Step-by-step GRAMMAR

IELTS Step-by-step
Mastering Grammar
Reference Booklet

Use this grammar reference to help you complete the *IELTS Step-by-step Mastering Grammar* course

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Contents

Key to notations and symbols

Verb forms

Throughout this grammar reference the symbols V_0, V_1, V_2, etc. will be used to denote **different verb forms** in English. Study this table to make sure you become familiar with this format.

	V_0	V_1	V_2	V_3	V_{ing}
Also known as	*the bare infinitive / base form*	*the present simple form*	*past tense form*	*past participle*	*present participle* (sometimes *gerund*)
Regular Verbs V_2 and V_3 tend to be **the same** form	taste touch want	taste / tastes touch / touches want / wants	tasted touched wanted	tasted touched wanted	tasting touching wanting
Irregular Verbs V_2 and V_3 tend to be **different** forms	eat see be	eat / eats see / sees is / are / am	ate saw was / were	eaten seen been	eating seeing being

Symbols

Symbol	Meaning	Explanation
	***warning***	students often **make mistakes** with this grammar, so pay attention!
	***wrong***	The *phrase in red* after this symbol is **wrong.**
see Lecture 3	***relevant lecture***	This lecture has **more information** about this grammar point.
	***grammar extra***	**Expand your grammar** even more with this information.

The English tenses (aspects)

In some ways, the English tenses are easier than other languages (there aren't so many verb forms) but in other ways they can be more difficult (many languages, for example, don't have the 'perfect' aspect). It is important to **master the most common tenses** in English if you are to **achieve a good grade** in the exam.

The Present Tenses (Section 2)

1. Present simple

+	V_1	He **plays** tennis.	They **play** tennis.
–	*do/does not* + V_0	He **does not play** tennis.	They **do not play** tennis.
?	*do/does …* + V_0*?*	**Does** he **play** tennis?	**Do** they **play** tennis?

We use the present simple

- ✯ to talk about regular habits or repeated actions:
  *I **get up** really early and **practise** for an hour or so **most days**.*
  *I **use** the Internet **just about every day**.*
  Words that describe how often or when are often used (e.g. *always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening*).
- ✯ to talk about permanent situations:
  *My parents **own** a restaurant.*

  ⚠ We use the present perfect, not the present simple, to say how long something has continued:
  *I **have worked** there since I was 15.* WRONG ➤ *I work there since I was 15* see Section 4
- ✯ to talk about facts or generally accepted truths:
  *Students **don't generally have** much money.*
  *If you heat water to 100°C, it **boils**.* see Section 20
  The following words are often used: *generally, mainly, normally, usually, traditionally.*
- ✯ to give instructions and directions:
  You go down to the traffic lights, then you turn left.
  To start the programme, first you click on the icon on the desktop.
- ✯ to tell stories and talk about films, books and plays:
  In the film, the tea lady falls in love with the Prime Minister.

2. Present progressive (= present continuous)

+	*am/is/are* + V_{ing}	He**'s working** in Thailand.
–	*am/is/are not* + V_{ing}	I**'m** not **working** in Thailand.
?	*am/is/are …* + V_{ing}*?*	**Are** they **working** in Thailand?

We use the present progressive

- ✯ to talk about temporary situations:
  *I'm **studying** really hard for my exams.*
  *My cousin **is living** in Thailand at the moment.* (= he doesn't normally live there)
  Words like *at the moment, currently, now, this week/month/year* are often used.
- ✯ to talk about actions happening at the moment of speaking:
  *I'm **waiting** for my friends.*
- ✯ to talk about trends or changing situations:
  *The Internet **is making** it easier for people to stay in touch with each other.*
  *The price of petrol **is rising** dramatically.*

✯ to talk about things that happen more often than expected, often to show envy or to criticise with words like *always, constantly, continually, forever*:
*My mum's **always saying** I don't help enough!* (complaint)
*He's **always visiting** exciting places!* (envy)

3. State verbs

The present continuous is not normally used with state verbs because the meaning of the verb itself is a general truth rather than something temporary. These verbs describe thoughts, feelings, senses, possession and description.

Here are some examples of state verbs.

✯ thoughts: *agree, assume, believe, disagree, forget, hope, know, regret, remember, suppose, think, understand*
*I **assume** you're too busy to play computer games.*

✯ feelings: *adore, despise, dislike, enjoy, feel, hate, like, love, mind, prefer, want*
***Do you mind** if I ask you a few questions?*
*I **love** music.*

✯ senses: *feel, hear, see, smell, taste*
*This pudding **smells** delicious.*

⚠ To talk about something happening now we use *can*:
*I **can smell** something burning.*

✯ possession: *have, own, belong*
*My parents **own** a restaurant.*

✯ description: *appear, contain, look, look like, mean, resemble, seem, smell, sound, taste, weigh*
*You **look** like your mother.* (= a permanent situation, not a temporary one)

⚠ Some state verbs can be used in the continuous form when the meaning is temporary. Compare:

*What **are** you **thinking** about?* (now)
*I **think** you should tell her exactly what happened.* (my opinion, so not temporary)

*I'**m tasting** the sauce to see if it needs any more salt.*
*The sauce **tastes** delicious.*

*She'**s having** a great time.* (*is having* = is experiencing, not possession)
*Students **don't** generally **have** much money.* (*have* = possession)

The Past Tenses (Section 3)

1. Past simple

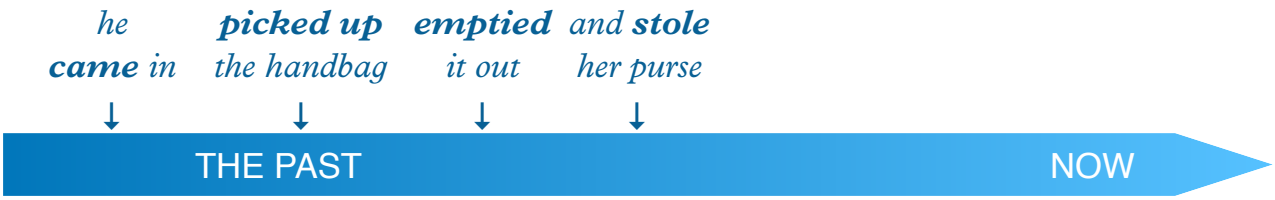
+	V_2	He **worked** for the police.
–	*did not* + V_0	She **did not work** for the police.
?	*did* … V_0?	**Did** they **work** for the police?

⚠ **Irregular verbs**
Many verbs are irregular: *went* (go), *came* (come), *wrote* (write) see **Appendix**
Note the verb *be* is irregular: *I/he/she/it* ***was***; *you/we/they* ***were***

We use the past simple

✯ to talk about single past completed actions. Often the time is mentioned:
A few weeks ago a woman ***called*** *to report a robbery at her house.*
But no time reference is necessary if it is already known:
How ***did*** *the burglar* ***break*** *in without anybody hearing him?* (in the story I just told you about)

✯ to give a series of actions in the order that they happened:
The burglar ***came in*** *through the front door,* ***picked up*** *the woman's handbag,* ***emptied*** *it out and* ***stole*** *her purse.*



We often use words like *next* or *then* to indicate the sequence of events:
Then, *the burglar* ***went*** *into the front room,* ***opened*** *all the cupboards and* ***took*** *a valuable collection of CDs.*

✯ to talk about past repeated actions:
When her son got older he often ***went out*** *to visit his friends after school.*
Notice that *used to* and *would* can also be used.

✯ to talk about long-term situations in the past which are no longer true:
Bill Murphy ***worked*** *for the police force for over 17 years.*

He ***worked*** *for the police force for over 17 years*

Explorers at that time ***believed*** *that the world was flat.*
Notice that *used to* can also be used.

2. Past progressive (= past continuous)

+	*was/were + V_{ing}*	He **was watching** the news.
–	*was/were not + V_{ing}*	They **were not watching** the news.
?	*was/were ... V_{ing}?*	**Were** you **watching** the news?

We use the past progressive

✯ to provide the background scene to an action or event (usually in the past simple). We often use words like *when, while* and *as*:
*It happened at five in the afternoon while she **was watching** the news on TV.*
*He **was doing** his homework in his bedroom **when** the burglar **came** into the house.*

It is possible to have more than one background scene happening at the same time:
*He **was listening** to music and **working** on his computer.*

✯ when we want to emphasize the activity without focusing on its completion. Compare:
• *For a while last year I **was working** at the cinema, **studying** for my degree and **writing** a column for the local newspaper.* (we don't know if the actions were completed or not, or whether they happened at the same time)
• *Last year I **worked** at the cinema, **studied** for my degree and **wrote** a column for the local newspaper.* (suggests all of the jobs are now complete, and probably happened in that order)

⚠ State verbs see Section 2 do not generally have a progressive form.

3. *Used to* and *would*

+	*used to/would + V_0*	She **used to lock** the door.	She **would lock** the door.
–	*did not use to + V_0*	He **did not use to lock** the door.	
?	*did … use to + V_0?*	**Did** they **use to lock** the door?	

We use *used to* + V_0 or *would* + V_0 (contracted to *'d* in spoken English) to talk about past repeated actions:
*She **used to keep** the front door locked,* (but she stopped doing this)
*She **would leave** the door unlocked whenever she was at home.*

⚠ *Would* is unusual in the negative form and in questions.

We use *used to* + V_0 to talk about permanent situations that are usually no longer true:
*Bill Murphy **used to work** for the police force.* (but he doesn't now: WRONG *Bill Murphy would work for the police force.*)

We do not use *used to* if we want to talk about how long the situation lasted:
*Bill Murphy **worked** for the police force **for over 17 years**.* WRONG *Bill Murphy used to work for the police force for over 17 years.*

⚠ We do not use *would* with state verbs.

The Perfect Tenses (Sections 4 & 5)

1. Present perfect simple

We use the present perfect when we want to show a **link** between the **present** and the **past**.

+	*has/have + V_3*	She **has seen** the film.
–	*has/have not + V_3*	I **have not seen** the film.
?	*has/have … V_3?*	**Have** you **seen** the film?

We use the present perfect simple

✯ to talk about a time period that is not finished (e.g. *today, this week*):
*I've **written** a rough plan this morning.* (it is still morning)

✯ to show that something happened at some point in the past before now. We don't state when it happened:
*I've **collected** plenty of information.* (at some point before now and I will use it to write my essay **now** or **soon**)
The following time expressions are often used: *ever, never, before, up to now, still, so far.*
*It's the longest **I've ever had** to write.* (at any point before now)

⚠ If we state when something happened we must use the simple past:
*I **wasted** a lot of time **last week**.* WRONG *I have wasted a lot of time last week.*

✯ to talk about a present situation which started in the past, usually with *for/since*:

*I've **worked** really hard **for** the last two weeks.* (I've worked hard till now)
We use *for* with a length of time (e.g. *for two hours, for three days, for six months*) and *since* with a point in time (e.g. *since 2001, since Monday, since ten o'clock, since I was four, since I started the course*).

✯ to talk about something that happened at an unstated time in the past but is connected to the present:
*I've **read** all the books on the reading list.* (I have the notes **now**)

The following time expressions are often used: *recently, just, already,* and *yet* with negatives or questions.
*I've **just got up**.*
***Have** you **written** your assignment **yet**?*

Compare the use of the present perfect with the past simple:

Present perfect	Past simple
✯ links the past with the present: *I've **made** quite a lot of notes.* (at some point before now and I may make more notes)	✯ only talks about the past: *I **made** notes on the most important things.* (when I did the reading and I've finished making notes)
✯ does not talk about a specific time in the past: ***Have** you **seen** the poster?* (at some time before now.)	✯ states a specific past time, or the time is understood: *I **saw** the poster when I was in the library.* (I'm not in the library now and the seeing is finished)
✯ uses time expressions that show the time period is unfinished: *I've **watched** six episodes this week.* (the week isn't finished)	✯ uses time expressions that show the time is finished: *I **watched** five episodes last week.* (last week has finished)

Note the position of the following time expressions that occur with the present perfect:

✯ between the auxiliary and main verb (e.g. *recently, already, always, ever, just, never*)
*I've **already written** the notes.*
*I've **just finished** my essay.*
Ever is generally used with questions or negatives:
***Have** you **ever been** to Buenos Aires?*

✯ after the main verb (e.g. *all my life, every day, yet, before, for ages, for two weeks, since 2003, since I was a child,* etc.)
*I've **felt** tired for weeks.*
*I **haven't flown** before.*

✯ If there is an object clause, the time expression comes at the end:
*I've **gone** to bed early every night since then.*
*I've **written** more than ten assignments since I started this course.*

2. Present perfect progressive (= continuous)

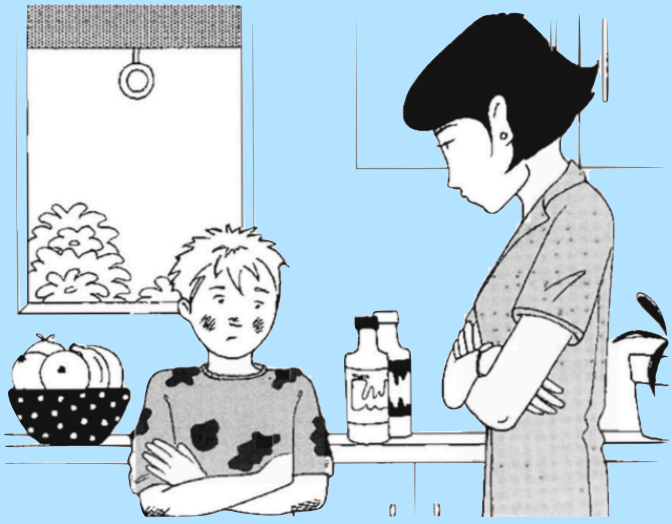
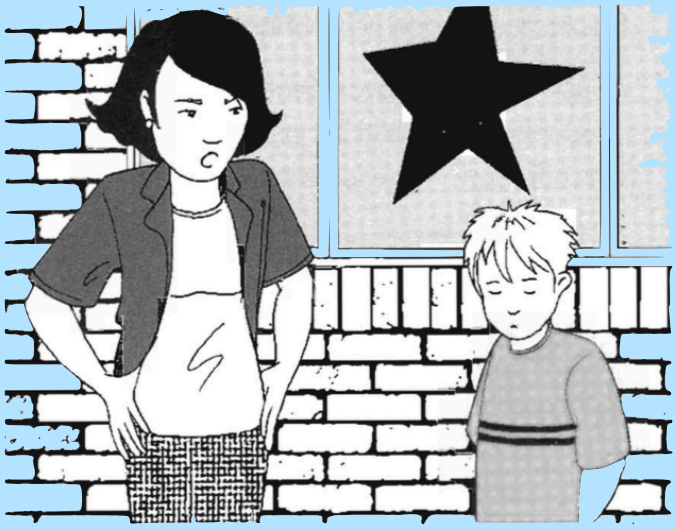
+	*has/have been + V$_{ing}$*	I **have been studying** really hard.
–	*has/have not been + V$_{ing}$*	He **has not been studying** really hard.
?	*has/have … been + V$_{ing}$?*	**Have** you **been studying** really hard?

We can use either the present perfect simple or the present perfect progressive to say how long a situation or activity has been going on (often with *for* or *since*):

*I've **felt** tired **for** weeks.*
*I've **been feeling** tired **since** I started this course.*

*I've **worked** at the restaurant **since** I moved here.*
*I've **been working** at the restaurant **for** three years.*

Compare the different uses of the present perfect simple and the present perfect progressive:

Present perfect progressive	Present perfect simple
✯ emphasises how long: *I've **been reading for** the past two weeks.*	✯ says how many times: *I've **read** three articles.*
✯ focuses on the activity itself (it does not show whether the activity is completed or not): *I've **been writing** my essay.* (we don't know if the essay is finished or not)  *What **have** you **been doing**?* (the boy's mother is interested in the activity that made him so dirty now)	✯ focuses on the result or completion of the activity: *I've **written** my essay.* (the essay is finished but we don't know when)  *What **have** you **done**?* (the boy's mother is interested in the result of the action: the broken window)

⚠ State verbs see Section 2 do not generally have a continuous form:

*I've **known** them **since** I was a child.*
WRONG *I've been knowing them since I was a child.*

Grammar Extra: *This is the first time, etc.*
We use the present perfect tense with the following structures: it/this/that is the first / the second / the best / the only / the worst …

It's the first time *I've ever had to write such a long assignment.*
Is this the only experience *you've made a complaint about?*
That's the sixth cup of coffee *you've had today.*

3. Past perfect simple

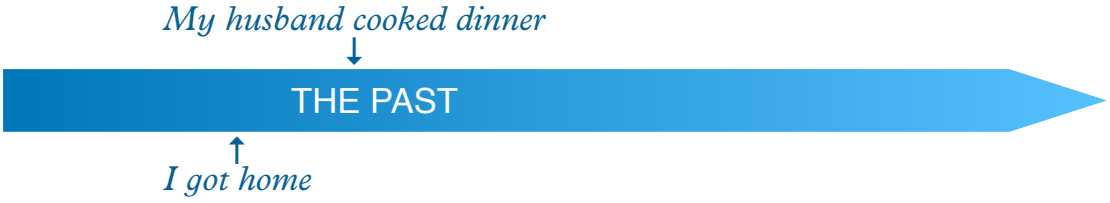
+	*had + V3*	We **had listened** to his music.
–	*had not + V3*	I **had not listened** to his music.
?	*had … V3?*	**Had** they **listened** to his music?

We use the past perfect simple

- when we are talking about the past and want to mention something that happened earlier:
  His father was a composer and his grandfather ***had*** *also* ***been*** *a musician.* (Mozart's grandfather was a musician and then later his father became a composer)
  Sometimes we use words like *just* or *already*. Notice that these adverbs go between the auxiliary and the main verb:
  By the time he was 17, Mozart's reputation ***had*** *already* ***begun*** *to spread through Europe.*

  ⚠ We use the past simple tense if the events are mentioned in chronological order:
  His grandfather was a musician and his father was also a composer.
- with words like *when, as soon as, by the time, after* to show the order of events:
  By the time Mozart was born, five of his siblings ***had*** *already* ***died****.* (Mozart's siblings died first, then Mozart was born)

  ⚠ Notice the difference in meaning between these two sentences:
  When I got home, my husband cooked dinner. (= I got home and then my husband cooked dinner)



When I got home, my husband ***had cooked*** *dinner.* (= my husband cooked dinner before I got home)

✭ to talk about an indefinite time before a particular point in the past, often with words like *always, sometimes, never, before, by* + fixed time:
His family were richer than they had ever been before. (= they were not as rich at any time before this point in the past)
By the time he was six, the little boy had written a composition of his own.

✭ to report past events using reporting verbs: see Section 8
The man told me he had met my father a long time before.

4. Past perfect progressive (= continuous)

+	*had been + V$_{ing}$*	I **had been studying** for ages.
–	*had not been + V$_{ing}$*	He **had not been studying** for very long.
?	*had … been + V$_{ing}$?*	**Had** you **been studying** for very long?

We use the past perfect progressive to focus on how long an activity continued or to focus on the activity itself:
*Times were hard and the family **had been struggling** for some time.* (to show how long)
*Mozart's sister was extremely gifted at the keyboard and she **had been making** excellent progress.* (focus on the activity)

⚠ We cannot use the past perfect progressive to say how many times something happened:
*I knew the way as I **had visited** her several times before.* WRONG ➤ *I knew the way as I had been visiting her several times before.*

⚠ State verbs see Section 2 do not generally have a progressive form.

Grammar Extra: Unfulfilled hopes
We use the past perfect to talk about past disappointments or things that did not happen as expected:
*The politician **had expected** to be re-elected, but in the end she only got ten per cent of the vote.*
*I **had been hoping** to go with my brother on his trip but I was too sick to go.*

The Future Tenses (Sections 6 & 7)

1. Present progressive (= present continuous)

We use the present progressive to talk about plans or definite arrangements for the future:
*We're **staying** in a small hotel.* (we have made the arrangements)
Notice that time expressions are used or understood from the context in order to show that we are talking about the future (and not the present):
*The manager **is having** a party just after we get back.* (time expression given)
*We're **playing** four matches there.* (future time expression understood)

2. *Will*

+	*will + V0*	We **will enjoy** it.
—	*will not (won't) + V0*	He **will not enjoy** it. / He **won't enjoy** it.
?	*will … V0?*	**Will** they **enjoy** it?

We use *will*

- ✯ to make predictions, usually based on our opinions or our past experience:
  *I think it'**ll be** extremely hot there.*
- ✯ to talk about future events we haven't arranged yet:
  *We'**ll** probably **stay** in some sort of mountain lodge there.*
- ✯ to talk about future events or facts that are not personal:
  *The best player on the tour **will get** a special trophy.*
  *The prime minister **will open** the debate in parliament tomorrow.*
- ✯ to talk about something we decide to do at the time of speaking:
  *Tell me all about it and **I'll pass** on the information to the rest of the team.*
  We often use will to make offers, promises or suggestions:
  *Don't worry, **I'll let** everyone know.* (a promise)

3. *Going to*

+	*is/are/am + going to + V0*	We **are going to hire** a bus.
—	*is/are/am + not going to + V0*	He **is not going to hire** a bus.
?	*is/are/am … going to + V0*	**Are** they **going to hire** a bus?

Going to is often used in the same way as the present progressive and *will*.

We use *going to*

- ✯ to talk about events in the future we have already thought about and intend to do:
  *We'**re going to hire** a bus.* (we intend to go, but we haven't made the arrangements yet)
  *We'**re going to get** a boat to a couple of the islands.*
- ✯ to make predictions when there is present evidence:
  *Well, we'**re** certainly **going to have** a varied trip.* (I am judging this from what I know about the plans)

Going to and *will* can follow words like *think, doubt, expect, believe, probably, certainly, definitely, be sure* to show that it is an opinion about the future:

*I **think** it's **going to be** a great trip.*
*I'**m sure** we'**ll enjoy** it whatever the weather.*
*It'**ll probably rain** every day.*

We can often choose different future forms to talk about the same future situation. It depends on the speaker's ideas about the situation:

🤷 Present progressive or *going to*?	*The manager **is having** a party when we get back.* (definite arrangement)
	*We're **going to hire** a bus and then drive through the mountains.* (less definite arrangement—we haven't booked the bus yet)
🤷 *Going to* or *will*?	*I'm **sure** we'll **enjoy** it.* (prediction based on my guess)
	*We're **going to have** a very varied trip!* (prediction based on what I know about the weather)

Often there is very little difference between going to and will for predictions.

💠 **Grammar Extra: Making predictions using words other than *will***
In formal writing we often use expressions other than *will* to predict the future (e.g. *be likely to, be predicted to, be estimated to, be certain to*):
*The population **is likely to** increase to 22 million in 2011.*
*The average annual rainfall **is predicted to** be 10% lower than today's figures.*

4. Present simple

We use the present simple with a future meaning

- ✯ to talk about timetables or schedules:
  *The conference only **lasts** three days.*
  *The train to the airport **leaves** in 20 minutes.*
- ✯ after conjunctions such as *when, as soon as, after, before, until, as long as*:
  *I'll be feeling really nervous **when I get** to Rome.* WRONG ➤ *when I will get to Rome.*
  *Can you do it before we **have** the departmental meeting?* WRONG ➤ *before we will have the meeting.*
  Note that other present tenses are also possible:
  *I won't be able to relax until **I'm** actually **giving** my talk.*

5. *Be about to*

+	*is/are/am + about to + V₀*	I **am about to get** on the plane.
–	*is/are/am + not about to + V₀*	I **am not about to get** on the plane.
?	*is/are/am … about to + V₀*	**Are** they **about to get** on the plane?

We use *be about to* to talk about something likely to happen in the immediate future:
*I'm **about to go** to Rome for a conference.* (I will be leaving very soon)

⚠ The negative form suggests the speaker has no intention of doing something:
*I'm **not about to cancel** my trip.* (= I have no intention of cancelling my trip)

6. Future progressive (= future continuous)

+	*will be + V$_{ing}$*	I **will be flying** over Mongolia.
–	*will not be + V$_{ing}$*	He **will not (won't) be flying** over Mongolia.
?	*will … be + V$_{ing}$?*	**Will** they **be flying** over Mongolia?

We use the future progressive

✯ to describe or predict events or situations continuing at a particular point in the future or over a period of time in the future:
I'll be working on the report all next week.

I'll be thinking of you in Rome.
*By the year 2015 it is estimated that well over one billion people **will be learning** English.*

✯ to talk about events that are planned or already decided (this use is similar to the present progressive for future arrangements):
I'll be seeing Sarah at lunch.

7. Future perfect simple

+	*will have + V$_3$*	I **will have done** it by then.
–	*will not have + V$_3$*	We **will not (won't) have done** it by then.
?	*will … have + V$_3$?*	**Will** you **have done** it by then?

We use the future perfect simple to talk about a future event that will finish before a specified time in the future, often with *before, by* + fixed time, or *in* + amount of time:

***By** the end of the year I **will have given** the same talk at 6 conferences!*
***I'll have finished** it **by** next Friday.*
***In** a week's time **I'll have written** the report.*

8. Future perfect progressive (= continuous)

+	*will have been + V_{ing}*	I **will have been studying** here for three months.
—	*will not have been + V_{ing}*	We **will not have been studying** here for long.
?	*will … have been + V_{ing}?*	How long **will** you **have been studying** here?

We use the future perfect progressive to show how long an activity or situation has been in progress before a specified time in the future. We usually mention the length of time:

*By the end of the month **I'll have been working** here for three years.*

Grammar Extra: The future in the past

We use *was/were going to, was/were planning to, was/were about to* + V_0 to talk something planned which did not or will not happen:

*I **was going to leave** this morning but they cancelled my flight.*

*We **were about to leave** when the phone rang.*

Reported speech (Section 8)

1. Tense changes

Original tense of main verb		Tense in reported speech
present simple *I **live** in Italy.*	→	past simple *She said she **lived** in Italy.*
present continuous *I'**m living** in Italy.*	→	past continuous *She said she **was living** in Italy.*
past simple *I **lived** in Italy.*	→	past perfect *She said she **had lived** in Italy.*
past continuous *I **was living** in Italy.*	→	past perfect continuous *She said she **had been living** in Italy.*
present perfect *I'**ve lived** in Italy.*	→	past perfect *She said she **had lived** in Italy.*
past perfect *I'**d lived** in Italy.*	→	past perfect *She said she'**d lived** in Italy.*
be going to *I'**m going to live** in Italy.*	→	*was/were going to* *She said she **was going to live** in Italy.*
will *I'**ll live** in Italy.*	→	*would* *She said she **would live** in Italy.*
can *I **can live** in Italy.*	→	*could* *She said she **could live** in Italy.*
must *I **must live** in Italy.*	→	*had to* *She said she **had to live** in Italy.*
may/might *I **may/might live** in Italy next year.*	→	*might* *She said she **might live** in Italy next year.*

However, we often choose not to change the tense. This may be because

- ✯ what we are talking about remains true:
  'This has nothing to do with the figures.'
  → He said that the job losses have nothing to do with the figures. (at the time of reporting this fact is still true)
- ✯ the original tense was past simple or past continuous:
  'We decided to change the way we operate our business two years ago.'
  → West claimed that they decided to make changes two years ago.

2. Reporting verbs

When we report what someone has said, we are unlikely to use exactly the same words as in the original speech. We can choose from many different reporting verbs to help us convey the general idea using fewer words than in the original speech. Here are some common reporting verbs:

reporting verb + *that*

agree, admit, announce, argue, believe, claim, complain, deny, explain, insist, promise, propose, reply, request, say, state, suggest, think, warn
*The director **claimed (that)** they decided to make the changes two years ago.*

reporting verb + someone + *that*

assure, inform, persuade, remind, tell
*He **assured the interviewer that** the company would continue to operate in the future.*

reporting verb + *to* + V_0

agree, ask, claim, offer, promise, propose, refuse *He **promised to do** his best for the employees.*

reporting verb + someone + *to* + V_0

advise, ask, encourage, invite, persuade, remind, tell, urge, warn
*They **urged** the employees **to stay** calm.*

reporting verb + V_{ing} / noun

argue about, complain about *He **complained about the** terrible **food**.*
apologise for *The company **apologised for** causing redundancies.*
insist on *The manager **insisted on** seeing the staff.*
complain to *He **complained to the manager**.*

reporting verb + someone + preposition + V_{ing} / noun

accuse of *They **accused the company of planning** badly.*
advise about, remind about *They **reminded her about the meeting**.*
advise on, congratulate on *He **advised me on the deal**.*
blame for, thank for *They **thanked her for** coming.*

reporting verb + V_{ing} / noun

accept, admit, deny, suggest
*The director **denied** having financial problems.*
*The employees **accepted the offer** of early redundancy.*

reporting verb + someone (+ noun)

offer, promise, refuse
*He **offered her** a job.*

⚠ Some of the same verbs can be used in different ways (e.g. *admit, claim, offer, persuade*):
*West **claimed that they decided** to make the changes two years ago.*
*West **claimed to have decided** to make the changes two years ago.*

3. Time references etc.

We sometimes need to change other words or phrases in reported speech if they are reported at a different time from the original words:

today → that day
yesterday → the day before
now → then / straight away
here → there
tomorrow → the following day / the next day
next week → the following week
this → that

*He said he would see me **tomorrow**. (reported on the same day)*
*He said he would see me **the next day**. (reported at a later date)*

Sometimes the context requires pronouns to change:
*'**I** like **you**.' → **He** said **he** liked **her**.*
*'**I** like **you**.' → **I** said **I** liked her.*

4. Reporting questions

We use statement word order when reporting questions:
*I asked Mr West **how he was going to** deal with the problem.*
WRONG *I asked Mr West how was he going to deal with the problem*

To report questions with question words (*who, what, where, why, when, how*) we keep the question word:
*'**What** has led to this situation?'*
*→ The interviewer asked **what** had led to this situation.*

We can use *if* or *whether* to report yes/no questions:
'Are these cuts a result of Angleside's poor performance over the past five years?'
*→ I asked **if**/**whether** these cuts were the result of Angleside's poor performance over the past five years.*

⚠ We do not use a question mark for reported questions.

Grammar Extra: Other ways of reporting
We can use other expressions to report speech e.g. *according to* (common in spoken and written English), *apparently, supposedly, seemingly* (more common in spoken English):
__According to__ the radio programme, they are cutting 150 jobs.
There is __seemingly__ nothing we can do to stop the plans going ahead.

Parts of speech

nouns & pronouns, adjectives & adverbs, verbs, and prepositions

In this section you will be looking in detail at the different parts of speech (also known as 'word families') in English. Knowing how these work together is **essential to making sure you are able to express yourself clearly**.

Nouns & Pronouns + articles and determiners (Sections 8–11)

1. Countable and uncountable nouns

Countable nouns	Uncountable nouns
✯ generally have a singular and plural form: *a window, lots of windows* ⚠ Some countable nouns only have a plural form: *clothes, trousers, jeans, scissors*	✯ cannot be plural: *advice* WRONG *advices,* *furniture* WRONG *furnitures, data* ⚠ Some uncountable nouns look plural but they are not: *news, economics, physics*
✯ take a singular or plural verb form: *The window **is** big. The windows **are** big.*	✯ take only a singular verb form: *The natural light **is** really nice.*
✯ can be replaced by a singular or plural pronoun: *I'd like that **desk; it**'s better than mine. It's got **shelves** as well. **They**'re really handy.*	✯ can be replaced by a singular pronoun: *'What shall we say about **the furniture**?' 'Well, **it**'s not luxurious but **it** is very comfortable.*
✯ can be measured with weights and measures: ***two kilos of** potatoes* or numbers: *It's got **three** drawers.*	✯ can be measured with weights and measures: ***two kilos of** sugar* or with words like *a piece of, cup of, bit of, slice of*: ***a piece of** information*
✯ can be used with *a/an*: ***a** desk, **an** apple*	✯ cannot be used with *a/an*: *information* WRONG *an information*

2. *Some* and *any*

Some

✯ is generally used in positive statements:
*There are **some shelves** above the desk.*

✯ can also be used in questions and particularly in requests and offers:
*Would you like **some biscuits**?*

✯ means 'an unspecified (but **not** large) amount':
*It would be great to get **some money** to help with the rent.* (we don't know how much money)

⚠ We use *some of* with other determiners (e.g. *my, the, these*) to refer to a particular group:
***Some of my** students have part-time jobs.*

Any

- ✯ is usually used in negatives and questions:
  *My desk has**n't** got **any drawers**. Has your desk got **any drawers?***
- ✯ can also be used in positive statements to mean 'it doesn't matter who/which/where/when':
  *Call me **any time** if you need further help.* (= it doesn't matter when you call)

⚠ We can also use *no* + (usually plural) noun to mean the same as *not … any*.
*My desk has got **no drawers**.* (= my desk hasn't got any drawers)

We use *no* when the noun is a subject:
***No applicants** had the necessary experience for the job.* WRONG *Not any applicants*

Words like *something/anything, somebody/anybody,* etc. follow the same rules as *some* and *any*.

3. Quantities

We can use the following words to say how many or how much:

	Plural countable nouns	Uncountable nouns
everything	*all (of)*	*all (of)*
large quantities	*lots of / plenty of / a lot of* *many (of)* *most (of)* *a large/considerable/substantial number of*	*lots of / plenty of / a lot of* *much (of)* *most (of)* *a large/considerable/substantial amount of*
medium quantities	*some (of) / a certain number of*	*some (of) / a certain amount of*
small quantities	*(a) few (of)* *a small/limited/tiny number of*	*(a) little (of)* *a small/limited/tiny amount of*
nothing	*no / not any / none of*	*no / not any / none of*

***A** few* and ***a** little* are different from *few* and *little*. Compare:
***Few** rooms have such good natural light.* (= not many, so you are lucky)
*We have **a few** rooms available with a sea view.* (= a small number)
***Little** research has been done in this area.* (= not enough)
***A little** research has already been carried out in this area.* (= a small amount)

⚠ We use *a few of* with other determiners (e.g. *my, the, these*) to refer to a particular group:
***A few of the rooms** have a sea view.*

Lots of / a lot of are less formal than *much/many*:
*There are **lots of advertisements** for accommodation in the paper.*
***Many scientists** believe that global warming is having a negative impact on our climate.*

⚠ We do not usually use *lots of* with negative statements:
*We don't have **a lot of / much** time so we'll have to he quick.* WRONG *we don't have lots of time.*

⚠ We do not usually use *much* in positive sentences:
*I found **a lot of** information on the Internet.* WRONG → *much information*

Grammar Extra: Nouns that can be both countable and uncountable
Sometimes the same noun can be either countable or uncountable depending on the meaning (e.g. *light, room, cake, time*). Materials and liquids can also be either (e.g. *glass, paper, coffee, wine*). Compare:
*The natural **light** is really nice.* (uncountable)
*Both of the **lights** in the ceiling are really old.* (countable)
*There isn't much **room** for a desk.* (uncountable = space)
*We have two spare **rooms**.* (countable = rooms in a house)
*Do you drink much **coffee**?* (uncountable = in general)
*I'd like to order **a coffee**, please.* (countable = a cup of coffee)

4. Articles

a/an

We use a/an
- ✯ to refer to something for the first time:
  *I'd like to talk to you today about **an exciting development**.*
- ✯ to refer to any one from a group of several:
  *Climate protection is **a challenge** for our entire society.* (one of many challenges)
- ✯ to classify people or things as belonging to a group:
  *Envisat is **a fully-equipped observation satellite**.* (there are different kinds of satellite)
- ✯ to say what job somebody does:
  *My brother is **an** engineer.*

⚠ We can only use *a/an* with singular countable nouns.

the

We use *the*
- ✯ when the listener/reader knows which thing we mean (it may have been mentioned before):
  *Envisat is **a** fully-equipped observation satellite … **The satellite** was launched in 2002.*
  or it is understood which thing we mean:
  *As part of **the conference** on environmental awareness …* (we are at the conference now so it is clear which one I mean)
  Compare:
  *I went to **a conference** on environmental awareness last week.* (the person I am talking to does not know which conference I am talking about)
- ✯ when there is only one of this thing:
  the earth, the sun, the twentieth century, the sixties, the Government, the Prime Minister (there is only one government and one prime minister in each country)
- ✯ for superlatives see Section 13:
  *It is equipped with **the best cameras** possible.*

✯ to talk about playing a musical instrument:
*Jie plays **the piano** and she plays **the guitar**.*
✯ with certain proper nouns:
nationalities *(the British, the Chinese, the Egyptians)*
rivers *(the Thames, the Yangtze, the Nile)*
island groups *(the Maldives, the Philippines, the Seychelles)*
mountain ranges *(the Alps, the Himalayas)*
seas and oceans *(the Black Sea, the Mediterranean, the Pacific)*
country names that represent a group *(the United Kingdom, the United States)*
many famous/historical buildings *(the White House)*
noun phrases with of *(the Great Wall of China, the Temple of Heaven)*

⚠ With university names we can say ***the** University **of** Bath* or *Bath University.*

no article

We use no article
✯ with plural or uncountable nouns to talk generally about things:
*It will deliver **information** about our changing environment.*
*It offers everything that **scientists** could wish for.* (scientists in general not a specific group of scientists)
✯ with certain proper nouns:
continents *(Europe, Asia)*
countries *(Australia, China)*
states or counties *(Michigan, Cambridgeshire)*
towns and cities *(New Delhi, Jeddah)*
mountains *(Everest, Kilimanjaro)*
lakes *(Lake Superior)*
companies *(Microsoft, Sony)*
buildings and places with the name of a town *(Heathrow Airport)*
✯ with mealtimes:
*I have **lunch** at 12.30.*
✯ in common expressions after prepositions:
to/at school/university; to/in class; in prison/hospital/bed

⚠ We can use *the/a* if we want to be specific. Compare:
*When I was a child I used to walk **to school**.*
*When I was a child I went **to the school on the other side of town**.*
However, we cannot use an article with the following expressions:
at home; at/to work; at night; by bus/bicycle/car/train/plane; on foot

5. Demonstratives: *this, that, these, those*

We use these words to show whether something is near or remote, in terms of time or place:

	near	remote
Time	*I'd like to talk to you* ***this morning*** *about an exciting development.* (today)	*My mother called me later that day.* (I am telling you this on a different day)
Place	*I like these pictures.* (here)	*Oh, I prefer those pictures.* (over there)

We can use *this/that/these/those* to refer back to something previously mentioned in the text:

The total cost of the Envisat programme is 2.3 billion euros over 15 years. Included in ***this sum*** *… (this sum = 2.3 billion euros)*

We can refer back to whole sentences or ideas with *this* and *that*:

Seeing the earth from outer space highlights how tiny and fragile our planet is. Envisat helps people to understand ***that****.* (= understand how tiny and fragile our planet is)

There is often very little difference between *this* and *that* when used in this way, so we could say:

Envisat helps people to understand ***this****.*

6. Possessives

We use possessive determiners (*my/your/his/her/its/our/their*) to tell us what or who something belongs to:

our *blue planet;* ***their*** *children*

⚠ We cannot use possessive determiners after other determiners (e.g. *a, the*). We use determiner + noun + *of* + possessive pronoun:

this planet of ours WRONG *this our planet*

We use *'s* with singular nouns and irregular plural nouns. We use *s'* after regular plural nouns:

Europe's technological showpiece; the children's toys; my parents' house

We usually use noun + *of* instead of *'s* when the thing we are referring to is not a person or animal:

the price of *the hotel* WRONG *the hotel's price*

7. Inclusives

each, every

Each and *every* are used with a singular noun and verb.

Each is used for things or people in a group of two or more, with a focus on the individuals in the group:

Each European citizen *has therefore invested seven euros in the environment.*

Every is used for three or more things, with a focus on the group. Often the difference in focus between *each* and *every* is very small:

Every citizen *will have access to precise information about changes in the environment (= Each citizen …)*

We can use *each* (but **not** *every*) + *of* + noun/pronoun:

***Each** of the students gave the teacher a present.* WRONG *every of the students*

all, most, some

We use *all/most/some* + plural noun and verb to talk about things in general:

***Most children** like sweets.*

***Some people** believe space exploration is a waste of money.*

We use *all/most/some* + *of* + pronoun or determiner + noun or to refer to a specific group:

***Most of the children** at my school play football.*

⚠ We do not need to use *all* + *of* before a noun, but we need *of* before a pronoun:

***All the children** at my school play a musical instrument.*

***All of them** like music.* WRONG *all them*

⚠ When *all* is followed by a singular noun referring to time, the meaning is different. Compare:

*I worked hard **all day**.* (= I worked hard for one whole day)

*I worked hard **every day**.* (= I regularly worked hard)

Both, neither, either, none

Both, neither and *either* refer to two people or things. We use *both* + plural noun and *either/neither* + singular noun:

***Both** satellites were launched in the 1990s.*

***Neither** person knew very much about Envisat before the conference.* (= not one or the other)

*I don't mind where we go. **Either** restaurant is fine.* (= one or the other is fine)

⚠ We use *both* + *of* + determiner + plural noun (or pronoun) with a plural verb. We can use *either/neither* + *of* + determiner + plural norm (or pronoun) with a singular or a plural verb:

*Neither of my sisters **lives**/**live** in the same town as me.*

*Both of them **are** married.* WRONG *Both of them is married*

None means 'not one' (of a group). It can be followed by a singular or plural verb:

***None** of our countries **is**/**are** able to ignore the implications of global warming.*

8. Personal and possessive pronouns

Subject personal pronouns	*I, you, he, she, it, we, they*
Object personal pronouns	*me, you, him, her, it, us, them*
Possessive pronouns	*mine, yours, his, hers, ours, theirs*

We use pronouns to replace nouns and avoid repetition of the noun:

*This is my friend,Yi Ling. **She**'s a student from Taiwan.* WRONG *Yi Ling's a student*

We use subject pronouns before verbs:

***I** arrived last month.*

and object pronouns after verbs or prepositions:

*My friend's tutor told **her** she would do well in the exam.*

*I have had a lot of students staying **with me** over the years.*

We use possessive pronouns to replace a possessive determiner and a noun:
*I don't have a phone here. Can I use **yours**?* (= your phone)

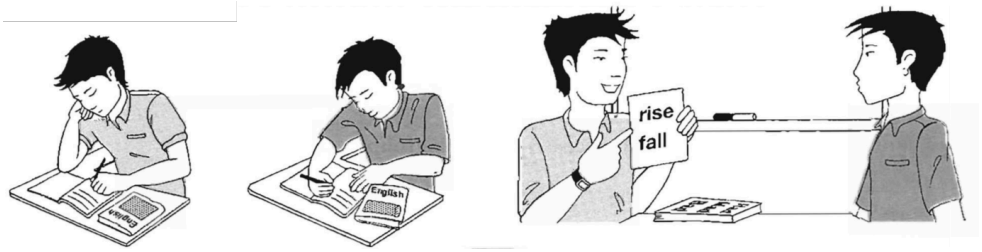
⚠ *Its* is not used as a possessive pronoun.
*The caravan has a power supply so we can use **that**.* WRONG *… so we can use its.*

9. Reflexive pronouns

Reflexive pronouns	*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

We use reflexive pronouns
- ✯ when the subject and the object of the verb are the same:
  ***You** can prepare **yourself** a packed lunch if you like.*
- ✯ to add emphasis to the subject or object:
  *I clean the kitchen and the living areas **myself**.* (= I do it, not anybody else)
- ✯ with *by* to mean *on my own / on your own* etc.:
  *I clean the kitchen and the living areas **by myself**.* (= on my own)
- ✯ after some set expressions in the imperative with *yourself/yourselves*:
  *Help **yourself**. Look after **yourself*** (= be careful) *Enjoy **yourselves**.*

⚠ Notice the use of *each other / one another* below:
*The boys taught **themselves** English.* (= each boy taught himself English)
*The boys taught **each other** / **one another** some new words.* (= each boy taught the other boy some new words)



10. Some special situations

It

We can use it
- ✯ as a subject to start a sentence without carrying any meaning. Often the sentences are about the weather, the time or distance:
  ***It** didn't always rain. **It**'s five o'clock. **It**'s 10 miles from the sea.*
- ✯ to start sentences when the real subject is a *to* + V_0 or a V_{ing} form:
  ***It** won't take long to settle in.* (= to settle in won't take long)
- ✯ to refer to phrases, whole sentences or ideas:
  *I only arrived last month and I am still finding **it** all a bit strange, actually.* (= living in a foreign country)

⚠ We use *there* + *be* + noun phrase to show something exists (or doesn't exist), not *it*.
***There's** a good coffee shop near here.* WRONG *It is a good coffee shop near here.*

You and *we*

To talk about everybody in general we can use

✯ *you*:

*In Australia **you** often eat sandwiches for lunch.* (= people in Australia)

✯ *we* (when we include ourselves in the group):

***We** often eat lunch in a bit of a hurry.* (= Australian people in general, and the speaker is Australian)

They

We can use *they*

✯ to mean experts or authorities:

***They** have changed the law recently.* (= the government)

***They** have discovered a new kind of beetle.* (= scientists)

✯ when we do not know or do not need to say if the person is male or female:

*I asked a student if **they** liked learning English and they said no!*

One/ones

We can use *one/ones* to avoid repetition of a countable noun:

*I do have a few rules. The most important **one** is that I want everyone to feel at home.* (= the most important rule)

Adjectives & Adverbs (Section 12)

1. Adjectives

Adjectives describe nouns.

How adjectives are used

We can use adjectives

- ✯ before nouns:
  *There are so many **historical buildings**.*
  *It was well worth the trip, especially if you like **local crafts**.*
- ✯ after the following verbs: *be, become, get, seem, appear, look, smell, taste, feel*
  *The mosques in particular **are** very **beautiful**.*
  *They always **seem pleased** to see you.*
- ✯ after *find/make/keep* + object:
  *Work hard on your research if you want to **make** your trip **enjoyable** and **rewarding**.*
  *I **found the insects** rather **frightening**.*
- ✯ with other adjectives or with other nouns to describe a noun:
  *a **long, tiring boat ride*** (adjective + adjective + noun + noun)

The order of adjectives

When we use adjectives together, we put words which express opinion before words which describe the characteristics or type of what we are talking about:

*a **beautiful Turkish** carpet (beautiful* = opinion + *Turkish* = type:

WRONG *a Turkish beautiful carpet*

We often use nouns as adjectives to add information about type:

*the Gujarati **Textile Museum***

When we use more than one adjective to describe characteristics or type, they usually follow this order:

opinion → size → temperature → age → shape → colour → nationality → material → type

Indian silk embroidery *small mountain villages*
hot black coffee *a beautiful old round table*

When there are two or more adjectives after a verb or noun, we use *and* between the last two:

*The people are very **welcoming and friendly** towards visitors.*

We use *and* between two colours:

*vivid **blue and green** feathers*

Adjectives ending in *-ed* and *-ing*

Some adjectives connected with feelings are formed from verbs and have two possible forms, usually *-ed* or *-ing* e.g. *tired/tiring*. We use *-ed* forms to talk about how we feel:

*I was **fascinated** to see the extraordinary range of patterns.*
*I was **amazed** at the variety of wonderful animals.*

We use *-ing* forms to describe the things or people that cause the feelings:

*It's an absolutely **amazing** city to visit.*
*India is a **fascinating** country.*

2. Adverbs

Adverbs give information about verbs, adjectives or other adverbs. Adverbs tell us *how* (manner), *where* (place), *when* (time), *how often* (frequency), or *how much* (intensity) something happens or is done. An adverb can be a single word (e.g. *sometimes*) or a phrase (e.g. *from time to time*).

How adverbs are used

Adverbs which tell us about

- **manner** are often formed by adding *-ly* to the adjective form:
  careful → carefully *happy → happily*
  They usually come after the verb (and object, if there is one):
  *I plan my trips **very carefully**.* WRONG *I plan very carefully my trips*
- **place** usually come after the verb:
  *It was the first time I had been **there**.*
  *Try to stay **near the old part of the city**.*
- **time** such as *today, tomorrow, now, since 2003, for three minutes* can go at the beginning or the end of a clause:
  *I had a very memorable trip **last year**. (or **Last year** I had a very memorable trip.)*
- **frequency** usually come before the verb but after *be* or an auxiliary verb:
  *I **often** travel for my job.*
  *I have **always** enjoyed my visits there.*
  *He's **never** late.*
- **intensity** affect the strength of adjectives or adverbs:

fairly, quite, rather, pretty	*very, extremely, highly, really*	*absolutely, completely, totally*

WEAKER → STRONGER

The adverbs at the stronger end of the scale (*absolutely, completely, totally*) can only be used with certain adjectives. These tend to be 'extreme' adjectives that suggest a limit in their meaning (e.g. *terrifying, excellent, exhausted*). Other 'non-extreme' adjectives (eg. *frightened, good, tired*) never collocate with these stronger adverbs. Compare:

*There are some **absolutely stunning** examples of pointillism.* WRONG *fairly stunning*
*The people are **very friendly**.* WRONG *absolutely friendly*

Really collocates with most adjectives.

⚠ We cannot intensify adjectives or nouns which describe type WRONG *a very Textile Museum*

The order of adverbs

When two or more adverbs are used together at the end of a clause the order is usually manner → place → time:

I'll meet you ***outside the station at six o'clock****.* (outside the station = place, at six o'clock = time)

Irregular adverbs

Some adverbs of manner look the same as the adjective form (e.g. *hard, fast, straight, late, early*):

Work ***hard*** *on your research.* (adverb)

This is a ***hard*** *exercise.* (adjective)

Hard is an adjective and an adverb, and *hardly* is an adverb meaning *very little*:

He ***hardly*** *had time to say hello.* (= he had very little time to say hello)

Good is an adjective, and *well* is the adverb:

He spoke very ***good*** *English.* (describes *English*)

He spoke English very well. (describes how he spoke)

However, *well* can also be an adjective when talking about health:

She's not ***well****—she's got a cold.*

Grammar Extra: Adjectives

Some adjectives can be followed by *to* + V_0 to add to their meaning (e.g. *able, likely, right, wrong, lucky*) and some adjectives describing feelings (e.g. *surprised, afraid, happy, delighted*):

I'll he ***happy to answer*** *questions.*

I was ***fascinated to see*** *the extraordinary range of patterns.*

Some adjectives can be followed by a preposition + V_{ing} see Section 16

People are ***tired of hearing*** *politicians' promises.* WRONG → *to hear*

I am not very ***good at taking*** *photographs.* WRONG → *good to take photographs*

Comparing things using adjectives and adverbs (Section 13)

1. Comparing adjectives

adjective	comparative	superlative
one syllable: *hard*	adjective + *-er*: *harder*	*the* + adjective + *-est*: *the hardest*
one syllable ending in *-e*: *nice*	adjective + *-r*: *nicer*	*the* + adjective + *-st*: *the nicest*
one syllable ending in vowel + consonant: *fat*	adjective with last consonant doubled + *-er*: *fatter*	*the* + adjective + consonant doubled + *-est*: *the fattest*
two syllables ending in *-y*: *happy*	adjective – *y* + *-ier*: *happier*	*the* + adjective – *y* + *-iest*: *the happiest*
two or more syllables: *enjoyable*	more + adjective: *more enjoyable*	*the* most + adjective: *the most enjoyable*
irregular: *good, bad, far*	irregular: *better, worse, further/farther*	irregular: *the best, the worst, the furthest/farthest*

Comparative adjectives

We use comparative adjectives to compare two or more things, people or places:

*Younger runners will always be **faster** than older runners.*

or the same thing, person or place at two different times:

*I'm much **fitter** than I was last year.*

We use *than* after comparative adjectives to say what we are comparing something with. Sometimes we leave out the *than*-clause if it is clear from the context what we are comparing something with:

*Older athletes are getting **faster** and **fitter**.* (than in the past)

Superlative adjectives

We use superlative adjectives to compare one thing in a group with all the others in that group:

*The Olympics is probably **the biggest** sporting event in the sports calendar.*

We can modify superlatives with

- *one of the* / *some of the* + superlative + plural noun:
  *It's one of the few chances we get to see **some of the best** athletes in the world competing against each other.*
  *Tamsin is one of **the most generous** people I know.*
- ordinal numbers:
  *Our team was **the third best** in the competition.*

We can replace *the* with a possessive:

***my** best friend*
***his** greatest achievement*

2. Comparing adverbs

We can compare how things are done by using *more/most* + adverb:

Runners aged 50 and over are speeding up ***more rapidly*** *than younger people.*

Women aged 60 to 68 improved ***the most markedly****.*

Adverbs that have the same form as the adjective (e.g. *hard, fast, straight, late, early, quick*) add *-er/-est*:

Women aged 60 to 68 run on average four minutes ***faster*** *each year.*

There are some irregular adverbs (e.g. well → better → best; badly → worse → worst; far → further → furthest; little → less → least):

I did ***worse*** *than I had expected in the exam, so I was disappointed.*

3. Other ways of comparing

We use *less/the* least to mean the opposite of *more/the most*:

You might imagine that the Masters Games would be ***less exciting*** *to watch.*

That was probably ***the least enjoyable*** *meal I've ever had!*

We can add emphasis

- with words like *even, far, a great deal, a little, a lot, much* + comparative:

  Older women showed ***far greater*** *increases in speed than expected.*

- in formal English with words like *slightly, considerably, significantly* + comparative:

  The figures for 2003 were ***significantly higher*** *than those for the year 2000.*

  The number of women in higher education was ***slightly lower*** *than the number of men.*

⚠ We cannot use *very* with comparatives WRONG → *the number of women was very lower*

We can say two things are the same or similar with *as* + adjective/adverb + *as*:

My car is ***as old as*** *yours.* (= the two cars are the same age)

Older athletes are ***as likely*** *to achieve their peak fitness* ***as*** *younger athletes.* (= they have the same chance of achieving this)

We can add to the meaning by using *just, almost, nearly, half, twice, three times* etc.:

In 2005, our team was ***almost as successful as*** *in 2003.*

He can run ***twice as fast as*** *the others in his team.*

We can say two things are different with *not as* + adjective/adverb + *as*:

While they may ***not*** *be* ***as fast as*** *their younger counterparts, …*

We can show that a change is happening over time by repeating the comparative:

Each year athletes seem to be getting ***better and better****.*

Our atmosphere is gradually becoming ***more and more polluted****.*

It seems ***less and less likely*** *that there will be a general election this year.*

We use *the* + comparative + *the* + comparative to show that two things vary or change at the same time:

The more *you practice doing the exam* ***the greater*** *your chances of success.*

The sooner the better*.*

4. Comparing quantities

adjective	comparative	superlative
a lot, much, many	*more*	*the most*
a few	*fewer* (+ plural countable noun)	*the fewest* (+ plural countable noun)
a little	*less* (+ uncountable noun)	*the least* (+ uncountable noun)

For plural or uncountable nouns we can compare quantities with *more* or *most*:

Today's top sportspeople receive a lot ***more money*** *than in the past.*

We can use *fewer* or *the fewest* with plural countable nouns, and *less* or *the least* with uncountable nouns:

25 years ago few 60-year-old men and even ***fewer women*** *would have considered running a marathon.*

There used to he ***less information*** *available about fitness.*

We can add emphasis

- with *a lot / many* + *more/fewer* + plural countable noun:
  Increased sponsorship has given today's athletes ***many more opportunities*** *to succeed.*
- with *a lot / much* + *more/less* + uncountable noun:
  Today's athletes need to do ***much more training*** *than in the past.*
- by repeating *more/less/fewer*:
  So much in our society is about making ***more and more money***.

We can say something is the same or different using *(not) as many/much* + plural/ uncountable noun (+ *as*):

*There are****n't as many people*** *doing sports at school* (as there used to be).

We can add more specific information about quantity by using *half, twice, three times* etc. with *as many/much … as*:

In 2004 China won nearly ***twice as many*** *silver medals as the US.*

The US won almost ***three times as many*** *medals as Great Britain.*

Grammar Extra: Comparing nouns

We can compare how similar things are using *like, the same (as), similar to*:

Older athletes can achieve ***the same*** *degree of physical improvement* ***as*** *those in their twenties and thirties.*

He swims ***like*** *a fish.*

This film is ***similar to*** *this director's last one.*

Modal verbs (Sections 14 & 15)

Modal verbs (*can, could, may, might, must, will, would, shall, should, ought to, need*) are auxiliary verbs that give information about ability, possibility or necessity.
Modal verbs are followed by V_0 and their form doesn't change:

*He **could speak** French and Italian.* WRONG ➤ *He coulds speak*
***Could** you **speak** French before you lived there?* WRONG ➤ *Did you could speak*

1. Ability

We use the following verbs to talk about ability:

Present	*can, can't, be able to, manage to*	*I can't swim.*
Past	*could, couldn't, was/were able to, managed to*	*They weren't able to find out his name.*
Prefect	*[have] been able to, [have] managed to*	*Have you managed to finish the report yet?*
Future	*will be able to, will manage to*	*I won't be able to meet you later.*

It is more common to use can/could to talk about general ability in the present and past than *be able to*:

***Can** you remember much, about it?* (= Are you able to remember?)
*He **could** speak French and Italian, but he couldn't remember his name.*

To talk about ability on one specific occasion in the past we use *couldn't, was(n't)/were(n't) able to*, but not *could*:

*The police **were able to** find out that he could speak French and Italian.*
WRONG ➤ *The police could find out*
*He **couldn't** remember who he was.*

We sometimes use *manage to* to show that something is difficult to achieve:

*I've finally **managed to** give up smoking after all these years!*

We use *be able to* or *manage to* with perfect or future forms:

*Apparently he**'s been able to** find his family.*
*Within a year he**'ll** probably **be able to** remember quite a lot.* WRONG ➤ *Within a year he can probably remember quite a lot.*

2. Other uses of *can*

We use *can* to mean *sometimes*:

*People **can do** funny things when they've experienced something terrible.* (= people sometimes do funny things)

We also use can to ask for and give permission:

***Can I** borrow the car this afternoon?*
***You can** borrow it, but I'll need it later this evening.*

3. Possibility

We use *must, may, might, could, couldn't, can't* when there is some evidence, information or belief that something is probably or possibly true (or not true). The modal verb we choose depends on the strength of the evidence we have to support our ideas.

very likely	*must*
possible	*might, may, could, may not, might not*
very unlikely	*can't, couldn't*

Could, may, might express the same degree of possibility:

*He **may/might/could** remember some things already.*

Couldn't expresses the same probability as *can't*. It is usually used to talk about the past:

*The police realised he **couldn't** be Canadian.*
(= it was very unlikely that he was Canadian)

⚠ *May not* and *might not* do not express the same probability as *couldn't*:

*The supermarket **may/might not** be open today because it's a Bank Holiday.*
WRONG *the supermarket couldn't be open*

Present

We use *may (not), might (not), could(n't), must, can't* + V_0 to talk about possibility in the present:

*He **may remember** some things already.* (= it is possible he remembers some things now)
*It **can't be** very easy living with someone who doesn't remember any of the past.*
(= it is very unlikely that it is easy)

We use *may (not), might (not), could(n't), must, can't + be* + V_{ing} to talk about things (possibly) happening or in progress at the time of speaking:

*They **must be having** a difficult time adjusting to it all.*
*The phone is engaged. She **might be talking** to her sister on the phone.*

Past

We can use *may (not), might (not), could(n't), must, can't + have* + V_3 to talk about possibility in the past:

*In the attack he **must have hit** his head.*
(= there is strong evidence that he hit his head)
*He **could have had** a wife and children.* (this is a possible situation)
*He **can't have been** married.* (= there is strong evidence that he wasn't married)

We can use *may (not), might (not), couldn't), must, can't + have been* + V_{ing} to talk about things possibly happening or in progress in the past:

*He **might have been trying** to run away from his past.*

Future

We can use *may (not), might (not), and could (not)* + V_0 to talk about possibility or uncertainty in the future:

*He **could make** a total recovery one day.*

We can use may (not), might (not), could (not), must, can't + *be* + V_{ing} to talk about things possibly happening at a time in the future:

*I **might be meeting** John later.*

4. Hedging (expressing opinions in written texts)

Modals are very important in written texts because they 'hedge' (soften) the message and help to show that the author is expressing an opinion rather than a proven fact. *May* is very common in these kinds of texts as well as *can* when used to mean 'sometimes'.

Compare these sentences and the teacher's comments:

Student's work	Teacher's comment
People are unkind about their colleagues but it is simply because they are feeling insecure at work.	How do you know this?
*People **can be** unkind, about their colleagues but it **may** simply **be** because they are feeling insecure at work.*	Good sentence.
Banning cars with high fuel consumption is a good idea, as it will result in less pollution.	This is an opinion, but you are writing it as if it is a fact.
*Banning cars with high fuel consumption **may** be a good idea, as it **could** result in a less pollution.*	Good sentence. By hedging this sentence, it becomes clear that it is an opinion.

5. Alternatives to modals

Adverbs like *certainly, probably, possibly, perhaps, maybe* can be used to express similar ideas to modal verbs:

*He had **probably** been attacked and robbed.* (= he must have been attacked)

We can use it + *be* + *certain/likely/probable/possible/impossible* to express ability, probability and possibility:

***It is possible** to program your computer to translate texts automatically.* (= you can program your computer)

***It is possible** that the train will be late.* (= the train might be late)

6. Obligation and necessity

We use expressions of obligation and necessity when there is a need to do something. This need can be internal (the speaker feels it is necessary) or external (rules or the situation make it necessary).

The verbs *must (mustn't), have to, have got to, need to* express obligation and necessity:

*You'll **need to** allow a bit of extra time to get over jet lag.*
*You **have to** get a work permit before you go.*
*You **mustn't** dress too casually for work.*

Must is a modal verb and its form doesn't change:

*He **must** try a bit harder.* WRONG *he musts*

We use *must* when the obligation comes from the speaker:

*You **must** invite me to visit you.* (the speaker wants this)

When there is an institutional rule or a law *have to* or *need to* are more common than *must*:

You have to get a work permit before you go. (this is a rule)

Have to is more common in spoken English than *must*, but in written English either is used. *Have got to* is more common in spoken English than written English:

I've got to find somewhere to live quite quickly.

Must is usually used on signs, notices and printed information:

*All employees **must** hold a valid work permit.*

To talk about obligation and necessity in the present we can use *must(n't), have to, have got to* or *need to*. We use *have to* or *need to* with past and future tenses:

*You **will have to learn** some Cantonese.* WRONG *You will must learn*
*He **had to get up** really early to catch the ferry to work.* WRONG *He must got up early*

⚠ We do not usually make questions with *must* and *ought to*:

*What sort of things **do you need to** know?* WRONG *What sort of things must you know?*

7. No obligation

We use *not have to, not need to, needn't* to suggest that there is no obligation or necessity to do something:

*You **don't need to** buy lots of guide books before you go.* (= it is not necessary to buy guide books before you go)

⚠ *Mustn't* does not mean the same as *don't have to, don't need to, needn't*:

*You **don't have to** wait for ages.* (= waiting for ages is not necessary)
*You **mustn't** wait here.* (= waiting here is not allowed)

To talk about lack of obligation in the past we can use *needn't have* + V_3, *didn't need to*, or *didn't have to*:

*We **didn't have to get** a visa before we arrived.*
*I **needn't have got** a visa before we arrived.* (= it wasn't necessary)

There is a difference between *didn't need to* and *needn't have*:

John picked me up from the station so I didn't need to get a taxi home. (= it wasn't necessary so I didn't get a taxi)

I needn't have got a taxi because John's flat wasn't far from the station. (= I got a taxi but it wasn't necessary)

To talk about the future we use *not have to* or *not need to*:

I hope I ***won't have to*** *work late tonight.*

He's ***not going to need to*** *come to the meeting after all.*

8. Suggestions and advice

We can use modal verbs *should(n't)* and *ought (not) to* to make suggestions or give advice:

You ***should*** *try and use it whenever you can.* (= I think it is a good idea)

You ***ought to*** *take lots of passport photos with you.*

You ***shouldn't*** *dress casually for work.*

We can use *must* to give strong advice:

You ***must*** *phone me when you get there.*

9. Adverbs

Adverbs like *also, always, never, sometimes, just, only* come after modal verbs:

You ***should always*** *carry plenty of loose change.*

You ***must never*** *do that again.*

To add extra emphasis we can use *really* before the verb:

You ***really have to*** *see it to believe it.*

10. Formal written English

Verbs of obligation, necessity and suggestion are common in formal and academic writing when giving opinions:

Governments ***should*** *take advice from the experts before making new laws.*

Companies ***need to*** *consider cultural differences when engaging in business with overseas organisations.*

Verbs + verb patterns (Section 16)

When you use two verbs together the form of the second verb depends on the first verb. The second verb can be *to* + V_0, V_0, or V_{ing}.

⚠ Many verbs can also be followed by a *that*-clause e.g. *recommend, suggest, tell*

see Section 16

1. Verb + *to* + V_0

Some verbs are followed directly by the *to* + V_0 and do not need an object:

agree, aim, appear, arrange, attempt, be able, be likely, claim, decide
deserve, fail, hope, learn, manage, offer, plan, promise, refuse, seem, tend, try

*Was animal care something you always **hoped to do**?*
*I **decided to do** an animal management course during my last year at school.*

Some verbs are always followed by an object + *to* + V_0:

advise, allow, encourage, force, get, persuade, remind, teach, tell, warn

*This course **has taught me to respect** all animals and overcome my fears.*
WRONG *This course has taught to respect all animals*
*I just **told him to be** quiet.*

Get is used with an object + *to* + V_0 when it means *persuade* or *make*:

*If you want to **get your teachers to notice** your work you should make sure you hand it in on time.*

Some verbs can be used with or without an object + *to* + V_0:

ask, choose, dare, expect, help, intend, need, prefer, prepare, want

*I didn't **want to touch** the snakes.*
*They **wanted us to touch** the snakes.*

2. Verb (+ preposition) + V_{ing}

Some verbs are followed by V_{ing}:

avoid, approve of, can't help, can't stand, carry on, consider, deny, don't mind
enjoy, feel like, finish, give up, imagine, include, insist on, involve, keep, mention
mind, practise, put off, recommend, resist, suggest, think of/about

*I **prefer** deal**ing** with the customers but I **don't mind** clean**ing** out the animals and feed**ing** them.*
*We've **practised** handl**ing** animals.*

When a verb is followed by a preposition then the following verb is always V_{ing}:

*I **was thinking about** do**ing** another course.*

⚠ Do not confuse *to* as part of an infinitive (*to* + V_0) and the preposition *to*. Compare:

*We need **to find** an alternative fuel source.* (*to* here is part of the verb *find*)
*I look forward **to** hear**ing** from you.* (*to* here is a preposition)

3. Verb + *to* + V_0 or Verb + V_{ing}

Some verbs are followed by either *to* + V_0 or V_{ing} with little difference in meaning:

attempt, begin, bother, continue, hate, like, love, prefer, start

*I've **started** work**ing** at a pet shop.* (= I've started to work at a pet shop.)
*I **like** feed**ing** the animals.* (= I like to feed the animals.)

⚠ *Would like / would love / would prefer* are followed by *to* + V_0:
*I'd really **like to work** in either a zoo or a safari park.*
*I'd **prefer to stop** studying for a while.*

Some verbs mean something different when they are followed by *to* + V_0 or V_{ing}.

forget, go, on, need, remember, stop, try

Verb	*to* + V_0	V_{ing}
go on	✯ one action follows another: *After university she **went on to get** a job as a vet.* (= she finished university and then she got a job as a vet)	✯ an action is repeated or continued: *She **went on** talk**ing** even though the film had started.* (= she continued talking)
remember	✯ you remember before you do the action: *As long as you **remember to do** what you've been told, it's fine.* (= *first*: remember *second*: do what you've been told)	✯ you remember after doing the action: *I **remember** feel**ing** really scared.* (= *first*: I felt scared *second*: I remembered that feeling)
forget	✯ the action did not happen: *I **forgot to post** my application form.* (= I didn't post it)	✯ the action happened; *I'll never **forget** meet**ing** you that cold winter's day.* (= we did meet) This form is usually in the negative.
stop	✯ there are two actions and the first stops so that the second can begin: *I **stopped to ask** the way.* (= I stopped and then I asked)	✯ there is one action which stops: *I'm going to **stop** study**ing** for a while.*
try	✯ make an effort to do something. You may not always be successful: *I **try to find out** why he's barking.*	✯ experiment with doing something: *She **tried** add**ing** a bit more sugar but it still tasted horrible.*

need	✯ the subject of the sentence will do the action: *I **need to mend** my jeans.* (= I will mend them)	✯ there is a passive meaning: *My jeans **need** mend**ing**.* (= we don't know who will mend them)

4. Verb + object + V_0

feel, hear, help, let, make, notice, see, watch

Make and *let* are always followed by an object + V_0:

*They **made us handle** all kinds of animals including spiders and snakes.*
*They **let us take** it slowly.*

⚠ When *make* is used in the passive we use *to* + V_0:

*I **was made to handle** all kinds of animals including spiders and snakes.*

Help can be followed by *to* + V_0 or V_0:

*The course **helped me understand** my own dog better.* (= The course helped me to understand my own dog better.)

5. Negatives

If we want to make the second verb negative we use *not*:

*I chose **not** to study at this college.*
*I enjoy **not** working late.*

Prepositions (Section 17)

The choice of preposition in a clause often depends on the adjective, verb or noun which comes before it.

1. Verb + preposition

Verb	Preposition
care, complain, hear, know, learn, say something, talk, think, warn, wonder, worry, write	*about*
aim, fire, laugh, look, point, shout, yell	*at*
choose, decide, differentiate, distinguish	*between*
aim, apologise, apply, forgive, hope, long, prepare, search, wait, watch, wish	*for*
learn, prevent, stop	*from*
assure, convince	*of*
concentrate, count, depend, insist, rely	*on*
apologise, explain, present, speak, talk, write	*to*
be, deal, go out, play, stay	*with*

⚠ We do not use a preposition with *marry*:
She married him last year. WRONG *She married with him*

Verbs of saying or thinking (e.g. *complain, know, learn, say something, talk, think, warn somebody, wonder, write*) are often followed by *about* when we want to indicate the topic:
*That way you can **learn about** teaching before being asked to do it.*

⚠ Some other verbs of saying or thinking (e.g. *discuss, debate, consider, mention*) do not need a preposition:
*We need to **discuss** the problem.* WRONG *discuss about*

Some verbs of saying (e.g. *apologise, explain, present, speak, talk, write*) are often followed by *to* + person to show who the speech is directed at:
*Have you **talked to anyone** who has done this course?*

We use *at* + person/thing after some verbs (e.g. *aim, fire, laugh, look, point, shout, yell*) to show who or what is the focus of the verb:
*If they **shout at me** in class, I'm not sure what I'll do.*

We often use *for* after verbs that show desire (e.g. *aim, hope, long, wish*) to introduce the thing we want:
*I'm **aiming for a good mark** in my next assignment.*

⚠ We use *to* after *aim, hope, long* if they are followed by a verb:
*I'm **hoping to** get a better mark than last year.*

2. Adjective + preposition

Verb	Preposition
anxious, annoyed, concerned, depressed, excited, upset, worried	*about*
amazed, annoyed, astonished, awful, bad, clever, excited, good, skilled, surprised, terrible, useless	*at*
amazed, annoyed, astonished, concerned, disturbed, excited, impressed, inspired, shocked, surprised	*by*
bad, concerned, good, responsible	*for*
disappointed, interested	*in*
frightened, scared, terrified	*of*
aware, clever, cruel, generous, good, kind, mean, nasty, nice, polite, rude, selfish, true, typical, unkind	*of*
cruel, good, kind, mean, nasty, nice, polite, rude, unkind	*to*
annoyed, bored, concerned, disappointed, fed up, impressed, obsessed, pleased, satisfied, wrong	*with*

Adjectives talking about ability (e.g. *awful, bad, clever, good, skilled, terrible, useless*) are often followed by *at*:

*I'm not very **good at** maths.*

Some adjectives describing fear (e.g. *frightened, scared, terrified*) can be followed by *of*.

*There are some aspects of the course that I am a bit **scared of**.*
*Most people are **frightened of** being in front of a class for the first time.*

Adjectives describing behaviour (e.g. *clever, generous, good, kind, nice, selfish*) in a clause starting with *it, that, this* are often followed by *of*

*Would you like a cup of tea of coffee? **That**'s very **kind of** you.*

Adjectives describing behaviour directed towards others (e.g. *cruel, good, kind, mean, nasty, nice, polite, rude, unkind*) are often followed by *to*:

*I'm worried about the pupils being **rude to** me.*

3. Noun + preposition

Verb	Preposition
anything information, nothing, something	*about*
excuse, explanation, ideas, in return, need, reasons, reputation, responsibility	*for*
change, decrease, drop, experience, fall, increase, rise	*in*
experience, knowledge, understanding	*of*
effect, impact, influence	*on*
in association, experience	*with*

4. Prepositional phrases: *by, in, at, on, of*

We use by

- ✯ to talk about who in a passive clause:
  But you will be taught how to deal with those things ***by the tutors*** *on the course.*
- ✯ to explain how something is done:
  You can remove any dirty marks ***by wiping*** *it with a wet cloth.*
- ✯ to talk about transport and communications e.g. *by plane, by email*:
  We'll be in touch ***by email*** *soon if that's okay.*
- ✯ to talk about chance (e.g. *by chance, by accident, by mistake*):
  I saw the advertisement for the job ***by chance*** *and decided to apply for it.*

We use *in* for the following expressions: *in love, in pain, in private, in touch, in debt, in danger, in a rush, in fashion, in luck, in the end.*

Don't forget to keep ***in touch*** *while you're away!*

We use *at* for the following expressions

- ✯ *at first, at large, at peace*:
  At first *I was impressed by the reputation of the university but I also like the course you offer.*
- ✯ *at work, at home, at school, at the airport, at university*:
  I've just finished my first degree ***at Stamford University***.

We use *on* to say why you are somewhere (e.g. *on holiday, on business, on duty*). We use of with expressions of quantity (e.g. *all, any, both, either, neither*).

Grammar Extra: Prepositions

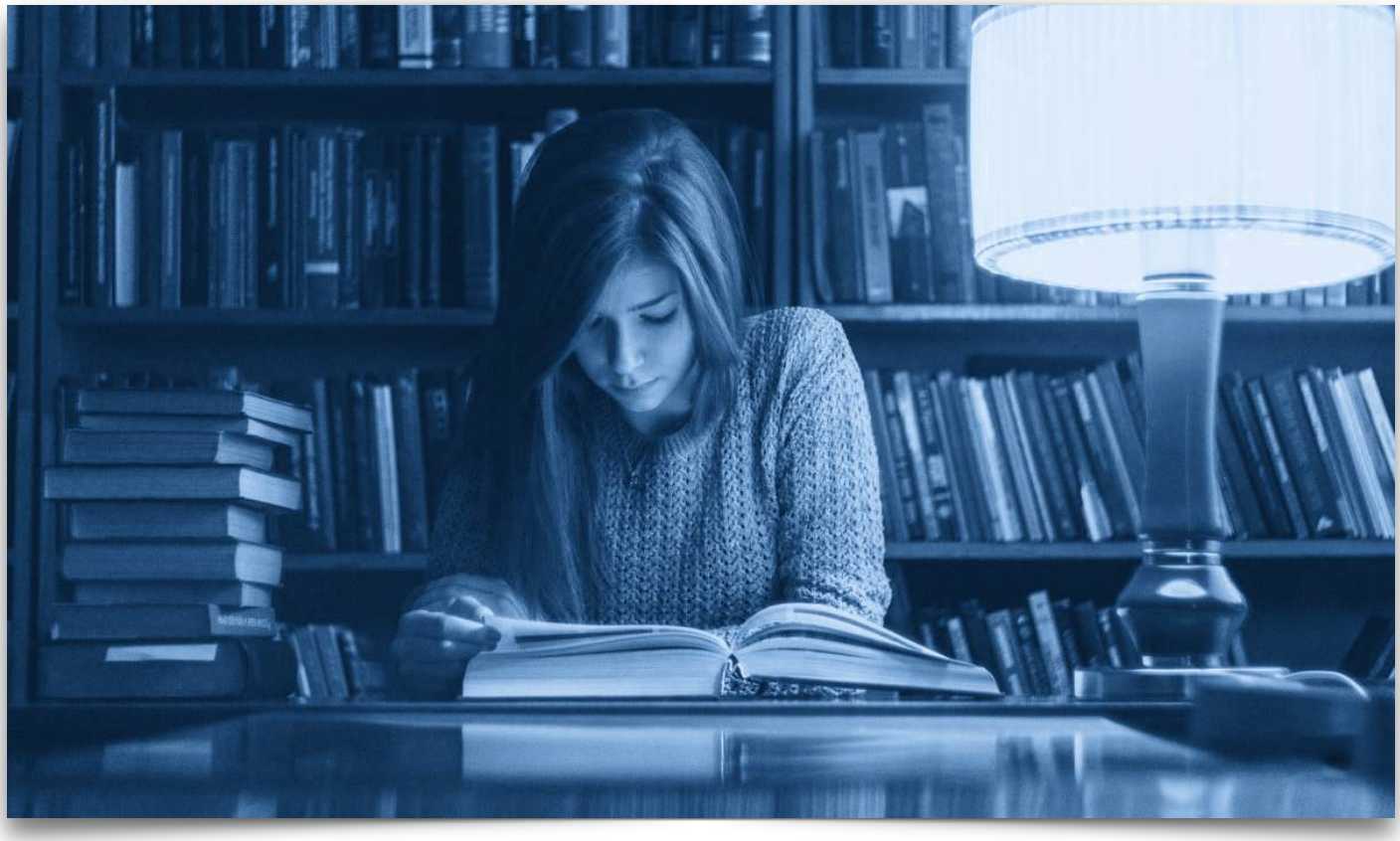
We can use nouns, pronouns, or V_{ing} after a preposition:

I was really impressed ***with the description*** *of the course in your prospectus.*
If they shout ***at me*** *in class, I'm not sure what I'll do.*
Well, I've always been interested ***in*** *teach****ing***.

In negatives *not* comes between the preposition and V_{ing}.

I'm worried ***about not*** *be****ing*** *able to control a class.*

Arranging ideas in a text



The structures that you will be studying and practicing in this section will help you to achieve **a very good grade** in the IELTS exam. It is primarily **these structures** that speaking and writing examiners are looking to see if you can use effectively that will push your grade above a 7.0.

The noun phrase (Section 18)

A noun phrase is a group of words with a noun as its main part. Information about the noun can be before the noun and/or after the noun.

Information that comes before the noun in a noun phrase is usually expressed through

- determiners see Section 10
  __this__ horrible rubbish
- adjectives and adverbs see Section 12
  a __rich__ habitat

Information that comes after the noun is usually expressed through

- prepositional phrases;
  an abundance __of__ creatures
- V_3 clauses:
  the rubbish __contained__ in the harbour
- V_{ing} clauses:
  the rubbish __lying__ at the bottom of the harbour
- to + V_0 clauses:
  a decision __to expand__

1. Noun + prepositional phrase

We can add information after a noun by using a prepositional phrase. Common prepositions in these phrases are *of, in, for, on, to, with*:

possible sites __with submerged rubbish__
a rich habitat __for an abundance of creatures__

Of is the most common preposition used in prepositional noun phrases. It is used after nouns of quantity or containers:

the __number of__ fish *an __abundance of__ creatures* (quantities)
a __bottle of__ water *a __packet of__ biscuits* (containers)

We also use *of* to show belonging or possession see Section 10

the rubble __of the past__ WRONG *the past's rubble*
particular areas __of the harbour__

We often use *at, in, on* to talk about physical location:

this rubbish lying __at the bottom__ of the harbour
different species living __in Sydney Harbour__

Prepositional phrases containing *with* often express the same information as a relative clause with the main verb *have*:

harbour sites __with submerged rubbish__ (= harbour sites which have submerged rubbish)
sea tulips __with bright red bodies__ (= sea tulips which have bright red bodies)

2. Noun + V_3 clause

A V_3-clause gives the same information as a relative clause see Section 22 with a passive verb see Section 26:

all of the rubbish ***contained in the harbour*** (= rubbish which is contained in the harbour)
areas ***cleared of rubbish*** (= areas which have been cleared of rubbish)
the data ***collected from the sites*** (= the data which is collected from the sites)

In both spoken and written English using a noun + V_3 clause is more common than the equivalent relative clause because it can express the same information in fewer words.

3. Noun + V_{ing} clause

A V_{ing} clause can give the same information as a relative clause with an active verb, often in the present or past progressive:

the other debris lying on the sea floor (= the other debris which is lying on the sea floor)

As in section 2 above, the noun + V_{ing} clause is more common than the equivalent relative clause.

4. Noun + *to* + V_0 clause

To + V_0 clauses are used to show a purpose or intention and usually follow nouns of time, place, manner and quantity:

time ***to go***
the place ***to visit***
a way ***to look at it***
a lot ***to look at***

Nouns followed by *to* + V_0 are related to verbs also followed by the *to* + V_0 (e.g. *decide/decision; plan/plan*):

a decision ***to expand*** (they decided to expand)
our plan ***to build*** *a new hospital* (we plan to build)

Nominalisation (Section 19)

When we choose to give the main information in a clause as a noun phrase rather than as a verb this is called 'nominalisation'.

1. Nominalisation in written English

In spoken English we usually use a subject + verb to describe an event:

I ***reacted*** *badly.* (subject + verb)

Then really quickly ***my foot began to go red*** *and* ***swell up****.* (subject + verb; + verb)

In formal written language we use language that is less personal, so we often use a noun form instead of a verb. The written scientific account describes the same reaction like this:

Following a bee sting the normal ***reaction*** *is* ***redness****,* ***irritation*** *and* ***itching****.* (noun; noun; noun; noun)

In this situation there may be ***swelling*** *in the area around the bite.* (noun)

In the spoken example the events are expressed by verbs (*go red, swell up*). In the written examples the events have been changed into nouns (*redness, swelling*). Notice that the only verb in the written examples is the non-action verb [*be*].

We can also change some adjectives to nouns. Compare:

The cathedral is ***tall*** *and can be seen from all over the town.*
The cathedral's ***height*** *makes it visible all over town.*

The common differences between spoken and written English are:

Spoken	Written
✯ action or events are expressed as verbs: *swell up*	✯ actions or events may be expressed as nouns or noun phrases: *swelling*
✯ events happen to people or are carried out by people: *I reacted badly; my foot began to go red*	✯ events are expressed impersonally: *the normal reaction is …*
✯ personal pronouns are used as subjects: *I, she*	✯ nouns used as subjects: *a person, the throat*
✯ verbs are often action or event verbs: *reacted, trod, itched*	✯ verbs are often not action or event verbs: *be, have*
✯ sentences tend to use fewer words.	✯ sentences are usually longer, using longer words.

2. Reasons for using nominalisation

Making texts impersonal and authoritative

By turning actions into nouns we make the text sound less personal and more authoritative. We don't use personal pronouns (e.g. *I, you, he*) as much.
Compare:

- *Following a bee sting **the normal reaction** is **burning pain**, **redness**, **irritation** and **itching**. In this situation there may he **swelling** in the area around the bite.*
- *Then really quickly **my foot began to go red** and **swell up**. **It just got bigger** and bigger. **It itched** a bit too. **I** was really surprised by how much **it hurt**.*

The nominalisations have been underlined. The spoken account is much more personal and uses active verbs.

Adding information

Nominalisation is particularly useful for Academic Writing Task 1 because we can do several things to add information to nouns in English:

- ✯ count: *the **two** charts*
- ✯ describe: *the two **coloured** charts*
- ✯ classify: *the two coloured **bar** charts*

We cannot do the same with verbs. It is only by changing verbs into nouns that we can add information words to a text in such a concise way.

Avoiding repetition

We can use nominalisation to avoid repetition when we want to refer back to a previously mentioned idea see Section 19

*The number of unemployed **increased** by 5% last month. The reason for **this increase** is still unclear.*

Nominalisation can also be used to paraphrase what has been said. In the IELTS Listening and Reading tests different words are used in the texts and the questions.
Compare:

Listening text:

*Then I began to find it **difficult to breathe** and kept **coughing**, although I didn't have a cold.*

Question:

Which TWO of the following symptoms did Julie experience?

A *breathing problems*
B *shaking*
C *a cough*
D *a high temperature*
E *chills*

Options **A** and **C** are nominalisations of the verbs used in the listening text.

Likelihood (Sections 20 & 21)

Conditional sentences talk about a condition (usually introduced by *if*) and a possible result or consequence. The *if*-clause can be before or after the result clause. We use a comma between clauses when the *if*-clause comes first. Either clause can be positive or negative.

1. Zero conditional

if + V_1, + V_1	***If** you **heat** water to 100 °C, it **boils**.*
V_1 + *if* + V_1	*Water **boils if** you **heat** it to 100°C.*

We use the zero conditional to talk about something that is a general truth or fact (*if* has a similar meaning to *when* or *every time*):

***If** you **own** a car, you also **have** to pay for insurance and registration every year.*

If it is no longer a fact we use V_2:

*When I was a child, **if I helped** my mother, she **gave** me extra pocket money.*

2. First conditional

if + V_1, + *will/won't (might/could/going to)* + V_0	***If** I **invest** my money, it **will grow**.*
will/won't (might/could/going to) + *if* + V_1	*My money **will grow if I invest** it.*

We use the first conditional to talk about something we feel is a probable future result:

***If** you **leave** your money in the bank, you **won't earn** any interest and it **might lose** value over time.*

We can use *might, could, may* instead of will to suggest something is less probable:

***If** I **invest** it, I **may lose** it all.*

or *can* to mean sometimes:

***If** you **travel** at rush hour, the trains **can be** very crowded.* (this sometimes happens)

3. Second conditional

if + V_2, *would(n't) (might/could)* + V_0	***If** I **invested** my money, it **would** grow.*
would(n't) (might/could) + V_0 + *if* + V_2	*My money **would grow if I invested** it.*

We use the second conditional to talk about imaginary, impossible or unlikely situations in the present or future.

⚠ The past tense (V_2) **does not** refer to past time:

***If** I **went** travelling, I **wouldn't have** any money left over.*

⚠ With the verb *be* we can use *was* or *were* with *I/he/she/it.*

*That's what I **would do if I were/was** you.*

We can use *was/were* + *to* + V_0 to refer to unlikely actions in the future:

***If** you **were to spend** a year travelling around the world, you'd probably need an awful lot more money than this!*

4. Other words to introduce a condition

We can use other words such as *when, provided that, in case, so/as long as, unless* instead of *if* in zero, first and second conditional sentences.

when | as soon as

We use *when* and *as soon as* instead of *if* to show that something is more likely:

*I'll give you a lift into town **if** I finish my work in time.* (= I am not sure if I will be able to give you a lift)

*I'll give you a lift into town **whenlas soon as** I finish this work.* (= I will give you a lift)

unless

We use *unless* to show a negative condition, with a similar meaning to *if … not*:

*You won't earn much interest **unless** you invest it properly.* (= if you don't invest it properly)

provided/providing that | so/as long as

These phrases can be used instead of *if* for emphasis. *Provided/providing that* are more common in written than spoken English:

*You won't lose any money **provided that** you think of it as a long-term investment.* (= if you think)

***As long as** you get a second-hand car, you should still be able to invest some money.* (= if you get)

in case

We use *in case* to talk about precautions. Compare:

*You should keep this reference number **in case** there are any problems.*
(= keep the reference number because there might be problems later)

*You should quote this reference number **if** there are any problems.*
(= quote this reference number at the time of any problems)

⚠ We don't usually start a sentence with *in case*.

5. Third conditional

if + had + V_3, would(n't) have + V_3	***If** you **had asked** me, I **would have done** it.*
would(n't) have + V_3 + if + had + V_3	***I'd have done** it if you**'d asked** me.*

The third conditional describes hypothetical situations in the past. We use the third conditional to imagine the result of something that did not happen:

***If I'd bought** a second-hand car, I **wouldn't have taken** out this big bank loan.*
(= he bought a new car so he did take out a bank loan)

We can use *might* or *could* instead of *would* to say that something was less certain:

*If I'd saved more money, I **might have gone** on that college trip last week.*

6. Mixed conditionals

if + had + V_3, would(n't) + verb	***If I'd saved** more, **I'd be** rich.*
if + V_2, would(n't) have + V_3	***If I was** sensible, **I'd have saved** more.*
if + had + V_3, would(n't) be + V_{ing}	***If I hadn't saved, I wouldn't be going** on holiday.*
if + was + V_{ing}, would(n't) + V_0	***If I was going** on holiday, **I'd be** happy.*
if + V_2, would(n't) be + V_{ing}	***If I didn't have** savings, I **wouldn't be going** on holiday.*

We use mixed conditionals when the time in the *if*-clause is different from the time in the result clause.

We can mix past time and present time to imagine

✯ the present result of a hypothetical past situation or action:

past situation / *present result*

*If **I'd taken** his advice, **I'd own** a small fortune now instead of a big debt!*
(= I didn't take his advice so now I don't own a small fortune)
*It **wouldn't be** so bad now if the price of petrol **hadn't** almost **doubled** last month.*

✯ the past result of a hypothetical situation in the present:

present situation / *past result*

*If you **got on** better with him, you **might have listened** to his suggestions.*
(= you don't get on with your father so you didn't listen to his suggestions)
If he had more qualifications, he would have got the job.

We can mix past time and future time to imagine

✯ the future result of a hypothetical past situation or action:

past situation / *future result*

*If I **hadn't broken** my wrist, **I'd be playing** tennis later.*
(= I did break my wrist so I am not playing tennis later)
*If **I'd bothered** to get tickets, **I'd be going** to the concert tonight.*
(= I didn't bother to get tickets so I am not going to the concert)

We can mix future time and present time to imagine

✯ the present result of a hypothetical future situation or action:

future situation / *present result*

*If I **wasn't meeting** my manager later, **I'd be** at the conference now.*
(= I am meeting my manager later, so I'm not at the conference now)

✯ the future result of a hypothetical situation in the present:

present situation / *future result*

If I was at home in America, I'd be seeing my mother tomorrow because it's her birthday.
(= I am not at home in America, so I won't be seeing my mother tomorrow)

7. Wishes and regrets

We use *wish* + V_2 to talk about situations that we would like to be different:

*I **wish** I **could** help you.* (= I can't help you and I am sorry about that)
*I **wish** my father **wasn't** always right!*
(= he is always right and I find that annoying)

We use *wish* + something/someone + *would* + V_0 to show that we want something to happen or someone to change their behaviour. We do not use this with state verbs:

*I **wish they would stop** talking so loudly!* (= they are talking loudly and I want them to stop)

*I **wish this holiday would go on** forever.*

We use *wish* + *had* + V_3 to talk about past situations that we regret:

*I **wish I'd thought** about the other costs before I bought it.* (= I didn't think about the other costs and I regret it now)

We can use *never* for emphasis with a negative verb:

*I **wish I'd never bought** the car.* (= I did buy it and I really regret it now)

⚠ We can use *if only* in place of *wish* with the same meaning. It is a little more formal:

***If only** I had listened to my father!*

8. Should(n't) have

We use *should(n't) have* + V_3 to say that what did or did not happen was a mistake or a bad thing:

*I **should have listened** to him.* (= but I didn't)

We can use *never* for emphasis with a negative verb:

*I **should never have bought** it!* (= I did buy it and now I regret it)

💠 **Grammar Extra: *If it wasn't for***

We can use *if it wasn't/weren't for* + *noun phrase* to say that a situation is dependent on another situation, person or thing:

***If it wasn't/weren't for the car,** I'd have no money worries now.* (the car is the reason for my worries)

We can use *if it hadn't been for* to talk about a past situation:

***If it hadn't been for your** advice, I would have made the wrong decision.*

Relative clauses (Section 22)

Relative clauses give information about a noun (or noun phrase). They are linked to the noun (or noun phrase) by a relative pronoun (e.g. *who, which*). The relative pronoun can be either the subject or the object of the clause, and we do not use another pronoun in the clause to refer to the noun:

Why not install lights which have a timer?

WRONG *Why not install lights which they have a timer?*

⚠ We sometimes use a participle clause instead of a relative clause see Section 18

the man sitting beside me (= the man who is sitting beside me)

*the food **kept** in the fridge* (= the food which is kept in the fridge)

1. Relative pronouns

We use

✯ *who* to refer to people:

*Please welcome **Mike Bowers, who** is going to talk to us about how to look after your home.*

✯ *which* to refer to things:

*These are dangerous if you live in **a flat which** is in a large high-rise building.*

✯ *that* to refer to people or things:

*Find **someone that** can check on your home while you're away.*

*Store away any **objects that** could become damaging missiles.*

That is an alternative to *who* and *which* and is more common in spoken English.

⚠ *That* is not used in non-defining relative clauses (see below).

✯ *where* to refer to places:

*This is your home, **the place where** you keep your most treasured possessions.*

✯ *when* to refer to times:

*Programme them to come on at **times when** you would normally be home.*

✯ *whose* to show possession:

*You're **a person whose job** involves a lot of travel.*

*He lives in **an old house, whose roof** needs repairing.*

✯ *why* after *the reason* or *reasons*:

*There are often very good **reasons why** one house is burgled and another is not.*

2. Defining relative clauses

Defining relative clauses give information after a noun to identify the norm more clearly:

*Find someone **who can collect your mail for you**.*

*Store away any objects **that could become damaging missiles** if it gets windy.*

(the relative clause identifies the type of objects)

Without these relative clauses, it is unclear which person, place or thing we are referring to:

Store away any objects if it gets windy. (Which objects? We do not know.)

We can leave out the relative pronoun when it refers back to the object of the defining relative clause. Compare:

*Maybe there's a neighbour **that** you can ask.*
= *Maybe there's a neighbour you can ask.* (*neighbour* is the object of the verb)

*In the evening, a house **that**'s very dark can really stand out.* (here *house* is the subject of the verb so *that* can't be removed: WRONG *a house is very dark can really stand out*)

3. Non-defining relative clauses

Non-defining relative clauses add extra, non-essential information about something. Compare:

I applied to the university, which is located in the centre of the city. (there is only one university, so its location is extra information: **non-defining**)
I applied to the university which is located in the centre of the city. (there is another university which is not in the centre of the city: **defining**)

Non-defining relative clauses are more common in written language than in spoken language.

With non-defining relative clauses

- ✯ we do not use the relative pronoun *that*:
  *The burglars got in through the kitchen window, **which** the owners had forgotten to shut.*
  WRONG *… the kitchen window, that the owners …*
- ✯ we separate the relative clause from the main clause with commas. There may be two commas or one comma depending on whether the relative clause comes in the middle of a sentence or at the end:
  *A letterbox can become full of uncollected letters, **which is a great help to a burglar**.*
  *Mr Smith, **who was my primary school teacher**, got married last week.*
- ✯ we cannot leave out the relative pronoun:
  *My new house, **which** I have just redecorated, is much larger than my old house.*
  WRONG *My new house, I have just redecorated*
- ✯ the relative pronoun can refer to a single noun phrase or to a whole clause:
  ***My neighbour, who** lives upstairs, often looks after my flat.* (*who* refers to my neighbour)
  ***Some people seem to think it's just a matter of locking all the doors, which** is fine as long as there are no nasty storms while you are away.* (*which* refers to the whole of the first phrase)

Compare the key differences between defining and non-defining relative clauses:

Defining relative clauses:	Non-defining relative clauses:
✯ identify the thing that you are talking about	✯ give additional, non-essential information
✯ that can replace *who* or *which*	✯ *that* cannot be used
✯ the relative pronoun can be left out if it refers to the object	✯ the relative pronoun can never be left out
✯ no commas	✯ must have commas

4. Prepositions

When prepositions are used with relative clauses they usually come at the end of the clause in spoken English:

*You may have a neighbour that you can rely **on**.* (informal)

In formal style the preposition can be placed before the relative pronouns *which* or *whom*:

*I was unsuccessful in obtaining a place at any of the universities **to which** I applied.*
*My boss, **for whom** I have worked for over 30 years, has decided to retire.*

Grammar Extra: Common collocations with relative pronouns

We often use the expression *the one* with defining relative clauses:

*He's **the one who** suggested I became a teacher.*
*My father is **the one that** taught me to play the piano.*
*That house is **the one where** I grew up.*

Where can be used after expressions such as *the situation, the stage, the point*:

*We were in **a situation where** there were no easy solutions.*
*I'm almost at **the stage where** I'm ready to quit my job and go into business for myself.*
*I've reached **the point where** I feel I should just give up.*

Ways of emphasising information (Section 23)

1. The subject

We use different kinds of words as subjects depending on the context.
In informal contexts (e.g. conversation) subjects are very often personal pronouns such as *I, you, we*:

*'First **I** need to ask about your household. Do **you** live alone?'*
*'No, **I** live with my family.'*

In formal contexts (e.g. academic writing) subjects are often nouns or noun phrases, which makes the message sound factual rather than personal:

***Most people** tend to go to the same store on the same day of the week each time.*

The introductory *it*

We often use expressions beginning with *it* when the pronoun does not refer to any noun (e.g. *it is important, it is clear, it is useful, it is possible, it is difficult, it is likely, it seems, it appears*).
We use this introductory *it* when the subject of the sentence is V_0, V_{ing} or *that*-clause.
This structure is more common in written English than in spoken:

***It is important to note that** these respondents were interviewed at the supermarket.*
WRONG *To note that these respondents were interviewed at the supermarket is important*
***It is clear that** women do most of the shopping.*
WRONG *That women do most of the shopping is clear*

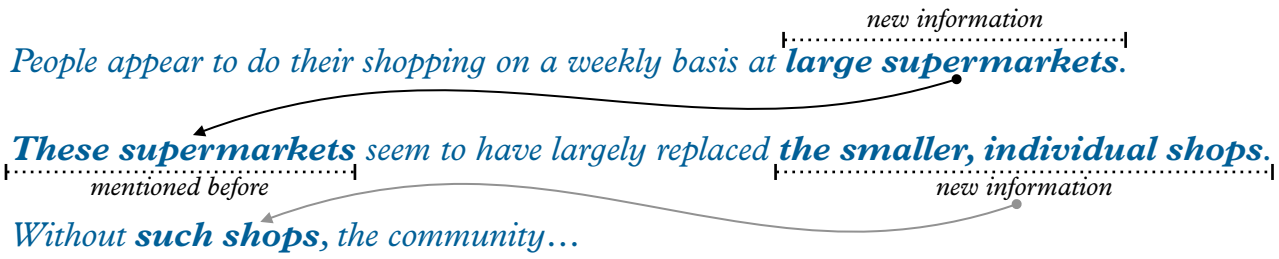
2. Ellipsis: leaving words out

We can leave out the subject of a verb to avoid repetition, as well as any other repeated words such as auxiliaries or other verbs:

*The respondents were interviewed at the supermarket and **(they)** were not a random sample of the general public.*
*The students were researching and **(they were)** planning their seminar presentations.*

3. Organising information in a text

In formal writing we often start clauses or sentences with information that has been mentioned before. We usually place new information at the end of the clause or sentence. To develop our texts in an organised and logical way we can use the information at the end of one clause as the start of the next. This 'zigzag pattern' is common in academic writing where new ideas are taken up and developed:



The new information in the first sentence becomes known information in the second sentence, and so forth.

4. Adding emphasis or contrast in a text

We can use *it*-clauses and *what*-clauses to emphasize or highlight the information that directly follows them.

It-clauses

It + [*be*] + main focus + relative clause	***It is the women who*** *do most of the shopping.*

Compare these sentences:

The women still do most of the household shopping at local supermarkets. (no emphasis)
It is *still* ***the women who*** *do most of the household shopping at local supermarkets.* (emphasizes *the women*)

⚠ We cannot say: WRONG *They are still the women who do most of the shopping.*

What-clauses

What + secondary focus + [*be*] + main focus	***What I like*** *is being able to see the products.*

Compare these sentences:

I like being able to touch the products.
What I like is *being able to touch the products.* (highlights being able to touch products in contrast with online shopping where you can't touch the products)

We normally use a singular verb after a *what*-clause.

5. Repeating ideas in a text

We can link ideas in a text by using related words. These related words can be

- pronouns:
  Most people *tend to go to the same store on the same day of the week each time, and* ***they*** *spend between £100 and £200 a week on their household shopping.*
  (they = most people)
- synonyms or rewording:
  These ***supermarkets*** *seem to have largely replaced the smaller, individual shops. Most people tend to go to the same* ***store*** *on the same day of the week each time.*
  (supermarket = store)

see Lecture 3 for more information about avoiding repetition in texts.

Expressing your opinion (Section 24)

When speaking or writing we can choose language to indicate our feelings, attitudes, judgments and beliefs. Task 2 in the Writing section of the IELTS test generally asks you to discuss a topic. We have to decide where to position ourselves on the topic and demonstrate this through the language we use.

1. Pronouns

In formal writing, first person pronouns (e.g. *I, you, we*) are not very common, but we can use them to

- ✯ give our opinion of the topic being discussed with *I* or *we*:
  ***I** would argue that all children should attend school.*
- ✯ show we are part of the group and identify with the reader, usually with *we* or *us*.
  Compare:
  *Is it better for **us** to educate **our** children at home rather than send them to school?*
  *Is it better for **parents** to educate **their** children at home rather than send them to school?*

The use of *us* in the first sentence changes the text from objective comment to a more subjective one.

2. Adverbs

To show our attitude, feelings or assessment of something we can use

- ✯ single adverbs (e.g. *actually, frankly, fortunately, unfortunately, personally, luckily, interestingly, naturally, surprisingly*):
  ***Frankly**, I'd be totally bored staying at home all day.*
  *But, **unfortunately**, schools do seem to be more overcrowded and less well-funded these days.*
  In speech we often use *actually* to correct someone or to show that we disagree with something that has been said:
  ***Actually**, she believes that she received a better education as a result.*
- ✯ adverbial phrases that express the speaker's view of a generalization (e.g. *broadly speaking, by and large, in general, overall, on the whole, to a great extent*):
  *But, **in general**, I don't think it is a good idea.*
- ✯ adverbial phrases of opinion (e.g. *in my/our view, in my opinion*):
  ***In my opinion** that's a disadvantage.*

To soften the tone of an argument we can use adverbs of possibility (e.g. *certainly, definitely, maybe, perhaps, possibly, presumably, probably*):

*Well, that's **certainly** the way my friend felt.*
***Perhaps** she had enough of them as a child!*
*So, **maybe** that's a result of her education experience.*

To show that the information has come from somewhere/someone else, we can use adverbial phrases that report the views of other people (e.g. *apparently, according to, evidently*):

***According to most doctors** daily exercise is extremely important.*
***Apparently** there is a network of parents who teach at home.* (someone told me)

Position of adverbs

Comment adverbs often come at the beginning or the end of a clause (e.g. *according to, fortunately, interestingly, luckily, surprisingly, unfortunately*):

***Interestingly**, she doesn't have a great relationship with her parents these days.*
*She doesn't have a great relationship with her parents these days, **interestingly**.*

Many adverbs can also come before the main verb or after *be*:

*It is **probably** best.*
*He would **possibly** feel quite differently.*

⚠ *Definitely* is not usually used at the beginning of a clause:
*I am **definitely** coming to the party.* WRONG *Definitely I am coming to the party.*

3. Verbs

To show our opinion or feelings we can use verbs such as *think, suppose, believe, feel, guess, see*:

*I **think** that's a good point.*
*I **can see** that being educated at home would be good for some children.* (= I can understand)

When the subject is *I*, it is sometimes preceded by *personally*.

***Personally**, **I** feel the teachers did a really good job.*

To show that we are expressing our ideas rather than facts or to sound more cautious we can use modal verbs of possibility (e.g. *may, might, could, must, can*) and verbs like *seem* or *appear*.

*I think he **must** look back at his school days and feel realty bad.*
*Schools **seem** to be more overcrowded and less well-funded these days.*

4. Adjectives

We can use adjectives

- ✯ to show our feelings (e.g. *glad, delighted, overwhelmed*):
  Anyway, I'm glad that my parents didn't educate me at home.
- ✯ with *it* + [*be*] + adjective + *that* to show possibility and opinion (e.g. *clear, possible, probable, likely*):
  *Yes, but **it is likely that** those people will be very similar.*

Linking ideas (Section 25)

1. Ways of linking ideas

We use conjunctions (e.g. *but, because*) to join two clauses in one sentence:

clause 1 — *clause 2*

*Fish is known as a 'brain food' **because** it is beneficial to the development of the brain.*

clause 1 — *clause 2*

*Fish has long been a staple food in many cultures, **but** there has been some controversy recently about the benefits and risks of fish consumption.*

We can use adverbial expressions (e.g. *consequently, however*) to connect ideas in separate sentences. These usually go at the beginning of the sentence or clause:

Fish is known as a 'brain food' because of the benefits it has for brain development.
***However**, recent studies have shown that fish can also contain mercury.*

Some adverbial expressions (e.g. *therefore, however, also*) can be used in a variety of positions:

*People **therefore** are unsure of whether to eat fish.*
*People are **therefore** unsure of whether to eat fish.*
*People are unsure **therefore** of whether to eat fish.*

We can use prepositions (e.g. *in spite of, because of*) before a noun phrase or V_{ing}:

*The match was cancelled **because of the snow**.* WRONG *because of it snowed*
***In spite of** losing the first game, the team went on to win the tournament.*

2. Linking expressions

Adding information

conjunctions	*and, as well as*
adverbials	*also, anyway, besides, furthermore, in addition, likewise, moreover, similarly*

We use these expressions to give additional information:

*Fish supplies us with substances that might protect against heart disease. **Moreover**, in many cultures fish is known as a 'brain food'.*

Sequencing

adverbials	*first, next, after that, then*	*firstly, secondly, finally*

Firstly, secondly, finally are used to order points in an argument:

***Firstly**, in terms of heart disease, it has been shown that consuming even small quantities of fish can lower your risk of heart disease by 17%. **Secondly**, consuming fish is known to have a beneficial effect on brain development. **Finally**, …*

First, next, after that, then describe the order of activities in a process:

***First** the fruit is picked by hand. **Then** it is transported to the factory.*

Cause, reason, result

conjunctions	*because, so*
adverbials	*therefore, consequently, so, thus, as a result*
prepositions	*because of, due to, on account of, owing to*

Because introduces the reason for something, and *so* introduces the result:

I eat fish three times a week ***because*** *it protects against heart disease* (reason).

Fish protects against heart disease ***so*** *I eat it three times a week* (result).

Therefore, consequently, so, thus, as a result introduce the result of a situation or action:

As a result*, people are unsure whether to increase or decrease the amount of fish they eat.*

We use *because of, due to, on account of, owing to* to introduce the reason for something:

The match was cancelled ***because of*** *the snow.* WRONG → *because of it was snowing*

The buses were all running late ***owing to*** *the bad weather.*

⚠ We can use *due to, on account of, owing to* + *the fact that* with a clause:

The match was cancelled ***due to the fact that*** *it was snowing.*

Contrasting

conjunctions	*but, although, though*
adverbials	*alternatively, however, in contrast, nevertheless, on the contrary, on the other hand, yet*
prepositions	*in spite of, despite*

We use *but* between two contrasting ideas:

Fish has long been a staple food in many cultures, ***but*** *there has been some controversy recently about the benefits and risks of fish consumption.*

Although can come at the beginning or in the middle of two contrasting ideas. We use a comma between the two clauses:

Although *the work was supported by grants from the Fisheries Scholarship Fund, this did not affect the research findings.*

The work was supported by grants from the Fisheries Scholarship Fund, ***although*** *this did not affect the research findings.*

We use *in spite of* / *despite* + noun/V_{ing} at the beginning or in the middle of two contrasting ideas:

In spite of the considerable amount *of literature on the risks and benefits of fish consumption, there are still important gaps in this information.* WRONG → *in spite of there is a considerable amount*

I eat fish regularly for health reasons ***despite not*** *liking it much.* WRONG → *despite I don't like it*

⚠ We can use *despite* / *in spite of* + *the fact that* with a clause:

I eat fish regularly for health reasons despite the fact that *I don't like it much.*

Giving examples

adverbials	*for example, for instance, that is to say, in other words, that is, i.e.*

We use these expressions to link two clauses that give the same information in a different way or to give examples:

There has been some controversy recently about the benefits and risks of fish consumption.
***For instance**, we know that fish supplies us with polyunsaturated fatty acids, substances that might protect against heart disease.*

Grammar Extra: Written and spoken English

Some linking expressions are more common in either written (formal) or spoken English:

Written: *thus, therefore, finally, furthermore, hence, moreover, nevertheless, in addition, firstly, secondly, finally*

Regular consumption of fish can lower your risk of heart disease by 17%.
***Furthermore**, it can have a beneficial effect on brain development.*

Spoken: *so, then, anyway*

*Eating fish is good for you **so** I try to eat it regularly.*

The passive voice (Section 26)

1. The passive voice: form

The active voice shows what something does. The passive voice shows what happens to something. We make the passive with [*be*] + V_3.

Tense		Passive form: [*be*] + V_3 (+ *by* + agent)
present simple	→	*The union **is run** by the students.*
present progressive	→	*The union **is being run** by the students.*
past simple	→	*The union **was run** by the students.*
past progressive	→	*The union **was being run** by the students.*
present perfect	→	*The union **has been run** by the students.*
past perfect	→	*The union **had been run** by the students.*
be going to	→	*The union **is going to be run** by the students.*
will	→	*The union **will be run** by the students.*
Other forms		**Passive form: [*be*] + V_3 (+ *by* + agent)**
to + V_0	→	*The union **is to be run** by the students.*
V_{ing}	→	*The lecturers insist on the union **being run** by the students.*
used to	→	*The union **used to be run** by the students.*
modals	→	*The union **should be run** by the students.*
need to / have to	→	*The union **needs to / has to be run** by the students.*
need + V_{ing}	→	*The union **needs running** by the students.*

⚠ We do not use the passive with intransitive verbs (verbs which cannot have an object):
he arrived WRONG *he was arrived*

2. The passive voice: use

We use the passive

✯ when the object is more important than the subject and the agent is either obvious, not important, or unknown:
***All applications are processed** on the spot.* (it is obvious that it is the library staff who process the cards)

✯ in formal writing to make it less personal:
***You are advised** to return the application form within three days.* (impersonal)
The active voice is more direct and personal:
***I advise you** to return the application form within three days.*

✯ when we describe a process:
*The union **is run** by seven executive officers who **are elected** by students.*

Notice how if we want to repeat the ending of the previous clause or sentence at the beginning of the next, we often use the passive:

Does the university run the union?

No, the union ***is run*** *by seven executive officers*

who ***are elected*** *by students each year.*

The executive officers ***are held*** *accountable by the union council.*

The council ***is*** *also* ***elected*** *by the student population.*

This pattern is typical of academic writing.

3. Reporting with passive verbs

With reporting verbs and verbs of thinking or feeling we can use

- *it* + passive verb + *that* (e.g. *agree, announce, argue, believe, claim, decide, disclose, expect, feel, hope, know, predict, recognize, report, say, suggest, think, understand*):
  It ***was felt that*** *the facilities were in need of renovation.*
- subject + passive verb + *to* + V_0 (e.g. *ask, believe, consider, estimate, expect, feel, know, mean, report, say, see, suppose, think, understand*):
  Our sports facilities ***are said to be*** *among the best in the country.* (= people say our sports facilities are among the best in the country)
  This building ***is believed to be*** *the oldest in the town.*

4. Have something done

To show that someone performs a paid service for us we use *have* + object + V_3:

You'll need to ***have your photo taken.*** (= someone else will take your photograph)

In informal English *get* + V_3 can be used in the same way:

I ***got my photo taken*** *yesterday.*

5. *Need* + V_{ing}

We can sometimes use *need* + V_{ing} as an alternative to the passive to say that it is necessary to do something without stating who will do it:

Some facilities ***need improving*** *around the campus.* (= it is necessary to improve some facilities)

Appendix

Irregular verbs

V_0	V_2	V_3
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
learn	learnt	learnt
leave	left	left
let	let	let

V_0	V_2	V_3
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	rim
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt	spilt
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	tom
ten	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

Phrasal verbs & collocations with prepositions

These are some useful phrasal verbs and collocations with prepositions. Many phrasal verbs have more than one meaning. Check them on www.ldoceonline.com before using this list. Refer to ozdic.com for more collocations.

account for
act as
agree to
aim for/at
allow for
amount to
aspire to
attribute to
base on
be into
believe in
belong to
break down
bring about
bring back
bring in
bring out
bring up
build up
call for
call off
call on
care for
carry on
carry out
catch up
cater for
check in
check out
cheer up
clear up
dose down
come about
come across
come along
come around
come back
come down
come from
come out
come up
come up against
come up with
consist of
count on

cut down
deal with
depend on/upon
dispose of
do up
do without
draw up
eat out
engage in
enter into
even out
fall apart
fall back on
figure out
fill in/out
find out
finish off
fit in
focus on/upon
get across
get at
get away with
get back
get in
get off
get on
get out of
get round to
get through
give away
give back
give in
give up
go back
go down
go into
go off
go on
go over
go through
go together
go up
hand in
hand out
have (got) on

head for
hear from
help out
hold on
hold on to
hold up
join in
keep from
keep on doing
keep up (with)
lay off
lead to
lead up to
let down
let off
live on
live up to
look after
look ahead
look at
look forward to
look into
look up
make up
make up for
miss out on
name after
name for
pass on
pay back
pick out
pick up
play down
point out
put aside
put forward
put off
put on
put up
put up with
refer to
relate to
result in
rule out
run out

see through
see to
send (off/away) for/to
send out
set aside
set out
setup
settle down
settle into somewhere
sort out
speak out/up
stand by
stand for
stand up to
start afresh
start over
stay out of
stick at
stick out
stick to
stick together
sum up
switch off
take after
take away
take down
take in
take off
take on
take out
take over
take up
think about
think of
think over
throw away/out
try out
turn into
turn out
turn to
use up
wake up
work at
work out
write up