

One and ones

A We can use **one** instead of repeating a singular countable noun and **ones** instead of repeating a plural noun when it is clear from the context what we are talking about:

- ☐ 'Can I get you a drink?' 'It's okay, I've already got **one**.' (= a drink)
- ☐ I think his best poems are his early **ones**. (= poems)

We don't use **one/ones** instead of an uncountable noun:

- ☐ If you need any more paper, I'll bring you some. (*not* ...I'll bring you **one/ones**.)
- ☐ I asked him to get apple juice, but he got orange. (*not* ...but he got orange **one/ones**.)

We can't use **ones** without defining precisely which group of things we are talking about.

Instead, we use **some**. Compare:

- ☐ 'We need new curtains.' 'Okay, let's buy **green ones** this time./...**ones with flowers** on!...**those ones**.' and
- ☐ 'We need new curtains.' 'Okay, let's buy **some**.' (*not* Okay, let's buy **ones**.)

B We don't use **one/ones** after nouns used as adjectives:

- ☐ I thought my key was in my trouser pocket, but it was in my coat pocket.
(*not* ...my coat **one**.)

Instead of using **one/ones** after possessive determiners (**my, your, her, etc.**) we prefer **mine, yours, hers, etc.** However, a possessive determiner + **one/ones** is often heard in informal speech:

- ☐ I'd really like a watch like **yours**. (*or* '...like your **one**' in informal speech)

We usually use **ones** to refer to things rather than people:

- ☐ We need two people to help. We could ask those men over there. (*not* ... ask those **ones**...)

However, **ones** is more likely to be used in comparative sentences to refer to groups of people:

- ☐ Older students seem to work harder than younger **ones**. (*or* ...than younger students.)

Notice also that we use **ones** to refer to people in **the little ones** (= small children), **(your) loved ones** (= usually close family), **(one of) the lucky ones**.

C We can leave out **one/ones** –

☆ after **which**:

- ☐ When we buy medicines, we have no way of knowing **which** (**ones**) contain sugar.

☆ after superlatives:

- ☐ Look at that pumpkin! It's the **biggest** (**one**) I've seen this year.

☆ after **this, that, these, and those**:

- ☐ The last test I did was quite easy, but some parts of **this** (**one**) are really difficult.
 - ☐ Help yourself to grapes. **These** (**ones**) are the sweetest, but **those** (**ones**) taste best.
- (Note that some people think 'those/these ones' is incorrect, particularly in formal English.)

☆ after **either, neither, another, each, the first/second/last, etc.**:

- ☐ Karl pointed to the paintings and said I could take **either** (**one**). (*or* ...either of them.)
- ☐ She cleared away the cups, washed **each** (**one**) thoroughly, and put them on the shelf.

D We don't leave out **one/ones** –

☆ after **the, the only, the main, and every**:

- ☐ When you cook clams you shouldn't eat **the ones** that don't open.
- ☐ After I got the glasses home, I found that **every one** was broken.

☆ after adjectives:

- ☐ My shoes were so uncomfortable that I had to go out today and buy some **new ones**.

However, after colour adjectives we can often leave out **one/ones** in answers:

- ☐ 'Have you decided which jumper to buy?' 'Yes, I think I'll take the **blue** (**one**).'

and we don't include **ones** when we use adjectives in place of nouns to refer to groups of people, as in **the affluent, the disadvantaged, the elderly, the homeless, the low-paid, the poor, the privileged, the rich, the wealthy, the young, etc.** (But when these are ordinary adjectives, we can use **ones**, e.g. **These are the privileged ones; the other children aren't so lucky.**)

61.1 If necessary, correct these sentences. If they are already correct, write ✓. (A)

- 1 Chris brought in the wood and put ones on the fire.
- 2 Normally I don't like wearing a scarf, but it was so cold I put one on.
- 3 'We've run out of potatoes.' 'I'll get ones when I go to the shops.'
- 4 We haven't got lemon tea, but you could have mint one instead.
- 5 Those aren't your gloves. You must have picked up the wrong ones.
- 6 'What kind of cakes do you like best?' 'Ones with cream inside.'
- 7 I couldn't fit all the boxes in the car, so I had to leave ones behind and pick it up later.
- 8 Most of the trees in our garden are less than 10 years old but ones are much older than that.

61.2 If appropriate, replace the underlined words or phrases with one or ones. If it is not possible or is unlikely, write No after the sentence. (A & B)

- 1 I answered most of the questions, but had to miss out some very difficult questions.
- 2 The female violinists in the orchestra outnumber the male violinists by about three to one.
- 3 He used to work for a finance company, but he's moved to an insurance company.
- 4 The issue discussed at the meeting was an extremely complicated issue.
- 5 'I'll just clean my shoes before we go out.' 'Can you do my shoes, too, please?'
- 6 Many people are happy about the new road being built, but there are some angry people, too.
- 7 'Was it these earrings you wanted?' 'No, the earrings on the left of those, please.'
- 8 Dave is really good at taking photos of old buildings. There's an excellent photo of a local church in his office.
- 9 'Are you picking Jo up at the train station?' 'No, she's arriving at the bus station.'
- 10 On one channel was a war film and on the other was a horror film, so I turned the TV off.
- 11 There are lots of gloves here. Are these your gloves?

61.3 If the sentence is correct without the underlined one/ones, put brackets around it (as in 1). If it is not correct without one/ones, write ✓(as in 2). (C & D)

- 1 The children had eaten all the pizza and were still hungry so I had to make them another (one).
- 2 I drove around the houses, looking for the ones with 'For Sale' notices outside. ✓
- 3 I'm not keen on those ones with the cherry on top. I think I'll have a chocolate biscuit instead.
- 4 I like both of these jackets. I don't know which one to choose.
- 5 The vases are all handmade and every one looks different.
- 6 Each winter seemed to be colder than the last one.
- 7 There are many excellent food markets in town but the main one is near the port.
- 8 She tried on lots of pairs of shoes and finally chose the purple ones.
- 9 The books were so disorganised that I soon lost track of which ones I had already counted.
- 10 I went to a lot of interesting talks at the conference, but the best one was given by a Chinese professor.
- 11 Mark drove because he was the only one who knew where the restaurant was.
- 12 Can you remember where you bought this one? I'd like to get one myself.
- 13 You can buy quite a good guitar for under €200, but the most expensive ones cost thousands.
- 14 He's just bought a new bike and has offered to give me his old one.

So and not as substitutes for clauses, etc.

- A** We can use **so** instead of repeating an adjective, adverb, or a whole clause:
- ☐ The workers were angry and they had every right to be **so**. (= angry)
 - ☐ John took the work seriously and Petra perhaps even more **so**. (= took the work seriously)
 - ☐ Bob's giving us a lift. At least I presume **so**. (= that he's giving us a lift)
- B** We often use **so** instead of a clause after verbs concerned with thinking, such as **be afraid** (expressing regret), **appear/seem** (after 'it'), **assume, believe, expect, guess, hope, imagine, presume, suppose, suspect, think**; and also after **say** and after **tell** (with an indirect object):
- ☐ 'Is Tony going back to Scotland to see his parents this summer?' 'I've no idea, but I would **imagine so**. He goes most years.'
 - ☐ I found it ridiculous, and **said so**./...and **told them so**. (= that I found it ridiculous)
- Notice that we don't use **so** after certain other verbs, including **accept, admit, agree, be certain, doubt, hear, know, promise, suggest, be sure**:
- ☐ Liz will organise the party. She **promised** (that) she would. (*not* She **promised so**.)
 - ☐ 'Will Ken know how to mend it?' 'I **doubt** it./ I **doubt** (that) he will.' (*not* I **doubt so**.)
- In informal English, particularly in an argument, we can use 'I **know so**'.
- C** In negative sentences, we use **not** or **not...so**:
- ☐ Is the Socialist Party offering anything new in its statement? It would **appear not**.
 - ☐ They want to buy the house, although they **didn't say so** directly.
- We can use **either not** or **not...so** with **appear, seem, suppose**:
- ☐ 'I don't suppose there'll be any seats left.' 'No, I don't **suppose so**.' (*or ...I suppose not*.)
- We prefer **not...so** with **believe, expect, imagine, think**. With these verbs, **not** is rather formal:
- ☐ 'Will we need to show our passports at the border?' 'I **don't think so**.' (*rather than* I think **not**.)
- We use **not** with **be afraid** (expressing regret), **assume, guess** (in the phrase 'I guess...'), = 'I think...'), **hope, presume, suspect**:
- ☐ 'You'd better do it yourself. Brian won't help.' 'No, I **guess not**.' (*not* No, I don't guess **so**.)
- Compare the use of **not (to)** and **not...so** with **say**:
- ☐ 'Do we have to do all ten questions?' 'The teacher **said not**.' (= the teacher said that we didn't have to) *or* 'The teacher **said not to**.' (= the teacher said that we shouldn't)
 - ☐ 'Do we have to do all ten questions?' 'The teacher **didn't say so**.' (= the teacher didn't say that we should do all ten, but perhaps we should)
- D** We can use **so** in a short answer, instead of a short answer with 'Yes, ...', when we want to say that we can see that something is true, now that we have been told, particularly if we are surprised that it is true. In answers like this we use **so + pronoun + auxiliary verb (be, can, etc.)**:
- ☐ 'Jack and Martha are here.' 'So they are.' (*or* Yes, they are.) (= I can see that, too, now)
- However, to indicate that we already know something we use 'Yes, ...', not 'So...'. Compare:
- ☐ 'Your bike's been moved.' 'So it has./Yes, it has. I wonder who did it.' (= I didn't know before you told me) *and*
 - ☐ 'Your bike's been moved.' 'Yes, it has. Philip borrowed it this morning.' (= I knew before you told me; *not* So it has.)
- E** We can use **so** in a similar way in short answers with verbs such as **appear** (after 'it'), **believe, gather, hear, say, seem, tell** (e.g. So she tells me.), **understand**. However, with these verbs, the pattern implies 'I knew before you told me':
- ☐ 'The factory is going to close.' 'So I understand.' (= I've heard that news, too)
 - ☐ 'I found that lecture really boring.' 'So I gather.' (= I knew that) I saw you sleeping.'

62.1 Complete the sentences with *so*, *as* in 1. If it is not possible, complete the sentences with an appropriate *that*-clause, as in 2. (B)

- 1 'Is Don ill again?' 'Well, he hasn't come to work, so I assume so.'
- 2 'Will we need to pay to get in?' 'I doubt that we will.'
- 3 'Will you be able to come over this weekend?' 'I hope _____.'
- 4 'Can you give me a lift to work?' 'I suppose _____.'
- 5 'Is this one by Van Gogh, too?' 'I think _____.'
- 6 'Apparently Carol's getting married again.' 'Yes, I hear _____.'
- 7 'The weather's awful, so we'll need to take a taxi.' 'I guess _____.'
- 8 'Will the decorator be finished this week?' 'He says _____.'
- 9 'You will remember to pick me up at 1.00, won't you?' 'I promise _____.'
- 10 'I hope I'll be able to get a ticket.' 'I'm sure _____.'

62.2 Complete the answers using the verb in brackets with *not*, or *not (n't)...* *so*. If two answers are possible, give them both. (B & C)

- 1 'Do you know where the post office is?' 'I 'm afraid not.' (be afraid)
- 2 'Karl's drawing is wonderful, but he's certainly no artist. He must have had some help.' 'When I asked him he _____.' (say)
- 3 'With the children being ill I haven't had time to do much housework.' 'No, I _____.' (suppose)
- 4 'Did I leave my handbag in your car yesterday?' 'I _____.' (think)
- 5 'Will Alex be staying with us for the whole summer?' 'I _____.' (expect)
- 6 'I'm sure the bank has charged me too much. Will they refund the money?' 'I _____.' (suspect)
- 7 'Didn't Alice hear you?' 'It _____.' (appear)
- 8 'The test results were terrible. Do you think the students understood the questions?' 'I _____.' (assume)
- 9 'What did you think of Amanda's work?' 'Well, I thought it was pretty awful, although I _____.' (say)

62.3 Complete these conversations with an appropriate short answer beginning *Yes, ...*. Give an alternative answer with *So...* if possible. (D)

- 1 'That horse is walking with a limp.' 'Yes, it is.' (or So it is.) Perhaps we should tell the owner.'
- 2 'The children from next door are taking the apples from our trees.' '_____.' I said they could come round and get them.'
- 3 'The cassette player's gone again.' '_____.' Dr Adams has probably borrowed it.'
- 4 'I told you I'd be late for work today.' '_____, I agree. But you didn't say how late - it's nearly 2.00.'

62.4 Choose any appropriate short answer beginning *So...* to respond to the comments below, saying that you already knew what is being said. Use the verbs in E opposite.

- 1 'My car won't start again.' So I hear.
- 2 'Eva's not very well.' _____
- 3 'The class has been cancelled again.' _____
- 4 'I see income tax is going up.' _____
- 5 'Bob's moving to Berlin.' _____

Do so; such

Do so

A

We use **do so** (or **does so**, **did so**, **doing so**, etc.) instead of repeating a verb phrase (a verb and what follows it to complete its meaning) when it is clear from the context what we are talking about:

- ☐ She won the competition in 1997 and seems likely to **do so** (= win the competition) again this year.
- ☐ Dr Lawson said, 'Sit down.' Katia **did so** (= sat down), and started to talk about her problems.
- ☐ The climbers will try again today to reach the summit of the mountain. Their chances of **doing so** (= reaching the summit of the mountain) are better than they were last week. (In very formal English we can also use **so doing**.)
- ☐ When he was asked to check the figures, he claimed that he **had already done so**. (= checked the figures)

Do so is most often used in formal spoken and written English. In informal English we can use **do it** or **do that** instead:

- ☐ Mrs Bakewell waved as she walked past. She **does so/it/that** every morning.
- ☐ Ricardo told me to put in a new battery. I **did so/it/that**, but the radio still doesn't work.

We can also use **do** alone rather than **do so** in less formal English, especially after modals or perfect tenses (see also B):

- ☐ 'Will this programme work on your computer?' 'It *should do*.'
- ☐ I told you that I'd finish the work by today, and I *have done*. ('have' is stressed here)

B

We can use **do so** instead of verbs that describe *actions*, but we avoid **do so** with verbs that describe *states* and *habitual actions*. Compare:

- ☐ 65% of the members voted for Ken Brown this time, whereas 84% **did so** last year.
- ☐ Kenyon confessed to the murder, although he only **did so** after a number of witnesses had identified him as the killer.
- ☐ I gave her the medicine, and I take full responsibility for **doing so**. *and*
- ☐ Stefan doesn't like Porter's films but Bridget **does**.
- ☐ He earned a lot more than I **did**.
- ☐ I don't have time to go swimming every day, but I *usually do*.

C

Such

We can use **such** + (a/an) + **noun** to refer back to something mentioned before, with the meaning 'of this/that kind'. We use **such** + **noun** when the noun is uncountable or plural, and **such** + a/an + **noun** when the noun is countable and singular. **Such** is used in this way mainly in formal speech and writing:

- ☐ The students refer to teachers by their first names and will often criticise them for badly-prepared lessons. **Such behaviour** is unacceptable in most schools. (*more informally* Behaviour like this...)
- ☐ When asked about rumours that the company is preparing to lose more than 200 jobs, a spokeswoman said: 'I know of no **such plans**.' (*more informally* ...no plans of this kind.)
- ☐ They needed someone who was both an excellent administrator and manager. **Such a person** was not easy to find. (*more informally* A person like this...)
- ☐ We allow both men and women to have time off work to bring up children. We were the first department to introduce **such a scheme**. (*more informally* ...a scheme like this.)

63.1 Make the two sentences into one, joining them with either **and** or **but** as appropriate. In the second part of the sentence use a form of **do** followed by **so** instead of repeating the verb + object/ complement. (A)

1 Johnson never won an Olympic medal. He twice came close to winning an Olympic medal.
Johnson never won an Olympic medal, but twice came close to doing so.

2 She was asked to teach more classes. She was happy to teach more classes.

3 My French hosts gave me snails to eat. I ate them very reluctantly.

4 The company wanted to build a new dam on the site. They were prevented from building the dam by local opposition.

5 All EU countries agreed to implement the new regulations on recycling plastic. So far only Finland and Austria have implemented the new regulations.

6 The water freezes in the cracks in rocks. As it freezes, it expands.

63.2 Complete these sentences with a form of **do** followed by **so** only if possible. (B)

1 If you have not already handed in the form, then please _____ without delay.

2 Tom drives much faster than you _____.

3 He jumped down from the window, but in _____ twisted his ankle.

4 I know that many people don't enjoy Felipe's films, but I _____.

5 Anyone crossing the railway _____ at their own risk.

6 I thought Pete was joking when he said these apples smell like oranges. But they _____!

7 When we play tennis Kathy usually wins, and she gets upset if I _____.

8 She pointed to the old box, her hand shaking as she _____.

63.3 Complete the sentences with **such** or **such a/an** followed by one of these words. Use a singular or plural form of the word as appropriate. (C)

claims destruction device project research tactics

1 Manufacturers often claim that their washing machines have built-in computers, but is there really a computer in such a device?

2 After Professor Jones spoke about his work on climate change, he called on the government to put more money into _____.

3 Television is sometimes said to harm children's social development, yet the evidence for _____ is often lacking.

4 The new power station would undoubtedly create new jobs, but has the environmental impact of _____ been considered fully?

5 The earthquake demolished nearly all the houses in the town. The country has rarely seen _____ before.

6 United played very defensively in the second half, but _____ were criticised by the team's supporters.

63.4 Rewrite the sentences in 63.3 to make them less formal, as in 1. (C)

1 ...but is there really a computer in a device like this? (or ...like that ?)

More on leaving out words after auxiliary verbs

A To avoid repeating words from a previous clause or sentence we use an auxiliary verb (**be, have, can, will, would, etc.**) instead of a whole verb group (e.g. 'has finished') or instead of a verb and what follows it (e.g. 'like to go to Paris'):

- ☐ She says she's finished, but I don't think she **has**. (*instead of ...has finished.*)
- ☐ 'Would any of you like to go to Paris?' 'I **would**.' (*instead of I would like to go to Paris.*)

If there is more than one auxiliary verb in the previous clause or sentence, we leave out all the auxiliary verbs except the first instead of repeating the main verb. Alternatively, we can use two (or more) auxiliary verbs:

- ☐ Alex **hadn't been** invited to the meal, although his wife **had**. (*or ...had been.*)
- ☐ 'They **could have been** delayed by the snow.' 'Yes, they **could**.' (*or ...could have (been).*)

B If there is no auxiliary verb in the previous clause or sentence, or if the auxiliary is a form of **do**, we can use a form of **do** instead of repeating the main verb. We use **do** when the main verb is a present simple form and **did** when it is a past simple form:

- ☐ Monica **plays** golf on Saturdays, and I **do** too. (*instead of ...and I play golf on Saturdays too.; '...and so do I' is also possible*)
- ☐ 'I **didn't** steal the money.' 'No-one thinks that you **did**.' (*instead of ...thinks that you stole it.; 'No-one thinks so' is also possible.*)

If **be** is the main verb in the previous clause or sentence, we repeat a form of the verb **be**:

- ☐ 'The children are noisy again.' 'They always **are**.'

If **have** or **have got** is the main verb in the previous clause or sentence, we can usually use a form of either **do** or **have**:

- ☐ 'Do you think I **have** a chance of winning?' 'Yes, I think you **have**.' (*or ...you do.; 'Yes, I think so' is also possible.*)
- ☐ Even if he **hasn't got** a map himself, he may know someone who **has**. (*or ...who does.*)

However, if we use **have + noun** in the previous clause or sentence to talk about actions (**have a shower, have a shave, have a good time, etc.**) we prefer **do**:

- ☐ I wasn't expecting to **have a good time** at the party, but I **did**.

Notice that sometimes we can use either **do, be** or **have** with a similar meaning (see also C):

- ☐ I asked Suzie to tidy her room, and she **has/did**. ('has' replaces 'has tidied her room'; 'did' replaces 'tidied her room'.)

C If we use **have** as an auxiliary verb, we can often follow it with **done** instead of repeating the main verb. This happens particularly in spoken English:

- ☐ 'She's never made a mistake before.' 'Well, she **has (done)** this time.'

However, this is usually not possible when the verb being substituted is intransitive:

- ☐ 'They've already gone.' 'I don't think Bob **has**.' (*not ...Bob has done.*)

Similarly, after a *modal* auxiliary verb (**can, could, may, might, must, ought to, shall, should, will, would**) we can use **do**, particularly in spoken English:

- ☐ 'Will you be seeing Tony today?' 'I **might (do)**.'

Sometimes we can use **be** instead of **do** with a similar meaning (see also D):

- ☐ 'Will you be seeing Tony today?' 'I **might (do/be)**.' ('do' replaces 'see Tony today'; 'be' replaces 'be seeing Tony today'.)

D If we use **be** as an *auxiliary* verb in the previous clause or sentence, we can use **be** after a modal:

- ☐ 'Is Ella staying for lunch?' 'Yes, I think she **will (be)**.' (*or ...she will do.*)

However, if **be** is used as a *main* verb in the previous clause or sentence, or as an auxiliary verb within a passive, we can usually leave out **be** after a modal in informal contexts only. Compare:

- ☐ 'John's late again.' 'I thought he **might (be)**.' *and*
- ☐ It has been found that the comet is made entirely of gas, as it was predicted it **would be**.

- 64.1 By omitting parts of the sections in italics, you can leave short answers. Indicate which parts you would leave out. Give all answers if more than one is possible. (A)
- 1 'Have you ever played squash before?' 'Yes, I *have played squash before.*'
 - 2 'I suppose we should have booked tickets in advance.' 'Yes, we *should have booked tickets in advance.*'
 - 3 'Do you think you'll be staying in New Zealand permanently?' 'Yes, *we might be staying in New Zealand permanently.*'
 - 4 'All the parking places will probably have been taken by now.' 'Yes, I'm sure they *will have been taken by now.*'
 - 5 'Have you had dinner yet?' 'No, I *haven't had dinner yet.*'
 - 6 'Are you going to Steve's party?' 'Yes, I *am going to Steve's party.*'
 - 7 'If Diane hadn't given you a lift you would have missed the train.' 'Yes, I *would have missed the train.*'
 - 8 'Can you see Joe anywhere?' 'No, I *can't see him anywhere.*'
 - 9 'Did you see that cyclist go through the red light? He couldn't have been looking.' 'No, he *couldn't have been looking.*'
- 64.2 Complete the sentences with an appropriate form of **do**, **be** or **have**. If more than one answer is possible, give them both. Put brackets around the word you have written if it can be left out, and write (done) after a form of **have** to show in which sentences this might be added. (B & C)
- 1 As a child I always enjoyed watching cartoons on TV, and I still
 - 2 I haven't finished doing the translation yet, but I will by tomorrow morning.
 - 3 Paul keeps promising to write, but he never
 - 4 Have a shower if you want, but take a towel from the cupboard when you
 - 5 'It costs a fortune to rent a flat in the city centre.' 'I'm sure it must'
 - 6 I was hoping Derek had an electric drill that I could borrow, but he
 - 7 I'm not a member of the tennis club myself, but I know someone who
 - 8 I told the class that they had to hand in their books by 9.00 and they all
 - 9 'Have you got a copy of *Great Expectations*?' 'Yes, I think I'
 - 10 'I've got a hundred pounds with me. Will that be enough to pay for the meal?' 'It should,
- 64.3 Complete the sentences with **might**, **should**, **will** or **would** as appropriate, giving alternatives where possible. If necessary, write **be** after the modal, or **(be)** if it is possible to either include it or leave it out. (D)
- 1 It's not snowing at the moment, but they say it will/ might (be) later.
 - 2 'My photograph was awarded first prize.' 'I thought it'
 - 3 'Are they staying for lunch?' 'They I'll ask them.'
 - 4 'Are you revising a lot for the exams?' 'Not as much as I, I'm afraid.'
 - 5 The wreck of the ship was just a few metres from the shore, as it was claimed it
 - 6 Bill says he's very sorry – as he
 - 7 The book is a bestseller, as we hoped it
 - 8 Chris was cleaning the house when I got home, as I hoped he

Leaving out to-infinitives

A We can sometimes use **to** instead of a clause beginning with a **to-infinitive** when it is clear from the context what we are talking about:

- ☐ I wanted to come with you, but I won't be able **to**. (*instead of ...to come with you.*)
- ☐ 'I can't lend you any more money.' 'I'm not asking you **to**.' (*instead of ...to lend me any more money.*)
- ☐ It might have been better if Rosa had asked for my help, but she chose **not to**. (*instead of ...chose not to ask for my help.*)

However, when we use the verb **be** in the previous sentence or clause the **to-infinitive** form of **be** is repeated in the next clause or sentence:

- ☐ Simon **was** frightened – or maybe he just pretended **to be**. (*not ...just pretended to.*)
- ☐ The report **is** very critical and is clearly intended **to be**. (*not ...clearly intended to.*)

B After most nouns and adjectives that can be followed by a **to-infinitive** clause, we can leave out the **to-infinitive** clause or use **to**:

- ☐ I'm not going to write another book – at least I don't have any **plans (to)**. (*or ...plans to write another book.*)
- ☐ 'Could you and Tom help me move house?' 'Well, I'm **willing (to)**, and I'll ask Tom.'

Other nouns and adjectives like this include **chance, idea, opportunity, promise, suggestion; afraid, delighted, determined**.

We can also leave out a **to-infinitive** or use **to** with verbs such as **agree, ask, begin, forget, promise, refuse, start, try**:

- ☐ Robert will collect us by 10 o'clock. He **promised (to)**.
- ☐ 'You were supposed to buy some sugar.' 'Sorry, I **forgot (to)**.'

After verbs which must have a complement (i.e. a phrase which completes the meaning of the verb) we can't leave out **to**:

- ☐ I admit that I took her watch, but I didn't **mean to**.
- ☐ 'Please suggest changes to the plans if you want.' 'I **intend to**.'
- ☐ Have you thought about getting vaccinated against cholera before going there? I'd **certainly advise you to**.

Other verbs like this include **afford, be able, choose, deserve, expect, fail, hate, hope, love, need, prefer**.

C After **want** and **would like** in *if*-clauses and *wh*-clauses we can often leave out a **to-infinitive** or use **to**:

- ☐ You're welcome to dance *if you'd like (to)*. ☐ You can do *whatever you would like (to)*.
- ☐ Call me Fred *if you want (to)*. ☐ Come and see us *when you want (to)*.

In other clauses (not *if*- and *wh*-clauses) we include **to**:

- ☐ I was planning to see you tomorrow, and I **would still like to**.
- ☐ They offered to clean your car because they really **want to**, not because they hope to be paid.

In *if*-clauses and *wh*-clauses we usually leave out **to** after **like**. Compare:

- ☐ You can have one *if you like*. *and* You can have one *if you'd like (to)*.
- ☐ Leave whenever you **like**. *and* Leave whenever you'd like **(to)**.

However, we include **to** with negative forms of **want, would like, and like**, including in *if*-clauses and *wh*-clauses:

- ☐ 'Shall we go and visit Julio?' 'I **don't really want to**.'
- ☐ I should have phoned Jo last night, but it was so late when I got home I **didn't like to**.
- ☐ 'He won't mind you asking him for a loan.' 'Oh, no, I **wouldn't like to**.'

65.1 Complete the sentences with one of the following words and then either *to* or *to be*. Use the same word in each sentence in the pair. Use *to* in one sentence and *to be* in the other. (A)

appeared claims expected need used

- 1 a Is she really as good at tennis as she claims to be ?
b The present government doesn't represent the majority of people, although it
- 2 a We don't get paid to work overtime, but we're anyway.
b The Pantheon in Rome wasn't anything like I it
- 3 a She occupies a much less important role in the company than she
b Derek has lost a lot of weight. He's much thinner than he
- 4 a 'I'm really worried about taking my driving test.' 'There's no, you're an excellent driver.'
b 'Shall I bring a calculator to the exam?' 'No, you don't They'll be provided.'
- 5 a Some people thought that Katie was lazy, but she studied much harder than she
b Tom was working hard at the computer – or at least he

65.2 Complete the sentences. Write *to* if it must be used; write *(to)* if it can be either included or left out. (B)

- 1 I've always wanted to go white-water rafting, but I've never had the opportunity before.
- 2 James had to admit that he'd failed, even though he obviously hated
- 3 When the police officer told the crowd to leave the square they refused
- 4 I don't have to walk to work. I do it because I choose
- 5 We didn't want Pam to leave college, but she was determined
- 6 Spain won 3–nil, and deserved, after a fine performance.
- 7 'Shall we ask Dad before we borrow the car?' 'Yes, it might be a good idea '
- 8 'Would you present the prizes for the competition?' 'I'd be delighted '
- 9 'Would you like to travel first class?' 'Well, yes, I'd certainly prefer '
- 10 I was hoping to go to Russia this year, but I can't afford

65.3 If necessary, correct the responses (B's parts) in these conversations. If they are already correct, write ✓. (C)

- | | |
|---|--|
| 1 A: Can I have a biscuit? | B: Take more than one if you like to. |
| 2 A: When shall we start playing the music? | B: Whenever you'd like. |
| 3 A: Will Rosa be able to play? | B: I asked her, but she says she doesn't want. |
| 4 A: I can't come out tonight, I'm seeing Emma. | B: She can join us, if she'd like to. |
| 5 A: Where are you going to in Norway? | B: I haven't decided yet. I'll just go where I want. |
| 6 A: I don't think I'll go after all. | B: That's okay. You don't have to if you don't want. |
| 7 A: Can the children come too? | B: Yes, of course, if they want. |
| 8 A: Shall we go out walking tomorrow? | B: Yes, I'd like very much. |
| 9 A: Could I ask you a personal question? | B: Of course. Ask anything you like to. |
| 10 A: Did you ask Dr Jones to help you? | B: No, he was very busy, so I didn't like. |
| 11 A: Where shall I put this painting? | B: You choose. Put it where you want to. |