

GRAMMAR REFERENCE

1.1 COMMENTING ADVERBS WITH FUTURE FORMS (PAGE 3)

Using commenting adverbs with future forms

Commenting adverbs with future forms express the speaker's opinion or attitude about the likelihood or desirability of an action or condition. They generally follow the modal *will* or the verb *be* in future expressions.

- 1 *will* + commenting adverb + (*not* / *never*) + verb OR commenting adverb + negative contraction (*won't*, *aren't*, *shouldn't*) + verb

*They **will undoubtedly become** part of everyday life.*

*They **probably won't gain** a lot of support among labor unions.*

- 2 future expressions

■ *be* + commenting adverb + *going to* + verb: the action is planned or intended

■ *be* + commenting adverb + *about to* + verb: the action will happen very soon

■ *be* + commenting adverb + *bound to* + verb: the action cannot be avoided

*This **is inevitably going to cause** problems.*

*It **is undoubtedly about to change** everything we do.*

*They **are definitely bound to be met** with resistance.*

1.2 FUTURE PERFECT AND FUTURE CONTINUOUS (PAGE 5)

Future perfect and future continuous

Use the future perfect and the future continuous to describe situations in the future.

- 1 *will* + *have* + past participle (the future perfect): For actions that will be completed by a point in the future or before another event in the future

*Chatbots **will have taken over** from humans by the end of the next decade.*

***Will they have taken over** on helplines, too?*

*They **won't have taken over** on all helplines.*

- 2 *will* + *be* + verb + *-ing* (future continuous): For actions that will be, or are planned to be, in progress at a given time in the future

*We'll **be having** real conversations with them.*

***Will we be having** real conversations with them?*

*We **won't be having** conversations with real people anymore.*

2.1 USES OF *WILL* (PAGE 13)

Uses of *will*

The modal *will* can be used in many different situations:

- 1 To make predictions, assumptions, and deductions about the future
*Online personality quizzes **will** always **give** positive, flattering results.*
*In five years' time, we **will** all **be seeing** much more targeted advertising.*
*By the time you read this, you'll **have seen** hundreds of quizzes on social media.*
- 2 To describe typical behavior, habits, and things that are true now or in general
*Personality quizzes **won't** ever **provide** truly valuable information.*
- 3 To express decisions about the future made at the point of speaking
*I **will** never **take** another personality quiz! This one was totally wrong.*
- 4 To criticize habits, behavior, and characteristics *Quiz developers **won't** **admit** to their real motivation.*
- 5 For making offers, agreeing, and promising *Our site **won't** ever **misuse** or **sell** personal information.*

2.2 USES OF *WOULD* (PAGE 15)

Uses of *would*

The auxiliary verb *would* is used in many different ways:

- 1 To refer to past habits and typical, expected behavior *When I was a kid, I **would ride** my bike everywhere.*
- 2 To make polite requests ***Would** you **help** me with these bags, please?*
- 3 To express an opinion or judgment politely *I **would think** he'd wear something nicer to a wedding!*
- 4 To report a statement or question with *will* *He promised I **would get** the job.*
- 5 To express what someone or something is willing or able to do *The car **wouldn't start**, so I had to walk.*
- 6 To talk about actions in an unreal situation *What **would** you **do** in that situation?*

3.1 VARIATIONS ON PAST UNREAL CONDITIONALS (PAGE 23)

Variations on past unreal conditionals

Different conditional constructions can be used to talk about past unreal situations. Continuous forms express actions in progress, in both the *if* clause and the main clause. The *if* clause can come first or last in a sentence.

1 To express a situation where both the unreal condition (*if* clause) and the imagined result are in the past, use:

- *if + had(n't) + past participle | would(n't) + have + past participle*
*If you'd **told** me, I **would have written** it down.*
- *if + had(n't) + been + verb + -ing | would(n't) + have + past participle*
*We **would've missed** the announcement if you **hadn't been paying** attention.*

2 To express a situation where the unreal condition is in the past, and the imagined result is in the present, use:

- *if + had(n't) + past participle | would(n't) + verb*
*If you **hadn't heard** the announcement, we **would still be** at the station.*
- *if + had(n't) + past participle | would(n't) + be + verb + -ing*
*If you **hadn't heard** the announcement, we **would be waiting** on the wrong platform now.*
- *if + had(n't) + been + verb + -ing | would(n't) + verb*
*If you **had been watching** the children, Oliver **wouldn't have** a broken arm now.*
- *if + had(n't) + been + verb + -ing | would(n't) + be + verb + -ing*
*If you **had been watching** the children, we **wouldn't be cleaning** up this mess now.*

3.2 COMMENTING ON THE PAST (PAGE 25)

Commenting on the past

Use the modal verbs *may*, *might*, and *could* to discuss possible alternative scenarios. Use *should* and *shouldn't* to criticize actions or lack of action. Use perfect forms after the modals when commenting on the past.

1 For a completed action, use *may/might/could* or *should + have + past participle*.

*She **may/might not have heard** the full story.*

2 For an action in progress, use *may/might/could* or *should + have + been + verb + -ing*.

*You **could have been telling** a story about someone else.*

3 For passive voice, use *may/might/could* or *should + have + been + past participle*.

*That information **shouldn't have been shared** with the public.*

4.1 QUANTIFIERS AND PREPOSITIONS IN RELATIVE CLAUSES (PAGE 35)

Quantifiers and prepositions in relative clauses

To add details in a relative clause, use quantifiers such as *all of, each of, many of, most of, much of, none of, some of*.

- 1 Use *which* for things and *whom* for people. (When used with a quantifier, *which* cannot be replaced by *that*.)

To avoid confusion, place the relative clause immediately after the person or thing it refers to.

*Microphotography gives a fresh perspective on everyday objects, **most of which we usually ignore**.*

*Microphotographers, **many of whom are scientists**, focus on the tiniest details.*

- 2 In speech and in most written registers, prepositions in relative clauses come after the verb. In formal or academic writing, you will often see the ending preposition before the relative pronoun.

*Special microscopes, **which cameras are attached to**, bring out the delicate details of pollen and dust.*

*Special microscopes, **to which cameras are attached**, clarify the structure of the pollen molecule.*

4.2 NOUN CLAUSES WITH QUESTION WORDS (PAGE 37)

Noun clauses with question words

- 1 Question words can replace general nouns in noun clauses:

■ *what* = the thing / things

■ *how* = the way

■ *who* = the person / the people

■ *where* = the place / location / the point in a process or story

■ *why* = the reason

*I didn't know **why** you wanted to see me.*

***How** eyes adjust to light levels is by expanding or contracting the pupil.*

- 2 Noun clauses with question words can be the subject or object of the verb.

Subject: ***What we see** is a world of grays.*

Object/complement: *Iris scanning proves we are **who we say we are**.*

- 3 Noun clauses with question words use statement word order. They are not questions.

*I can't remember **where I left my glasses**. (not ~~where did I leave~~ my glasses.)*

5.1 PARTICIPLE PHRASES IN INITIAL POSITION (PAGE 45)

Participle phrases in initial position

Participle phrases at the beginning of a sentence add extra information about the main action or the subject of the sentence. They are often used to avoid repetition and to shorten complex sentences. A participle phrase doesn't contain a subject.

- 1 Begin with a present participle to describe an action in progress at the same time as the action in the main clause.
***Feeling** overwhelmed by the crowd, he quickly made his way to the exit.*
- 2 Begin with *Having* + past participle to describe an action that happened before the action in the main clause.
***Having experienced** the beauty of a desert sunset, she became determined to move to Arizona.*
- 3 Begin with a past participle to describe the subject of the sentence (in the main clause).
***Convinced** this was his last chance, John dropped everything and ran to catch the train.*

Participle phrases in initial position sound formal and are more common in writing than in speech.

5.2 REDUCED RELATIVE CLAUSES (PAGE 47)

Reduced relative clauses

A relative clause contains a relative pronoun (*which, who, that*) and a verb phrase. When the verb of the relative clause is *be* and there is no subject pronoun, the clause can be reduced by dropping the relative pronoun and *be*.

- 1 *be* + verb + *-ing* Tourists ~~who are~~ **staying** on the island need to book their hotel room early.
- 2 *be* + adjective Students ~~who are~~ **interested in** visiting the sites need to sign up at the office.
- 3 *be* + past participle Areas of the site ~~that are~~ **surrounded** by fences cannot be visited by the public.
- 4 *be* + prepositional phrase Requests ~~which are~~ **from approved organizations** will be given priority.

6.1 CLEFTS (PAGE 55)

Clefts

Clefts are introductory clauses that are used to emphasize new information or something particularly interesting or surprising. Clefts can take several forms:

- 1 *What ... + be* **What she wanted was a big party!**
- 2 *The thing (that) ... + be* **The only thing we wanted to do was dance!**
- 3 *The ... (that) ... + be* **The only guests at the party will be people from school.**
- 4 *It + be + that/who/when* **It was my uncle who told me the good news.**
It wasn't until they brought out a cake that I realized the party was for me!

6.2 QUESTION WORDS WITH -EVER (PAGE 57)

Question words with -ever

Question words can be changed to pronouns by adding the suffix -ever (*whatever, whichever, whenever, wherever, whoever, however*, but rarely *whyever*). They indicate uncertainty or indifference (not a question):

- 1 To indicate that nothing will change the result
Whatever the critics say, I think it's a great movie. We'll get there, **however** long it takes.
- 2 To indicate that the other person is free to choose Sleep **wherever** you like. There are lots of free rooms.
- 3 To indicate that the details are uncertain or unimportant **Whoever** told you that was lying. It's not true.
- 4 To indicate that the speaker doesn't mind, A When should we arrive?
doesn't care, or has no opinion. B **Whenever**. People can come and go as they like.

7.1 NEGATIVE AND LIMITING ADVERBIALS (PAGE 67)

Negative and limiting adverbials

To add emphasis, you can start a sentence with a strong adverbial phrase. Negative adverbials include *Never*, *Never again*, *Never before*, *No way*, *Not until*. Limiting adverbials include *Little*, *Hardly*, *Only then*, *Only when*.

- 1 When a sentence starts with a negative or limiting adverbial, the word order in the verb phrase changes so that the auxiliary verb comes before the subject.

Never again will I take my family for granted. Only then can we really understand our own history.

Only when everyone is settled and paying attention am I starting the presentation.

- 2 When the verb is in the simple present or simple past, it expands to include the auxiliary verb *do/does* or *did*. This looks like question order, but the adverbial before it marks it as a statement.

Not until then did I fully appreciate their importance. Little do they know what they're going to find.

7.2 FRONTING ADVERBIALS (PAGE 69)

Fronting adverbials

To add dramatic effect, you can bring adverbials of place or movement to the front of a sentence.

- 1 When the subject of the sentence does not take a direct object, the **subject** and verb of the main clause change position. This is true when:

- the verb is *be*

In the envelopes are crisp new dollar bills.

- the verb indicates place, like *sit* or *lie*

On the table cloth lies a stack of red envelopes.

- the verb indicates movement, like *fly* or *waft*

From the kitchen wafts the smell of fresh dumplings.

- 2 If the subject has a **direct object**, the word order does not change.

In the garden, she placed a little ceramic frog near the door for good luck.

8.1 PHRASES WITH GET (PAGE 77)

Phrases with *get*

The verb *get* is often used with other verbs to express causation, completion, and changing states.

- 1 To describe the completion of a task, use *get* + noun/pronoun + past participle.
*How can I **get this paper finished** with all the noise you're making?*
- 2 To describe a changing state, use *get* + past participle.
*In the second act, the story **gets very complicated** and hard to follow.*
- 3 To indicate that something or someone is prompting an action, use *get* + noun/pronoun + verb + *-ing*.
*Coffee is the only thing that can **get me moving** in the morning.*
- 4 To indicate that something or someone else is responsible for an action, use *get* + noun/pronoun + past participle (+ *by ...*). (Note: This is passive voice construction using *get* instead of *be*.)
*Our new sofa **is getting delivered** (by the store) this afternoon.*
- 5 If someone or something else (not the subject) will cause a task to be done, we can use *get* or *have*.
*We're going to **get/have** internet service installed on Tuesday.*

9.1 REFERENCING (PAGE 87)

Referencing

Referencing techniques make it possible to avoid repetition in a text.

- 1 To avoid repeating a noun or concept mentioned earlier in the same text, use ...

- pronouns such as *it*, *they*, *them*, *this* (the pronoun *it* can also refer forward to a new idea)
- possessive adjectives such as *its* and *their*
- phrases such as *the same* or *similar* + noun

*A sedentary lifestyle has harmful side effects. **It** increases the risk of cardiovascular disease.*

It's worrying that young children are not getting enough exercise.

*Pedal desks help students focus on **their** studies.*

*Schools give children active alternatives. Companies offer their workers **the same**.*

- 2 To avoid repeating a verb or verb phrase, use an auxiliary verb such as *be*, *have*, or *do*. Make sure the auxiliary verb is in the same form as the original verb.

*The fact that a sedentary lifestyle is bad for you doesn't make for a big news story, but the fact that the sitting disease now affects all ages **does**.*

*She doesn't like it, but her parents **do**.*

*They haven't tried it, but he **has**.*

9.2 CONTINUOUS INFINITIVES (PAGE 89)

Continuous infinitives

The continuous form of an infinitive verb emphasizes that an action is in progress over a period of time.

- 1 *to be* + verb + *-ing*

- Use with the verbs *appear* and *seem* to comment on ongoing actions and situations.
- Use with the verbs *want*, *would like*, and *need* to comment on intentions and plans.

*We're going **to be looking** at the flip side.*

*We seem **to be packing** way too much into our days.*

*We know we need **to be racking up** at least seven hours of sleep a night.*

- 2 modal + *be* + verb + *-ing*

- Use with the modals *should*, *could*, and *might* to criticize or speculate about an ongoing situation.

*You're watching cat videos when you **should be sleeping**!*

10.1 SIMPLE PAST FOR UNREAL SITUATIONS (PAGE 99)

Simple past for unreal situations

The simple past does not always refer to the past. When used with particular structures or in particular expressions, the simple past can be used to express hypothetical or desirable situations.

- 1 In unreal conditional sentences, use *if* + simple past.
*If we **had** a more varied diet, we would reduce our negative effect on the environment.*
- 2 To express present wishes, desires, and preferences, use *I wish / If only / would rather* + simple past.
*I **wish** / If **only** people were more careful about what they ate.*
*My parents **would rather** we didn't eat red meat.*
- 3 To speculate or describe an imaginary situation, use *What if / Imagine (if) / Suppose* + simple past.
***What if** we created a new food product based on insect protein?*
***Imagine (if)** we started a company based on our new product!*
***Suppose** we all stopped eating beef. What would we eat instead?*
- 4 To make comparisons, use *as if / as though / even if* + simple past.
*We cannot keep ignoring the problems **as if** / **as though** they didn't exist.*
***Even if** people knew all the benefits, it would still be hard to reduce meat consumption.*
- 5 To express the need to start doing something, use *It's (about / high) time (we) + simple past*.
***It's time** we started exploring alternatives. Let's make a list.*
***It's high time** we expanded our diet to include insect proteins.*

10.2 IT CONSTRUCTIONS (PAGE 101)

It constructions

It constructions make statements more impersonal and objective. They are common in academic writing.

- 1 To report ideas without stating the source, use *It* + passive reporting verb.
***It is said** that renewable energy is our future.*
***It has been argued** that climate change is the cause of the increase in hurricanes.*
***It was found** that solar batteries can be adapted for use almost anywhere.*
- 2 When summarizing, speculating about, or drawing a conclusion about an idea, the choice of verb and adjective determines the degree of certainty and strength of the statement.
 - *It* + *is* + adjective + infinitive ***It is reasonable to assume** a connection between fossil fuels and climate change.*
 - *It* + *is/appears/seems* + adjective + *that* clause
***It seems unlikely that** social enterprises will replace traditional energy companies.*
 - *It* + *appears/seems* + *that* clause ***It appears that** this may be a solution to a lot of our problems.*
 - *It* + modal + verb (+ noun / verb phrase) + *that* clause
***It could be a mistake to assume that** this trend will continue.*
 - *It* + modal + verb + adjective
***It would seem logical** to start small, but a wider presence is necessary for success.*

11.1 SUBJECT-VERB AGREEMENT (PAGE 109)

Subject-verb agreement

- 1 Collective nouns take a singular verb when the focus is on the organization as a whole. They take a plural verb when the context clearly refers to the people in the organization. Some common examples: *association, class, club, community, department, family, government, press, public, school, staff*
*The marketing **department is located** on the third floor.*
*The marketing **department are** so excited to show everyone the new logo at the meeting.*
- 2 Singular nouns that end in -s take a singular verb. Some common examples: *gymnastics, news, politics*. School subjects that end in -s take a singular verb when they refer to a class or subject of study. Some common examples: *economics, ethics, mathematics, physics, statistics*
*Good **news is** always welcome. **Economics starts** at 11, I have lunch, and then **physics is** at two.*
- 3 Some words that come from Latin (*datum, medium, criterion, phenomenon*) form the plural with the ending -a. Some (*media, data*) take a singular verb. Some (*criteria, phenomena*) take a plural verb.
*The **media** never **admits** when **they're** wrong about something.*
*His team documented **phenomena** that **show** that color can change behavior.*
- 4 Words beginning with the prefixes *every-, any-, some-,* and *no-* take a singular verb. When referring back to them, however, use plural pronouns *they, them,* or *their*. ***Everyone knows** that red means stop.*
***Nowhere is** the preference for blue more obvious than in the clothing industry.*
- 5 When the subject of a sentence or clause includes *either* or *neither*, the form of the verb depends on context. When referring back to them, however, use plural pronouns *they, them,* or *their*.
*If **neither of them cares** about the color, **they** should paint it white.* (not one person or the other person **cares**)
***Either John or my parents** are going to meet us at the station.* (one person or two people **are**)
- 6 Monetary amounts take a singular verb when the focus is on the amount as one thing.
*A **thousand dollars is** a lot of money for one dress!*

11.2 ARTICLES (PAGE 111)

Articles

- 1 Use a definite article ...
 - when you both share knowledge of the noun.
*In U.S. weddings, it is common for **the** bride to wear white.*
 - when you are giving additional information to identify a specific noun previously mentioned.
*Members of **a** team wear uniforms so people can identify **the** team on the field.*
 - with superlatives.
*This is **the** darkest shade of green I've ever seen in a living room.*
 - to talk about things that are unique: *the king, the moon, the equator, the army, the media*.
*People used to say that **the** moon was made of green cheese.*
 - with general geographical areas: *the beach, the country, the town, the forest*.
*This color scheme reminds me of **the** beach.*
- 2 Use no article when a non-count noun or plural noun is being used to make a generalization.
***Color** can evoke **feelings** and **memories** just like **sound** can.*
- 3 Use an indefinite article ...
 - when the noun is first mentioned, new to the reader, or not specifically identified.
*He used **a** shade of orange that I've never seen before.*
 - to talk about jobs and professions or when the noun is part of a category.
*I'm **a** real estate agent, but I'd like to work as **an** interior decorator one day.*
 - when making a generalization using a singular noun.
*Muted yellows and greens work really well in **an** open space, like **a** kitchen.*

12.1 THE PRESENT SUBJUNCTIVE (PAGE 119)

The present subjunctive

The present subjunctive is used to lend authority to a speaker's words. It is usually used to refer to demands, suggestions, and recommendations; to describe what should happen; or to identify what is important.

- 1 Verbs in the present subjunctive do not add -s for the third person. The present subjunctive form of the verb *to be* is *be*.

*He insists that we all **be** ready to go at noon. I suggest that you **not come** any earlier than two.*

- 2 Use the present subjunctive with *that* clauses ...

- after verbs that express a request or a proposal: *advise, ask, demand, insist, recommend, suggest*.

*He **recommended** that we **allow** extra time for traffic.*

- after expressions containing adjectives that suggest importance: *essential, imperative, important, vital*.

*It is **imperative** that he **complete** the application and **send** it in immediately.*

- after nouns that express a strong request or a proposal: *demand, insistence, recommendation, suggestion*.

*The officer's **demand** that we **pull** the car over and **wait** was surprising to all of us.*

12.2 PERFECT INFINITIVE (PAGE 121)

Perfect infinitive

The perfect infinitive is used to talk about situations and completed actions in the past.

- 1 Use *to have* + past participle ...

- with reporting structures such as *it is said / thought / reported* to indicate information is from other sources, not firsthand knowledge.

*The hanging gardens of Babylon **are thought to have been built** about 3,000 years ago.*

- with adjectives to describe feelings that resulted from a situation or action in the past.

*We were **relieved to have made** it to the end of the trail before sunset.*

- with the verbs *appear* and *seem* to comment on something that already happened.

*Based on the mess in the kitchen, her dinner party **appears to have happened** after all.*

- 2 Use modal + *have* + past participle with the modals *should, would, could, and might* to criticize or speculate about the past.

*The residents **might not have wanted** to move, but they had to go.*