

Much (of), many (of), a lot of, lots (of), etc.

- A** In affirmative sentences we generally use a lot of and lots (of) rather than much (of) and many (of), particularly in informal contexts. However, there are a number of exceptions –
- ☆ In formal contexts, such as academic writing, much (of) and many (of) are often preferred. We can also use phrases such as a large/considerable/substantial amount of (with uncountable nouns), or a large/considerable/great/substantial number of (with plural nouns):
 - ☐ Much debate has been heard about Thornton's new book.
 - ☐ There could be many explanations for this.
 - ☐ Much of her fiction describes women in unhappy marriages.
 - ☐ A large amount of the food was inedible. (or Much of...)
 - ☐ The book contains a large number of pictures, many in colour. (or ...many...)
 - ☆ In formal contexts we can use much and many as pronouns:
 - ☐ There is no guarantee of a full recovery. Much depends on how well she responds to treatment.
 - ☐ The government's policies have done much to reduce unemployment.
 - ☐ Many (= many people) have argued that she is the finest poet of our generation.
 - ☐ Not once did I see a tiger in the jungle, although I heard many. (referring back to 'tiger(s)')
 - ☆ We usually use many rather than a lot of or lots of with time expressions (days, minutes, months, weeks, years) and number + of (e.g. thousands of voters, millions of pounds):
 - ☐ We used to spend many hours driving to Melbourne and back.
 - ☐ He was the founder of a company now worth many millions of pounds.

- B** We can use many following the, my, its, his, her, etc. and plural countable nouns:
- ☐ Among the many unknowns after the earthquake is the extent of damage to the foundations of buildings.
 - ☐ The gallery is exhibiting some of his many famous paintings of ships.
- We can use the phrase many a with a singular noun to talk about a repeated event or a large number of people or things:
- ☐ The manager must have spent many a sleepless night worrying about his team selection.
 - ☐ Many a pupil at the school will be pleased that Latin is no longer compulsory.

- C** To emphasise that we are talking about a large number we can use a good/great many with a plural noun:
- ☐ She has a good/great many friends in New Zealand.
- To emphasise that we are talking about a large amount we can use a good/great deal of with a singular or uncountable noun:
- ☐ A good/great deal of the exhibition was devoted to her recent work.

- D** We use far (not 'much' or 'many') before too many + a plural countable noun or too much + an uncountable noun:
- ☐ Far too many students failed the end-of-year maths exam. (not Much/Many too many...)
 - ☐ Far too much time is wasted filling in forms. (not Much/Many too much time...)

- E** We often use plenty of instead of a lot of or lots of with uncountable and plural countable nouns. However, plenty of means 'enough, or more than enough' and is therefore not likely in certain contexts. Compare:
- ☐ We took lots of food and drink on our walk through the hills. (or ...plenty of...) and
 - ☐ Jim doesn't look well. He's lost a lot of weight. ('plenty of' is unlikely here)

50.1 Make corrections or improvements to these extracts from conversations (1–3) and from academic writing (4–6). (A, C, D & E)

- 1 Sheila's had many problems with her back for a lot of years. She's having an operation next week and she won't be back at work for a good deal of weeks afterwards.
- 2 'There's bound to be much traffic on the way to the station. Perhaps we should leave now.' 'Don't worry, there's plenty time left, and at this time of day many people will already be at work.'
- 3 Many think that hedgehogs are very rare nowadays, but when I was in Wales I saw many.
- 4 A lot have claimed that Professor Dowman's study on current attitudes to politics is flawed. One criticism is that much too many people questioned in the survey were under 18.
- 5 A lot of research has been conducted on the influence of diet on health, with a lot of studies focusing on the relationship between fat intake and heart disease. However, a lot remains to be done.
- 6 While it is true that a lot of thousands of jobs were lost with the decline of the northern coal and steel industries, a lot of advantages have also followed. Much too many cases of lung disease were recorded in the region, but with lower levels of pollution the number has declined. In addition, a great deal of hi-tech companies have moved in to take advantage of the newly available workforce.

50.2 Complete the sentences with either *the/my/its/his/her many or many a/an* and then one of the following. (B)

coffee shops	expeditions	German-relatives	golf courses
letters	ship	sunny afternoon	teacher

- 1 She went to stay in Munich with one of her many German relatives.
- 2 I spent _____ sitting on the terrace looking out over the hills.
- 3 _____ has been lost in the treacherous waters off the south coast of the island.
- 4 The town is most famous for _____ that attract players from all over the world.
- 5 Since the end of last year he has refused to speak to me on the phone or answer _____.
- 6 Jo Granger accompanied Colonel Smithers on _____ to the Himalayas and the Andes.
- 7 _____ will be looking forward to the start of the school holidays at the end of the week.
- 8 I walked into the first of _____ along the High Street and ordered an espresso.

50.3 Write plenty of if it is appropriate in these sentences. If not, use a lot of. (E)

- 1 It will be very hot on the journey, so make sure you bring _____ drinking water.
- 2 _____ staff at the hospital have come down with a mysterious illness.
- 3 He didn't have _____ money left, so he decided to catch the bus rather than take a taxi.
- 4 We were surprised when _____ students failed to attend the lecture.
- 5 I'm looking forward to a relaxing holiday, and I'm taking _____ books to read.

51.1 Put all in the more appropriate space in each sentence. (A)

- 1 They _____ were _____ sitting around the table waiting for me.
- 2 You _____ can _____ stay for dinner if you want.
- 3 It _____ had _____ happened so quickly, I couldn't remember much about it.
- 4 We _____ are _____ going to be late if we don't hurry.
- 5 _____ the children _____ started to speak at once.
- 6 We have _____ been _____ involved in the decision.

51.2 Underline the more appropriate answer. If both are possible, underline them both. (C)

- 1 *All the process/ The whole process* takes only a few minutes.
- 2 *All areas of the country/ Whole areas of the country* have been devastated by the floods, although others haven't had rain for months.
- 3 *All the trip/ The whole trip* cost me less than \$1000.
- 4 The new rail network links *all of the towns/ whole towns* in the region.
- 5 When I picked up the book I found that *all of the pages/ whole pages* had been ripped out. There wasn't a single one left.
- 6 The new heating system makes *all the building/ the whole building* warmer.
- 7 *All the room/ The whole room* was full of books.

51.3 Complete these sentences with every or each, whichever is more appropriate. If you can use either every or each, write them both. (D)

- 1 I had _____ reason to believe that she would keep my secret.
- 2 The ten lucky winners will _____ receive £1000.
- 3 We've discussed the problem in virtually _____ meeting for the last year.
- 4 Hugh sends us a postcard from _____ place he visits.
- 5 In a rugby league game _____ side has 13 players.
- 6 They had to take out _____ single part of the engine and clean it.
- 7 Antibiotics were given to _____ child in the school as a precaution.
- 8 The two girls walked in, _____ one carrying a bouquet of flowers.
- 9 _____ household in the country is to be sent a copy of a booklet giving advice on first aid.
- 10 There is a small picture on _____ page of the book.
- 11 You should take two tablets _____ four hours.
- 12 The exam is three hours in total and we have to answer six questions, so we have about half an hour for _____ answer.

51.4 Find any mistakes in the italicised parts of this text and suggest corrections. (A-D)

(1) *Each so often* I like to invite (2) *my entire family* – my parents, six brothers and their families – over for dinner on Saturday evening. My parents are quite old now, so I like to see them (3) *each few weeks*. It's quite a lot of work and I usually spend (4) *all Friday* shopping and cooking. Some of my family are fussy about what they eat, so I generally have to cook different things for (5) *every of them*. Fortunately, (6) *all the food doesn't usually get eaten*, so I have plenty left for the rest of the week. (7) *None of my brothers always come*, but the ones who live locally usually do. This time (8) *Neil and his family all were on holiday* so they couldn't make it. (9) *We had all a great time* and we spent (10) *the whole evening* talking about when we were children.

Few, little, less, fewer

A We often use (a) few and (a) little with nouns. However, we can also use them as pronouns:

- ☐ Little is known about the painter's early life.
- ☐ It is a part of the world visited by few. (= few people)
- ☐ Do you want a chocolate? There's still a few left. (= a few chocolates)
- ☐ The password is known by only a few. (= a few people)
- ☐ 'Do you know anything about car engines?' 'A little.' (= I know a little about car engines)

Note that quite a few means 'quite a large number':

- ☐ She's been away from work for quite a few weeks.

B We can use the few and the little followed by a noun to suggest 'not enough' when we talk about a group of things or people (with few) or part of a group or amount (with little):

- ☐ It's one of the few shops in the city centre where you can buy food.
- ☐ We should use the little time we have available to discuss Jon's proposal.

Instead of the few/little we can use what few/little to mean 'the small (number/amount)':

- ☐ She gave what little money she had in her purse to the man. (or ...the little money...)
- ☐ What few visitors we have are always made welcome. (or The few visitors...)

Notice that we can also say 'She gave what/the little she had...' and 'What/The few we have...' when it is clear from the context what is being referred to.

We can use few (but rarely little) after personal pronouns (my, her, etc.) and these and those:

- ☐ I learned to play golf during my few days off during the summer.
- ☐ She put her few clothes into a bag, and walked out of the house for ever.
- ☐ These few miles of motorway have taken over ten years to build.

C In speech and informal writing, it is more usual to use not many/much or only/just... a few/little instead of few and little to talk about a small amount or number, and we often use a bit (of) in informal speech instead of a little:

- ☐ Sorry I haven't finished, I haven't had much time today. (rather than ...I had little time...)
- ☐ I won't be long. I've only got a few things to get. (rather than ...I've got few things...)
- ☐ Want a bit of chocolate? (rather than ...a little chocolate?)

In more formal contexts, such as academic writing, we generally prefer few and little:

- ☐ The results take little account of personal preference. (rather than ...don't take much...)

D less (than) and fewer (than)

We use less with uncountable nouns and fewer with plural countable nouns:

- ☐ You should eat less pasta.
- ☐ There are fewer cars on the road today.

Less is sometimes used with a plural countable noun (e.g. ...less cars...), particularly in conversation. However, this is grammatically incorrect.

We use less than with a noun phrase indicating an amount:

- ☐ I used to earn less than a pound a week when I first started work.

Less than is sometimes also used with a noun phrase referring to a group of things or people, particularly in conversation. However, some people think this is incorrect, particularly in formal contexts, and that fewer than should be used instead:

- ☐ There were fewer than twenty students present. (or informally ...less than...)

When we talk about a distance or a sum of money we use less than, not fewer than:

- ☐ The beach is less than a mile away.

To emphasise that a number is surprisingly large we can use no less than or no fewer than:

- ☐ The team has had no fewer than ten managers in just five years. (or ...no less than...)

Notice that we prefer no less than with percentages, periods of time and quantities:

- ☐ Profits have increased by no less than 95% in the last year. (rather than ...no fewer than...)

Grammar review: few, little, less → 147-152

52.1 Complete the sentences with (a) few, (a) little, the few, the little, what few or what little, giving alternatives where possible. (A & B)

- 1 Thomas was named sportsman of the year, and _____ would disagree with that decision.
- 2 _____ remains of the old castle walls except the Black Gate.
- 3 She called her _____ remaining relatives together and told them she was leaving.
- 4 Simpson is among _____ foreign journalists allowed into the country.
- 5 _____ evidence we have so far suggests that the new treatment will be important in the fight against AIDS.
- 6 'Has my explanation helped?' '_____, yes.'
- 7 _____ belongings she had were packed into a small suitcase.
- 8 _____ will forget the emotional scenes as Wilson gave his farewell performance in front of a huge audience.
- 9 The announcement will come as _____ surprise.
- 10 Tony hasn't been looking well recently, and I'm _____ worried about him.
- 11 'Have there been many applications for the job?' 'Yes, quite _____.'
- 12 The children weren't well so I had to take _____ days off.
- 13 I don't have much money, but I'm happy to lend you _____ I have.
- 14 The tax reforms will mean less income for the majority of people and more for _____.

52.2 If necessary, suggest changes to the italicised text in these examples from conversations (1-4) and from academic writing (5-8). (C)

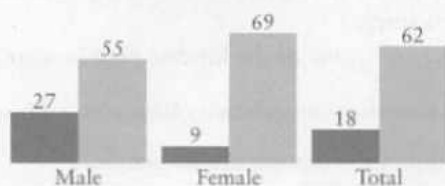
- 1 'Did you do anything last night?' 'I just watched *a little TV* and then went to bed.'
- 2 Take some sweets if you want, although *there are few left*.
- 3 I've tried to help her, but *there's little more* I can do.
- 4 See that old car over there? There's *few* left now.
- 5 The country *hasn't had many* female politicians since independence.
- 6 It is thought that the two leaders *didn't exchange many words* on their first meeting.
- 7 Teachers were found to be *a bit more confident* after the extra training.
- 8 *There doesn't seem to be much prospect* of ever recovering the missing manuscript.

52.3 A survey of British university students was conducted in 1980 and recently repeated. Some of the results are given below. Comment on them in sentences using fewer (than) or less (than). (D)

1 Do you have a part-time job?

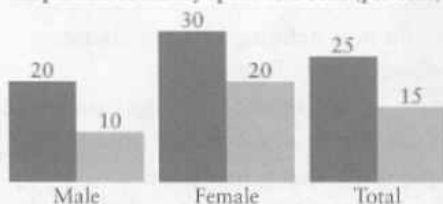
Fewer students had a part-time job in 1980 than now.

Proportion with part-time jobs (per cent)



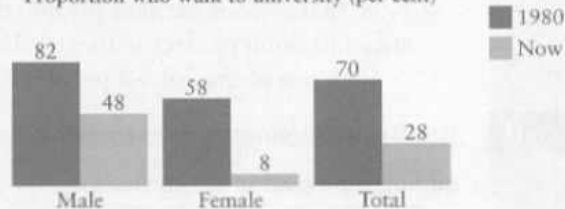
2 What proportion of your money do you spend on books?

Proportion of money spent on books (per cent)



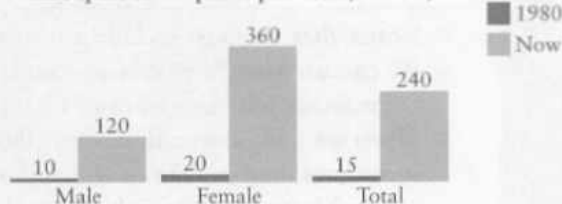
3 Do you walk to the university?

Proportion who walk to university (per cent)



4 On average, how much time per week do you spend on the phone?

Time spent on the phone per week (minutes)



Are there any results that surprise you? Comment on them using no less than or no fewer than.

A Defining and non-defining relative clauses (see also GR: J1–J2) begin with a *relative pronoun*, which can sometimes be omitted:

- ☐ We went to a beach (**which/that**) Jane had recommended to us.

Here the relative pronoun refers to 'a beach', and the subject of the relative clause is 'Jane'. Compare:

- ☐ I know a man **who/that** ran in the New York Marathon last year.

where the relative pronoun refers to 'a man', and the subject of the relative clause is also 'a man'.

In this case, the relative pronoun can't be omitted.

B When we use a *defining relative clause*, the relative pronoun can be either the subject or the object of the relative clause. When it is the *subject* the word order is subject + verb + object:

- ☐ I have a friend **who/that** plays guitar. (a friend = subject, plays = verb, guitar = object)

When the relative pronoun is the *object* the word order is object + subject + verb:

- ☐ He showed me *the rocks* (**which/that**) *he had collected*. (the rocks = object, he = subject, had collected = verb)

C Relative pronouns are used to add information in *defining relative clauses* as follows:

adding information about things

Relative pronoun	<i>which</i>	<i>that</i>	<i>no relative pronoun</i>
subject	✓	✓	✗
object	✓	✓	✓

adding information about people

Relative pronoun	<i>who</i>	<i>that</i>	<i>no relative pronoun</i>	<i>whom</i>
subject	✓	✓	✗	✗
object	✓	✓	✓	✓

☆ When we add information about things, we can use **that** (or *no relative pronoun*) as object in conversation and **which** in more formal contexts:

- ☐ Decorating's a job (**that**) I hate. (*rather than* '...which...' in this informal context)

☆ When we add information about people, we generally prefer **that** (or *no relative pronoun*) as object in informal contexts rather than **who** or **whom**:

- ☐ That's the man (**that**) I met at Alison's party (*rather than* '...who/whom I met...')

☆ **whom** is very formal and rarely used in spoken English:

- ☐ The boy **whom** Elena had shouted at smiled. (*less formally that, no relative pronoun or who*)

☆ We use **that** as subject after: **something** and **anything**; words such as **all**, **little**, **much**, and **none** used as pronouns; and noun phrases that include superlatives. **Which** is also used as subject after **something** and **anything**, but less commonly:

- ☐ These walls are **all that remain** of the city. (*not* ... which remain of the city.)

☆ Note that we can use **that** (or *no relative pronoun*) as object after **something/anything**; **all**, etc.; and noun phrases with superlatives. For example:

- ☐ She's one of *the kindest people* (**that**) I know. (*not* ...one of the kindest people who I know.)

D Relative pronouns are used to add information in *non-defining relative clauses* as follows:

adding information about things

Relative pronoun	<i>which</i>	<i>that</i>
subject	✓	✓
object	✓	✓

adding information about people

Relative pronoun	<i>who</i>	<i>whom</i>
subject	✓	✗
object	✓	✓

☆ Notice that we must include a relative pronoun in a non-defining relative clause.

☆ We can use **who** or **whom** as object, although **whom** is very formal:

- ☐ Professor Johnson, **who(m)** I have long admired, is to visit the University next week.

☆ When we add information about things, we can use **which** as subject or object. **That** is sometimes used instead of **which**, but some people think this is incorrect:

- ☐ The Master's course, **which** I took in 1990, is no longer taught. (*or* ...**that** I took...)

53.1 Put brackets around the underlined relative pronoun if it can be omitted from these sentences. (A)

- 1 We talked about the party which Sarah wants to organise for my birthday.
- 2 To get to Frank's house, take the main road that bypasses the village.
- 3 The paintings which Mr Flowers has in his house are worth around £100,000.
- 4 Let's go through the main points that he made in his lecture.
- 5 He received a low mark for his essay, which was only one page long.
- 6 Mrs Richmond, who is 42, has three children.
- 7 Don is a friend who we stayed with in Australia.
- 8 In the shop window there's a sign that says 'Ten per cent off'.
- 9 The couple who live next to us have sixteen grandchildren.
- 10 There was little that we could do to help her.

53.2 Write the information in brackets as a relative clause (defining or non-defining) in an appropriate place in the sentence. Give alternative relative pronouns if possible. (Use - to indicate 'no relative pronoun'.) (C & D)

- 1 Susan said something. (I couldn't hear it clearly) Susan said something that/which/ - I couldn't hear clearly.
- 2 Julia's father has just come back from a skiing holiday. (he is over 80)

- 3 The problems faced by the company are being resolved. (I'll look at these in detail in a moment) _____
- 4 She was greatly influenced by her father. (she adored him)

- 5 He pointed to the stairs. (they led down to the cellar)

- 6 These drugs have been withdrawn from sale. (they are used to treat stomach ulcers)

- 7 The singer had to cancel her concert. (she was recovering from flu)

- 8 The minister talked about the plans for tax reform. (he will reveal them next month)

- 9 I have two older sisters. (I love them very much)

53.3 If necessary, correct or make improvements to these sentences. If they are already correct, write ✓. (A-D)

- 1 There's something which I should tell you.
- 2 The doctor whom Ingrid went to see was very thorough.
- 3 Yesterday was the hottest day I can remember.
- 4 There isn't much can go wrong with the machine.
- 5 Thieves whom stole paintings from Notford art gallery have been arrested in Paris.
- 6 It may be the most important decision which you will ever take.
- 7 The boy took the photograph was paid £100.
- 8 I heard many different accents in the room, but none which I could identify as British.
- 9 There's this dream which I have every night about falling downstairs.
- 10 He just said anything which came into his head.

Other relative words: whose, when, whereby, etc.

A Clauses with whose

We use a relative clause beginning with the relative pronoun **whose** + **noun**, particularly in written English, when we talk about something belonging to or associated with a person, animal or plant:

- Stevenson is an architect **whose designs** have won international praise.
- Sue was taking care of a rabbit **whose ears** were badly damaged in a fight with a cat.

We can use **whose** in both *defining* and *non-defining relative clauses* (see GR: J1-J2).

We generally avoid using **whose** to talk about something belonging to or associated with a *thing*:

- I received a letter, and its poor spelling made me think it was written by a child. (*more natural than* 'I received a letter, **whose** poor spelling made me think...')

However, we sometimes use **whose** when we talk about towns, countries, or organisations:

- The film was made in *Botswana*, **whose wildlife parks** are larger than those in Kenya.
- We need to learn from *companies* **whose trading** is more healthy than our own.

In academic writing **whose** is used to talk about a wide variety of 'belonging to' relationships:

- Students are encouraged to use an appropriate theory in order to solve *problems* **whose** geographical limits are clear.

B Clauses with when, whereby, where and why

We can begin relative and other clauses with **when** (referring to time), **whereby** (method or means; used mainly in formal contexts), and **where** (location). In formal English in particular, a phrase with **preposition + which** can often be used instead of these:

- He wasn't looking forward to the time **when** he would have to leave. (*or ...the time at which ...*)
- Do you know the date **when** we have to hand in the essay? (*or ...the date on/by which...*)
- The government is to end the system **whereby** (= 'by which means') farmers make more money from leaving land unplanted than from growing wheat. (*or ...the system in/by which farmers...*)
- This was the place **where** we first met. (*or ...the place at/in which we...*)

In academic English, we can also use **where** to refer to relationships other than location, particularly after words such as **case**, **condition**, **example**, **situation**, **system**:

- Later in this chapter we will introduce *cases* **where** consumer complaints have resulted in changes in the law. (*or more formally ...cases in which...*)

We can also use **a/the reason why** or **a/the reason that** or just **a/the reason**:

- I didn't get a pay rise, but this wasn't the reason **why** I left. (*or ...the reason (that) I left.*)

C Clauses with who and what; whatever, whoever and whichever

Some clauses beginning with a *wh*-word are used like a noun phrase in a sentence. These are sometimes called *nominal relative clauses*:

- Can you give me a list of **who's** been invited? (= the people who have been invited)
- I didn't know **what** I should do next. (= the thing that I should do next)

Notice that we can't use **what** in this way after a noun:

- I managed to get all the *books* **that** you asked for. (*not ...all the books what you asked for.*)

We use clauses beginning with **whatever** (= anything *or* it doesn't matter what), **whoever** (= the person/group who *or* any person/group who), or **whichever** (= one thing or person from a limited number, to talk about things or people that are indefinite or unknown:

- I'm sure I'll enjoy eating **whatever** you cook.
- **Whoever** wins will go on to play Barcelona in the final.
- **Whichever** one of you broke the window will have to pay for it.

54.1 Combine a sentence from i with a sentence from ii to make new sentences with whose, as in 1. (A)

i

- 1 Dr Rowan has had to do all his own typing.
- 2 The newspaper is owned by the Mears group.
- 3 Parents are being asked to take part in the survey.
- 4 Children do better in examinations.
- 5 My aunt is now manager of a department store.
- 6 I enjoy growing plants in my garden.
- 7 The new regulations are part of a broader strategy.

ii

- a Its chairperson is Sir James Bex.
- b Their diets contain high levels of protein.
- c Their flowers are attractive to bees.
- d ~~His secretary resigned two weeks ago.~~
- e Their objectives are to increase fish stocks.
- f Her first job was filling shelves in a supermarket.
- g Their children are between four and six.

- 1 Dr Rowan, whose secretary resigned two weeks ago, has had to do all his own typing.

54.2 Define these items using whose (1-3) and in which (4-6). You may need to use a dictionary. (A)

- 1 A lexicographer is a person whose job is to write dictionaries.
- 2 A widow is a woman
- 3 An actuary is a person
- 4 A furnace is a container
- 5 A gazebo is a small garden building
- 6 Polo is

54.3 Choose one of the following phrases and then either when, whereby, where or why to complete these sentences. (B)

the area an agreement a condition a method moments the reason

- 1 During the performance there were she found it difficult not to laugh.
- 2 The two governments reached the border would be patrolled by troops from a third country.
- 3 The land is very fertile in Jack has bought his farm.
- 4 I think we get on so well is that we both enjoy talking.
- 5 Freeze drying is water is rapidly evaporated from frozen food in order to preserve it.
- 6 Hypoglycemia is the level of sugar in the blood drops suddenly.

54.4 If the underlined word is correct, write ✓. If not, suggest another word. (C)

- 1 I think whatever was responsible for damaging the trees should be fined or sent to prison.
- 2 Do they really understand that they are doing?
- 3 I don't envy whoever buys that house. It's in a terrible condition.
- 4 Now that I no longer have to wear a school uniform, I'll be able to wear which I want.
- 5 I think the government should improve the health service, whichever the cost.
- 6 It's a question that I've been asking for many years.
- 7 The clock makes a noise what keeps me awake at night.
- 8 I'm sure that Keith will do well at university, which one he goes to.
- 9 We kept a note of who we met as we travelled around Africa and wrote to them when we got home.

Prepositions in relative clauses

- A** In formal styles **noun + of which** is often preferred to **whose + noun** when we talk about things:
- ☐ A huge amount of oil was spilled, *the effects of which* are still being felt.
 - ☐ The end of the war, *the anniversary of which* is on the 16th November, will be commemorated in cities throughout the country.

We can use **of which** and **of whose**, but not usually **which** or **whose**, after **all**, **both**, **each**, **many**, **most**, **neither**, **none**, **part**, **some**, **a number** (one, two, etc.; the first, the second, etc.; half, a third, etc.) and **superlatives** (the best, the biggest, etc.):

- ☐ Lotta was able to switch between German and Russian, **both of which** she spoke fluently. (*not ...both which she spoke fluently.*)
- ☐ She joined the local tennis club, **most of whose** members were at least 60.

In formal contexts, **of which** can be used instead of **that/which...of** in relative clauses:

- ☐ The school **that/which** she is head of is closing. (*or more formally* The school **of which** she...)
- ☐ The book **that/which** he's most proud of... (*or more formally* The book **of which** he...)

- B** In formal, mainly written, English **whose** can come after a preposition in a relative clause. However, it is more natural to put the preposition at the end of the clause in less formal contexts and in spoken English:

- ☐ The council is in discussion with Lord Thomas, **on whose** land most of the village is built. (*or less formally* ...Lord Thomas, **whose** land most of the village is built **on**.)
- ☐ I now turn to Freud, **from whose** work the following quotation is taken. (*or less formally* ...Freud, **whose** work the following quotation is taken **from**.)

- C** When a preposition is needed with the relative pronouns **which** and **whom** we usually put it before the relative pronoun in formal styles:

- ☐ The rate **at which** a material heats up depends on its chemical composition.
- ☐ Her many friends, **among whom** I like to be considered, gave her encouragement.

After a preposition we usually use **whom** rather than **who** in formal styles:

- ☐ Is it right that politicians should make important decisions without consulting the public **to whom** they are accountable? (*rather than* ...the public **to who** they are accountable.)

and we don't use **that** or **no relative pronoun**:

- ☐ The valley **in which** the town lies is heavily polluted. (*not* The valley **in that** the town lies is heavily polluted.; *not* The valley **in the town** lies is heavily polluted.)

In less formal English we usually put the preposition later in the relative clause rather than at the beginning:

- ☐ The office **that** Graham took us **to** was filled with books.

and we prefer **who** (or **that**) rather than **whom** (see also Unit 26A):

- ☐ The playground wasn't used by the children **who** it was built **for**.

- D** If the verb in the relative clause is a two-word verb (e.g. **come across**, **fill in**, **look after**, **take on**) we don't usually put the preposition before the relative pronoun:

- ☐ The Roman coins, **which** a local farmer **came across** in a field, are now on display in the National Museum. (*not* ...coins, **across which** the local farmer **came**, are...)

With three-word verbs, we only put the preposition before the relative pronoun in a very formal or literary style, and many people avoid this pattern:

- ☐ She is one of the few people **to whom** I **look up**. (*or less formally* ...**who** I **look up to**.)

55.1 Rewrite these sentences so that they are more appropriate for formal written English. Use preposition + which or preposition + whose, as appropriate. (A & B)

- 1 Fleming's discovery of penicillin, which he was awarded the Nobel Prize for, had a major influence on the lives of people in the 20th century.

Fleming's discovery of penicillin, for which he was awarded the Nobel Prize, had a major influence on the lives of people in the 20th century.

- 2 He was the uncle of Ann Boleyn, whose execution in 1542 he lost power after.
- 3 It is her unmarried name which she is better known by.
- 4 Mr Marks, whose farm the stream flows across, is unhappy about the plans for the new dam.
- 5 The election result, which there can be no doubt about, is a great disappointment.
- 6 The building which Mr Marcus emerged from was little more than a ruin.
- 7 It is a medieval palace, whose tower the king hid in during the civil war.
- 8 I am grateful to Alan Mackie, whose book on the history of the bicycle this information comes from.

55.2 Join the sentence halves using which or whom after an appropriate preposition. (C)

the furniture is to be delivered.	she was divorced in 1995.	he had shown his novel.
I had great respect.	it was named.	the printer was supplied.
most world trade was conducted.	you should be aware.	

- 1 My English teacher, Mrs Brookes, was someone for whom I had great respect.
- 2 Until 1914 the pound sterling was the currency _____
- 3 They have changed the date _____
- 4 Pasteurisation was discovered by the French chemist Louis Pasteur, _____
- 5 He was persuaded to stay in England by Charles Dickens, _____
- 6 There are a number of safety procedures _____
- 7 Details are in the instruction manual _____
- 8 Ms Peters was left the money by her former husband, _____

55.3 How would you express the sentences you have written in 55.2 in a less formal way, putting the preposition at the end of the relative clause? (A)

- 1 My English teacher, Mrs Brookes, was someone who/that/- I had great respect for.

55.4 Suggest corrections or improvements to these sentences or write ✓ if they are already correct. (A, C & D)

- 1 The house into which the thieves broke is owned by Peter Brown.
- 2 The school has been given 20 computers, half of which are brand new.
- 3 JKL Motorbikes sells six different models, the first which they started making in 1985.
- 4 It was the perfect tree under that to sit on a hot, sunny day.
- 5 The party, to which I've been looking forward all week, is at Mary's house.
- 6 The water that she fell into was freezing cold.
- 7 I have heard her on the violin and clarinet, both which she plays extremely well.
- 8 The film was made at Tulloch Castle, part which dates back to 1466.
- 9 The college is home to 30 students from Nepal, almost all of who are studying economics.