation. Note that both versions of each sentence are correct and equally appropriate; the difference is that all the replacement adverbials are neutral. Which underlined adverbials are not neutral?

1. In essence, a rich bloke in a Brentwood villa gets money from a poor taxpayer in West Virginia. (in effect)
2. As a matter of fact, it was in Switzerland. (in fact)
3. What I'm saying is, she played to win. (in other words)
4. I mean to say, we're responsible for printing money that isn't based on silver. (in other words)
5. The bottom of the basin is anaerobic, i.e. lacking in oxygen and so supporting little life. (that is)
6. In effect, the committee was told the bank was being used by Kremlin insiders and top KGB officials as their paymaster. (in essence)
7. The fact is that he had seen the house exactly twice. (as a matter of fact)
8. Wild flowers such as orchids and primroses are becoming rare. (like)
9. Basically, there's not a lot we can do about it. (in fact)
10. There is a similar word in many languages, for example in French and Italian. (for instance)
11. three Greek cities viz Athens, Thessaloniki, and Patras. (namely)
12. To be more specific, the department wanted answers to the following questions. (specifically)
13. To be more precise, was there a risk of a sovereign takeover similar to the state seizure of Yukos? (in particular)
14. At the back of the brain, notably on the inner surface of the occipital lobes, is the primary visual cortex. (particularly)

SECTION 20 Moving from topic to topic

20.1 Are the underlined words and phrases typical of spoken or written English? Which two examples are not appropriate for their registers?

1. Anyway, it happened. <conv>
2. By the way, it's not my fault you're a success story. <conv>
3. And, incidentally, he said your copy of the necklace was stunning. <conv>
4. By the way, there must be a hierarchy of such elements. <acad>
5. Well, as a matter of fact, I've actually known five murderers. <conv>

6. The universes are constantly splitting, which means that many other universes are very similar to ours. <news>
7. Now, let's move to the question of payment. <conv>
8. Before I forget, there was a call from Italy for you. <conv>
9. Furthermore, he wouldn't tell me his name. <conv>

SECTION 21 Reference

21.1 Rewrite the sentences, inserting the reference words in brackets. What is the stylistic effect of using the bracketed variants?

1. Our seven tunes will be...: (as follows)
2. The research... involves a memory paradigm known as 'free recall'. (in question)
3. Though relations between Israel's Palestinian minority and the Jewish majority present a surface calm, ... is marked by alienation and a sense of discrimination. (the former)
4. The demonstrators on the Golan demanded the right to return to Haifa and Jaffa, ...long since subsumed by Tel Aviv. (the latter)
5. There isn't a cathedral in England that doesn't suffer from dry rot or bomb damage. ..., I fear is terminal; ...at least has the chance of a cure. (the former, the latter)
6. The relations between Hampton and Alconleigh were... (as follows)
7. Payment may be made in any of ... ways: cheque, cash, or credit card. (the following)
8. Please notify us if ...is not correct. (the above)
9. Answer ... questions. (the following)

21.2 The sentences below are borrowed from written registers. Are the underlined reference words neutral, spoken/informal or formal?

1. His only clue as to time was a feeling that the number of cars around them was increasing. <fict>
2. Further information regarding phonetic transcription is given in Chapter X.
3. Constitutionally, they have destroyed the 'Australian settlement'. <news>
4. Norton tells you an entirely true story as far as the facts go. <fict>
5. Your bank has shown the lack of cooperation concerning requests for information about our nationals. <business letter>
6. Demographically, the reforms have created an increasingly cosmopolitan society. <news>
7. As for myself, my uncle had insisted that I learn humility first. <fict>
8. The two extracts are very different as regards vocabulary. <acad>
9. I fear, sir, that I was not entirely frank with regard to my suggestion of ringing the fire bell. <fict>
10. The phrases have meaning only with respect to what those who are discussing Smith already know about him. <acad>
11. I don't need to tell you what that means in terms of keeping prices down. <fict>
12. As far as we were concerned, the whole business of the Voyage began when we were invited to report to a certain place by a certain time. <fict>
13. When it came to satisfaction with the role of homemaker, a different picture emerged. <fict>

14. In terms of information theory only certain messages among all possible messages occur in communication within a community of interest. <acad>

21.3 The sentences below are from fiction and news. Are the underlined reference words appropriate for academic writing? Why, or why not?

1. Historically, the courts have decided questions about human tissues based on existing property law. <news>
2. General Tomkins left five men in no doubt as to his contempt for their views. <fict>
3. Mrs Blenkinsop met Mr Meadow as the latter was taking a gentle stroll on the front. <fict>
4. He also advised the jury against reading any newspaper articles concerning the trial. <fict>
5. As for Russia's business elite, they might have won more friends if they had reinvested more of their wealth in Russia. <news>
6. I did find his indifference with regard to them and their cards rather damping. <fict>
7. As far as I'm concerned it's the only way to keep going the theatre. <fict>
8. As far as Noah and his family were concerned, we were just a floating cafeteria. <fict>
9. When it comes to the training of scientists and the support of their work, the Nobel prizes are assumed to be one relatively objective measure of how well institutions are doing. <news>
10. He was trying to place this particular night somewhere on that endless scale. In terms of how bad it was. <fict>
11. And because he had made serious threats to the environments regarding leatherback turtles. <fict>

21.4 The sentences below are from academic prose, fiction, and news. Which underlined reference words would be appropriate in spoken contexts? Justify your answers.

1. I had occasionally had qualms as to whether Judith's absorption in her work, and devotion to her employer, were not signs that she might be losing her heart. <fict>
2. As for his drinking: to tell you the truth, it was the Voyage that tipped him over the edge. <fict>
3. The pitch range of all nuclear syllables may be widened or narrowed with respect to its normal width. <acad>
4. Missouri had no clear laws regarding paternity from artificial insemination back then. <news>
5. As regards the variety of d known as retroflex d , see Chapter XXV.
6. The latter interpretation is easily demonstrated by considering the different ways a square object can be transformed. <acad>
7. As far as symmetry operations are concerned, the results for lambda decay can be predicted by applying the same type of analysis we used for time reversal. <acad>
8. When it comes to prime time and religion, matters are more balanced than they were a few years ago. <news>

9. As to what is perceivable order and what is not, there will be long arguments. <acad>
10. We can't prove who, how, what, when or where as far as the murder goes. <fict>
11. As far as I'm concerned, you can forget about it.
12. Their economies all performed worse than Italy's over the past decade in terms of growth per person. <news>

21.5 Comment on the use of *as for* in the sentences below. Is it appropriate for the register?

1. As for you, don't be too enterprising. <conv>
2. As for the rest that are missing, Noah's crowd ate them. <fict>
3. As for time-reversal invariance, careful searches have also been made involving other processes. <acad>
4. As for the kind of instrument, that depends on the child. <news>

21.6 The underlined adverbials mean 'according to'. Which are used in formal contexts? Say in which sentences the speakers distance themselves from the proposition.

1. This young man's a genius, according to my wife.
2. You have declared two carpets at a price of..., according to these receipts.
3. According to Conklin, there was an ambush at a private airfield in Pontcarre.
4. According to 'Airline Business', the numbers hide the industry's infidelities.
5. Government 'studies' are similarly biased according to who is running the department or administration at the time.
6. Under our theory of government, the people are sovereign: the Government is the servant, not the master.
7. The early psychoanalytic papers in accordance with the plot of the Oedipus complex, focused on the patient's relation to his mother and neglected the family system.
8. Under this doctrine, our entire approach to the use of the broadcasting medium could be revolutionized.
9. According to 'American Lawyer', profit per partner at American's 100 biggest firms rose by 8.4%.
10. By law, you are a child until you are 18.
11. By hypothesis, $\{\{a, 1\}, \{b, 2\}\} = \{\{c, 1\}, \{d, 2\}\}$.

SECTION 22 Commenting on the content, expressing attitude

22.1 Choose one of the options to characterize the underlined adverbials of certainty and doubt.

1. Many letters, of course, are already similar without rotation or inversion. (frequent in <acad> - yes/no)
2. Perhaps she really preferred the latter. (more formal than *maybe* - yes/no)
3. Perhaps the separate rays from heaven implied theological criticism of Giotto's unorthodox depiction. (preferred to *maybe* in writing - yes/no)
4. No doubt this also accounts for the fact that you are often strangely incurious. (neutral/spoken)
5. During the action the person will undoubtedly have certain feelings towards it and gain satisfaction from achievement. (neutral/written)

6. I felt thankful that we had been able to send the two youngest to Eton; presumably they at least, when grown up, would look like everyone else. (neutral/spoken)
7. Indeed, demand continued to soar in the opening half of 2008. (neutral/emphatic)
8. Indeed, the complexity of the astronomical universe seems puzzling. (written/neutral)
9. In spite of that it was probably more comfortable than the home they'd left anyway. (less/more common than *perhaps* in conversation)
10. There is probably no important cereal crop that is more influenced by environment than paddy. (common in academic prose – yes/no)
11. It would, apparently, all depend on conditions on the ground. (more/less certain than *evidently*)
12. Arguably the bigger trigger would be the conviction that diplomacy has reached an impasse. (more/less certain than *clearly*)

22.2 The sentences below are from conversation and dialogues in fiction. Which comments are neutral or rather formal and would thus be appropriate for more formal contexts?

1. Perhaps it doesn't make any difference.
2. So, as I say, none of us took her indisposition seriously.
3. You have the power to do so, I suppose.
4. Remember, the universes are constantly splitting, which means that many other universes are very similar to ours.
5. Speaking as a scientist, I must admit, I see nothing inherently wrong with cloning.
6. No doubt, he's unfaithful to Susan as he was to me.
7. You're a very fine shot, I hear.
8. Hopefully, it would be dry.
9. As you know, it's not much of a life, especially for a young kid.
10. Naturally, you're angry.
11. Frankly, I'd rather help you now.
12. I'm afraid, the explanation's more simple.
13. Maybe she was in California or something.
14. We can probably leave packing until next week.
15. Of course he'll come.

22.3 The sentences below are from news, academic prose and fiction. Which sentence adverbials are spoken or neutral and thus common in spoken English?

1. Presumably, this is because in a brief period of time the attention focuses on the interval itself.
2. That was an important issue of principle, to be sure, but hardly one that swayed many voters.
3. They were ugly and not specially friendly, but no doubt, I supposed, very brilliant.
4. The Cadbury clown fish will compete against ordinary clown fish, and hopefully triumph over them.
5. Alas, rebel plans for what comes after the colonel's fall are minimal.

6. Oddly enough, it was the launch of the Fed's second round of QE that seems to have broken the logjam.
7. Strikingly, Mr Darling offers Mr Osborne support against those on the left.
8. The rest of us, understandably enough, were far more concerned about the short term.
9. Inevitably, some Americans see bin Laden's death as a good excuse to head for the exit.
10. True, he often just looked at the pictures, skimming the stories.

22.4 In each sentence, which underlined comment adverbial is dull, weak and/or overused?

1. But, unfortunately/ regrettably there were also punishments and isolation cells.
2. She arrived, inevitably/typically one of the first.
3. Interestingly/Paradoxically, the direction of time can also be defined by a class of diametrically opposite processes.
4. BDG is unquestionably/certainly the best when you have problems.
5. The authors work for McKinsey, which is probably/arguably the world's most successful management consultancy.
6. And incredibly/surprisingly, even the next morning, you still thought it was Judith.
7. Sad to say/unfortunately, that also appealed to many Muslims for a while.
8. In fact/In truth, no single measure is going to achieve very much.
9. Strangely/Bizarrely, independent weeklies have always been permitted in Zimbabwe.
10. Actually/In reality, the task is a little trickier.
11. They were betrayed, ironically/paradoxically, by the professionalism of the institutions intended to protect them.
12. Worryingly/Unfortunately, the funding situation may get worse.
13. Interestingly/Intriguingly, not all of them seem to come from birds.

What synonyms for 'interestingly' and 'unfortunately' would you now use in written assignments?

22.5 Reconstruct the sentences by using the adverbials below instead of the underlined parts. Why do you think the writers chose this form to express their certainty, viewpoint and attitude or to refer to the way of regarding something?

unsurprisingly politically worse clearly more likely unfortunately statistically clearly hopefully not surprisingly frankly equally important

1. It was not surprising that much of the emphasis is on monetary cooperation.
2. I want to be frank with you: we'll need someone on your end.
3. It is unfortunate that our theoretical understanding of these problems is not much enhanced by negative results that give only upper limits.
4. In terms of statistics, the result appears plausible.
5. In political terms, it looks a solution too far.
6. It was more likely that a home-grown outfit was to blame.
7. It is much worse that the austerity measures and reforms are not visibly making anything better.
8. We find it equally important that the Taliban may be spurred towards talks themselves.

9. It is hardly surprising that this newspaper dislikes the amount of cash going to Australia's dirtier industries.
10. It is obvious that this situation is not conducive to sound and effective decision making.
11. It's a curious fact that the women in both groups have remarkably similar self-esteem profiles.
12. I hope he'll learn the lesson that is best taught by the arts: That freedom comes only from discipline.

22.6 Say where you would expect to find the adverbials listed with the sentences below – at the beginning, in the middle or at the end.

1. Salaries are good in the company. It has an excellent career structure.
also, as well, at the same time, besides, furthermore, moreover, on top of that, too.
2. Valerie is an excellent typist. She is first-rate at shorthand.
again, equally, in the same way, likewise, similarly.
3. We could promote Mary. We could promote her husband. She is very good at her job. Jim is not efficient at all. He is more popular.
alternatively, by contrast, however, instead, nevertheless, nonetheless, on the other hand.
4. A: Mary is very good at her job. B: She's very disorganised. *on the contrary*
5. We must get started on the project. We won't finish the job on time.
otherwise
6. We were pleased with the company's work. We shall use them again.
accordingly, as a result, consequently, so, therefore, thus
7. The project was an unqualified success.
all things considered, in conclusion, to conclude, to sum up
8. The redundancies should never have been made.
according to my mother, as far as I am concerned, as I see it, in my opinion, personally, to my mind
9. Jim took over as manager when his uncle retired. He was his uncle's favourite nephew.
appropriately enough, broadly-speaking, certainly, chiefly, luckily, mainly, not surprisingly, primarily, significantly, surely, undoubtedly, unfortunately.
Note that with *undoubtedly, chiefly, mainly, primarily* you need to join the sentences with a conjunction before adding the adverb.
10. The level of unemployment is an important factor in crime.
firstly, last but not least, lastly, next, secondly, thirdly
11. Jack jumped into the pool. Maria dived in.
afterwards, at first, beforehand, before long, immediately, subsequently, suddenly, then, within an hour
12. I waited for the bus. It arrived.
at last, eventually, finally

22.7 Look at the comments in the spoken sentences below. Is front-, mid- or end-position of comment clauses more common in informal spoken English?

1. You're wrong, you know.
2. Boyd Carrington, as I have said, looked uncomfortable and rather guilty.
3. Did Norton usually lock his door at night, I wondered?
4. As I said, it's complicated.

5. The finest examples, it seems, are from Hereke.
6. The truth is I was feeling sorry for myself.
7. But business is business, I reckon.
8. I could hear the music, you see.
9. You know, Patrick's an old friend.
10. I have the questions. Hopefully, you have the answers.
11. The dear old Belgian fellow talks about you a lot, you know.

22.7 The end-position of comment clauses is more common in spoken English: 1,3, 7, 8, 11.

SECTION 23 Participle and verbless clauses

23.1 Rewrite these sentences so that they are more appropriate for more formal writing, using a verbless or a participle clause. Make any other necessary changes.

Since this is Russia, the investigation would not run smoothly. – This being Russia,...

1. I felt convinced that this system ought to be tried, so I prepared a text in it in 1930.
2. It was unusual for her to refer to any arrangement in her house, because people were expected to like what they found there.
3. After he had been shown around the apartment, he asked where Karl Marx was buried.
4. There is reason to believe the right side of the brain is more important for the perception of melodies, since one item of evidence is the ease with which aphasic patients with left-hemisphere damage can sing.
5. He kept to himself and avoided eye contact.
6. When he was asked why he was standing up, the man failed to read his motivation correctly.
7. Though he was not bribed, the owner positively identified Boone as our man.
8. Two figures are given in the table for the final distance, the first is the one Galileo originally measured and the second is his altered figure in the third column.
9. It was large and expensive but it had no phone or internet connection.
10. This is Europe, so there is every chance that the politicians will try to avoid discussing a lot of this with their electorates.
11. Since terrorism is what it is, an attack sooner or later has every chance of succeeding.
12. Because the aborigines lack strong leadership, they are now mainly seeking legal rights.
13. Even though Mr Bin Laden is dead, most counter-terrorism professionals expect that little will change.
14. After it had surged in the 1990s, multifactor productivity growth stopped around the end of the century.
15. She was led away hurriedly, she was clutching her purse and her eyes were still covered.

23.2 Rewrite the participle and verbless clauses below so that they sound less formal, using verb-clauses.

1. If attacked,...
2. Driving in the dark...
3. ... when captured...
4. ... the only question being...
5. ... a quilt over our feet.
6. Alarmed,...
7. Having said this,...
8. ..., her head held high, her lips pressed together, her face grave and beautiful.
9. An engineer by profession,
10. ..., the reason for this being that...
11. An amiable soul, ...
12. Having hoped for a champion,
13. ... Polly being the only one.
14. Renowned for their heavy vodka drinking,...

23.3 For each sentence, decide which option was in the original text. Choose the more appropriate clause. Base your decision on appropriate register.

1. *Having said this/ Now that we have said this*, we may now qualify the point made above by noting that... <acad>
2. The jury was filling back into the room, *their faces grim and foreboding/ their faces were grim and foreboding*. <fict>
3. Octavia and Melanie ran a charity consultancy, Capital C, *its claim being/its claim was that* it put client charities 'into capital letters' by advising on the raising of both funds and profile<fict>
4. *When one has noticed/ Having noticed* certain linguistic features of different categories of advertisement, does one then refer to these as different provinces? <acad>
5. They are essentially different from other varieties, *being/but they are* fundamentally unspecifiable linguistically
6. *If we view it/Viewed* from six months ago, that is quite a miracle. <news>
7. *Politically skilled/As he was politically skilled*, he was the very model of an up-to-date scientist. <news>
8. Indeed, *after Linda had married/with Linda married*, the first stage of my life no less than of hers was finished. <fict>
9. I felt that he was indirectly criticizing me as well, *the inference being/was* that I should know better.
10. *Since this is so/This being so*, the pitch of any other language may sound wrong if they are applied to English. <acad>
11. *When one is faced/When faced with impasse*, wriggling through the middle does not have to be dishonorable. <news>
12. Paul MacLean theorized that the human brain has three levels, *the most basic being/is* the 'reptilian' part, composed of structures called basal ganglia. <acad>
13. *After he had represented/Having represented* speeds by lines parallel to the base and distances of fall by the altitude, he thought he had somehow to make 'speeds' proportional to distances from rest. <acad>

14. In the brain of the dyslexic the strata were disrupted, one conspicuous anomaly *being/was* the presence of cell bodies of neurons in the most superficial layer of the cortex, where they are normally absent.

SECTION 24. Impersonal style

24.1 Find examples of impersonal style in these sentences from academic prose, news and fiction.

1. One can assume that the arithmetic task causes the loss of all the words in short-term storage.
2. No one is likely to confuse the types of English current in New York with those current throughout the London area.
3. It was rumored he was traveling around the West.
4. The sea is believed to be rich in oil and gas.
5. If all this rubbish is supposed to be valuable, that must be worth a fortune.
6. One does everything for these girls, everything.
7. He doubtless knows quite well that Allerton is going to meet Nurse Craven in the summer house.
8. As might be expected, this finding holds true only for unrelated letters.
9. Not surprisingly, the group of 'difficult children' accounted for the largest proportion of these cases.
10. It was reported that thirty people were investigated for the charge of waging war against the King.
11. Rich people from the Gulf are said to be involved.

Section 25 Avoiding blunt statements, understatement

25.1 Find examples of impersonal style, tentative/tactful language, understatement and politeness in these sentences. Try to identify the register.

1. As might be expected, such experience has encouraged the formulation of new hypotheses.
2. I haven't much time.
3. Presumably, the auditory presentation makes less of an impression on the memory.
4. My colleagues and I have studied such subjects as popular conceptions of mental illness.
5. He seemed to think that a lifetime spent as Poirot's had been was in itself a rich reward.
6. In terms of sentence structure, 'if X' is most likely to be accommodated by means of adverbial clause.
7. It is alleged that the owner of this house was a member of the Cartel.
8. I don't think that's the point.
9. The rather successful attempt to find some distinguishing characteristic of eidetic children has given us concern.
10. The key to the puzzle appears to be religious conversion.
11. The man opposite him was a fairly typical American.
12. I thought it would be a good idea if we met to discuss some of the procedures you'll be going through.
13. It didn't do you much good.
14. The form has to be signed in the presence of a witness.

15. So, she's getting married, is she?
16. Your work isn't very good.
17. Those Palestinians seem not to endorse a 'two-state solution'.
18. These questions are not unworthy of investigation.
19. That's not unusual around there.

25.2 Add tags to the sentences below to make them sound less direct and more polite.

1. Post this letter for me.
2. Come in.
3. Don't tell anyone I told you.
4. Take a seat.
5. Have a drink.
6. Let's go to the beach.
7. Clear the table.
8. Turn the sound down.
9. Let's surprise them.
10. You couldn't give me a hand with this box.
11. Pass the salt.
12. Take care.

25.3 Make these sentences sound natural and tentative by shifting negation. Use *I don't think/suppose/expect, I'm not sure*.

1. I think Grandfather didn't practice chemistry for any particular reason.
2. I think she's not well.
3. I suppose you wouldn't really commit perjury.
4. I suppose he didn't realize she was there behind him.
5. I'm sure I don't follow you.
6. I think I didn't really believe that theory.
7. I suppose she isn't particularly considerate.
8. I'm sure it wasn't the boy who gave her the drug.
9. I expect there isn't much to choose between them.
10. I think I won't wait.

25.4 Here are some sentences with negative words. Rewrite them, using negation with positive words given in brackets. What is the affect achieved?

1. Little is known about Shakespeare's childhood. (Not much)
2. There is little cheese in the fridge. (much)
3. I rarely watch TV. (very often)
4. She had a bad trip. (good)
5. Mike has got little hair. (much)
6. Anne speaks Spanish badly. (well)
7. She ate little for dinner. (much)
8. He rarely uses it. (very often)
9. He knows little about politics. (much)
10. There was little work. (much)
11. Her first book sold badly. (very well)
12. It did you little good. (much)

25.5 Find examples of tentative, tactful, polite language in the sentences below. The sentences are from conversation, fiction, academic prose, and news.

1. – Shall I pay now? – If you don't mind, sir.
2. I don't think he can swim.
3. We haven't got much for dinner.
4. That's a little too expensive for us.
5. His comments probably matter more.
6. He tends to think of newspapers as akin to pay-television outfits.
7. My sister isn't paid very well.
8. Such practical reasons are quite important.
9. Perhaps the decay should be considered a perceptual phenomenon.
10. He seemed to regard their demands as unrealistic.
11. One woman claims to have been told that to qualify as a manager she had to be able to stack giant bags of dog food.
12. Somewhat more progress has been made in this area through legislation.
13. Probably this type of decay is characteristic of storage near the sensory organ.
14. The whole exercise was supposedly intended to bring the Union closer to its citizens.
15. But I was also hoping to have a word with you.
16. The full-protection rule is relatively simple to understand and easy to apply.
17. I don't somehow feel it's that.
18. What modifications did you have in mind, sir?
19. The teachers aren't very good.
20. The number of different words in the rehearsal set remained fairly constant.
21. He knew that quite well.
22. Al-Qaeda is said to have already named a new chief for Saudi Arabia.
23. But he might find it hard to resist a concerted effort to draft him.
24. She doesn't talk very much.
25. We are hoping he may be able to assist us.
26. Last year we ventured to suggest that Canada might be 'rather cool'.
27. It seems to be fairly well recognized that medication of any sort supports the hospital staff in its traditional medical role.
28. She was rather a stupid woman.
29. I was wondering when you next expected to be in Scotland.

25.6 The sentences below are direct statements. Underline the words and phrases to illustrate the point.

1. Little may change on the ground after June 30th.
2. It is unclear how it will work.
3. The latest opinion poll offers little comfort.
4. One factor is undoubtedly competition from previous messages.
5. No sane person would trust this regime with such information.
6. The chancellor is mistrusted for having once formed a coalition with the far-right.
7. Teachers have little experience of the outside world.
8. It has done little to improve the quality of teaching.
9. Few eidetic children seem to have any control over the images once they are formed.
10. Friendship means a great deal to me.

11. There are few incentives to save money.
12. And you have no hope of justice because the courts are totally incompetent.
13. Think how many museums, exhibitions, theater companies and symphony orchestras are entirely dependent on corporate sponsorship.

25.7 Suggest politically correct alternatives to the underlined words.

1. He needed only one air hostess.
2. Conversely, suppression of thought or opinion contradicts the dignity and integrity of man.
3. To some degree you have to give a kid his head and see where it leads him.
4. Is the host – the man who has those personalities within him – aware of the other alters?
5. Another much-discussed solution for teaching lawyers to be businessmen is the creation of all-in-one professional-service firms.
6. We were full of ideas and wanted to use our law degrees to save mankind.
7. What if you were to hate the person on the other end of the arm? I mean really, really hate him?
8. ... said Greenpeace spokeswoman Marsha Madsden.
9. And if anyone felt otherwise, then he was duty bound to raise a hand and say so.

SECTION 26 Emphasis

26.1 Finish each sentence in such a way that it is as similar in meaning as possible to the sentence printed before it. What is the stylistic effect of using inversion here?

The full story did not emerge until somebody leaked information to the press. – Only... *Only when somebody leaked information to the press did the full story emerge.*

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

26.2 Match the first (1-10) and second (a-j) parts. Underline inversion.

Inconsistent advice about a new husband

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

- a learn how to switch on the vacuum cleaner.
- b should you try to solve his problems for him.
- c without the assurance that next time he will do it himself
- d you may take what he says seriously.
- e it is in his own interests to do so.
- f he is prepared to lend a hand with the washing-up.
- g be disturbed while watching a football match on television.
- h persuaded to pick his clothes off the floor.
- i he should also be deluded into thinking you agree with him.
- j you let him realize he isn't the boss.

26.3 Your editor finds that your news reports should be clearer in their focus. He has underlined the words which should be placed at the beginning of the sentences. Rewrite the sentences, using inversion when necessary. What is now in the focus?

1. The government is refusing to do this.
2. That is nowhere clearer than in carbon policy.
3. The problem of productivity is linked with this.
4. They could not have pictured themselves running copiers at any point in their graduate or postgraduate studies.
5. The idea that clean energy might be a source of growth rather than a constraint on it is more interesting.
6. The motives of the various parties were at the heart of the controversy.
7. What size and how fast is at issue.
8. Producing oil in their half of the country is equally important for the rebels.
9. The days when an incumbent could take it for granted that [...] were gone.
10. Some elements co-opted from Copenhagen's accord were at its heart.

26.4 What words and constructions are used for emphasis in the sentences below? Is the word order normal after fronting?

1. Gone are the days of flash spending.
2. So important had the Russians become that even the Tate joined other international museums courting the tycoons for their patronage.
3. But behind the apparent aloofness and sullenness lies a sharply contrasting character.
4. Nowhere in print or chat had his condition been disclosed.
5. Only associations that are purely private can be allowed to remain outside the system.
6. Nor can it be said that the system by itself will lead to rapid change.
7. Rare is the governor so passionate about a piece of legislation that she offers to turn chauffeur.
8. Among these are such essential questions as how to frame relations between Islam and the state.
9. Under no circumstances must he be late.
10. Down I went.
11. Here come the police.
12. Such is the interest and excitement it generates among Russians that at least two documentaries were filmed for Russian television at Royal Ascot in 2009.

26.5 The sentences below are emphatic. In each case, is the type of emphasis in italics used mostly in spoken or written English?

1. *It was he who* gave Kepler the idea that the eye is a camera obscura.
2. *So* absorbed was I in this illusion *that* I accepted the sound as part of it.
3. *What was wrong with people today* was that they ignored their feeling.
4. *All I had to do* was to ring up a tailor.
5. *Less open to doubt* is the claim that the apparent duration of a brief interval is influenced by the intensity of the stimuli that delimit it.
6. *Nor* is Mr Deripaska the only tycoon to have received such help.
7. *That was what* gave her the idea: all the dust in the air.
8. *Tacked over the bed* was a yellowed, deckle-edged photograph.
9. *Far more serious* were the severe head injuries.
10. *Standing in its cock-eyed doorway* was a German colonel.
11. *Nowhere* has this been done more effectively than in the Polish pavilion.
12. *It was* he, my Uncle Ron, *who* named his enterprise Logan Glass.
13. *All we have to do* is get past the armed checkpoint.
14. *What I want* is a bunch of uncommitted voters.
15. *That's what* has always been overlooked up to now.

26.6 Make these sentences emphatic by rewriting them, beginning as indicated. Which two sentences below are emphatic?

1. We do that whenever we dance or sing. (That is what)
2. Khodorkovsky went wrong here. (That is where)
3. I needed only courage. (All that)
4. We have developed a form of space travel. (What we)
5. These companies accumulated vast sums in profits. (It was these)
6. In 2002 a brand-new, ultrasecure computer system was installed. (It was not until)
7. I only make the mark bigger. (All I do)
8. A newspaper prints news – but not always truth! (What a)
9. This faith, for which the only name was 'blind', kept the electorate returning to the polls. (It was)
10. It was his friendship with Boris Berezovsky that transformed Abramovich from a mid-level oil trader into a billionaire. (What)
11. The negative plus 'regard' can be only then realized as either 'do not regard' or as 'disregard'. (Only)
12. An Asiatic power had never before defeated a European one. (Never before)

26.7 Replace the underlined words with *wh-ever* words. What is the difference in effect?

1. Where have I put it?
2. When they're quiet, it's a bad sign.
3. How was she going to get through the day until six?
4. You must do what you want to do.
5. How can we solve cases if people don't give us facts?
6. What I do in life, I do it for myself.
7. Miss Clary can come in when you wish.
8. Why do you ask me?

26.8 Underline the words and constructions used for emphasis. Are they spoken, written, formal or informal?

1. How on earth did you get there?
2. What ever happened to him?
3. No matter how we choose to partition the phase space into ‘macrocells’, we can define macroscopic information as the information needed to specify the set of probabilities associated with these macrocells.
4. He taught me whenever I could dodge school.
5. This is where I think the difference between the two came in.
6. All he could do was nod.
7. What was really exciting was the way I suddenly saw the whole thing and what a fool I’d been.
8. It is here that systematic errors of speech can yield useful evidence.
9. That’s what I keep thinking about.
10. His body was narrow, no matter from what angle one viewed it.
11. Yes, I do look rather like that fellow.
12. I have never, ever done it before.

26.9 Make these written sentences from news and academic prose emphatic by using *do*.

1. When he left the flat, he was always accompanied by his two bodyguards. <news>
2. Spaced presentations produce poorer recall. <acad>
3. This tends to happen when inflation rates are very high. <news>
4. We managed to record nearly a third of a million lambda decays in the course of one summer. <acad>
5. Contrary to legend, the golden boy had some lean times. <news>
6. No doubt greed, self-interest and callousness account for failures of communication in our overall community of interest. <acad>
7. Discrete segments exist at some earlier stage. <acad>
8. This finding implies that nature distinguishes left from right. <acad>
9. People react to it strongly and sometimes violently. <news>

26.10 Make these sentences emphatic by using verbs of mental activity in the Continuous.

1. You don’t understand what I’m telling you.
2. So what do you think, Pastor?
3. I think you forget that Mom was also named as one of the best in the country at varicose vein removal.
4. I don’t believe this.
5. I guess you dumped them in the trash cans.
6. I’ve never even laid my eyes on your family and we’ve known each other for almost three years now.
7. He really hated having to deal with me.
8. Do you like the clinic you’re working for?

26.11 Which intensifiers below are overused in spoken English?

1. Judith is terrifically loyal to her employer.
2. I imagine Sonia was perfectly hysterical by then.

3. He has an admirably well-stocked mind.
4. She was still very fond of him.
5. This occurred extremely rapidly.
6. Music is something terribly special.
7. She was horribly lonely, you could see that.
8. The requirements to complete one vary enormously between countries, universities and even subjects.
9. It is immensely difficult to write a book for children.
10. It's awfully cold in here.
11. He was intensely excited at the prospect of getting this account.
12. They were greatly disappointed.
13. The weather now became intensely cold.
14. It was desperately tiring.
15. He fervently believes that...
16. The Liberals will be hugely relieved if...
17. hideously indebted company

26.12 Underline the examples of interesting words and expressive language in the sentences below. The sentences are from news reportage.

1. The Postbank saga has scarcely shown German capital markets in a good light.
2. People are fed up with being subject to the whims of the rulers.
3. ill-gotten gains
4. He might also fall victim to the poisonous state of Franco-British relations.
5. Most presidential campaigns are three-act dramas.
6. But the real economy remains in disarray.
7. The boom continues, fuelled partly by foreigners.
8. They were dizzy with success
9. The governments should throw it in the wastepaper bin and start again.
10. He was obsessed with winning an early mandate of his own.
11. He is working hard to repair relations with Moscow.
12. He has been a crashing disappointment in the top job.
13. Arm-twisting worked on the main issue.
14. The whole Security Council has now blessed Iraq's new government.
15. The National Museum of Ireland added to the list of clues with an exciting announcement.
16. Secularisation looks good on paper.
17. Bitter rivalries still plague the EU.
18. His English, though, was equally impressive.
19. It would be bizarre indeed.
20. The story gets more and more delightfully absurd.
21. the growing pains of an adolescent democracy
22. There is no apparent appetite for even the most modest experimentation with political reform.
23. The new voting system is more workable than the absurd formula set up in...
24. There is a short but intriguing list of facts.
25. The consequences of a rejection would be catastrophic.

SECTION 27 Substitution and omission

27.1 Complete the sentences or write a response using an ellipted *to*-clause or *so* as substitute.

You should certainly see it. (like) – I'd like to.

It's all very difficult. (suppose) – I suppose so.

You can go if (want) – You can go if you want to.

1. He tried to flex it, but (unable).
2. Did they ever hang pirates like this? (don't think)
3. That lamp ought to keep them off but it (seem)
4. He seems to have a plan how to deal with it. (hope)
5. You mean she's drowned herself? (afraid)
6. She ought to see a doctor. (doesn't want)
7. Do you think you will feel well enough to go to work tomorrow? (think)
8. The medicine is slowing down the decease. (guess)
9. You have to write your name down every time. (suppose)
10. You don't have to eat it if (want)
11. Would you like to come to a party? (love)

27.2 Rewrite these sentences starting with *What* and using nouns. Is there a change in style?

How old do you have to be to hire a car? (age) - What is the minimum age for hiring a car? <more formal>

1. How big is the room exactly? (size)
2. How fast are you allowed to drive on motorways in Britain? (speed limit)
3. How do you think you would react if such a thing happened? (reaction)
4. How tall are you precisely? (height)
5. How far is it from your house to the school? (distance)
6. Do you know how heavy this package is? (weight)
7. Where does he stand officially in the firm's hierarchy? (standing)
8. Where do the Government stand officially on capital punishment? (policy)

27.3 Finish each of the sentences in such a way that it is as close as possible in meaning to the sentence printed before it. Use nominalization to make them formal.

My father finds much of modern society incomprehensible. My father has difficulty understanding much of modern society.

1. Any traveler to the subcontinent obviously has to have a valid passport. – Possession...
2. Beethoven's late quartets have been very influential on modern composers. – Beethoven's late quartets have exerted...
3. I wasn't at all surprised to find the builders had already gone home. – It came...
4. One is constantly threatened by violence in some large cities. – There...
5. I explained what had happened but they totally refused to accept what I said. – They found...
6. The article only referred briefly to the problem of inner-city crime. – There...
7. Everyone approved of the decision to implement tougher parking restrictions. – There...
8. I fully intend to pay you before the end of the month. – I have every ...

9. I dislike journalists because I distrust their motives. – My..
10. We would be extremely grateful if you could reply as soon as possible. – A prompt...
11. The stadium capacity has been considerably expanded following the rise in the number of spectators. – The rise in the number of spectators has led to...

27.4 The sentences below are from written registers. Is that the only reason why *that* is not omitted after verbs?

1. I proposed that we found somewhere warmer. <fict>
2. He warned the electorate that no one holding an official position could feel safe unless he led a blameless life. <news>
3. Mr Hercule Poirot had asserted positively that he had seen her come out of the laboratory with a small bottle in her hand. <fict>
4. They maintain that it is well defined that they can describe it in far more detail than they could from memory alone. <acad>
5. One conjectures that he might have recorded his observations of 1301 in a drawing. <acad>
6. The contemporary ideology holds that the relationships between men and women are ideally egalitarian. <news>
7. Thompson also contended that these geometric distortions generally result from physical forces... <acad>
8. He also declared that he intended to create a new opposition party. <news>
9. Someone could infer that that secret was known to me. <fict>
10. He argued that information theory contributes to the problem of translation from one language to another. <acad>
11. He requested that she update the file every quarter. <fict>
12. The bank suddenly announced that they would accept no further deposits. <news>
13. The law of large numbers guarantees that our research must succeed after a finite number of trials. <acad>
14. He confirmed that he had an appointment with her. <fict>
15. This finding implies that nature does distinguish left from right. <acad>

27.5 Expand the sentences below adding a pronoun, a verb etc.

Tell her the funeral is Thursday. - on

1. Want a lift?
2. Did you see her Sunday?
3. I better make some calls.
4. Fact was, it just didn't work out.
5. You touch my kid, you're dead.
6. I think we got to face the fact that she is dead.
7. Caught anything?
8. His wife is home.
9. Talking Ape Claimed Fraud. (a headline)
10. Mind if I look around?
11. We don't comply to the letter, we'll get hit with federal supervision for the next ten years.
12. Time to time he would watch the house from the high bathroom window.
13. Problem is, she did a paternity test and it came back negative.

14. You better hurry.
15. Oh, you know that definitely?
16. You got a bad memory.

27.6 Rewrite these sentences omitting whatever can be ellipped without change of meaning. Use verbless and participle clauses typical of formal English.

1. Because she was unable to stand, Anna sat against the wall.
2. Since he was a republican, he recognized the authority of Victor Emmanuel.
3. He nodded, he was glad to have been understood so easily.
4. When he was told by police how badly injured his victims were he said:...
5. She gazed down at the floor, she was biting her lip, her face was clouded.
6. If they are taken in the order shown they provide propulsive jets increasing mass flow.
7. He does not believe celibacy should be demanded of priests whether they are gay or straight.
8. Although it is not a classic, this video is worth watching.
9. When we write the formulae... it is often useful to use...

SECTION 28 Full forms v contracted forms

28.1 The contractions in the spoken sentences below are emphatic. Rewrite them in the same style, eliminating the emphasis.

1. It's not so easy.
2. That's not fair.
3. I've not seen him, I tell you.
4. He's not interested in talking to you.
5. It's not evidence.
6. It's not difficult.
7. Because it's not necessary.

28.2 The negative questions below contain either full forms or contracted forms. Rewrite them in the opposite style (formal/informal). The sentences are from fiction and news.

1. Does it not intrigue you, my friend, to see the address from which I write?
2. Don't you feel it? I do.
3. Doesn't it occur to you that not everyone on the posthaste come through the main gate?
4. Do you not realize that here I do not know the victim?
5. Didn't you hear the verdict was suicide?
6. Did not every nation in the world kowtow to the Chinese?
7. Didn't America seek to accommodate the Russians?
8. Why could you not be part of my life again?
9. Don't you realize that at my age I'm capable of managing my own affairs?
10. Why shouldn't he be?
11. Are these not some of the finest species?
12. Couldn't she realize that and leave him alone?
13. Why did you not say it?
14. Does not the history of the last century suggest that the rise of big powers inevitably leads them into conflict with other powers?
15. Is it not a terrible tragedy?

16. Is it not true that a five-year survival in cancer is considered a cure?
17. Can't we spend this money on developing technology at home?
18. Do I not know wonderful English?

SECTION 29 Phrasal verbs

29.1 Match each phrasal verb in spoken sentences with its meaning given below.

Eggs don't agree with me. – have a bad effect

be deceived by support me rely considering lightly want one badly did nothing
clean your room found understood the truth inspect understand praise try
and catch constantly criticizing

1. I came across this old book.
2. Can I count on you for help?
3. Shall I do for you now?
4. I could do with a drink.
5. I won't fall for that trick.
6. I gather from him that...
7. Stop getting at me.
8. Let's go after him.
9. I must hand it to you.
10. You can look over the house.
11. I saw through it.
12. He sat on my application.
13. I hope you'll stand by me.
14. I'm toying with it.

Further practice

Formal v informal

1 Which features of language below are typical of formal letters and which are typical of informal letters? (They might be found in semi-formal letters to a greater or lesser extent)

1. phrasal verbs
2. the word *nice*
3. carefully constructed sentences and paragraphs
4. contractions (*I'd*, etc)
5. sentences that are clearly written rather than spoken English
6. question tags
7. literary expressions
8. long sentences
9. colloquial vocabulary
10. full forms of verbs
11. sentences that sound close to spoken English
12. omission of subject of sentence

2 Compare the style of the two letters below. Look at the underlined words and phrases and identify the style of the letters.

1) 12 Loudon Road,
London
NW6 3 AL

Dear Mr and Mrs Winterspoon,

It is with regret that this has to be my first letter to you as our new neighbours.

Please would you be so kind as to dissuade your son from playing such loud music so late at night. My wife has long been prone to suffer from insomnia and it is quite intolerable for her to have to endure such a cacophony until one o'clock every morning. If your son insists on playing records until so late, could he not at least purchase headphones so that others are not inconvenienced?

If your son does not refrain from such antisocial behaviour in the future, I shall have no choice but to contact the police,

Yours sincerely,
David Fogey

2) Darling Jo,

Hope you had a great flight home and are missing me as much as I miss you. You will write soon and tell me all you're getting up to, won't you?

Things have been pretty grim here since you left. Just work and more work. I suppose the neighbours are glad at least that I don't have music on every evening any more.

I'm moving ahead with plans to come and see you one weekend next month. I I book now, I can get a cheap flight for the second w/e in the month. Would that be OK for you? I really don't want to wait any longer to see you again.

Drop me a line ASAP and I'll go ahead and book a flight if you just give me the word.

All my love,

Chris.

XXXX

3 Compare the following examples from informal and formal letters.

Function	Writing to a close friend	Writing to a stranger
Thanking for present	Thanks for the great book – love the cartoons.	<i>Thank you for the most enjoyable and amusing book you sent me.</i>
Requesting a favour	Could you possibly do me a favour? We're doing a school project and I'd be really grateful for some help with it.	<i>I was wondering if there might be any chance of your giving me some assistance with a project I am currently working on?</i>
Making a suggestion	How about meeting at the theatre next Saturday?	<i>Would it be convenient for you if we were to meet at the theatre next Saturday?</i>
Apologising	I'm terribly sorry I forgot to post you the report.	<i>I must apologise for omitting to post you the report. It was inexcusable of me.</i>
Complaining	I wish your boys would stop playing their stereo so loud in the evenings.	<i>I would be very grateful if you could ensure that your sons turn their music down after 11 p.m.</i>
Initial salutation	How's life? All's well, I hope.	<i>I hope that you and your family are keeping well.</i>
<i>Drawing letter to a close</i>	<i>Better go now or I'll miss the post. Longing to see you soon. Love,</i>	<i>I look forward to your reply. With very best wishes, Yours sincerely,</i>

4 Decide whether each sentence comes from a formal or an informal letter and underline any words or phrases that seem particularly characteristic of that style. Then write the same thing in the other style. You may need to make slight alterations to the content of the sentence.

Thank you very much. <formal> - *Thanks.* <informal>

1. Thank you very much for your letter of the 6th December.
2. I'm awfully sorry to have been slow in getting back to you but I've been dreadfully busy at work..
3. I should very much appreciate a reply at your earliest convenience.
4. I would be grateful if you could forward me some information about villas to rent on the Mediterranean coast.
5. How's life? I hope all's well with you these days.
6. She says he's a nice guy but I think she's off her head, don't you!
7. You may contact me by telephone at the above number.

8. OK if we pick you up at 6 and then we'll have time for a drink or two?

5 Say which option is formal in AmE conversation.

1. I have/I've got a meeting at 5.
2. How are you?/How are you doing?
3. Have a good/nice day.
4. Say hello to your family for me/Give my regards to your family.
5. You did a terrific job/ I think you did a wonderful job.
6. Would you like/Do you want to...
7. Sure/I'd love to.
8. It was difficult / hard for me.
9. just/recently
10. May/Can I help you?
11. Would you please give me / Could you give me
12. Thank you very much for the lovely dinner/Thanks a lot for the great dinner.
13. There's a good restaurant near here/close by.
14. invite/ask
15. No/Nope
16. I'd like/ want some soup.
17. I'll come/be back in a few minutes.
18. Sure/Certainly
19. Sorry for the mix-up/I'm sorry for the mistake – No problem/That's all right.
20. How/What about an after-dinner drink?_

6 Match each informal variant of AmE conversation in 1 - 14 with a more formal one from a - n .

1. When you're through.
2. I'll pay it back.
3. Let's report it to the police.
4. I'm not sure I did them right.
5. About how much is the fare? – Oh, around \$15
6. There'll be a cab in about twenty minutes.
7. Do you know...?
8. Right away.
9. I'd better get going.
10. I really think we have to increase productivity.
11. Well, you've said some interesting things, but...
12. When will you get back to me?
13. - I'm so glad you could make it. – Me too.
14. You were a real help.

a I strongly feel we need to *b* I appreciate you help very much *c* As soon as possible *d* I'll return it *e* Do you happen to know *f* You've made some interesting points *g* I'd better be leaving *h* I'm so glad you could come - So was I. *i* a taxi within 20 minutes. *j* Approximately how much... - It'll be about... *k* When you finish. *l* ...I did them correctly. *m* I think we should report... *n* When do you think you'll have a decision?

7 Comment on the style of the underlined words and phrases below.

1. At a quarter to nine I was informed of the arrival of the artists.

2. She was unable to conceal her surprise.
3. You'd better think about it real hard and real fast.
4. Visitors may use the swimming pool between 7 a.m. and 7 p.m.
5. She cannot stand my telling her what to do.
6. As far as Americans are concerned, a lot of our hotels are below average.
7. He drove away, not offering her a lift, which he might have done, for their direction was the same.
8. I don't like you accusin' me of lying.
9. One conjectures that he might have recorded his observations of 1301 in a drawing.
10. A doctor said, 'Miss Friedland passed away two days ago.'
11. I got the cope if you wanna see it.
12. He had no recollection of having seen the words before.
13. Once the linguistic features of a text have been described in terms of the above dimensions, features may still be left which cannot be related to anything systematic amongst the community as a whole.
14. What is the use of their asking all these questions?
15. Gonna try to find out?
16. There was nuffink in it, I told you. I never found no diamond rings and if he's saying they was in the suitcase he's a lying bastard.
17. As to timing, I've no idea.
18. I think their client got scared.

8 Which underlined option is formal?

1. Owing to/Because of lack of money the project will not continue next year.
2. He was fined/They fined him for driving without a licence.
3. I'm afraid you'll have to have/to get the whole house rewired.
4. Neither of them is/are particularly nice.
5. None of them like/likes chocolate.
6. You/One can't learn French in a month.
7. It's you who are/that's in the wrong.
8. Where's that nurse whom/who/that I saw last time?
9. No one knows by whom/ who the victim was shot by.
10. On being informed/When she was informed that her mother was seriously ill, she hurried back to England.
11. But it's funny, right/don't you agree?
12. So am I/So'm I.
13. Osaka is also worth a visit. / Can you come as well?
14. He did not seem/seemed not to care.
15. Would you mind telling/Could you tell me what time the bus from Glasgow arrives?
16. If he was/were here, I'd tell him.
17. Were the government to cut/If the government cut Value Added Tax, prices would fall.
18. He asked if/whether she had arrived.
19. Let me not/Don't let me interrupt you.
20. I can't imagine his/him saying that.
21. He is /Being so ill, he can't go back to work yet.
22. The/A cobra is dangerous.

23. today week/this day week.
24. I think/In my view, the country needs a change of government.

9 Rewrite these informal sentences, replacing the underlined words with a formal or neutral variant, as instructed.

Farms are going bankrupt because of the crisis in agriculture. (f) – Farms are going bankrupt on account of the crisis in agriculture.

1. I want to make a complaint. (supply a formal variant)
2. Houses are a bit more expensive these days. (f)
3. He plays rough. (n)
4. You dial 999 in an emergency. (f)
5. It's me that's responsible. (f)
6. The traffic is moving pretty slowly. (n)
7. The wedding is going to take place at St. Andrew's on June 27th. (f)
8. Have you finished with the paper? – I'm nearly finished. (n)
9. You mustn't smoke here. (f)
10. You'd better see a doctor. (n)
11. You haven't got to work such long hours. (n)
12. I don't want to go to school. – Me neither. (f)
13. The door won't close. (f)
14. Is it all right if I leave early? (f)
15. Don't let's argue about it. (n)
16. They didn't let us speak. (f)
17. I want to live in France to learn French. (f)
18. I've been made redundant, so I'm going abroad. (very f)
19. The data is collected by trained interviewers. (f)
20. twice a day (f)
21. How's the family? (n)
22. None of my friends have been invited to the party. (f)
23. Who's the most reliable, Frank or Alan? (n)
24. It's ten thirty. (n)
25. You still think it's him? (f)

10 Rewrite these formal sentences, replacing the underlined parts with an informal, spoken or neutral variant, as instructed.

I wish to apply for a visa. (n) - I want to apply for a visa.

1. She was offered the job. (sp)
2. The country is said to be on the verge of civil war. (sp)
3. He suggested that I should get my hair cut. (sp)
4. It's not Max who's crazy, it's you. (inf)
5. There's a problem which you don't understand. (inf. and sp)
6. I'm extremely sorry to have troubled you. (inf)
7. It is said here that the police expect more trouble in the city. (sp)
8. After being informed that the flight would be delayed, we made other arrangements. (n)
9. I'm glad it's Sunday. – So am I. (inf)
10. In sum, soul music is important to the record industry. (n)
11. I'll let you have it for one hundred pounds. (n)
12. What kind of picture do you like best? (sp)

13. He helped me to do my homework. (n)
14. Will you be so good as to let me know as soon as possible? (n)
15. It's important that we should reply to her letter. (n)
16. Although she was ill, Maria went to school. (n)
17. The cobra is a very poisonous snake. (n and inf)
18. I met many interesting people on holiday. (sp. and inf)
19. Neither of us is happy about the situation. (sp)
20. Had the management acted sooner, the strike wouldn't have happened. (n)
21. I was in bed with flu for ten days. (inf)

11 Rewrite these neutral sentences, using informal and spoken alternatives to those underlined.

1. I was lost.
2. There are many cars on the roads these days.
3. The doctor that I spoke to told me not to worry.
4. Where are our children?
5. You are not even to think about coming in.
6. Her novel is being reprinted already.

12 Comment on the style of the underlined words and phrases.

1. He promised not to identify his informant, and further, not to quote him directly.
2. You should switch to a healthier diet and moreover/also/besides stop smoking.
3. I play squash and I also play tennis/and I play tennis, too.
4. I thought the game was really good. – Same here.
5. I wouldn't work abroad. I don't like travelling for one thing.
6. You may register for the exam until the end of March.
7. They're putting up oil prices again soon.
8. Hold on tight.
9. You're dead right.
10. Never has there been so much protest against the Bomb.
11. Can/Could/May I use your phone?
12. It was an agreement the details of which could not be altered.
13. They own a house as well as a villa.
14. As a result, all flights had to be cancelled.
15. Where's your keys?
16. I'd be grateful if you will/would let me know soon.
17. He asked to be kept informed about developments.
18. I want you to clearly understand what I'm telling you.
19. Tom's essays are better than those of the other students.
20. Mary went to school. She was ill, though.
21. As there is /There being no further business, I declare the meeting closed.
22. These data are summarized in Table 2.
23. Give'im the money.
24. It was me who opened the letter.
25. As regards your recent application for a job, we haven't made up our minds yet.
26. As far as I'm concerned you can do as you please.
27. I got a whole heap of things to take care of.

28. To whom should I apply for more information?
29. The doctor whom/who/that I spoke to told me not to worry.
30. This surface cleans easily.
31. He's littler than me.

Common v rare

13 The underlined constructions are rare. Suggest a more common variant.

1. Have you a weapon?
2. Oughtn't you be there?
3. Can you not help me?
4. He went to a meeting the purpose of which he didn't understand.
5. Had they known, it's doubtful we'd be sitting at this table.
6. She asked me if I wanted tea or coffee.
7. He is easy to please.
8. John's my elder brother.
9. Unlikely as it sounds, what I'm telling you is true.
10. I arrived early in order that/so that I could get a good view of the procession.
11. The doctor to whom I spoke told me not to worry.
12. I enjoy these kind of films.
13. To lie in the sun is pleasant.

Neutral v emphatic

14 Underline words and constructions used for emphasis. Give a neutral variant.

1. I don't mind Guy coming with us, provided he pays for his own meals.
2. It's time you went to bed.
3. If only she hadn't told the police, everything would be all right.
4. Sometimes he plays football with my brother.
5. I promise you, he won't ever trouble you again.
6. Have I not asked you again and again to be here on time?
7. I must get this car serviced soon.
8. How the hell are we going to do that?
9. Unless some extra money is found, the theatre will close.
10. Do let's take a taxi.
11. Long gone was the smirk, the swagger.
12. The rebels are advancing from both south and east.
13. I could get no information.
14. I haven't got a lot of time.
15. She still is in hospital.
16. I was to have seen Mr Johnson.
17. It's more true to say that British English is influenced by American, rather than the other way round.

15 Change these to make them emphatic as instructed.

1. He is always late. (word order)
2. You cannot smoke here. (allow)
3. I haven't got any time. (negation)
4. What did he tell you? (ever)
5. You can never rely on him. (word order)

6. How come you always have to talk about it? (split infinitive)

Politeness

16 What makes these sentences polite?

1. Will you be driving me to the airport?
2. Turn the sound down, will/won't you?
3. If you'll hold these bags for me, I can open the door.
4. Could you possibly help me?
5. Do you like dancing? – No, I'm afraid, I don't.
6. I think you should stay at home.
7. What time is it? – It's ten o'clock.
8. Shall I hold the door open for you? – Yes, if you will/would.
9. Let's take a taxi, shall we?
10. Jane and I have already eaten.
11. Can you do me a favour? – Yes, I'd be glad to.

17 Change these to make them polite.

1. Can you watch my children for a moment?
2. When will you see Mr Johnson?
3. You shouldn't ask the boss.
4. Open the window.
5. Do you know him? – No.
6. Let's have a break.
7. I and my students have carried out a series of experiments.
8. Would you like some tea? – Yes/No
9. Couldn't you come another day?

18 Choose the option which is tentative and less direct.

1. By the way, will you go/be going near the post office? Could you collect a parcel for me?
2. Supposing you fail/failed, what will/would you do?
3. He ran off/He is believed to have run off with the money
4. Professor Smith was pleased/rather pleased when he won the Nobel Prize.
5. The man speaks as if he has/had never heard of the place.
6. He may/might/could be at home.
7. If he calls/should call, tell him I'll ring back.
8. She should pay more income tax than she does./ She is said to pay less... than she should.
9. He's clever/He's quite clever.
10. If you made/were to make an effort, you could do better.
11. I suppose you can't help us./ I don't suppose you can help us.
12. I find it/It's hard to believe.
13. We decided/We thought it appropriate to inform you of the situation.
14. Prime ministers do not/tend not to lose all their credibility in one go.
15. We're fixing the mistakes of the Americans./..., aren't we?
16. It is possible that the recent trend of more family-friendly movies could prove ephemeral./ The recent trend...could be ephemeral.

19 Make these more tentative. Use understatement where possible.

1. Supposing something goes wrong, what will you do?
2. He is the best actor for the part.
3. She can be shy with strangers.
4. It's a good road.
5. She looks as if she knows what's going to happen.
6. Somebody's scratched my car!
7. It rarely happens.
8. Their favourite designers are Prada, Marc Jacobs...
9. The reason for the change is the climate itself.
10. If a mutual friend came along and greeted the other person by name, the name would be recognized instantly.
11. She's unpleasant much of the time.

20 Make these sentences less direct using Past tenses and Continuous.

1. How many days do you intend to stay?
2. I hope you can lend me \$10.
3. I wonder if you have two single rooms.
4. Are you looking for anything special?
5. Can you give a hand?
6. I lookforward to seeing you again.
7. I think I'll borrow your buke for the afternoon.
8. We can ask Peter to help us.
9. I wonder if I can ask you a small favour.
10. I think it will be a good idea to invite Simon.

Omission

21 What was omitted in these sentences? Why?

1. OPEC Representatives to Meet in Geneva.
2. He reacts so quickly no one can match him.
3. Now we're all here, let's go and have a drink.
4. He seems ill.
5. You better stop arguing and do as you're told.
6. Then we'll go pick him up.
7. It takes place Monday to Friday.
8. He acted as if certain of success.
9. Where necessary, improvements will be made.
10. Don't be such a silly!
11. Lift out of order.
12. Fail to pay and they'll cut off the electricity.
13. 25 charged after clash.
14. That's the hotel we stayed.
15. He's been here three days.

22 Leave out any element that can be omitted in these sentences. Is there a change in style?

1. He seemed to be able to fix building permits whenever the Baron next desired.
2. We'll take an umbrella so that we don't get wet.
3. If you could hear him talk, you'd think he was Prime Minister.
4. She's at her office from nine till five.
5. Several other investigators believe that the situation is somewhat complex.
6. Come and talk to me on Monday.
7. Then help me to find out.
8. I began arranging papers on my desk, I was careful to ignore the neat row of my ten most current files.
9. If it were taken out of its environment of language, such a textbook would be completely unintelligible.
10. Do you want a sandwich?
11. The Royal Family quits.

Natural v awkward, casual

23 These sentences are unusual, awkward or casual. Suggest a more natural variant, the one that is usually preferred.

1. He asked me where was he going.
2. That money doesn't grow on trees should be obvious.
3. I believe he won't arrive before 7.
4. To find work is difficult nowadays.
5. Everyone knows what he or she has to do, don't they?
6. Give'er a kiss.
7. That his proposal makes sense should be recognized.
8. Lemme tell you what's worrying him.
9. They decided that they had to make money for fear that he might also fall ill.
10. Don't talk so loud.
11. Let's get the hell outta here.
12. In order that the transition could work, it would need to be entirely clandestine.

24 Correct mistakes in the sentences below.

1. Don't talk to me like you talk to a child.
2. Here the lads come.
3. It's fifteen past seven.
4. Here is he.
5. Except you everyone has helped.
6. Thanks to a lack of funds, the project will not continue next year.
7. The question of if or not there are basic physical processes...
8. Let's don't go into that.

Political correctness

25 These sentences are from books written in the 60s and much later. Find examples of political correctness in recent publications. Suggest a politically correct expression for those published earlier.

- Was he recommended? – Or she? – Steuvasant nodded. The modern world. – Was the person you have in mind recommended?

1. In so far as the clause affects senior citizens, I believe it discriminates against those who are already retired and are on fixed incomes.
2. They're housewives.
3. Ordinarily when a venture capitalist invests in research he or she expects a significant return on the investment.
4. According to the UN spokesman,..
5. All the media ever showed were his appearances at charter schools or handing out scholarships for underprivileged kids.
6. A person falls, and they try to break their fall by throwing out their hand.
7. Ordinarily a physician treats just one person: his patient.
8. ... affirming that humankind could impose its own mathematics on the unresponsive planet.
9. The modern man may not agree with Mill's assumption that an objective truth exists.
10. But business people themselves do not seem terribly keen on the idea.
11. They threw me out before my second conscription for overweight.
12. Flight attendants roamed through the aircraft making sure no cameras were in evidence.
13. Mankind has helped us speed up the nitrogen cycle by over 150%.
14. Man's understanding of how he perceives the real world was advanced in the 17th century by men who...
15. She's short.
16. policewoman

British English v American English

26 Find examples of American English in the sentences below.

1. Go fetch some water.
2. Do you have a computer?
3. This has (got) to be the most stupid movie I've ever seen.
4. Like I told you, it's an offer I can't refuse.
5. I suggest he apply for the job.
6. Look at them eat.
7. I saw him Monday.
8. It's a quarter after 11.
9. May twenty first. – 05. 21. 1956
10. I did math in my head as we walked.
11. The Chicago office had gotten quite a taste for it.
12. On the phone: - Is this Theo?
13. I learned all this within the first hour.
14. You should be in the hospital.
15. But it's what we've worked toward for so many years.
16. He can't get anyplace.
17. I just spoke to her.
18. I guess you wanna see the baby.
19. He'd proven his talents by billing 21 hours in a single day.
20. He's going to be traveling and you'll be working here.

27 Find and replace American English with British English.

1. The impression I'd gotten last Thursday had been that Billy loved his grandfather.
2. He had landed at a complex of buildings where he smelled food.
3. On the phone: - Yes, who is this?
4. It's a quarter of 11.
5. 04. 06. 1938 – Said: March, 6th 1938
6. He just arrived.
7. The so-called greenhouse effect is scientific rubbish, totally uproven.
8. The article describes a study I did from 1977 through 1980.
9. The Ruffins were slowly moving toward us.
10. He told us to come pick him up.
11. It was rumored he was traveling around the West.
12. You're failing math.
13. He'll be easier to protect in the hospital.
14. Someplace that isn't crammed with financial types.
15. Robbie trusted no reporter, period.
16. Aside from satisfying scientific curiosity, answers to these questions would help parents and teachers to promote healthy personality development.

28 Say what features of the following passages are characteristic of a) British or American English, b) a particular register, c) the spoken or written medium, d) formal or informal attitude, e) substandard English

1. I have recently been in correspondence with Messrs X and Y, Architects, concerning a number of irregularities which existed in the water supply installation at your Centre.
2. These bookshelves have become so popular that we've now added an extra unit. Also a writing-desk extension which you can fit to it. Why not give it a try?
3. We don't know nothing about it, sir, honest, we was never playing on the railway line, was we Dick?
4. Shut off supply to tap. Open tap fully to make sure water is shut off properly and leave open.
5. I appoint X Limited (hereinafter called "The Company") to be the Executor and Trustee of this my Will on the Company's Terms and Conditions in force at the time of my death (including those governing the rights of the Company to remuneration and the incidence of such remuneration as set forth therein).
6. What I wanted to ask you really was, as – m – I didn't know whether you were going to say that you could come or not, but I was going to suggest could you make it on the following Saturday?
7. As a biologist, I feel pretty sure that not all the knowledge an animal possesses has been founded upon experience it has enjoyed in its own lifetime.
8. On July 7, 1964, 3.9 millicuries of Cl-labeled DDT on inert granules were applied by helicopter to an enclosed four-acre marsh area at the rate of 0.2 pounds DDT per acre.
9. Pour coffee and syrup over crumbs. Sift dry ingredients and add. Stir in raisins.
10. In our time, we read too many new books, or are oppressed by the thought of the new books which we are neglecting to read; we read many books, because

we cannot know enough people; we cannot know everybody whom it would be to our benefit to know.

11. - Did you ever eat chicken? – Sure, I guess I’ve eaten chicken six or seven times. – What are you going to do when you grow up? – Shucks, I don’t know.
12. A DRQ on a test flight from X to Y was reported missing last night and believed to have crashed in the Z highlands. Rescue teams planned to set out at first light today. There were two test pilots and two other crew on board.

29 Say what features of the following sentences are characteristic of formal/written or informal/spoken English, British English or American English.

1. By the way, you might make a note of it.
2. You should come see them.
3. Can’t we spend this money on developing technology at home?
4. Its outcome is unlikely to be radical.
5. Have you got any suggestions?
6. I gotta good memory.
7. Female guests may be entertained between the hours of 4 and 5.30 o’clock on Thursdays only.
8. For these to have any practical effect a final agreement will be needed.
9. She just sits down and won’t move or look at anything.
10. The opposition is demanding that he goes.
11. No longer do scientists see the infant as largely passive, appreciating the world from the sidelines.
12. I got the copy if you wanna see it.
13. Saturday the fifth and Sunday the sixth, Yorke County was sealed off.
14. I think their client got scared.
15. They treated me afterwards to the embarrassing, sympathetic and bravely smiling looks which the British habitually save up for those afflicted with terminal cancer or with brains, brains being by far the more unfortunate condition in their eyes.

30 Say what features of the following sentences are characteristic of formal/written or informal/spoken English, British or American English

1. Estimates as to the size of a viable tiger population vary.
2. And that reminds me, Fanny dear, will you put a call through to Downing Street for me please.
3. Hereafter I shall refer to this group as eidetic.
4. Defendant will stand and face the court. Mr Doe, do you have anything to say before sentence is passed?
5. – Can we watch a movie tonight? – May we watch a movie tonight? Mary corrected him.
6. You don’t want to know. You really don’t.
7. He drove away, not offering her a lift, which he might have done, for their direction was the same.
8. I don’t know that I want a present from you, Boy.
9. Aside from a forty-eight-hour-a-day schedule I can’t complain.
10. In Spain, for instance, they have found it easier to get funding through centralized clearing houses.

11. We therefore do not wish to sidetrack ourselves into any discussion.
12. On their arrival at Heathrow his wife and daughter were picked up by taxi.
13. The pre-Kepler theory was that of the Arab philosopher Ibn al-Haitham.
14. Organized dissent is non-existent, having been thoroughly crushed 15 years ago.

31 Choose a phrase from each pair to write a) a formal text and b) an informal text.

Few people learn foreign languages perfectly/Not many people learn foreign languages perfectly when they're grown up./as adults. The majority of us/Most of us make many mistakes/make a lot of mistakes when we are speaking/when we're speaking another language/another language. It's best/The best policy is to aim for a reasonable level of accuracy,/to try to get most things right, but not to be too perfectionist./but not to be too perfectionist. A lot of common mistakes/Many common mistakes have little effect/don't have much effect on communication./on communication.

- a) Formal: Few...
- b) Informal:

KEY TO EXERCISES

Section 1

- 1.1** More common: 5, 6, 7, 8, 11. Equally common: 1, 10. BrE: 2, 3, 4
- 1.2** 3, 6, 7 with 'the' + noun for generic reference
- 1.3** AmE: 2,4,6
- 1.4** Zero article is used with abstract nouns in formal, bookish English in academic prose and news reportage.
- 1.5** 1 The death of the President has left the country in chaos. 2 Big business has been hit by inflation. 3 The manager of United is facing the sack after the latest defeat. 4 Computers have been (or: are being) blamed for the/a record number of job losses. 5 Environmentalists say the water people drink is not fit for animals. 6 The level of unemployment is the highest since the mid-nineteen-nineties.

Section 2

- 2.1** Impersonal: 1, 3, 5
- 2.2** Formal, impersonal: 1,3,4. *They*: 1,2 the authorities 5,7 the people around 6 the people around or the authorities 8 the government
- 2.3** Pol.correct: 1,3,4,5. Formal: 3,4
- 2.4** 1 they 2 their 3 their 4 they, them 5 them 6 theirs 7 they 8 them
- 2.5** 1 me 2 he, him 3 Me 4 me, him 5 him 6 me 7 her.
- 2.6** Forms with *-body*: 2, 3, 6, 7
- 2.7** 1 I have no idea. 2 There is no doubt about that. 3 There was nobody in the hut. 4 There's nowhere to stand. 5 They had no sympathy for him. 6 I had nowhere to go.
- 2.8** 1 a 2 a 3 b 4 b 5 b
- 2.9** 1 b 2 b 3 a 4 a 5 a 6 b 7 b 8 a 9 b
- 2.10** 1 no 2 no 3 some 4 no 5 no 6 no
- 2.11** 1 Are there no women in here? 2 Does nobody cherish and protect them? 3 Had the conspirators told her nothing? 4 Does nobody know? 5 Do you have nowhere to go?
- 2.12** 1 b 2 b 3 a 4 a 5 b
- 2.13** 2, 3, 4
- 2.14** Formal and very rare: 2 whom 4 with whom 7 for whom
- 2.15** 1 formal 2 f 3 informal 4 very inf. 5 f 6 very inf. 7 inf. 8 neutral 9 n. 10 n.
- 2.16** 1 a 2 a 3 b
- 2.17** Suggested answers: 1 It is not much use... 2 Only a few teenagers... / Not many teenagers... 3 Nadia didn't drink much coffee or any alcohol / ... and she didn't drink (any) alcohol. 4 Unfortunately, he didn't have many friends.
- 2.18** Formal words in positive statements: 1 much 2 little 4 much 6 few 8 few 10 few 12 a good many 15 little 16 little.
- 2.19** 1 this 2 that 3 that 4 this 5 that. Negative attitude: 2, 3, 5.
- 2.20** 1 One 2 one 3 one 4 ones 5 ones 6 one 7 one 8 ones. Spoken informal style.
- 2.21** 1 that of 2 that 3 those of 4 that of 5 those of 6 that 7 those 8 that of 9 that. The style is formal, written.
- 2.22** 2, 3, 7.
- 2.23** 1 of sorts 2 of a sort 3 of sorts 4 of kinds 5 of a kind 6 of sorts

- 2.24** a) classification: 3, 4, 5, 7, 8, 11, 13, 15, 16, 17; b) inexact description: 1, 2, 6, 10, 12, 14; c) uncomplimentary: 9, 18.
- 2.25** a) Classifying: 3, 5, 8, 9; b) Intensifying: 1, 2, 4, 6, 7, 10
- 2.26** 1, 2, 3, 5, 6, 7, 8, 11 are common in conversation with intensifying *such* + adj + noun and noun + *like that*.

Section 3

- 3.1** More common form supplied: 1 more stupid 2 more tired 4 more clever 5 more common 6 (inf. here) - farther (f) 8 crueler 9 breezier 10 more stupid 11 worst 12 (f. here) – further (inf) 13 more simple 15 keener 16 more feeble 17 older. Emphatic: 11, 15
- 3.2** Informal: 4 a lot 7 a bit 8 a lot 10 a lot.
- 3.3** 2 very much, far 4 lots 6 much, very much 8 lots 9 much, very much 11 far, very much 12 far, very much
- 3.4** 1 very much 2 very 3 very 4 very 5 very 6 very much 7 very 8 very much 9 very much 10 very much 11 very 12 very much 13 very 14 very
- 3.5** Spoken with *very*: 3, 4, 7.
- 3.6** 1, 3, 5, 7, 9, 10
- 3.7** 1 neg. 2 pos. 3 neg. 4 neutral; sp. AmE 5 pos. 6 f, neg. 7 inf. AmE, neg. 8 neut. 9 pos. 10 inf. BrE
- 3.8** 1 to what degree 2 significantly 3 insofar as 4 to what extent 5 somewhat 6 substantially 7 to some degree 8 to the extent that 9 in large degree 10 to a lesser extent
- 3.9** Formal: 1, 2, 5, 10, 11, 14. Informal: 3, 4, 6, 7, 8, 9, 12, 13.
- 3.10** Informal: 2 all the time 4 worse and worse 5, 7, 10: end-position of -ly adverbs
- 3.11** Front and mid position in formal written English in: 1, 2, 3, 4, 5, 8
- 3.12** Informal with adjectives instead of adverbs: 1, 3, 5, 7, 8, 9 AmE.
- 3.13** 2, 3 with past tense.
- 3.14** Corrections: 1, 3, 6, 7, 8, 9, 10, 12 as if/as though. 5, 13 as. Correct, neutral: 2. Spoken: 4 and 11.

Section 4

- 4.1** 1 bookish 2 neutral 3 bookish 4 informal, emphatic 5 inf. AmE 6 inf. AmE 7 inf. AmE 8 inf., emph. 9 inf. AmE 10 inf. 11 inf. AmE 12 inf. AmE 13 more formal 14 inf., emph. 15 inf. AmE 16 inf. AmE 17 more f. 18 inf.
- 4.2** 1 to have gone 2 to have delivered 3 to have reached 4 to have left 5 to have delivered 6 to have gone 7 to have played 8 It was to have been 9 We were to have spent
- 4.3** 1 formal BrE 2 spoken, very informal AmE 3 f. BrE 4 sp., mostly BrE 5 very inf. AmE 6 f. BrE 7 sp., mostly BrE 8 sp., mostly AmE 9 sp., mostly BrE 10 sp., mostly BrE 11 sp., mostly AmE 12 sp., mostly BrE 13 sp. AmE or wr.BrE 14 sp., mostly BrE
- 4.4** 1 request, softens 2 instruction 3 demand, softens 4 command, more insistent 5 request, softens 6 command, more insistent 7 request, softens 8 command, softens 9 command, more insistent 10 offer 11 offer, more insistent 12 command, polite 13 offer, more insistent 14 command, sharpens 15 command, more insistent 16 command, more insistent 17 invitation, more insistent 18 command, softens 19 command, sharpens 20 command, sharpens.

- 4.5** 1 inf. BrE, rare 2 spoken 3 acad 4 inf. BrE, rare 5 sp. 6 AmE 7 AmE 8 BrE 9 BrE 10 BrE 11 AmE 12 acad 13 f., bookish, acad 14 sp. 15 f., bookish, acad 16 f., bookish, acad.
- 4.6** 1 suggest 2 might 3 Why don't we 4 I thought we might 5 I would...if I were you 6 Would you care to 7 You'd better 8 suggest 9 It might be a good idea to 10 Shall we say 11 I should... if I were you 12 should.
- 4.7** 7 neutral 11 informal 4 n. 10 inf. 3 spoken 9 sp. very inf. 1 n. 8 n. 6 sp. 5 sp. very inf. 2 n.
- 4.8** 1 You should phone your Dad. 2 I think you should respect her wishes. 3 It might be a good idea to invite them. 4 I would apologise if I were you. 5 You'd better call him now. 6 You might ask them to come later. 7 I don't think you should change your job. 8 I suggest you have your hair cut. 9 Why don't you leave him alone?
- 4.9** 1 b 2 a 3 c 4 a 5 b 6 b 7 a 8 c 9 c 10 b+c 11 b 12 b 13 a 14 b 15 b
- 4.10** 1 d) f. wr. 2 a) f. 3 a) f. sp. 4 a) f. sp. 5 e) f. wr. 6 a) f. sp. 7 c) f. sp. 8 a) f. sp. 9 c) f. sp. 10 a) f. 11 b) f. 12 e) f. wr. 13 d) f. 14 a) f. sp. 15 c) f. 16 c) f. sp. 17 b) f.
- 4.11** 1 a 2 b 3 a 4 a 5 b 6 c 7 a 8 a 9 c 10 c 11 a 12 b
- 4.12** 1 most common (acad) 2 very common (acad) 3 very common (conv) 4 least common (conv) 5 very common (conv) 6 most common (conv) 7 least common (conv) 8 least common (acad) 9 least common (conv) 10 most common (conv) 11 least common (conv) 12 very common (conv)
- 4.13** **1** We don't have to leave until 10. (n) /We haven't got to leave until 10. (inf. sp.) /We don't need to leave until 10. (n. AmE/BrE) /We needn't leave until 10. (BrE). **2** You don't have to reserve a room. (n) /You haven't got to reserve a room. (inf. sp.) /You don't need to reserve a room. (n AmE/BrE) / You needn't reserve a room. (BrE) **3** You don't have to take any money. (n) /You haven't got to take any money. (sp. inf.) /You don't need to take any money. (n AmE/BrE) /You needn't take any money. (BrE)
- 4.14** 1 We needn't have ordered... 2 I needn't have taken... 3 She needn't have taken... 4 You needn't have worn... 5 I needn't have used... 6 You needn't have slept... 7 You needn't have come... 8 You needn't have bought...
- 4.15** 1 BrE 2 BrE/AmE 3 BrE 4 BrE (=have to) 5 BrE 6 BrE 7 BrE/AmE 8 BrE 9 BrE/AmE 10 BrE 11 BrE/AmE 12 BrE 13 BrE/AmE 14 BrE 15 BrE 16 BrE/AmE 17 BrE/AmE 18 BrE 19 BrE. 'Done unnecessarily: 3, 5, 10, 19
- 4.16** 1 a 2 b 3 c 4 a 5 b 6 a 7 b 8 b 9 c 10 b 11 a 12 a; b
- 4.17** 1 c 2 a 3 c 4 b 5 a 6 a 7 b 8 a 9 b 10 a 11 b 12 c 13 c 14 b
- 4.18** From least to most certain a: 2, 4, 5 b: 3 7 c: 8, 6 1. Rare: 5, 3, 7 Very informal: 6
- 4.19** **1** a) Could he be working at this time? b) Can he be working at this time? c) Do you think he could/might/may be working...? **2** a) Could he be telling lies? b) Can he be telling lies? c) Do you think he could/might/may be...? **3** a) Could you have left your purse on the bus? b) Can you have left...? c) Do you think you could/might/may have left...? **4** a) Could they have missed the train? b) Can they have missed...? c) Do you think they could/might/may have missed...?
- 4.20** From least to most certainty: 1, 4, 6, 5, 2, 3. Most common: 2. Rare: 3, 5, 6.
- 4.21** 1 She must/can't be asleep. 2 It must/can't be true. 3 You must/can't be hungry. 4 They must/can't be French. 5 She must/can't have been puzzled. 6 They

must/can't have seen it. 7 He must/can't have heard about it. 8 She must/can't have felt lonely. 9 He must/can't have refused. 10 They must/can't have done their best.

- 4.22** 1 a 2 b 3 a 4 a 5 b 6 b 7 a 8 b 9 b 10 b 11 a 12 b 13 a 14 a
- 4.23** 1 Could I...? 2 Will you...? 3 Could I...? 4 Would/Could you ...? 5 Could/Would you...? 6 Would/Could you...? 7 Could you...? 8 Will/Would you...? 9 Would/Could you...?
- 4.24** From most to least polite: 3, 4, 1, 5, 2, 7, 6, 8.
- 4.25** 1 Will you 2 If you'll 3 Perhaps, you'll 4 Please, if you would be so good as to 5 if she will 6 Would you mind 7 Would you be interested in 8 Would you mind 9 I was wondering how you would feel about 10 I wonder if you could (do me a favour). The more polite: 4, 5, 6, 7, 8, 9, 10.
- 4.26** 1 formal cliché 2 f, rare 3 f., rare 4 tactful 5 very f., rare 6 tactful 7 tactful 8 f., rare, here aggressive 9 very f., rare 10 f. rare 11 mostly with children 12 inf. 13 tactful 14 tactful 15 very f., very rare 16 f. 17 f. 18 tactful 19 f. 20 tactful 21 f. 22 inf. 23 inf.
- 4.27** 1 a 2 b 3 a 4 e 5 d+e 6 d+e 7 e 8 a 9 a 10 e 11 d or e 12 b 13 b 14 a 15 b 16 e 17 d+e 18 d+e 19 b 20 e 21 c
- 4.28** 1 a 2 c 3 a 4 b narrative style 5 b 6 c 7 c 8 b disapproval 8 b 9 b narrative style 10 b nar. st. 11 a sp. 12 b+c disapproval 13 b wr. 14 b wr. 15 b sp. 16 b wr. f.
- 4.29** 1 a) rare as permission, formal or with children mostly b) more common, spoken, informal 2 a) very rare in negatives b) very common 3 a) very rare in questions b) more common with *think*-construction 4 a) rare, more informal b) much more common 5 a) common spoken b) new spoken informal 6 a) mostly BrE spoken b) now more common BrE spoken 7 a) BrE in negatives b) now common in negatives 8 a) especially AmE spoken b) especially BrE spoken informal 9 a)=8b) b) informal incorrect, mostly AmE 10 a) direct b) less direct, more polite
- 4.30** Scientific methodology and analysis: *decompose, determine, devise, measure, collect, test, prove, compare, accomplish*. Findings, logical relations: *relate, find*. *Can* in 1, 4 and *might* in 7 are the most common in <acad>.
- 4.31** 2, 4, 5, 6 (here), 9.
- 4.32** 1 Visitors are allowed... 2 A bell is rung... 3 Visitors are requested... 4 People are advised not to... 5 Dogs are not allowed... 6 You are asked... 7 Members of staff are not permitted... 8 Lunch is served... Style : formal, written, impersonal
- 4.33** 1 These boots are to be cleaned until they shine. 2 This line is not to be crossed under any circumstances. 3 My car needs to be picked up from the place and dropped off at the garage. 4 Fees must be paid in advance. 5 It's not to be taken ... 6 He's not to be criticized 7 It's not to be opened... 8 They're not to be read 9 They're not to be let out.
- 4.34** 1 The cake has been eaten. 2 My papers have been moved. 3 All the water has been drunk. 4 My book has been taken. 5 Your key has been lost. 6 Your cup has been broken. 7 Why weren't the customers offered a refund? / Why wasn't a refund offered to the customers? 8 We were promised full compensation if the scheme fell through. / Full compensation was promised (to) us if... Passive in 5 and 6: to make excuses, in 1, 2, 3, 4, 7, 8: to avoid blaming someone directly.
- 4.35** 1 he was presumed to be dead 2 She is considered to be an expert 3 he is supposed to have been a spy 4 many of the passengers are believed to be still

alive 5 his fortune was estimated to be in excess of \$5,000,000 6 the documents were shown to have been forgeries 7 No one can be found to be guilty 8 The expensive picture was declared to be a fake. **Spoken:** 3

- 4.36** 1 It's rumoured that he's... (impersonal) / He's rumoured to be working... (impersonal, more common and informal) 2 It is believed that they have left... (more impersonal). / They are believed to have left the country (impersonal, more informal). 3 She is thought to have been smuggled... (more common, more informal) 4 They were seen to leave the room together. (impersonal) 5 He is known to have hidden ... (impersonal) 6 Shakespeare is often said never to have revised... (more common and informal) 7 He is said to be recovering well. (impersonal) 8 There are thought to be disagreements ... (impersonal, less direct) 9 The policeman is supposed to have taken bribes. (informal)
- 4.37** a) neutral b) spoken informal c) <news> more formal
- 4.38** *Get* can be used in 1, 4, 6. Informal.
- 4.39** 1 I finally got it repaired. 2 No, he's got it published. 3 Why don't you get it fixed? 4 Yes, you should get it changed. 5 Yes, I must get it serviced.
- 4.40** 1 making excuse, informal spoken 2, 3, 4 avoiding blaming smb directly, spoken 5 spoken, unpleasant event 6 spoken, negative event 7 impersonal 8 impersonal 9 neutral, negative event 10 neutral 11 emphatic
- 4.41** Except 11 with *nothing*.
- 4.42** 1 might have sold 2 records 3 creases 4 had sold 5 is making <informal> 6 reads 7 wash out 8 dries 9 sell.
- 4.43** 1 The lights dimmed during the last dance. 2 Darren's performance in the 100 metres improved by a tenth of a second. 3 The *Titanic* sank in 1911. 4 His eyes filled with tears. 5 The plan gradually developed.
- 4.44** 1 Being laughed at 2 Having been criticized 3 Having been told 4 Never having been given 5 being ordered 6 being knocked down 7 being pushed (having been pushed)
- 4.45** All b) sentences with Continuous rather than Simple forms are more tentative and polite. In 5, 6, 7 b) sentences with past rather than present forms are more formal.
- 4.46** 1 Past Continuous; tactful polite request 2 Past Cont.; polite tentative inquiry, e.g. in a shop. 3 Past Cont.; polite tentative invitation 4 Present Cont.; emphatic, irritation, informal. 5 Present Cont. + always; disapproval, complaint, informal. 6 Past Cont., tentative request 7 Past Cont. more tactful inquiry, e.g. in a shop 8 Pres. Cont.; more tactful question 9 Past Cont.; more tactful inquiry 10 Past Cont. more tentative and polite inquiry 11 Past Cont.; gossiping or repeating what one said 12 Pres. Cont.; more tentative request 13 Past Cont. more polite and tentative request 14 Pr. Cont.; more tactful expression of expectations 15 Fut. Cont.; more tentative suggestion 16 Past Cont.; more tentative and polite request 17 Continuous Infinitive; more polite 18 Pr. Cont.; more tentative request 19 Pr. Cont.; more tactful, correcting people 20 Cont. Infinitive; more polite request 21 Past Cont.; more polite apology 22 Pres. Cont.; emphatic 23 Fut. Cont.; emphatic 24 Present Perfect Cont.; more polite apology 25 Pres. Cont. more polite and tactful inquiry 26 Fut. Cont.; emphatic 27 Fut. Cont.; more polite inquiry about someone's plan. 28 Fut. Cont.; more polite and tentative request.

- 4.47** 1 have arrived; were 2 has set; covered 3 has married; met 4 has just offered; said 5 have found; was 6 have died; fell 7 have escaped; stole, walked.
 <AmE> : Every first verb would be in the Past Simple e.g. 1 arrived 2 set.

Section 5

- 5.1** 1 a 2 a 3 c 4 b 5 a 6 a 7 b 8 a 9 c 10 a 11 b 12 c 13 a 14 b

Section 6

- 6.1** a) in 1 – 3
- 6.2** 1 Waiting at bus stops is always boring. 2 Filling in forms is an unpleasant task. 3 Jogging round the block every morning is exhausting. 4 Writing letters is a chore. 5 Dancing is fun. 6 Slow reading may lead to better understanding of this text. 7 Avoiding fatty foods is no bad thing. 8 Developing your natural facilities is essential for success. 9 Admitting guilt is not proof of guilt. 10 Laughing is supposed to be good for the system. 11 Completing these census forms is required by law. 12 Relaxing muscles is important for pianists. 13 Riding my bike to work is good exercise.
- 6.3** b) sentences with *It+ -ing*. are more informal
- 6.4** 1 a) It annoys me to hear her talk like that. b) It annoys me, hearing... 2 a) It takes four hours to get... b) It takes... getting... 3 a) It's silly to get upset... b) It's silly, getting... 4 a) It's nice to get up in the morning, but it's nicer to stay in bed. b) It's nice getting... 5 a) It makes me tired to watch him. b) It makes... watching... 6 a) It upsets me to hear her complaining. b) It upsets... hearing... 7 a) It's hard to say no to people. b) It's... saying...
- 6.5** 1 It is a miracle that he is here at all. 2 It is well known that he hates pop-music. 3 It is really inexcusable that he was late. 4 It didn't come as a huge surprise that he wasn't there. 5 It was extremely annoying that neither was on time. 6 It only became clear later that she had financial problems.
- 6.6** 1 b, d 2 a 3 b 4 a; b more informal than c 5 b
- 6.7** They didn't seem to notice anything. <inf> / They seemed not to notice anything. <f> / They seemed not to have noticed anything. <f> / They seemed to have noticed nothing.
- 6.8** 1 He seems to know the answer. 2 He doesn't seem (to be) well. / He seems not to be well. <more f.> 3 Everything seemed (to be) quiet. 4 Everybody seemed to be leaving. 5 Liz seems to have lost the game. 6 The letter seems to have been stolen. 7 They seemed to know what had happened. 8 John seemed to have forgotten my birthday.
- 6.9** More informal: 1, 3, 4, 6, 7, 9, 11, 12.
- 6.10** Optional *to be* before nouns/adjectives: 1, 2, 4, 6, 8, 9, 11, 12, 14, 15. Optional *that* in spoken English: 5, 10, 13. Before verbs *to* must be used: 3, 7.

Section 7

- 7.1** Informal: 2, 5 (*it + ing* forms); Spoken: 10. The others are neutral.
- 7.2** a) suggests that I saw the whole action from start to finish. b) suggests that the action was in progress before I noticed it. 1 I saw John cycling down the street. 2 I heard him promise to take the children to school his morning. 3 I could hear the children coughing all night. 4 I went out to watch the factory burning.
- 7.3** More informal and more common: 2, 3, 5, 7

- 7.4** 1 have people playing 2 have strangers ringing 3 have salesmen calling 4 have the post arriving 5 have anyone interrupting
- 7.5** a: 6, 8 b: 1, 2, 3, 4, 5, 7, 9, 10. *Have* + object + infinitive is especially AmE
- 7.6** 1 informal 2 inf. 3 neutral 4 n. 5 inf. 6 n. 7 inf. 8 n. 9 n. 10 n. 11 n. or inf., more common 12 f. 13 f. 14 n. or inf., more common 15 n. 16 f. 17 rare with passive infinitive
- 7.7** Informal or neutral sentences without *to be*: 1, 2, 3, 4, 5, 8, 12, 13. Formal verbs: 6, 9, 10, 13
- 7.8** 1 a 2 a 3 b 4 b 5 a
- 7.9** 1 me 2 you 3 Pat 4 you 5 me 6 him 7 him
- 7.10** 1 a 2 b 3 a 4 a 5 a in conv. 6 b
- 7.11** 1 I wondered if they liked me. 2 ...if/whether I would be ready in time. 3 if/whether there was any food in the house. 4 whether/if service was included or not. 5 if/whether I could pay by cheque. 6 if/whether my hair looked funny. 7 if/whether the postman had been 8 if/whether they spoke English. 9 if/whether I was doing the right thing. 10 whether/if the meeting was on Tuesday or Wednesday. Note that in 4 and 10 *whether* comes first because an alternative is mentioned.
- 7.12** 1 informal, spoken 2 sp, inf, less common with alternative 3 sp, more common with *wonder* 4 neutral, very com. in <conv> with *know* 5 sp., more com. 6 n., more com. with alternative 7 sp., less com. with alternative 8 sp., more com. with *see*. 9 more com. with *know* 10 sp, com. 11 inf. sp. 12 inf, rare in <acad> 13 f., com. 14 sp. inf, more com. with *wonder* 15 f. 16 less com. 17 f., more com. 18 n., more com. with alternative 19 sp., less com. with alternative 20 n., less com..

Section 8

- 8.1** 1 Helen's story; the story of the French Revolution 2 the bed of the stream; the patient's bed 3 a/the policy of full employment; the company's policy 4 my favourite author's style, the style of the 1930s 5 the place of language education; women's place 6 the ideas of modern physics; my son's ideas 7 the club's rules; the rules of football 8 the committee's view; a/the view of the lake 9 the cat's head; the head of the queue 10 the arm of the chair; John's arm
- 8.2** 1 New York's tallest skyscraper 2 the European Community policy 3 Easter Island's mysteries 4 St Andrew's Church 5 post-war Germany's recovery 6 London's theatres 7 the United Nations' resolution 8 the Labour Party's policy 9 *The Times*' leader 10 *The Economist*'s point of view.
- 8.3** 1 conversation 2 newspaper headline 3 conv. or a label, 4 conv. or a label 5 headline, 6 label or advertisement 7 conv. 8 news. 9 wr., f. 10 acad. 11 acad. 12 news
- 8.4** 2, 6, 8, 9 are informal with prepositions in end-position.
- 8.5** 1 more common, sp. and wr. 2 less com., sp./wr. 3 com., wr. very f. 4 most com., sp./wr. 5 most com., sp./ wr. 6 com., wr. very f. 7 com., wr., very f. 8 most com., sp./ wr. 9 most com., sp./wr. 10 less com., wr. 11 – com., wr., very f.
- 8.6** 1 a) inf b) inf. c) f. 2 a) inf. b) rather f. c) f. d) f. 3 a) f. b) rather f. c) inf. d) f. More common: 1a), 2a) and 3c)
- 8.7** 1 That is the article we were just talking about. 2 This is the bed Q.E slept in. 3 That is the agreement I want to back out of. 4 Those are the figures I want you to break down. 5 This is the sentence we should leave out. 6 This is the

paragraph we have not yet dealt with. 7 This is the matter we must now see to. 8 That is the film I was looking forward to. 9 These are the expenses we must cut down on. 10 This is the job you should first get on with.

- 8.8** 1 formal. Inf: The chief pilot is someone we have every confidence in. 2 inf. F.: Juliet's always the only person to whom I can talk/whom I can talk to. 3 inf. F.: That's all for which we have time today. 4 – f. I was finally given the job I had been training for. 5 inf. F.: Are these the people whom...to? / Are these the people to whom you want me to give the envelopes to? 6 inf. F.: That isn't the dancer whom I was talking to./ to whom I was talking. 7 f. Inf.: We are unable to tell you who we have sent the parcel to. 8 f. Inf.: I do it with the backing of my Prime Minister who I spoke to only a few moments ago.
- 8.9** Omission possible: 1, 3, 5, 6, 7 Formal: 4, 6, 8.
- 8.10** Non-identifying clauses: b). *that* can be used in identifying clauses a)
- 8.11** Commas in 1, 4, 5, 6, 8, 10, 11, 12; Replaced and/or left out: 2 *that* 3 *that*/0 7 *that* 9 *that*/0.
- 8.12** *Which* refers to a whole clause e.g. 'The lights suddenly went out' in 1.
- 8.13** More common: 1, 3, 5, 6
- 8.14** 1 whose profits 2 whose implicit extension 3 whose method 4 whose size distribution 5 whose Chairman.

Section 9

- 9.1** 1 formal 3 f. 5 AmE 6 f. 7 AmE 8 f. 9 spoken 10 AmE 12 AmE 16 f.
- 9.2** A comma in 2 before *he*, in 5 before *she*.
- 9.3** 1 After discussing 2 On showing the film 3 having sat down 4 When asked 5 The drinks ordered 6 Having made his assertion 7 Spotting his employer 8 Having made 9 After being dismissed 10 Viewed from a distance 11 when fried 12 Putting down my newspaper
- 9.4** 1 When living in Washington 2 Since meeting you 3 Once published 4 Before serving in the army 5 While in the army 6. (On) entering the town 7 After travelling (*or* After having travelled). Verbless and participle clauses are formal written.
- 9.5** 2 spoken, informal (*for* is left out) 4 inf. 7 emph. 8 sp. inf. (*from* is left out) 9 sp. inf. (*for* is left out) 10 sp. 11 AmE. The others are neutral.
- 9.6** 1 BrE 3 formal 4, 6 wr. The effect is that of contrast or emphasis.
- 9.7** 1 informal 2 neutral or formal. 3 n. BrE 4 spoken 5 inf. 6 n. 7 n. 8 f. 9 inf. 10 inf. 11 f. 12 n. 13 f. 14 wr. 15 emph. 16 n. 17 f. 18 emph. 19 f.

Section 10

- 10.1** 1 b 2 a 3 c 4 b 5 a 6 a 7 b 8 c 9 b 10 a 11 a 12 b
- 10.2** 1 for fear 2 out of pity and... 3 from lack... 4 out of despair, from love, from sheer anxiety... 5 for dangerous driving 6 from curiosity, for solace 7 out of sheer habit 8 for fear 9 out of self-interest 10 out of curiosity 11 for fear 12 for lack... 13 out of fear
- 10.3** 1 slightly formal 2 slightly f. 3 neutral 4 spoken
- 10.4** 2 a 3 a 5 b (*no thanks to*) and a 6 b 8 a 9 b. In sentences 1, 4, 7, 10 *thanks to* explains why something good has happened. Definitely spoken: 2, 6, 8, 9, 10.
- 10.5** 1 n 2 rather formal 3 rather f. 4 neutral 5 f. 6 f. 7 f., wr. 8 inf., sp. 9 f. 10 f. 11 f. wr. 12 f. 13 f. wr. 14 slightly f. 15 n. 16 n. 17 f.

- 10.6** -ing clauses: 1 less common 2 extremely rare 3 less com. 4 extremely rare 5 less com. 6 particularly com. 7 particularly com. 8 less com. -ed clauses 1-9: relatively common in news and fiction.

Section 11

- 11.1** 1 T 2 F, they are f. 3 T 4 T 5 F, in front position 6 T 7 T 8 T
11.2 1 a 2 b 3 a 4 b. *So* is the most common way of expressing result in <conv>.
11.3 1 neutral 2 formal 3 n. 4 f. 5 very f. 6 more f. than *so* 7 f. 8 f. 9 f. 10 inf. 11 f. 12 rather f. 13 n. 14 f. 15 f. Sentences 2 and 15 are emphatic with *such* and *so* in front position.

Section 12

- 12.1** 1 T 2 T 3 F, less com. 4 T 5 F, neutral in negative purpose 6 T 7 T 8 T 9 F, in final position 10 F, more common 11 T
12.2 1 P 2 P 3 R 4 P 5 P rather than R in the context 6 R 7 P 8 P or R 9 P 10 R
12.3 1 a) infinitive construction is more natural for negative purpose 2 b) infinitive construction is more natural for negative purpose 3 b) *so that* is much more common for negative purpose 4 a) *so that* is more common 5 b) more natural 6 c) to-infinitive is the most common to refer to purpose and less emphatic 7 a) initial position is less emphatic
12.4 1 formal 2 neutral/spoken 3 f. 4 f. emphatic 5 very f. rare 6 inf. BrE for negative purpose 7 n. with past tense 8 f. 9 n. or slightly f. 10 f. 11 inf., *that* is omitted in sp. English 12 f. written 13 wr. 14 wr. 15 more f. and emp. 16 n
12.5 1 formal 2 common 3 most com. 4 main clause 5 purpose clause 6 f. 7 f. 8 com. 9 com. 10 more emphatic 11 more f. 12 more com. 13 more com. 14 written 15 more emphatic 16 com. 17 wr. 18 very f. 19 f. 20 emph. 21 neutral 22 inf. with *that* omitted 23 sp. with *that* omitted 24 com. 25 n. 26 main clause

Section 13

- 13.1** 1 T 2 F, we can 3 F, much less common 4 T 5 T 6 T 7 F, more common 8 F, less formal 9 T 10 T 11 T 12 F, spoken 13 T
13.2 1, 3, 5
13.3 1 neutral 2 f. 3 inf. 4 emph. 5 n. 6 n. 7 f. 8 inf. 9 n. 10 f 11 f. 12 n. 13 n.
13.4 1 ...Nevertheless, we still managed...; *but still* <emphatic>, *nevertheless* <formal> 2 However, I don't...; *but* <spoken>, *however* <f> 3 All the same, our profits...; *but* <sp>, *all the same* <inf>, <emph> 4 While reorganization is a good idea, it would cause...; *but* <sp>, *while* <neutral> 5 ...competition and yet we have; *all the same* <inf>, <emph>, *and yet* <emph> 6 Although the future for rain forests looks bleak, no one...; *however* <f>, *although* <f> 7 Despite there being / the fact that there are many dissenters, there are many...; *at the same time* <n>, *despite* <f> 8 Whereas I've always been honest about my feelings, you have not; *on the other hand* <n>, *whereas* <f> 9 While I think the music is dreadful, I like the lyrics; *despite* <f>, *while* <n>
13.5 1 formal 2 f. 3 neutral 4 f. 5 spoken. 6 f. 7 f. 8 n. 9 f. 10 n. 11 f. 12 f. 13 n. 14 sp. All the neutral examples are appropriate both in speech and writing.
13.6 1 b 2 b 3 b 4 b 5 a 6 a
13.7 Possible answers: **1** Try as he did/might... However hard he tried... However he tried... No matter how hard he tried... **2** However dangerous it looks now...

No matter how dangerous it looks now... Dangerous as/though it looks now... **3**
 However decent and honest people may be... No matter how decent and
 honest... Decent and honest as people may be... **4** No matter how hard I tried...
 Hard as I tried... Though I tried hard... **5** However much I'd like to help... No
 matter how much ... Though I'd like to help... **6** Whatever they said... **7**
 However good you are... Good as you are... Though you may be good... **8** No
 matter what he took up... **9** However sophisticated the games that managers
 play are... No matter how sophisticated... Sophisticated as/though the games
 that managers play may be... Though the games... **10** Whatever the market
 does... **11** No matter who was behind...

- 13.8** **1** adjective + *as*, the use of *may* are features of formal style. *Though the customs of many barbarians seem strange to us...* **2** *although* is <f>. *Though it is not...* **3** *May* in contrast clauses is <f>. *However universal...is...* **4** adjective + *though* is <f>. *Though he is efficient...* **5** The present tense is neutral in this formal construction. *Unlikely as it may sound...* **6** *Although* is <f>. More <f>: *Fantastic though his statement sounded...* **7**. *Where* is <sp> and rare. *While the admiral was...* **8**. *However* is <f> and <wr>. *But it does not...* **9** the verbless clause here is <f>. *The rooms, though they were small,...* *Though the rooms were small, they...* **10** The participle clause is <f>. *While he was willing to help...* **11** *Yet* is neutral. <F>: *However/Nevertheless/Nonetheless it continues.* **12** More <f> and <wr>: *Despite his success...* **13** *Whereas* is <f> and less common. *While the city...* **14** *In contrast to* is <f>. *Unlike many rich Russians...* **15** *When* is <sp>. *Why does she steal things though...* **16** <F>: *Whereas others...* <Sp>: *Where others...* **17** *But* is most common in <conv>. <F>: *...however, she still passed the exam.* **18** *All the same* is <inf>. *Nevertheless/However, I found them...* **19** *For all* is neutral. *Though I love landscape...*

- 13.9** In sentences 1, 4, 5, 7 contrast clauses are in final and therefore emphatic position. In 6 and 8 emphatic patterns are in the front position.

Section 14

- 14.1** **1** neutral **2** informal, introducing a question in conversation **3** n. **4** inf, introducing a question. **5** n. in conversation **6** spoken, introducing a question
14.2 **1** T **2** F, neutral **3** T **4** T **5** T **6** F, inf. **7** F, sp. **8** T **9** T **10** T **11** T.
14.3 **1** formal **2** emphatic **3** emph. **4** neutral, emph. **5** n. **6** inf/sp. **7** n. **8** n. **9** inf. **10** inf. **11** inf. **12** inf. **13** sp.
14.4 **1** Emphatic: *Unless Peter improves...* **2** <Emph>: ... as long as he pays me in. **3** <Emph>: *On condition that he...* **4** <Emph>: ... provided they kept out of... **5** *Else* is <inf>. Neutral: *Otherwise the time...* **6** *Suppose* is <n>. <Inf>: *What if a man...* **7** No difference in effect. Both *supposing* and *what if* are <inf>. **8** No difference in effect, both *provided* and *providing* are <emph>. **9** *In that case* is <n>. <Inf>: *If so, why did he...* **10** <Inf>: *Say you won...* **11** In AmE *in case* = *if*. AmE: *In case you're wondering...* **12** No difference in effect. Both *if so* and *then* are <inf>. **13** No difference in effect. Both *on condition that* and *only if* are <emph>. **14** *Unless* is typically used in final position in <conv>. <Sp>: ...unless you are tired.
14.5 *Possible answers:* **1** a) In a hotel **2** a) In an office **3** b) Friends talking **4** a) In a bank **5** b) Friends talking **6** d) Your parents **7** d) Colleagues **8** c) Neighbours **9** a)

A secretary 10 a) Strangers 11 a) In an office 12 c) Official correspondence 13 d) Your mother 14 a) Official correspondence

14.6 1 T 2 F, slightly formal 3 T 4 F, more tactful 5 F, in f. wr. 6 T 7 T 8 T 9 T

14.7 3, 1, 2, 5, 7, 4, 6.

14.8 1 f. Inf: If the minister was... 2 inf. F: If only he were... 3 f. Neutral: If he had agreed 4 f. Neutral: If you (happen to) 5 slightly f. Formal: Should they agree... Neutral: If they agreed... 6 f. Neutral: If the world were to change... Informal: If the world was to change 7 f. Slight formal: If you should need... Neutral: If you need 8 n Slight formal: If you should ... 9 inf. Formal: If he were... 10 f. Neutral: If we had not been... 11 f. Neutral: If you were to have turned/If you had turned... 12 inf. ungrammatical. If it weren't for...

14.9 1 Unless it is changed 2 If you are traveling 3 Does not sound formal because it is frequently used in speech. 4 Unless you pay 5 Does not sound too formal in academic prose. 6 if it is fried in butter.../if you fry it in butter and sprinkle... 7 If it is sent/If you send it 8 Does not sound too formal in academic prose. 9 Does not sound formal because it is frequently used in speech.

Section 15

15.1 1 F, rare 2 T 3 T 4 F; less formal BrE 5 T 6 T 7 T

15.2 1 b 2 a 3 b 4 b 5 a 6 b 7 a 8 b 9 a 10 a 11 b 12 a 13 b 14 a

15.3 1 AmE, f. BrE 2 less f. BrE, inf. AmE 3 less f. BrE, inf. AmE 4 AmE, f. BrE 5 AmE, f. BrE 6 less f. BrE; inf. AmE 7 less f. BrE, inf. AmE 8 AmE, f. BrE 9 inf., emph. 10 inf. 11 less f. BrE, inf. AmE 12 AmE, f. BrE 13 inf. BrE

15.4 1 neutral 2 very f. 3 n. 4 polite 5 very f. 6 inf. BrE 7 f. BrE or n. AmE 8 n. AmE or f. BrE 9 very f. 10 inf. BrE 11 polite 12 n. 13 very f. 14 n. AmE or f. BrE 15 inf. BrE 16 very f. 17 polite 18 inf. BrE 19 very f. 20 n.

Section 16

16.1 1 T 2 F, written 3 T 4 T 5 F, *in addition to* is neutral 6 T 7 T 8 T 9 T 10 F, *as well* is informal 11 T 12 T 13 T 14 T 15 F, informal, rare.

16.2 1 prep., n. 2 adv., f. 3 prep., n. 4 adv., inf. 5 prep., n. 6 adv., inf. BrE 7 adv., inf. 8 adv., f. 9 inf. in front-position. 10 n. 11 wr.

16.3 1 F: Neither/Nor am I. Inf.: Me neither/I don't, either. 2 F.: So has he. Inf.: He too. 3 F.: So is she. Inf.: She too. 4 F.: Neither/Nor am I. Inf.: Me neither/I'm not, either. 5 F.: Neither/Nor is he. Inf.: He neither/He's not, either. 6 F.: So do you. Inf.: You too 7 F.: Neither/Nor do my friends. Inf.: My friends neither/My friends don't, either. 8 F.: So did Nicola. Inf.: Nicola too. 9 F.: Neither/Nor will her mother. Inf.: Her mother neither/Her mother won't, either. 10 F.: So has the motorbike. Inf.: The motorbike too.

16.4 1 f. 2 very f. 3 n. 4 wr. 5 emph. 6 n., negative context 7 emph. 8 sp. emph. 9 wr. 10 f. 11 inf.

16.5 1 F, BrE. 2 T 3 T 4 F, spoken 5 T 6 T 7 F, spoken.

16.6 1 sp. 2 f. 3 inf. in front-position, rare 4 very f. 5 n. 6 esp. sp. 7 sp., emph. 8 f. 9 n. AmE 10 n. 11 inf. BrE, emph. 12 sp. 13 n.; BrE 14 n. 15 sp.

Section 17

17.1 *For* is not optional after *except* in 1 and 4 because only *except for* is used at the beginning of the sentence.

- 17.2** 1 T *Except for* is used. 2 F *Excepted* is neutral. 3 F formal 4 T 5 T 6 T 7 T
17.3 except for: 1, 3, 6, 9; as well as: 2, 4, 5, 7, 8
17.4 3 BrE 4 emph. 6 f. 8 emph. 9 f. 10 AmE 11 f. 14 inf. with bare infinitive 15 rare 16 f. Neutral: 1, 2, 5, 7, 12, 13, 17, 18.

Section 18

- 18.1** 1 *altogether* <sp> 2 *all in all* <sp> 3 *in sum* <f> 4 *in a word* <sp>
18.2 In 1 *All in all*, 2 *So you see that* and 3 *The result is that* are <sp> and inappropriate for written academic English.

Section 19

- 19.1** 1 T 2 T 3 T 4 F, formal 5 F, *for example* is more common in <acad> 6 T 7 F, n. 8 F, *like* is n., *such as* is wr.
19.2 1 F, n. 2 T 3 T 4 T 5 F, n. 6 F, they clarify the point. 7 T 8 T
19.3 1 *to be more specific* is f. for this spoken sentence. 2 *I mean to say* is sp. in this formal sentence. 3 *The fact is that* is sp. 4 *To be more explicit* is f. in this spoken sentence. 5 *i.e.* is f. wr. 6 *notably* is f. 7 *e.g.* is f. wr. and is not used in end-position.

Section 20

- 20.1** 1 inf. sp. 2 sp. 3 wr. 4 n. 5 wr. 6 inf. sp. 7 wr. 8 sp. 9 sp. 10 f.

Section 21

- 21.1** 1 that of <f> 2 the former <f> 3 latter <f> 4 as follows <r.f> 5 in question <f> 6 that <f> 7 the following <r.f> 8 the above <f> 9 the undersigned <f>
21.2 1 in question 2 The following 3 as follows 4 latter 5 the former 6 the above.
21.3 1 T 2 F. *in this respect* is neutral. 3 T 4 F. *As regards* introduces a new item, not the first. 5 F. Both are formal.
21.4 1 F. *As to* is <f>, *as for* is <sp> 2 T 3 T 4 T 5 T
21.5 1 sp. 2 f. 3 f. 4 f. 5 sp. 6 f. 7 f. 8 n. 9 sp. 10 f. 11 both n. 12 f. 13 f. 14 f. 15 n. 16 f.
21.6 Neutral.
21.7 1 F. It is also used in informal speech. 2 F. In news. 3 T 4 T 5 T
21.8 1 f. 2 inf. 3 f. 4 n. 5 f.. 6 f. 7 f.
21.9 1 rather f. 2 n. 3 n. 4 n. 5 rather f. 6 rather f. 7 the passive is f. and wr. 8 n. 9 rather f. 10 f. 11 wr. 12 n. 13 wr. 14 f.
21.10 1 the undersigned (f) 2 when it comes to (inf) 3 refer to (rather f.) 4 highlight (wr)
21.11 1 a) about b) with reference to <f> 2 a) the first point to make <f> b) first of all 3 a) well, you were saying about b) with regard to <f> 4 a) namely <f> b) no reference word 5 a) when it comes to b) in terms of <more f.> 6 a) after which <f> b) and then.

Section 22

- 22.1** a) Sure: actually, no doubt, certainly, obviously, as a matter of fact, of course, clearly b) Less sure: apparently, maybe, evidently, arguably, perhaps, probably, possibly, quite likely, presumably
22.2 3

- 22.3** 5 and 6 since *of course* here expresses your irritation and implies that the answer is obvious.
- 22.4** 1 F 2 F, in the front-position 3 T 4 T 5 T 6 F. They are both spoken but *to be sure* is formal. 7 T 8 F 9 T
- 22.5** 1 rather f. 2 sp. 3 emph. 4 n. 5 n. 6 f. 7 wr. 8 sp. 9 n. 10 sp., emph. 11 sp., f. 12 f. 13 n. 14 emph. 15 sp. AmE
- 22.6** 3, 7, 8, and 9.
- 22.7** a) surprisingly, amazingly, incredibly, to my surprise, curiously, funnily enough, oddly enough b) naturally, predictably, logically, not surprisingly c) luckily, regrettably, preferably, unfortunately, sadly, quite rightly, ideally, even worse
- 22.8** The authors choose interesting words, e.g. *staggeringly*, *paradoxically* and describe their attitude in a condensed form. You could use them when putting your point of view, especially in writing.
- 22.9** Academic prose normally uses neutral adverbials rather than those expressing attitude.
- 22.10** The end-position in 1, 3, 4, 8, and 10 is typical of more informal speech.
- 22.11** *Which* refers back to the whole clause. *Which*-clause is used to comment on what has just been said.
- 22.12** 1 sp. 2 sp. or wr. 3 sp. 4 sp., f., polite 5 sp., f. 6 sp., inf. 7 rather f. in speech.

Section 23

- 23.1** 1 verbless; reason, <fict> 2 participle; time, <acad> 3 participle; reason, <news> 4 participle; condition, <acad> 5 verbless; reason or time, <fict> 6 participle, reason + time, <acad> 7 verbless, reason, <fict> 8 verbless, contrast, <news> 9 participle, condition, <acad> 10 participle, time + reason, <fict> 11 participle, contrast, <fict> 12 participle, reason, <news>

Section 24

- 24.1** 1 This question will be brought up... 2 It will then be dealt with... 3 Has this matter been looked into? 4 This argument is not borne out by the facts. 5 This house has never been looked after... 6 Are you being attended to? 7 My application has been turned down. 8 The N.B. was broken into... 9 Any foreigner, however innocent, was set upon. 10 This job must be got on with.
- 24.2** 1 It is likely that 2 is reported 3 is said 4 Not surprisingly 5 surely 6 ironically 7 have been modified and improved 8 It is thought that 9 It might be expected that 10 More important

Section 25

- 25.1** 1 c 2 e 3 f 4 b 5 d 6 a
- 25.2** 1 f 2 a 3 d 4 g 5 b 6 c 7 e
- 25.3** 1 much 2 much 3 often 4 very well 5 very hard 6 very sympathetic 7 good 8 bad 9 many 10 much 11 many 12 very often 13 unfavourable 14 very well 15 impossible.
- 25.4** Understatement helps avoid blunt statements, being rude, too direct and hurting people's feeling. 1 It's just not easy. 2 There wasn't much work there. 3 We don't have parties often. 4 My car doesn't use much petrol. 5 You don't look very happy. 6 If I'm not free... 7 I didn't learn much French... 8 Not much can go wrong... 9 I don't play tennis very well. 10 We didn't see him very often. 11

- He isn't very good... 12 I didn't sleep well... 13 She doesn't know many... 14 The teachers weren't much good.
- 25.5** 1 won't you? 2 could/will/would you? 3 will you? 4 could you? 5 shall we?
- 25.6** 1 I don't think I can stand it. 1 I don't suppose it'll be... 3 I don't think I understand. 4 I don't suppose you'll... 5 No, I don't think I can. 6 ... I don't expect you have... 7 I don't feel I'm a... 8 I don't think God meant... 9 ... didn't think our idea was worthy. 10 I don't think that either before or since I have... 11 I don't suppose you'll find...
- 25.7** 1 I don't think he's right. 2 I don't think/believe it's important. 3 We don't think we should wait. 4 I don't think they'll come. 5 I don't think we should do that. 6 I don't think it's the right decision. 7 I don't think he'll refuse.
- 25.8** 1 How rough do you think this simulation is? 2 Do you think Richard should be a poet? 3 Do you think you've made a mistake? 4 Do you think she could have ... 5 What do you think I could do? 6 What do you think happened? 7 Do you think she should keep it? 8 Do you think she ought to see... 9 Do you think I'm... 10 Where do you think he found her?
- 25.9** 1 a) 2 a) 3 b)
- 25.10** 1 ... seem to add... 2 ...he happens to be using. 3 ...does not seem to hold... 4 ... appears to involve... 5 ...appear to depend... 6 ... seems to be confined... 7 ... appear to be... 8 ...happens to be right...
- 25.11** 1 much 2 perhaps 3 was hoping 4 suggests, could 5 is likely 6 very pleased 7 I don't suppose 8 relatively 9 do you suppose 10 fairly 11 seems 12 shall we? 13 there are grounds for thinking 14 very much 15 rather.

Section 26

- 26.1** 1 had I realized 2 did we realize 3 will the teacher 4 do scientists see 5 had the police notebooks been folded away 6 does it depend 7 could the cause...be 8 have so many people...shared 9 could they have been obtained
- 26.2** 1 can he be brought 2 can Vietnam 3 can she not 4 had I 5 did they poison 6 did she realize 7 was the weather 8 could he 9 has it
- 26.3** 1. Never have we heard... 2. Seldom do we receive... 3. Scarcely ever, in the past, did this nation face... 4. Never before were we asked... 5. Rarely is there an... 6. Only then shall we begin... The new sentences are emphatic.
- 26.4** 1 Such 2 So 3 Never 4 Nowhere 5 Such 6 So 7 only 8 Nor 9 At no point 10 Rarely 11 such. All these adverbs cause inversion when used at the beginning. This type of inversion is very formal and is not used in informal speech. The sentences are emphatic.
- 26.5** 1 *Here* <sp> 2 *do you think* <sp> 3 *along* <wr> 4 *Here* <sp> 5 *do you suppose* <sp> 6 *in, out* <wr>
- 26.6** 1 he carried... 2 are derived the rights... 3 the reforms. 4 was another... 5 was a ... 6 were twelve... 7 another attack... 8 I took... 9 was Sue Akers.
- 26.7** 1. In through the window he burst. (or: Through the window he burst in.) 2. In record time they crossed the Atlantic. (or: It was in record time that they crossed the Atlantic.) 3. The first letter he destroyed. 4. The second letter he put into his pocket. (or: Into his pocket he put the second letter.) 5. On the table was the letter. 6. That he was punished so severely is terrible. 7. To imagine him failing is very difficult. 8. That he's done so well is perhaps not surprising. 9. How he got here so fast I can't imagine. 10. The problem is he's useless.
- 26.8** 1 a 2 b 3 a

- 26.9** 1 To argue that a gene is in any way a human invention is absurd. 2 That it should come so casually was frightening. 3 That some other explanation is required is easily demonstrated. 4 Whether peat-bog fires are being encouraged by climate change is debatable. 5 That a British correspondent invited himself to stay was remarkable to Sarju. 6 How he got out of that particular pickle is unclear. 7 What they saw was not encouraging. 8 That Australia is successful is not in doubt. 9 To call the language used in the above situation a 'variety' is perhaps a little premature. 10 To accumulate a store of information about varieties of language is an end in itself for many people. 11 To omit any of the transcription used here would simply be to introduce distortion of the material.
- 26.10** 1 That's what I want to know. 2 That's what I was telling you 3 Oh, so that's where we put them. 4 That's where our research facility is. 5 That was how it was done. 6 That's how you know you love them, because they can hurt you. 7 That's where the parent is responsible.
- 26.11** 1 What caused the fire was a cigarette end. 2 Home is where your friends and family are. 3 What we all need is a spell of warm sunshine. 4 What is so infuriating about fathers and mothers is this senseless...
- 26.12** 1 What I'm going to do is persuade him to come earlier. 2 What he did was (to) put the pot on the table. 3 What he did was (to) go back to the beginning and start again. 4 What you did to her is break her heart. 5 What she did is upset all her colleagues with her arrogance.
- 26.13** 1 It was S. who saw... It was an enormous serpent that S saw approaching. 2 It was Cpt.M. who... It was this incident that C.M. reported... It was to A.G that C.M. reported... 3 It was to A.G. that he sent a report... 4 It was at Bristol that... It was on a dark and cloudy afternoon in 1896 that... 5 It was J.C.' first novel that was called A.S. It was his first novel that... It was A.S. that J.C.'s first novel was called. 6 It was because ... questions that the book took... to write. 7 It was after... publication that S.M. gave up... 8 It was only after... research that... 9 It is the restriction on ether-space that is the dominant constraint... 10 It is its high ...changes that is the most striking feature...
- 26.14** 1 ...that S. saw approaching. 2 ... that C,M. reported this incident. 3 ... that C.M. reported this incident to. 4 ... that the D docked at. 5 ... that was called A.S. 6 ... an enormous serpent. 7 ... report this incident to A.G. 8 ... his first novel had been accepted for publication was S.M. 9 ... who gave up medicine after... 10. the most striking feature of malaria is.... *or* ... malaria is highly endemic with hardly any...
- 26.15** 1 perhaps the adverbials <wr> 2 the telegram <sp> and <wr> 3 plunged ...depression <wr> 4 by this remark <wr> <very f.> 5 top-end agencies... campaigns <wr> 6 not until 2008 <wr> 7 has its... <wr> 8 Palmer had... <wr> 9 look at him... <sp> and <wr> 10 a lot more...spot <sp> and <wr>
- 26.16** 1 a 2 b 3 b 4 a 5 b
- 26.17** 1 whenever 2 whatever 3 whenever 4 whatever 5 whoever 6 whenever 7 however
- 26.18** 1 ... whatever their rank... 2 No matter how hard he... 3 Wherever the subject... 4 ... no matter how short... 5 ... however long...
- 26.19** 1 not polite 3 old-fashioned 5 not polite 7 old-fashioned
- 26.20** 1 Do tell... 2 Do forgive me. 3... you did see her? 4 Do sit down. 5 I do hope... 6... that does happen 7 Do have 8 I do so hate... 9... you do exaggerate...

- 26.21** 1... she never did explain. 2 I did believe... 3... did feel... 4... did know 5 It did seem... 6 ... did touch it. 7... do think... 8... did have... 9... do admire... 10... does matter...
- 26.22** 1 The point is, Dad... These phrases signal that what the speaker is about to say is important.
- 26.23** 1 is trusting 2 is loving 3 is liking 4 've been seeing 5 are wanting 6 'll be needing 7- 're forgetting 8 'll be wanting 9 're not hearing 10 won't be needing.
- 26.24** 1 a) more common b) more emphatic 2 a) more emphatic b) more common 3 a) more emphatic b) more common
- 26.25** Emphatic and less common: 1, 4, 5, 7, 8, 9
- 26.26** 1 b 2 b 3 b 4 a 5 b
- 26.27** Suggested answers: 1 extremely 2 exceedingly 3 far 4 greatly 5 actually 6 badly 7 absolutely 8 bitterly 9 deeply 10 definitely 11 completely 12 entirely 13 heartily 14 fully 15 keenly 16 highly 17 violently 18 well 19 utterly 20 totally
- 26.28** here are some alternative words. There are many other possibilities.
1. exhilarating, romantic, relaxing, memorable, astonishing, remarkable
 2. picturesque, spectacular, attractive, friendly, wonderful, heavenly
 3. disastrous, catastrophic, unhappy, miserable, lonely, uncomfortable
 4. kind, pleasant, good-mannered, generous, warm, open-hearted
 5. sunny, warm, mild, hot, perfect, delightful
 6. unfriendly, rude, bad-tempered, disagreeable, incompetent, dishonest
- 26.29** *Positive*: brilliant captivating dynamic engrossing exhilarating fascinating first-rate impressive inspiring invaluable stimulating tasteful *Negative*: absurd disgraceful grotesque irritating ludicrous self-conscious self-indulgent shameful tedious
- 26.30** 1 b) Fronting shifts the focus to 'Mauritius' 2 b) emphatic *did*. 3 b) the intensifier *unexpectedly* 4 a) Fronting of *rarely* 5 b) Fronting *What I ...* 6 a) *must*
- 26.31** *Possible answers*: **1** Luigi's must be the most exotic restaurant I have ever been to. / The most exotic restaurant I have ever been to is Luigi's. **2** I did enjoy the disco despite its deafening music. / I enjoyed the disco enormously despite the deafening noise. **3** Never before have I seen such a spectacular sunset. / I have never before seen such a spectacularly dramatic sunset. **4** The picturesque harbour is something that we shall always remember. / What we shall always remember is the picturesque harbour. **5** We spent a truly memorable day climbing the highest mountain on the island. / It was the day when we climbed the highest mountain on the island that was the most memorable. **6** James is undoubtedly one of the most intriguing people I have ever met. / James must be one of the most intriguing people I have ever met.

Section 27

- 27.1** want (7), like (1), try (3) are more common. Sentence 7 with *to* omitted is very informal spoken English.
- 27.2** *think* (2, 6), *hope* (3), *guess* (5) are the most common. *Suppose* is BrE (4), *guess* is AmE (5)
- 27.3** 1. His insatiable appetite for adventure... his involvement. 2. The total eradication of smallpox... the direct result of an intensive programme of immunization. 3. Inequality between the sexes...
- 27.4** b) is more appropriate

- 27.5** 1 His feeling of *inferiority* never went away. 2 Such military posturing will *inevitably* lead to war. 3 ... they have *conclusively* proved that... 4 ... they selected several animals *arbitrarily* 5 ... are *cumbersome*. 6 ... an *ingenious* device... 7 ... an *exhaustive* enquiry...
- 27.6** more and more interest: a steadily increasing amount; fewer and fewer teachers : a steadily declining number; a great deal: a considerable amount; a fair amount: a significant amount; the bulk: the larger part; a couple of: a few. a) are spoken, informal
- 27.7** *that* is used after formal bookish verbs and structures in 2, 4, 7, 8 and 10. It is omitted after common verbs and phrases in 1, 3, 5 and 9.
- 27.8** Overall, *that* is omitted after most common verbs and phrases not only in conversation but in written registers as well (*believe* in 4, *think* in 5 a) and b), *say* in 7 a) b) c), *I had no idea*, *I didn't realize*, *I gather*, *I wasn't sure* in 8.). Verbs that are moderately common in conversation are usually used without *that* in spoken English (*assume* in 2 a), *claim* in 3 a), *admit* in 1 b)) and may or may not be followed by *that* in written English depending on the register and the degree of formality (*admit* in 1 a), *assume* in 2 b) c), *claim* in 3 b). Note that in 4 *believe* in a) and b) means 'to think that something is true although you are not completely sure' while in c) it means 'to be sure that something is true'. In 6 *suggest* means 'indicate' in a) and 'propose' in b). The latter is common in spoken English without *that*.
- 27.9** Add: 1 I'll 2 Did you 3 Is 4 Did 5 Have you 6 I'm (sorry), I (had) 7 Are you 8 I 9 Is there 10 Was there 11 Is (there) 12 I'm
- 27.10** 1 phone 2 card 3 examination 4 security 5 house 6 of alcohol
- 27.11** 1 Eager to begin the climb, the men rose... 2 The summit, bare and bleak, towered... 3 ... a ledge narrow enough for one man. 4 Though light as a feather, their tent somehow remained firm. The sentences with verbless clauses are formal and written English.
- 27.12** 1 They were thoroughly exhausted as they crawled into their sleeping bags. 2 They could hardly stand, as they were stiff in every joint. 3 When the snow was fresh, it afforded no sure foothold. 4 The wind was keen as a razor and drove them back into the shelter of their tent. 5 The rescue party brought them down to the base camp: they were half-dead with the cold.
- 27.13** Omit: 1 you are 2 he was 3 he might be 4 you were 5 you are 6 it is

Section 28

- 28.1** 1 What will 2 There is 3 I have not got 4 You had better 5 He'll not; He won't 6 We're not' We aren't
- 28.2** 1 a 2 b 3 b 4 a 5b
- 28.3** 1 want to 2 going to 3 a lot of 4 sort of 5 (It) would've 6 kind of 7 couple of 8 got to 9 fellows 10 hell of a 11 You'll ... out of 12 going to

Section 29

- 29.2** 1 postponing – putting off; pondered – thought over/through 2 talk your parents out of wanting 3 bring up 4 making out 5 carry on/go on studying/ with your studies 6 support – back up, fulfil – carry out.
- 29.3** 1 go to bed 2 reveal the secret 3 organized 4 give accommodation 5 communicate 6 managed successfully 7 decorated 8 defeated 9 understand him 10 understand it.

KEY TO ADDITIONAL EXERCISES

Section 1

- 1.1** Used by scientists: 4. More common: 2, 6, 9, in AmE 11. Less common: 3. Equally common: 1, 10, in BrE 5, 7, 8
- 1.2** a) Generic reference in formal English with *the*: 1, 2, 4, 7, 9. b) *the* with *flu*, *measles* in informal English: 3. No article in neutral English: 6. c) In AmE *the* with *hospital*, *university*: 5, 10; no article with dates in speech: 8.

Section 2

- 2.1** Both *one* and *you* mean here 'people in general'. *One* is more formal than *you*, it is impersonal both in speaking: 1, 2, 3, 4, 5, 8 and writing: 6, 7, 9.
- 2.2** 1 Anne has (got) the same car as I have. 2 ... than we have. 3 ... than he is. 4 ... - So am I. 5 ... - She did. 6. We're not/ We aren't as old as them. 7 ... than me. 8 ... as her. 9 ... - Me too. 10 ... - Me.
- 2.3** Praise: 1, 5, 10 Criticism: 2, 3, 4, 6, 7, 8, 9
- 2.4** 1 ...no... 2 are no ... 3 ...violates no... 4 ... have no... 5... means nothing 6... no... The stylistic effect is that of emphasis.
- 2.5** 1 Every one of his workers 2 No one department 3 any one name 4 No one book 5 any one of his senior assistants 6 every one of their customers 7 any one group 8 No one man 9 every one of us 10 any one of them 11 Every one of these guests 12 Any one text
- 2.6** 1 that of 2 that of 3 that of 4 the ones 5 the one 6 those 7 those 8 that 9 those of 10 one 11 ones, ones 12 that of 13 ones 14 one. *That/those (of)* is formal, written. *One(s)* is typically informal, spoken in 13, 14, but 5 and 11 <fict> , 10 <acad>.
- 2.7** 1 they 2 their 3 themselves 4 he or she 5 his or her 6 their 7 they
- 2.8** 1 f. 2 very inf. 3 f. wr. 4 very inf. 5 f. wr. 6 very inf. 7 very inf. 8 sp. 9 f. 10 f. 11 f. wr. 12 f. In sentences 2, 6, 7 from <news> the use of informal spoken English suggests an attempt to represent informal speech in writing.

Section 3

- 3.1** Definitely positive: 2, 8, 20, 21, 24. Definitely negative: 4, 5, 6, 7, 11, 13, 14, 15, 17. Spoken – 3, 10.
- 3.2** 1 b) less common than a) 2 b) more common 3 less common with *-ed* adjectives than *more tired* 4 less common with *-y* adjectives, *emph.* 5 both *-er* and *more+* are common with *-ly* adjectives. 6 both common, *more cheap* is *emph.* 7 less common with syllabic /l/ than *more gentle* 8 more common 9 less common, children's speech 10 less common, *emph* 11 less common with syllabic /r/ 12 less common
- 3.3** 1 inf 2 inf 3 f 4 f 5 f 6 inf 7 f 8 inf 9 f 10 inf 11 f 12 f
- 3.4** In spoken English *-ly* adverbs are used after predicate: 5, 8

Section 4

- 4.1** Split infinitive is emphatic in 1-7, used mostly in spoken English. We use Perfect Infinitive rather than Simple to emphasize that something was not done and to express emotions: 8-12.

- 4.2** Just possible: 2, 5, 6, 12, 15, 17; 7 and 14 <rare>. Very likely: 11 <rare>. I'm sure: 1, 3 <sp.>, 9, 10 <sp. very inf.>, 13, 16, 18, 1, 8.
- 4.3** 8, 6; 9 and 11: very rare 14 rare, 2 very rare AmE; 4, 7 and 12; 1, 5, 10 and 13 most common, 3.
- 4.4** a) 11, 30, 40, 43, 46 b) 16, 21, 24, 37, 39 c) 3, 6, 15, 29, 33, 36, 48 d) 12 polite, 13 less polite, 17 less polite, 34 polite, 47 less polite, 49 polite e) 1 polite, 5 direct, 22 polite, 41 direct, 42 direct f) 7, 14, 19, 31, 35, 38, 44, 45 g) 25, 28, 32 h) 2, 8, 9, 10, 20, 23, 26, 27, 50 i) 4, 18
- 4.5** 1 a) 2 c): *can* <n>, *are allowed* <f>, *may* <f> rare 3 b) 4 b) 5 b) 6 c) <f> 7 a) wr. f. emph. 8 c) f. wr. 9 a) wr. f. emph. 10 a) 11 a) f. emph. 12 b) 13 c) inf. sp. 14 a) f. wr. emph. 15 b) 16 c) sp. inf. 17 c) sp. f. rare polite 18 b) 19 c) sp. f. rare polite 20 c) wr. f. 21 b) f. 22 a) sp 23 c) inf. sp. direct 24 b) 25 c) f. wr. 26 c) f. 27 b) wr. f. 28 a) 29 b) 30 a) sp. 31 a) 32 b) acad. 33 b) acad. 34 a)+b) acad. 35 b) acad. 36 b) 37 *could* - a); *can* - b) acad.
- 4.6** 1 less common 2 new, inf. 3 less com., inf. 4 less com. 5 more com. 6 less com., inf. 7 new, inf. 8 short form is archaic 9 less com., inf. 10 archaic, formal 11 common 12 less com. inf. 13 new, inf. 14 less com. inf. 15 incorrect, very inf. 16 com. 17 *have got* - inf., com.; *got* - incorrect, very inf. 18 less com. 19 com. 20 com. 21 com. 22 incorrect, very inf. 23 short form is archaic 24 com. 25 f., rare 26 rare in questions 27 com. in questions with *do you think* 28 archaic, f. 29 inf., com. 30 less c. 31 inf., com. 32 com. 33 com. 34 incorrect, very inf.
- 4.7** 1 have to 3 should 4 have to 6 should 9 should 12 should 14 should 18 have to 25 could 26 should or Do you think I ought to...? 21 do not have to 32 don't have to 15 have to <neutral>, have got to <informal> 17 have to <n.>, 've got to <inf.> 22 have to <n.>, 've got to <inf.> 34 have to <n.>, 've got to <inf.>
- 4.8** **Set 1 Orders, instructions, rules, laws.** a) f, sp. b) f, sp. c) f, wr. d) f, sp. e) sp. f) sp. direct g) sp. direct h) f. i) f. wr. j) f. k) sp. l) f. sp.
Set 2 Advice, suggestion, offer, invitation. a) inf. b) very inf, sp. c) sp. polite d) sp, especially BrE e) sp. polite f) sp. direct g) n. h) sp, esp. BrE i) inf. j) sp, very inf. BrE k) sp. less direct BrE l) sp. polite m) sp. polite n) sp. polite o) sp. inf.
Set 3 Permission, request, offer a) f. b) f. polite c) f. polite d) inf. e) formal, sounds sarcastic f) inf. g) inf. h) polite i) f. polite j) f. polite k) polite l) very polite m) polite n) direct o) tentative p) tent. q)tent. r) polite s) f. wr. t) f. wr.
Set 4 Present and past habits, typical/predictable behaviour a) sp. and wr. b) sp. and wr. c) annoying habit, sp. d) sp. and wr. e) narrative f) f. wr. g) narrative h) sp. and wr. i) sp. and wr. j) neutral k) sp. and wr. l) neutral m) sp. and wr, n) n. o) narrative p) neutral q) sp. and wr. r) sp. and wr. s) sp. and wr. t) sp. and wr.
- 4.9** 1 These goods have been paid for. 2 The rules have been kept to. 3 All the lights were turned off. 4 The exercise books were given out. 5 What he said was written down. 6 Your supper is being seen to. 7 The plan has been approved of. 8 The children are being looked after. 9 The documents have been filed away.
- 4.10** 1 g 2 c 3 g 4 e 5 a+g 6 c 7 c 8 c 9 g 10 a+c 11 b 12 g 13 b 14 e 15 f 16 a 17 c 18 d 19 b 20 a 21 c 22 b 23 a 24 f 25 b 26 g 27 d 28 f 29 a 30 a
- 4.11** 1 b 2 b 3 a 4 inf. 5 a inf. 6 a 7 a 8 a+b 9 inf. a 10 b 11 b 12 inf, emph. 13 inf. emph. 14 inf 15 b 16 b 17 emph. b 18 inf. a 19 b 20 inf. 21 inf. 22 a 23 a 24 inf. a 25 inf. emph. a 26 emph. b 27 b 28 a, less common 29 inf. A

4.12 When 17-year-old Neil Curtis's home was searched by police, 50 pairs of trainer shoes were found. One pair was identified as being stolen but Curtis said he was often spoilt by his family and the others had been bought for him. The boy was convicted of two robberies and was sentenced to 18 months' detention (by the judge). The judge said the offences were so serious that a non-custodial sentence could not be justified.

4.13 1 Black rain is expected to fall up to 2,000 km away. 2 Agriculture will be damaged. / Damage is likely to be done to/inflicted on agriculture. 3 In agricultural regions the ground will have to be decontaminated with special equipment. 4 Experts will be/will have to be/have been called in to tackle blazing wells. 5 Drivers are/will be forced to drive with lights on because of poor light during the day. 6 Public water supplies are believed to be contaminated. 7 Scientists say the effects may (well) be felt for over a decade.

4.14 *Suggested answers.* 4.12: It says in the paper that when 17-year-old Neil Curtis's home was searched by police, 50 pairs of trainer shoes were found. Apparently one pair was identified as being stolen but he is supposed to have often been spoilt by his family and the others were apparently bought for him. I believe he was/got convicted of two robberies and was/got sentenced to 18 months' detention (by the judge). According to this report the judge said the offences were so serious that a non-custodial sentence could not be justified.

4.13: Apparently pollution from blazing oil wells will be driven into the atmosphere.

1. They say black rain will fall up to 2,000km away.
2. I believe agriculture will be damaged.
3. I gather that in agricultural regions the ground will have to be decontaminated with special equipment.
4. It says here experts will be/will have to be/have been called in to tackle blazing wells.
5. I hear drivers are/will be forced to drive with lights on because of poor light during the day.
6. Public water supplies are supposed to have been/be contaminated.
7. People say the effects may well be felt for over a decade.

4.15

1. a) AmE Past Indefinite with *just* b) BrE Present Perfect with *just*.
2. a) AmE Past Participle b) BrE Past Participle
3. a) BrE Past Participle b) AmE Past Participle
4. a) BrE <news> <written> Present Perfect in the opening sentence. b) AmE <news> <written> Past Indefinite in the opening sentence.
5. a) AmE Past Indefinite with *already*. b) BrE Present Perfect with *already*.
6. a) BrE <spoken>. Present Perfect in conversation to tell the news in the opening sentence. b) AmE <spoken> Past Indefinite in conversation to tell the news in the opening sentence.
7. a) AmE Past Indefinite with *yet*. b) BrE Present Perfect with *yet*.
8. a) mostly AmE *do + have* in questions b) BrE *have got* in questions.
9. a) BrE *have + got* in negatives b) mostly AmE *do + have* in negatives.
10. a) mostly AmE regular verb b) BrE irregular verb
11. a) BrE/AmE regular verb b) BrE irregular verb
12. a) AmE/BrE irregular verb b) BrE regular verb

13. a) BrE regular verb b) AmE irregular verb, rare
 14. a) BrE irregular verb b) AmE regular verb
 15. a) BrE regular verb b) AmE irregular verb
 16. a) BrE spelling b) AmE spelling
 17. a) BrE spelling b) AmE spelling
 18. a) AmE spelling b) BrE spelling
 19. a) AmE regular verb b) BrE irregular verb
- 4.16** 1 What did you want...? What were you wanting ...? 2 I'll be going then 3 ...you're being 4 You'd better be getting 5 that I've been wanting 6 did you want... ...were you wanting... 7 I'm hoping... I was hoping; *I had been hoping* and *I had hoped* imply that it was in vain.

Section 5

- 5.1** a) 2 inf, 4 f, 7 n, 8 inf. 9 f, 10 inf. b) 3, 5 c) 1 d) 6

Section 6

- 6.1** All *To-*, *That-* and *-ing* - subject clauses are rare both in spoken and written English. They are formal/written. Their much more common alternative is *It + to/-ing/that*. *Ing*-clauses are more common in general statements, e.g. in 12.
- 6.2** Conversation: 8, 11. The others are rare and rather formal in <acad>, <fict>, <news>
- 6.3** 1 It must have been a perfect bore having me about at all. 2 It was lovely meeting you. 3 It's wonderful for them having you here. 4 It would be fun being married to you. 5 It would be terrible having to ask him. 6 It can't be easy being an ambassador. 7 It's always a pleasure doing business with you people. 8 It was so great seeing you. 9 It was a pleasure knowing you.

Section 7

- 7.1** Perception verbs (feel, hear, see, watch) + bare infinitive is more informal and more common: 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17. Bare infinitive refers to the complete action (e.g. 11) or to a single short action, while the *-ing* form refers to an action in progress (e.g. 5) or to a repeated action. The difference may be very subtle.
- 7.2** *to be* is omitted in spoken English after neutral/informal words (e.g. *want*, *like*) before nouns, adjectives, participles in passive infinitive.
- 7.3** Formal sentences with informal variants supplied: 1 you 2 him 4 him 5 you 6 Peter 10 him 11 me 12 my mother 16 me 17 him 18 you 19 you.

Section 8

- 8.1** 1 c long 2 a 3 c long 4 b 5 d 6 a 7 c 8 a 9 b 10 c long 11 c short 12 c short 13 c long
- 8.2** 1 which I was speaking about (a) / ...that I was speaking about ... (b) /...the article I was speaking about.(c) 2 that will tell you...(b) 3 ...which (a) /that (b) /0 (c) that quotation was taken from? 4 ... whom (a) /who (b)/that (b)/0 (c) you were referring to? 5... whom (a) /who (b) /that (b)/0 (c) I have the greatest respect for. 6 ... which (a) /that (b) /0 (c) Shakespeare was born in? 7 ...the very day that (b)/when (b) I first saw M. 8 ... the way that (b) /0 (c) you received us. 9 and 10 - No variation possible.

- 8.3** In 2, 4, 5, 11, 12, 13 with non-identifying clauses. In 7 and 9 with comment clauses
- 8.4** *of which* in 6 is nowadays rare even in <acad>

Section 9

- 9.1** 1 neutral 2 n. 3 f. 4 f. 5 AmE 6 emph. 7 n. 8 sp. 9 f. 10 f. 11 AmE 12 sp. 13 n. 14 n. 15 n.
- 9.2** 1 There are liable to be intermittent violent storms in this area. 2 Every second month a spot check will be carried out on how the business is being run. 3 Terrorist attacks are taking place with increasing frequency. 4 It is extremely rare for an employer to physically attack an employee. 5 It would be rare for such an assault not to lead to criminal proceedings. 6 People usually only insure themselves against serious accidents. - <spoken> 7 There are many times when the age of the offender should be borne in mind. 8 The employees here are working under non-stop pressure. 9 As a rule employees are entitled to a ten-minute break twice a day. 10 We receive junk mail with monotonous regularity. 11 It is unprecedented for a student to be given a refund if they curtail their course.

Section 10

- 10.1** 1 *therefore* <f>. The training was pretty comprehensive insofar as it covered all the techniques. <f.> 2 *so* <sp. inf>. Being half German, I can ... <f.> 3 *so* <sp. inf.> Seeing (as/that) you're not busy, come...<inf.> 4 This Government seems to be ineffective inasmuch as they have failed to implement even one item in their manifesto. <f>
- 10.2** The final position is emphatic: 1 Please do not ask for credit as a refusal often offends. 2 Because her face was so thin, her eyes looked much larger than they probably were. 3 Because the effect would only last a short while, he immediately got to work. 4 It will also reduce the number of bacteria reaching the shore, since many of them are attached to the particles. 5 As we're both tired, let's just grab a takeaway. 6 Thermal waste is discharged into the sea by power plants because the sea is a convenient source of cooling water. 7 Since they are decomposed by bacteria, oxygen is required. 8 You can't ignore it as it was mentioned in your survey.
- 10.3** 1 very f. 2 wr. 3 f. 4 wr. 5 wr. 6 wr. 7 f. 8 inf. 9 sp. 10 wr. 11 rare 12 wr. 13 rare 14 acad. 15 f. 16 slightly f. 17 rare 18 f.
- 10.4** 1 wr. 2 f. 3 f. 4 wr. 5 emphatic position 6 neutral pos. 7 *since* is common 8 *because* is rare 9 the most com. 10 f. 11 most com. 12 particularly com. 13 wr. 14 f. 15 n. 16 sp. 17 wr. 18 f.

Section 11

- 11.1** 1 comma 2 f. 3 common 4 common 5 f. 6 f. 7 interchangeable 8 only the initial position 9 in acad. 10 very f. 11 a little old-fashioned 12 common
- 11.2** 1 formal Typically used in the initial position. A comma typically used in the initial position. 2 f. Typically used in the initial position with a comma. 3 f. Used especially at the beginning of the sentence with a comma. 4 f. Typically used in the initial position with a comma. 5 f. Used especially at the beginning of the sentence with a comma 6 rather f. Typically used in the initial position with a comma. 7 f. Extremely common in <acad>. Interchangeable with

therefore and *thus*. **8** inf. The most common way of expressing result in sp. English. Usually no comma in mid position. **9** f. in speech. Common in medial position. **10** a little old-fashioned, very f. Interchangeable with *hence* and *therefore*. Individual author's preference. Common in medial position. **11** rather f. Typically with a comma **12** very f. Used only in <acad> **13** inf. *That* is omitted in sp. English **14** neutral with *that*. Slightly emphatic. **15** more f. than *so*. **16** f., emphatic word order. **17** f., emphatic word order. **18** neutral. Interchangeable with *so that* <f>.

Section 12

- 12.1** 1 f. 2 rare 3 wr. 4 f. 5 much more com. 6 more emph. 7 more f. 8 less com. 9 more com. 10 more natural 11 spoken with *that* omitted 12 inf. with *that* omitted 13 more com. 14 not emph. 15 much more com. 16 com. 17 com. 18 different subject 19 more emph. 20 wr. 21 emph. 22 n. 23 f.
- 12.2** 1 I took the country roads so as not to get stuck in traffic. – neutral with a negative purpose. 2 Let's meet tomorrow in order that any remaining difficulties can be sorted out. <f.> 3 In order that we don't forget the purpose of this meeting, let's remind ourselves of the agenda. <f.> 4 So strong was Bill's personality that many of us were frightened of him. <f.> 5 For fear of being identified, the illegal immigrants gave false names. <f.> 6 Such is the elephant's strength that it is in great demand when any heavy work is required. <f.>

Section 13

- 13.1** **1** *yet* is neutral and common both in speech and writing. **2** *in contrast (to)* is formal, *by contrast* is f. **3** *otherwise* is n. and common both in speech and writing. **4** *on the contrary* is n., though more com. in speech. **5** *as opposed to* is f. and wr. **6** *for all* is n. **7** *regardless of* is rather f. **8** *even so* is n. and com. both in speech and writing. **9** *all the same* is inf. and emphatic, *but all the same* is more emph. **10** *while* is more com. in <acad> and rare in <fict> and <conv>; *whereas* is f. and less com. in all registers. **11** *on the other hand* is more com. in f. speech and writing. **12** *nevertheless* is f. and com. in writing but extremely rare in <conv>. **13** *nonetheless* is f. and wr., *notwithstanding* is very f. and wr. **14** *in spite of* is n. and com. *despite* is more f. **15** *although* is f. and wr.; *though* is n. in (c), but inf. and very com. in sp. English in final position (d); *even though* is more emph. than *though* (e, f) and more com. in sp. English than *though/although* in contrast clauses (g).
- 13.2** 1 Hard as we tried, we (still) couldn't ... 2 However much you offered them, they'd never agree to sell their land. 3 Intelligent as / though his daughter is, she wastes... 4 Much as I love chips, my doctor... 5 Much as I love Sting's music, I still thought his... 6 I know there is a moral code with regard to customers. Even so, I think in this... 7 Even though it's over ten years old, my car still runs surprisingly well.
- 13.3** 1 n. 2 sp. 3 emph. 4 more . 5 wr. 6 n. 7 very f. 8 often 9 n. 10 f. 11 rare 12 not emph. 13 n. 14 n. 15 inf. 16 f. 17 emph. 18 emph. 19 wr. 20 n. 21 more com.

Section 14

- 14.1** 1 n. 2 No; *supposing* is inf. and sp. 3 Yes, *supposing* is inf. and sp. 4 No 5 Yes 6 More emph. 7 Yes 8 Neutral 9 No 10 Yes 11 AmE 12 No 13 Yes. 14 Yes. 15 Yes. 16 f 17 Sp. 18 AmE 19 f.
- 14.2** 1 Had David Webb not been desperate... - formal written 2 If only my dear wife were alive. - emphatic 3 ...should the natural order continue... - f. wr. 4 If it were not for certain... - neutral v. f. wr. 5 If you'd married him – sp. short form 6 Even if my efforts... - emph. 7 If John Franklin was to die... - inf. 8 Should you require... - f. wr. 9 ... if the British Foreign Secretary had not decided... - n., more common 10 If it should be... - less f., more likely 11 If Judith were to ruin... - n., more com. v. inf. 12 Were the cymbalist... to miss... – f. wr. less com.
- 14.3** 1 *if* + *was to* is informal, less polite, less common. 2 *should* without *if* is f. wr. 3 inversion with *had* is f. 4 neutral style v. formal inversion 5 emph. condition. 6 emph. condition 7 f., more tactful 8 f., polite 9 politeness in sp. English 10 polite formula in wr. English. 11 emph. condition. 12 emph. condition in final position 13 emph. main clause in final position 14 more natural in sp. English for an afterthought.

Section 15

- 15.1** 1 Yes 2 esp. AmE 3 f. 4 rare 5 wr. 6 less f. BrE 7 more com. 8 less f. 9 f. 10 inf. AmE 11 both 12 present tense 13 subjunctive 14 more f. 15 f. 16 more f. 17 AmE 18 BrE 19 inf. BrE 20 neutral 21 emphatic.

Section 16

- 16.1** 1 a) inf. b) Yes. c) sp. BrE. *As well* is used mostly in sp. BrE. 2 a) wr. In wr. English people prefer to use *also*. b) yes c) rare even in sp. English. In wr. English avoid starting a sentence with *also*. Use *furthermore* or *moreover* instead. 3 a) emph. b) n. 4 a) *also* is impossible in negative sentences 5 a) wr. b) emph. c) inf. 6 a) f. b) yes c) n. 7 a) sp., used when adding another reason. In wr. English use *moreover*. b) inf. c) n.
- 16.2** 1 *furthermore* is formal written in a) and c), f. sp. in b). *Further* is f.. 2 *moreover* is very f. and not common in sp. English. In sp. everyday English, people use *what's more* or *also*. *What's more* is emphatic and sp. 3 *in addition* is rather f. and is used in front-position with a comma. *In addition to* is a preposition and it is neutral. *Additionally* is wr. 4 *also* is the most f. and the most likely to be used in f. writing, in mid-position. It is more common in <acad> and <news>. *As well* is the most inf. and the most likely to be used in speech. *Too* is inf., sp. and is used in end-position usually with a comma. *Too* is common in <conv> and <fict> 5 *as well as* is n. and common both in speech and writing. It is used in front- and mid-positions, often with a meaning 'not only.' 6 in a) *besides* is a preposition, in b) *besides* is an adverb. Both are inf. *Besides* in b) is typically used to add a reason in sp. English. 7 *not only... (but) also* and *both... and* are emph. *Not only but also* is wr., *both... and* is n. 8 *above all* and *what's more* are emph. (*And*) *what's more* is sp. 9 *similarly* is wr. and com. in <acad>. *Likewise* is f. 10 *on top of* is used only in negative contexts and is mostly sp.
- 16.3** 1 n. BrE+AmE 2 BrE 3 *then* -sp., *finally* - n. 4 esp. sp. 5 esp. sp. 6 n. 7 n. 8 n. 9 n. 10 inf. BrE 11 yes 12 sp. 13 n. 14 f. 15 n.

Section 17

- 17.1** 1 a) n. b) yes c) n. 2 a) yes b) yes c) no. Only *except for* can be used in front-position. d) n. 3 a) n. b) sp. In spoken English *that* is often left out. 4 a) n. b) inf. In inf. English *to* is omitted. 5 b) 6 a) f. b) n. 7 a) n. b) no. c) n. d) inf. In inf. English *to* is left out. 8 a) yes b) f. c) yes d) *With... exceptions* is f. 9 a) n. b) n. c) BrE d) n. e) AmE

Section 18

- 18.1** The neutral adverbials are in 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. In 1 *all in all* is <sp>. In 10 *in sum* is <f>. In 13 *in a word* is <sp>.
- 18.2** 1. *in sum* is <f> 2. *in a word* is <sp> 10. *altogether* is <sp>

Section 19

- 19.1** 1 sp. 2 n. 3 sp. 4 in English. 5 wr. 6 yes 7 sp. 8 yes 9 n. 10 n. 11 f. 12 sp. 13 n. 14 n. 15 n. 16 more com. 17 more com. 18 especially wr.
- 19.2** 1 sp. 2 n. 3 sp. 4 n. 5 f. 6 n. 7 sp. 8 n. 9 n. 10 n. 11 sp. 12 n.
- 19.3** 3 sp. 4 sp. 5 f. wr. 7 sp. 8 wr. 9 sp. 10 *for instance* is slightly less formal. 11 f. wr. 12 f. 13 f. 14 wr.

Section 20

- 20.1** 1 sp. 2 sp. 3 n. in speech. 4 *by the way* is <inf> and not appropriate for written English. 5 sp. 6 wr. 7 sp. 8 sp. 9 *furthermore* is <f> and not appropriate for spoken English.

Section 21

- 21.1** The effect is that reference words are precise and very helpful in structuring your message. They are especially appropriate for written assignments, for example essays.
- 21.2** 1 f. 2 f. 3 n. 4 n. 5 f. 6 n. 7 sp. 8 f. 9 f. 10 f. 11 n. 12 n. 13 inf. 14 n.
- 21.3** 1 Yes, because it is neutral. 2 Yes, because it is formal. 4 Yes, because it is f. 4 Yes, because it is f. 5 No, because it is spoken. 6 Yes, because it is f. 7 No, because it is sp. 8 Yes, because it is n. 9 No, because it is sp. 10 Yes, because it is n. 11 Yes, because it is f.
- 21.4** 2 sp. 7 n. 8 sp. 10 n. 11 sp. 12 n. The others are formal for everyday conversation.
- 21.5** *As for* is <spoken> and thus sounds natural in <conv> (1). In (2) <fict> and (4) <news> the authors have chosen the spoken style in writing. In (3) *as for* sounds rather informal for academic prose.
- 21.6** Formal contexts: 2, 4, 5, 6, 7, 8, 9, 11. In 10 the context is neutral rather than formal with its use of 'you'. Distancing: 1 and 3.

Section 22

- 22.1** 1 yes 2 yes 3 yes 4 n. 5 wr. 6 sp. 7 emph. 8 n. 9 more 10 yes 11 less 12 less
- 22.2** 1 *perhaps* is f., polite and very common in <acad>. 4 *which*-clause is used both in spoken and written contexts. 6 *no doubt* is n. 10 *naturally* is n. 14 *probably* is very common in all registers. 15 *of course* is very common in all registers.

- 22.3** 1 *presumably* is sp. 3 *no doubt* is n. *I supposed* is sp. 4 *hopefully* is now common in all registers, though writing manuals often warn against this use. 6 *oddly enough* is n. but not very common in everyday English. 10 *true* is sp.
- 22.4** 1 unfortunately 2 typically 3 interestingly 4 certainly 5 probably 6 surprisingly 7 unfortunately 8 in fact 9 strangely 10 actually 11 paradoxically 12 unfortunately 13 interestingly
Synonyms. *Interestingly*: paradoxically, intriguingly. *Unfortunately*: regrettably, sad to say, worryingly
- 22.5** 1 unsurprisingly/not surprisingly 2 frankly 3 unfortunately 4 statistically 5 politically 6 more likely 7 worse 8 equally important 9 not surprisingly/unsurprisingly 10 clearly 11 curiously 12 hopefully. The writers chose a more compact way.
- 22.6** The most likely positions are:
1. Salaries are good in the company. *At the same time / Besides / Furthermore / Moreover* they *also* have an excellent career structure *as well / on top of that / too*.
 2. Valerie is an excellent typist. *Again/ Equally / In the same way / Likewise / Similarly* she is first-rate at shorthand.
 3. We could promote Mary. *Alternatively* we could promote her husband *instead*. She is very good at her job. *By contrast*, Jim is not efficient at all. *However / Nevertheless / Nonetheless / On the other hand*, he is more popular.
 4. A: Mary is very good at her job. B: *On the contrary*, she's very disorganized.
 5. We must get started on the project. *Otherwise* we won't finish the job on time.
 6. We were pleased with the company's work. *Accordingly / As a result / Consequently / So / Thus*, we shall, *therefore*, use them again.
 7. *All things considered / In conclusion / To conclude / To sum up*, the project was an unqualified success.
 8. *According to my mother / As far as I am concerned / As I see it / In my opinion / To my mind*, the redundancies should never have been made. Note that with *personally*, you need to say *Personally, I think / feel/ believe* that the redundancies should never have been made.
 9. *Appropriately enough / Luckily / Not surprisingly / Unfortunately*, Jim took over as manager when his uncle retired. *Broadly speaking / Significantly* he was, *certainly / surely*, his uncle's favourite nephew. Note the change that needs to be made here: Jim took over as manager when his uncle retired *undoubtedly / chiefly / mainly / primarily* because he was his uncle's favourite nephew.
 10. *Firstly / Last but not least / Lastly / Next / Secondly / Thirdly*, the level of unemployment is an important factor in crime.
 11. Jack jumped into the pool *at first / beforehand / immediately*. *Then / Afterwards / Before long / Subsequently / Suddenly* Maria dived in *within an hour*.
 12. I waited for the bus. *At last / Finally* it *eventually* arrived,.
- 22.7** The end-position of comment clauses is more common in spoken English: 1,3, 7, 8, 11.

Section 23

- 23.1** 1 Feeling convinced that..., I prepared... 2 ... people being expected to... 3 Having been shown... 4 ..., one item of evidence being the ease... 5 ..., avoiding eye-contact 6 When asked... 7 Without being bribed,... 8 ..., the first being the one... and the second being his... 9 Though large and expensive, it had... 10 This being Europe, there is... 11 Terrorism being what it is... 12 Lacking strong leadership, the aborigines are... 13 Even with Mr Bin Laden dead, 14 Having surged ... 15 ... clutching her purse, her eyes still covered.
- 23.2** Possible answers: 1 If they are attacked 2 When I was driving in the dark 3 When he was captured 4 The only question was 5 We had a quilt over our feet. 6 He was alarmed 7 We said this 8 Her head was held high, her lips were pressed together, her face was grave and beautiful. 9 (Since) he was an engineer by profession 10 The reason for this is that 11 He was an amiable soul 12 (Since) they hoped for a champion 13 because Polly is the only one. 14 Since they are renowned for...
- 23.3** 1 Having said this 2 their faces grim and foreboding. 3 its claim being that... 4 Having noticed 5 being... 6 Viewed 7 Politically skilled 8 with Linda married. 9 the inference being 10 This being so 11 When faced 12 the most basic being 13 Having represented 14 being

Section 24

- 24.1** 1 One 2 is likely 3 It was rumored 4 is believed 5 is supposed 6 One 7 doubtless 8 As might be expected 9 Not surprisingly 10 It was reported 11 are said

Section 25

- 25.1** **1** *As might be expected* - impersonal, acad. **2** *much* - positive word for understatement in conv. **3** *Presumably* - impersonal, acad. **4** *My colleagues and I* - word order is tactful, polite, acad. **5** *seemed to think* - tentative, fict. **6** *most likely* - impers. and tentative in acad. **7** *It is alleged* - impers. and tentative in news. **8** *I don't think* - the negation in this clause is polite, conv. **9** *rather* - understatement, acad. **10** *appears* - understatement, tent. in news. **11** *fairly* - understatement, fict. **12** *thought* - past tense for requests, tactful, polite, conv. **13** *much good* - positive words, understatement in conv. **14** *has to be signed* - impersonal passive in formal conv. **15** *is she?* - politeness in conv. **16** *very good* - positive words, understatement in conv. **17** *seem* - tentative in news. **18** *not unworthy* - understatement **19** *not unusual* - understatement
- 25.2** 1 can you?, more polite: could/would you? 2 will you/won't you? 3 will you? 4 will you/won't you? 5 won't you? 6 shall we? 7 will you? 8 will/won't you? 9 shall we? 10 could you? 11 will/would you? 12 won't you?
- 25.3** 1 I don't think grandfather practised... 2 I don't think she's well 3 I don't suppose you would... 4 I don't suppose he realized ... 5 I'm not sure I follow you. 6 I don't think I really believed... 7 I don't suppose she's... 8 I'm not sure it was... 9 I don't expect there's much... 10 I don't think I'll wait.
- 25.4** 1 Not much is known... 2 There isn't much... 3 I don't watch TV very often. 4 She didn't have a good trip. 5 Mike hasn't got much hair. 6 Anne doesn't speak Spanish well. 7 She didn't eat much for dinner. 8 He doesn't use it very often. 9 He doesn't know much about politics. 10 There wasn't much work. 11 Her first book didn't sell very well. 12 It didn't do you much good.

All the new sentences with understatement are less direct and more polite.

- 25.5** 1 If you don't mind, sir. 2 I don't think 3 much 4 a little too expensive for us 5 probably 6 tends to 7 very well 8 quite 9 perhaps, should 10 seemed 11 claims 12 somewhat 13 probably 14 supposedly intended 15 I was hoping 16 relatively 17 I don't somehow feel 18 did you have in mind, sir 19 very good 20 fairly 21 quite 22 is said 23 might 24 very much 25 are hoping, may 26 ventured to suggest, might, rather 27 It seems, fairly 28 rather 29 I was wondering.
- 25.6** 1 little 2 unclear 3 little 4 undoubtedly 5 No sane person 6 is mistrusted 7 little 8 little 9 few 10 a great deal 11 few 12 no hope, totally incompetent 13 entirely dependent
- 25.7** 1 flight attendant 2 person/people 3 their, them 4 the person, him or her/them 5 businesspeople 6 humankind/humanity 7 them 8 spokesperson 9 he or she, they

Section 26

- 26.1** 1 No sooner had he walked through the door than he was met by a barrage of questions. 2 Not until I pointed out that his job depended on them (or: the changes) would he agree to the changes (or: them). 3 Selodm do you hear of such selfless actions. 4 Never have I been so insulted. 5 Only by breaking a window could he (or: was he able to) get in. 6 Under no circumstances should / must you talk to the press about this.
The stylistic effect is that of emphasis.
- 26.2** 1 j 2 i 3 g 4h 5a 6e 7f 8c 9d 10b
- 26.3** 1 This the government is refusing to do. 2 Nowhere *is that* clearer than in carbon policy. 3 Linked with this *is the problem* of productivity. 4 At *no* point in their graduate or postgraduate studies *could they* have pictured themselves running copiers. 5 More interesting *is the idea* that clean energy might be a source of growth rather than a constraint on it. 6 At the heart of the controversy were the motives of the various parties. 7 At issue is what size and how fast. 8 Equally important for the rebels *is producing* oil in their half of the country. 9 Gone *were the days* when an incumbent could take it for granted that... 10 At its heart *were some elements* co-opted from Copenhagen's accord.
In all new sentences it is the second part of the sentence that is now in the focus.
- 26.4** 1 Gone 2 So... that 3 But behind the apparent aloofness and sullenness. 4 Nowhere 5 Only 6 Nor 7 Rare 8 Among these 9 Under no circumstances 10 Down 11 Here 12 Such... that. The word order is reversed.
- 26.5** 1 wr. 2 wr. 3 sp. and wr. 4 sp. and wr. 5 wr. 6 wr. 7 sp. 8 wr. 9 wr. 10 wr. 11 wr. 12 wr. 13 sp. and wr. 14 sp. and wr. 15 sp.
- 26.6** 1 That is what we do... 2 That is where Khodorkovsky went wrong. 3 All that I needed was courage. 4 What we have developed is a... 5 It was these companies that accumulated... 6 It was not until 2002 that a ... 7 All I do is make... 8 What a newspaper prints is news... 9 It was this faith... that kept 10 What transformed... was his friendship... 11 Only then can the negative ...be realized ... 12 Never before had an Asiatic... Sentences 1 *whenever* and 10 *It was...that* are emphatic.
- 26.7** 1 Wherever 2 Whenever 3 However 4 whatever 5 However 6 Whatever 7 whenever 8 Why ever. The effect is that the replacement words are emphatic.
- 26.8** 1 *on earth* spoken 2 *ever* sp. in questions. 3 *No matter how* both sp. and wr. 4 *whenever* sp. and wr. in statements. 5 *This is where* sp. inf. 6 *All he could do* sp.

- and wr. 7 *What was really exciting* sp. and wr. 8 *It is... that* mostly wr. 9 *That's what* sp. inf. 10 *no matter* sp. and wr. 11 *do* sp. and wr. 12 *never ever* sp.
- 26.9** 1 When he did leave... 2 do produce 3 does tend to 4 did manage 5 did have 6 do account 7 do exist 8 does distinguish 9 do react
- 26.10** 1 You're not understanding 2 are you thinking 3 you're forgetting 4 I'm not believing 5 I'm guessing 6 we've been knowing 7 was really hating 8 Are you liking
- 26.11** Suggested answers: 1 terribly 4 very 6 terribly 7 horribly 10 awfully 12 greatly
- 26.12** 1 saga, in a good light 2 fed up with, whims 3 ill-gotten 4 fall victim to, poisonous 5 three-act dramas 6 in disarray 7 fuelled by 8 dizzy with 9 throw in the wastepaper bin 10 obsessed 11 repair relations 12 a crashing disappointment 13 arm-twisting 14 blessed 15 exciting 16 looks good on paper 17 bitter rivalries, plague 18 impressive 19 bizarre 20 delightfully absurd 21 pains, adolescent democracy 22 appetite for, modest 23 absurd 24 intriguing 25 catastrophic

Section 27

- 27.1** 1 was unable to. 2 I don't think so. 3 doesn't seem to. 4 I hope so. 5 I'm afraid so. 6 But she doesn't want to. 7 I think so. 8 I guess so. 9 I suppose so. 10 you don't want to. 11 I'd love to.
- 27.2** 1. What size is the room exactly? (or: What is the size of the room exactly?) 2. What is the speed limit on motorways in Britain? 3. What would be your reaction if such a thing happened? 4. What is your precise height? (or: What is your height precisely?) 5. What is the distance from your house to the school? 6. What is the weight of this package? 7. What is his official standing / position in the firm's hierarchy? 8. What is the Government's official policy / position / stand on capital punishment? The sentences with nouns in place of verbs are formal.
- 27.3** 1 of a valid passport is obviously essential / obligatory for any traveller to the subcontinent. 2 a great / an enormous influence on modern composers. 3 as no surprise to find the builders had already gone home. 4 is a constant threat of violence in some large cities. 5 what I said / my explanation totally unacceptable. 6 was only a brief reference (in the article) to the problem of inner-city crime (in the article). 7 was unanimous approval of / for the decision to implement tougher parking restrictions. 8 intention of paying you before the end of the month. 9 dislike of journalists stems from / is due to my distrust of their motives. 10 reply would be greatly / much appreciated. 11 a considerable expansion in the stadium's capacity.
- 27.4** The reason why *that* is used after these verbs is that they are formal and bookish.
- 27.5** 1 Do you 2 on Sunday 3 I'd 4 The fact 5 If you 6 we've got 7 Have you 8 at home 9 is/has been claimed 10 Do you 11 If we 12 From time 13 The problem 14 You'd 15 do you 16 You've
- 27.6** 1 Unable to stand, Anna... 2 A republican, he 3 He nodded, glad to 4 (When) told 5... floor, biting her lip, face clouded. 6 (If) taken in 7 whether gay 8 (Although) not 9 When writing

Section 28

- 28.1** 1 It isn't 2 That isn't 3 I haven't 4 He isn't 5 It isn't 6 It isn't 7 it isn't

28.2 1 Doesn't 2 Do you not 3 Does it not 4 Don't you 5 Did you not 6 Didn't you 7
Did not 8 Why couldn't you 9 Do you not 10 Why should he not 11 Aren't these
12 Could she not 13 Why didn't you 14 Doesn't 15 Isn't it 16 Isn't it 17 Can we
not 18 Don't I

Section 29

29.1 1 found 2 rely 3 clean your room 4 want one badly 5 be deceived by it 6
understand 7 constantly criticizing 8 try and catch 9 praise you for it 10 inspect
11 understood the truth 12 did nothing 13 support 14 considering lightly

KEY TO FURTHER PRACTICE

- 1 Formal letters: 33, 5, 7, 8, 10. Informal letters: 1, 2, 4, 6, 9, 11, 12.
- 2 Letter 1): The underlined words and phrases as well as the full verb forms all serve to show that this is a formal letter. Letter 2): All the underlined words and phrases as well as contractions add an informal tone to the letter.
- 4 2 Informal. Formal: I apologise for the delay in replying to your letter. This was due to pressure of work. 3 Formal. Informal: Do please write back to me soon. I'm longing to hear your news. 4 Formal. Informal: Please send me some information about villas I could rent on the Med. 5 Informal. Formal: How is the current situation? I hope that everything is satisfactory at present. 6 Informal. Formal: She maintains that he is a pleasant person but I cannot accept her point of view. 7 Formal. Informal: Ring me up at the number I've given you. 8 Informal. Formal: I hope it will be convenient for you if we collect you at 6. That should allow us to arrive in time for some refreshments.
- 5 1 I have 2 How are you? 3 Have a nice day 4 Give my regards 5 I think you did a wonderful job. 6 Would you like to 7 I'd love to 8 difficult 9 recently 10 May 11 Would you please 12 Thank you very much for the lovely dinner. 13 near here 14 invite 15 No 16 I'd like 17 I'll be back 18 Certainly 19 I'm sorry for the mistake. – That's all right. 20 What about
- 6 1 k 2 d 3 m 4 l 5 j 6 i 7 e 8 c 9 g 10 a 11 f 12 n 13 h 14 b
- 7 1 *was informed* – Passive and the formal verb *inform* - <f> 2 *was unable* rather than *could not* is formal and emphatic, *conceal* rather than *hide* is <f> 3 *you'd better* is informal, *real* rather than *really* is very inf. AmE. 4 *may* for permission is f., *a.m.* and *p.m.* is f. wr. 5 *cannot* rather than *can't* is f., possessive *my* rather than object form *me* is very f. 6 *a lot of* in a well-formed sentence suggests an attempt to represent inf. speech in writing. 7 a participle clause *not offering her a lift* is f. wr., a comment clause *which he might have done* is rather f. here in its mid-position, *for* rather than *because* is f. 8 *accusin'* rather than *accusing* is substandard. 9 *One* rather than *we* is very f., impersonal style in acad., *conjecture* is f. 10 *passed away* is tactful and f. 11 *I got* rather than *I've got* and *wanna* rather than *want to* are very inf., casual speech. 12 the noun phrase *had no recollection* is f. 13 *once, in terms of, the above dimensions, may* for high probability in acad., *cannot, amongst* rather than more common *among* are evidence of wr., f. literary English. 14 possessive form *there* is f. 15 *gonna* rather than *Are you going to* is casual, very inf. English 16 *nuffink* (nothing), double negation *never+no, they was* and very offensive *bastard* are substandard. 17 *As to* is f. in a spoken sentence (*I've*) 18 Passive *got scared* rather than *was scared* is sp.
- 8 The formal options: 1 *Owing to* 2 Passive *He was fined* 3 *to have* 4 *neither is* 5 *none likes* 6 *One* 7 *who are* 8 *whom* is very f, *who* is less f. 10 *On being informed* 11 *don't you agree* 12 *So am I* 13 *also* 14 *seemed not* 15 *Would you mind* 16 *If he were* 17 Very f. *Were the government to cut* 18 *whether* 19 f. *Let me not*. 20 possessive *his* 21 f., written *Being* so ill 22 *The* mostly in <acad> 23 *this day week* 24 *In my view*
- 9 Suggested answers: 1 *wish* 2 *somewhat* 3 *roughly* 4 *One* dials 5 It's *I who* 6 very 7 *will* 8 *I've* 9 *You are forbidden* 10 *should* 11 *You don't have to* 12 *Neither do I* 13 *will not* 14 *May I* 15 *Let's not* 16 *We were not allowed to* 17 *in*

order to/so as to 18 *Having been made redundant, I'm* 19 *data are* 20 *per* 21 *your* 22 *has* 23 *more reliable* 24 *half past ten* 25 *it's he*.

- 10 Suggested answers: 1 They offered her... 2 They say the country is 3 He suggested I get 4 that's 5 problem that you <inf>/problem you <sp> 6 terribly 7 It says here that 8 After we were informed 9 Me too 10 To sum up/To summarize 11 a hundred 12 kind of pictures 13 helped me do 14 Will you be good enough 15 important that we reply 16 Though 17 Cobras <n>, a cobra <inf> 18 a lot of <sp>, lots of <inf> 19 neither... are 20 If the management had acted 21 the flu
- 11 1 I got lost 2 There is a lot /lots of 3 The doctor I spoke to 4 the children/kids 5 You are not to even think 6 is reprinting
- 12 1 formal 2 *moreover* f. wr., *also* less f., *besides* more inf. 3 *also* wr., *too* sp. 4 sp, inf. 5 sp. 6 f. 7 *They* instead of passive is sp. 8 adjective rather than ly-adverb is inf. and sp. 9 inf. intensifier 10 inversion for emphasis in f. wr. English, rare. 11 *can* inf, most common, *could* more polite, *may* f., more polite, rare 12 *of which* rather than *whose* is rare 13 f. 14 f. 15 *is* rather than *are* with plural nouns in There/Where is sp. 16 both f., polite, *would* is more polite. 17 passive is f. 18 split infinitive is sp., emphatic. 19 f. 20 *though* in end-position is sp. 21 *As is* less f. 22 plural with *data* is f. or technical English. 23 sp. 24 very inf. 25 f. wr. 26 *As far as I'm concerned* is inf. 27 *got* rather than *have got* is very inf, casual, *heap* is sp., preposition in final position is inf. 28 *To whom* in questions is very f., extremely rare. 29 *whom* is very f., wr., rare, *who* is f., wr., *that* is neutral. 30 active rather than passive with the same meaning is inf. 31 children's speech.
- 13 1 Do you have? /Have you got? <sp> 2 Shouldn't you? 3 Can't you? 4 whose purpose 5 If they had known 6 whether...or 7 It is easy to please him. 8 older 9 Though it sounds unusual 10 in order to/so as to/to get 11 who/(that) I spoke to 12 these kinds of films/films of this kind 13 It is pleasant to lie
- 14 1 provided - if 2 you went - for you to go 3 If only - if 4 Sometimes he - He sometimes 5 he won't ever - he'll never 6 Have I not - Haven't I; again and again - Haven't I asked you to be... 7 get - have 8 the hell (rude) 9 Unless - If some...is not found 10 Do - Let's 11 Inversion: Long gone was - The smirk, the swagger were long gone. 12 both... and - and 13 could get no - couldn't get any 14 a lot in negative sentence - much 15 still is - is still 16 to have seen (= definitely did not see) - to see 17 more true - truer (less common)
- 15 1 He always is late. 2 You are not allowed to 3 I've got no time. 4 What ever did he tell you? 5 You never can 6 have to always talk
- 16 1 Continuous rather than Simple 2 *will/won't you?* after imperative 3 *will* after *if* in requests 4 *Could (possibly)* rather than *can*. 5 *I'm afraid* after *No*. 6 *I think* 7 Full answer *It's ten o'clock* rather than *Ten*. 8 *Yes, if you will/would* rather than *Yes*. 9 *shall we?* after a suggestion with *Let's* 10 *Jane and I* rather than *I and Jane*. 11 *Yes, I'd be glad to* rather than *Yes*.
- 17 Suggested answers: 1 Excuse me, could you possibly watch 2 When will you be seeing 3 I don't think you should tell 4 Open the window, will/won't you?/ Could you 5 No, I'm afraid I don't. 6 ... shall we? 7 My students and I 8 Yes please/No thanks 9 Could you...
- 18 1 will you be going 2 failed, would 3 He is believed... 4 rather pleased 5 as if he had 6 might/could 7 should call 8 She is said 9 quite clever 10 If you were to

- make 11 I don't suppose 12 I find it hard 13 We thought it appropriate to 14 tend not to 15 aren't we? 16 It is possible that
- 19 Suggested answers: 1 went wrong... would 2 He is considered to be 3 a little shy 4 a fairly good 5 as if she knew 6 My car's been scratched! 7 It doesn't happen very often. 8 tend to be 9 is likely to be 10 If... should happen to come 11 – rather unpleasant
- 20 1 did you intend 2 I was hoping you could 3 I was wondering if you had 4 Were you looking 5 Could you 6 I'm looking forward 7 I was thinking I would borrow 8 We could ask 9 I was wondering if I could 10 I thought it would be
- 21 1 *are* to meet (headline) 2 so quickly *that* <sp> 3 Now *that* <sp> 4 *seems to be* – both neutral 5 You'd better <sp, very inf> 6 go *and* pick 7 *from* Monday <sp> 8 as if *he was* <sp> 9 Where *it is* necessary (common phrase) 10 fool <sp> 11 *The lift is* (in notices) 12 *If you fail* <sp> 13 people, were (headline) 14 stayed at <sp> 15 *for* three days <sp>
- 22 1 to be <both neutral> 2 that (sp) 3 To hear him talk (sp) 4 from (sp) 5 *that* after common verb *believe* 6 and, on (sp. AmE) 7 to (both neutral) 8 I was (written, formal) 9 If it were (formal, written) 10 Do you (sp) 11 The (in headlines)
- 23 1 unusual. ...*where he was*... 2 awkward. *It is obvious that* 3 *I don't*' believe *he'll*... is preferred. 4 awkward. *Finding work is/It is difficult to* 5 awkward. ...*what they have*... 6 casual. *Give her* 7 awkward. *The fact that his* 8 casual. *Let me* 9 unusual. ...*in case he also fell ill*. 10 casual. *loudly* 11 casual, rude. *get out of here*. 12 awkward. *For the transition to work*
- 24 1 ...as you 2 Here come the lads. 3 It's a quarter past seven. 4 Here he is. 5 In front position only *except for* is used. 6 *Owing to*. *Thanks to* is used in positive contexts. 7 whether or not 8 Let's not/Don't let's <inf, sp>
- 25 1 senior citizens 2 housewives – homemakers 3 he or she 4 spokesman – spokesperson 5 underprivileged 6 person, they, their 7 his – their 8 humankind. 9 man – person 10 business people 11 overweight 12 flight attendants 13 mankind – humankind 14 man - person/people, he - they, men – people 15 short – vertically challenged 16 police officer
- 26 1 *go fetch* without *and* 2 *Do you have* (common in BrE as well) 3 *has (got) to* rather than *must*, movie 4 *Like* (v.inf., common in sp.) rather than *as* 5 *he apply* rather than *he applies* 6 *eat* rather than *eating* 7 *on* left out in sp. 8 *after* 9 *the* left out, month+day+year 10 *math* rather than *maths* 11 *gotten* rather than *got* 12 *this* rather than *that* 13 *learned* rather than *learnt* 14 *the* hospital 15 *toward* rather than *towards* 16 *anyplace* rather than *anywhere* 17 Past Simple *spoke* after *just* rather than Present Perfect 18 *I guess*, *wanna* 19 *proven* rather than *proved* 20 *traveling* rather than *travelling*.
- 27 1 I'd gotten/I'd got 2 smelled/smelt 3 this/that 4 of/to 5 Said: June, the 4th or the 4th of June in <BrE> 6 just arrived/has just arrived 7 unproven/unproved 8 through/until 9 toward/towards 10 come pick/come and pick 11 rumored/rumoured, traveling/travelling 12 math/math 13 the hospital/hospital 14 someplace/somewhere 15 period/full stop 16 aside from/apart from
- 28 Suggested answers: 1 a) Centre (BrE); b) been in correspondence, Messr, concerning (official, or commercial); d) 'I have' rather than 'I've' (formal); 2 b) incomplete second sentence (advertising) d) we've, give it a try (informal). 3 a) railway (BrE); c) the appeal to 'sir' and 'Dick' suggests spoken; d) don't (informal); e) don't know nothing, we was, was we (substandard); 4 a) tap (BrE); b)&c) use of imperatives, and absence of definite article before nouns

and of a pronoun after 'leave', are typical of technical, written instructions. **5** b)&c) hereinafter, this my Will, the incidence of such remuneration, as set forth therein (legal, written). **6** c)&d) the – m –, indicating hesitation, and the disjointed sentence, suggest a written transcription of unprepared speech. **7** c)&d) the expression 'I feel pretty sure' in a well-formed sentence suggests informal English prepared, in writing, to be spoken. **8** a) labeled (AmE); b) 3.9 millicuries of Cl-labeled DDT, inert granules, 0.2 pounds DDT per acre (scientific); c) per acre (written); d) features already mentioned (formal); **9** b)&c) imperatives and absence of articles and pronouns (technical instructions, cooking recipe, written) **10** c)&d) we are, we read many books, we cannot, whom, and the well-constructed sentence, are evidence of written, formal, literary English. **11** a) Sure, Shucks (AmE); c)&d) well-formed sentences, combined with 'I guess I've eaten' and 'I don't know' suggest an attempt to represent informal speech in writing. **12** b),c)&d) was reported missing, believed to have crashed (journalistic, written, formal)

- 29** Suggested answers: **1** By the way (sp), might (more common in sp.) **2** the absence of 'and' in 'come see' (inf. AmE) **3** can't (sp. or inf. wr) **4** is unlikely to be (f., wr.) **5** have got (sp. BrE) **6** gotta (very inf. AmE) **7** female guests, may, passive, between the hours of (very formal, wr) **8** for these to have, will be needed (f, wr.) **9** just, won't (sp, inf) **10** 'demand' followed by 'he goes' rather than 'he should go' (inf. BrE) **11** no longer do, 'the infant' for generic reference rather than 'an infant', participle construction 'appreciating' (f, wr) **12** 'got' rather than 've got', wanna (very inf. sp. AmE) **13** absence of 'on' with days (inf. AmE) **14** omission of 'that', 'got scared' rather than 'was scared' (sp. inf) **15** well-constructed sentence, which, those afflicted, brains being... (wr. f.)
- 30** Suggested answers: **1** as to (f) **2** and that reminds me, Fanny dear, will you (sp) **3** hereafter, shall, refer to (f. wr.) **4** will, 'do you have' rather than 'have you got' is passed (formal spoken) **5** can (inf), may (f) **6** 'want' as a modal verb (sp.) **7** well-constructed sentence, participle construction 'not offering...', for (f, wr) **8** 'that' rather than 'if' after 'I don't know' (sp) **9** aside from (AmE), I can't complain (sp) **10** for instance (less formal than 'for example', sp), they, get (sp) **11** therefore, wish to, sidetrack (very f) **12** on their arrival (f, wr) **13** that of (f) **14** having been crushed (f., wr)
- 31** a) Few people learn foreign languages perfectly as adults. The majority of us make many mistakes when we are speaking another language. The best policy is to aim for a reasonable level of accuracy, but not to be too perfectionist. Many common mistakes have little effect on communication. b) Not many people learn foreign languages perfectly when they're grown up. Most of us make a lot of mistakes when we're speaking another language. It's best to try to get most things right, but not be too perfectionist. A lot of common mistakes don't have much effect on communication.

Список использованной литературы

- Alexander L.G.** Longman English Grammar 2006
Alexander L.G. Longman Advanced Grammar 2001
Acklam R. with Burgess S. First Certificate Gold Coursebook 2004
Acklam R. with Burgess S. Advanced Gold. Coursebook 2004
Briber D., Johansson S., Leech G., Conrad S., Finegan E. Longman Grammar of Spoken and Written English 2009
Belgrave R. Making Waves. Fourth Wave 1993
Close R.A. A University Grammar of English., 1974
Close R.A. A Teachers' Grammar. 1992
Close R.A. A Reference Grammar for Students of English., 1975
Flower J., Berman M. Build Your Vocabulary. 2, 3. 2001
Hornby A.S. Oxford Advanced Learner's Dictionary of Current English.. 2004
Longman Dictionary of Contemporary English, 2009
Leech G., Svartvik J. A Communicative Grammar of English 1983
McCarthy M., O'Dell F. Academic Vocabulary in Use. 2009
O'Sullivan D., Swan M., Walter C. The New Cambridge English Course. Upper-intermediate 2004
O'Dell F. CAE Writing Skills 1996
Prodromou L. Grammar and Vocabulary for First Certificate., 2004
Swan M., Walter C. How English Works 2003, Oxford English Grammar Course, 2100
Side R., Wellman G., Grammar and Vocabulary for Cambridge Advanced and Proficiency 2001
Vince M. with Emmerson P. Intermediate Language Practice. English Grammar and Vocabulary. 2003
Weinstein N. Listen and Say it Right in English. When to use Formal and Everyday English 1991
Вейхман Г.А. Новое в грамматике современного английского языка. Астрель, 2002

Список источников примеров

- Ahern C.** The Book of Tomorrow. HarperCollins 2010
- Archer J.** The Eleventh Commandment. Pan books 1998; Not a Penny More, Not a Penny Less. Pan Books 1976; A Twist in the Tale. Pan Books 2003; A Prisoner of Birth. Pan Books 2008; The Prodigal Daughter. Pan Books, 2004; And Thereby Hangs a Tale. Pan Books 2010; Sons of Fortune. Pan Books 2002; Kane and Abel. Pan Books 1979; Cat O'Nine Tales. Macmillan 2006; False Impression. Pan Books 2005
- Brown D.** The Lost Symbol. Corgi Books 2009
- Christie A.** Curtain. Book Club Associates 1976; N or M? М. Менеджер, 2004; Murder is Announced. М. Менеджер; A Caribbean Mystery. Harper Collins 1964
- Child L.** The Enemy. Bantam books 2004; One Shot. Bantam Books 2004; Die Trying. Bantam Books 1998; Bad Luck and Trouble. Dell 2007; The Hard Way. Bantam Books 2006; Echo Burning. A Jove Book 2001
- Contemporary British Stories. Perspective Publications Ltd 1994
- Clancy T.** Clear and Present Danger. Harper Collins Publishers 1989
- Chrichton M.** State of Fear. Avon Books 2004; Next. Harper 2006; A Cost of Need. Signet Book 1969; Prey. Avon Books 2002
- Cornwell P.** Blow Fly. Berkley Books 2003
- Crystal D., Davy D.** Investigating English Style. Longmans 1969
- Fitzgerald F.S.** The Great Gatsby. Dnipro Publishers. 1973
- Francis D.** Shattered. Pan Books 2001
- Fry S.** The Stars' Tennis Balls. Arrow Books 2004
- Golden A.** Memoirs of a Geisha. Vintage 1998
- Green G.** The Ministry of Fear. Vintage 2001
- Grisham J.** A Painted House. A Dell Book 2000; The Broker. A Dell Book 2005; The Street Lawyer. Dell 1998; The Partner. Island Books 1997; The Associate. Arrow Books 2009; The Confession. Dell 2010; Theodore Boone. Hodder 2010; The Last Juror. Dell 2004; The Rainmaker. Arrow Books 1995
- Hollingsworth M., Lansley S.** Londongrad. Fourth Estate. London 2009
- James P.** The Truth. Orion 1997
- Jones D.** An Outline of English Phonetics. Cambridge 1960
- Kellerman J.** Silent Partner. Sphere 2007
- Ludlum R.** The Apocalypse Watch. Bantam Books 1995; The Scorpio Illusion. Bantam Books 1993; The Bourne Ultimatum. Orion Books 1990; The Moscow Vector. Orion 2005
- Laurie H.** The Gun Seller. Arrow Books 1996
- Lawrence D.H.** Lady Chatterley's Lover. Moscow. Jupiter 2003
- Lustbader E.V.** The Bourne Betrayal. Vision, NY 2008
- La Plante L.** Blind Fury. Simon and Schuster 2010
- McNaught J.** Someone to Watch Over Me. Pocket Books 2003
- Mitford N.** Love in a Cold Climate. Penguin Books 1980; The Blessing. Penguin Books 1976; Don't Tell Alfred. Penguin books 1982
- Newsweek.** October 1990
- O'Connor J.D., Arnold G.F.** Intonation of Colloquial English. Longman 1973
- Paretsky S.** Fire Sale. Signet 2006
- Smith A.M.** Friends, Lovers, Chocolate. Abacus 2006

Sheldon S. Tell Me Your Dreams. Warner Books 1998; Master of the Game. Warner Books 1983; The Sky is Falling. Warner Books 2000; The Other Side of Midnight. GCP 2008; Rage of Angels. grand Central Publishing 1980; Windmills of the Gods. Hachette 2005; Memories of Midnight. Hachette 1990; the Doomsday Conspiracy. Warner Books 2001; The Best Laid Plans. GCP 1998

Scientific American. Dec.1975; May 1964; Nov.1964; Sept. 1979; Feb. 1980; Aug. 1974; Aug. 1962; May 1979; July 1966; Jan. 1978; Dec 1973; Sept. 1972; Jan. 1972; Oct. 1967; Aug. 1971; Oct. 1969; Nov. 1975; Apr. 1969; Aug. 1970; Feb. 1972; Oct. 1972; Nov. 1967

The Economist. Jan. 2010; Jan 1998; Sept. 1998; Sept 2011; Apr. 1998; June 1996; May 2011, June 2011, July 2011; Dec. 2009

Updike J. Of the Farm. Raduga Publishers 2003

US News and World Report. July, June, Oct., Dec., Aug. 1990, May 1995

Vincenzi P. An Absolute Scandal. Headline Publishing Group 2007; Something Dangerous. Orion 2001; Almost a Crime. Headline Review 1999

Waugh E. A Handful of Dust. Penguin Books 1977

Waller L. The Banker. Panther Books 1984

Wodehouse P.G. Right Ho, Jeeves.

Weisberger L. The Devil Wears Prada. Harper 2003; Last Night at Chateau Marmont. Harper 2010

