

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:

- | | |
|--|---|
| ■ <i>what</i> = the thing / things | ■ <i>how</i> = the way |
| ■ <i>who</i> = the person / the people | ■ <i>where</i> = the place / location / the point in a process or story |
| ■ <i>why</i> = 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, doesn't care, or has no opinion.
A ***When should we arrive?***
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*.

- 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.

- 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.

- 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.*

- 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 INFITIVE (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.