

26.1 Underline the correct word. If both are possible, underline them both. (A & B)

- 1 To whom/ who should the documents be sent?
- 2 Which/ Who of you is Dr Jameson? I have a message for you.
- 3 'Here's a photo of our children at the fancy dress party.' 'Whol/ Which is Wendy?'
- 4 'Is your sister at home?' 'What/ Which one do you want to speak to?'
- 5 Whom/ Who do you hold responsible for the damage?
- 6 Whol/ Which will captain the team if Nick isn't available?
- 7 Which/ Who would you rather be – a doctor or a vet?
- 8 Whol/ Whom translated the book?

26.2 Complete the sentences with an appropriate present simple form of the verb in brackets. (C)

- 1 What _____ those cakes made from? (*be*)
- 2 Who _____ you for Maths and English? (*teach*)
- 3 What _____ there to see on the island? (*be*)
- 4 Who _____ the major decisions in the company? (*take*)
- 5 'The Turners are in France.' 'Who _____ in France?' (*be*)
- 6 Who _____ their textbook with them? Put your hands up. (*have*)

26.3 First, complete the sentences with *how*, *what*, or *how/what* if both are possible. Then choose an appropriate answer for each question. (D)

- | | |
|---|---------------------------------------|
| 1 '_____ do you like about your new job?' | a 'It's really boring.' |
| 2 '_____ if Tom calls while you're out?' | b 'I'd love one.' |
| 3 '_____ about a coffee?' | c 'I mean you've got to wear a suit.' |
| 4 '_____ are your parents these days?' | d 'Tell him I'll call back.' |
| 5 '_____ 's your boss like?' | e 'It was great.' |
| 6 '_____ do you like your new job?' | f 'Janet Gibbs.' |
| 7 '_____ was the camping trip?' | g 'It's never boring.' |
| 8 '_____ 's your boss called?' | h 'Quite well, thanks.' |
| 9 '_____ do you mean, 'Smart clothes'?' | i 'We had an excellent time.' |
| 10 '_____ was the camping trip like?' | j 'She works us really hard.' |

26.4 If necessary, suggest corrections in the underlined parts of these sentences or make them sound more natural. If the sentence is already correct, write ✓. (B, C & E)

- 1 Who's caravan were you staying in? _____
- 2 Whose are all these books? _____
- 3 He asked us who's car was parked in front of his house. _____
- 4 'Who live in the flat upstairs?' 'The Thompson family.' _____
- 5 Whose going with you to Canada? _____
- 6 About whose travels in Nepal did Nigel Smith write a book? _____
- 7 What one of the following statements is true? _____
- 8 Who of us has not wanted to own an expensive sports car at some time in our lives? _____
- 9 'Ants have got into the fridge!' 'What has got into the fridge?' _____
- 10 'Can you post the books to us?' 'Whose address to?' _____

Unit 27 Negative questions; echo questions; questions with that-clauses

Negative questions

- A** We usually make a negative yes/no or *wh*-question with an auxiliary verb (*have, did, would*, etc.) + *-n't* to suggest, persuade, criticise, etc. (see also GR:E4-E6):
- ☐ *Wouldn't it be better to go tomorrow?* ☐ *Why don't we go out for a meal?*
- In formal contexts, or when we want to give some special emphasis to the negative (perhaps to show that we are angry, very surprised, or to strongly persuade someone), we can use **not** after the subject in negative questions. This happens particularly in *yes/no* rather than *wh*-questions:
- ☐ *Did she not realise that she'd broken it? (less emphatically Didn't she realise that...?)*
 - ☐ *Can you not get there a bit earlier? (less emphatically Can't you...?)*
- B** We sometimes use negative words other than *-n't* such as *never, no, nobody, nothing, nowhere*:
- ☐ *Why do you never help?* ☐ *Have you nowhere to go? (or Do you have nowhere to go?)*
- or less emphatically or more informally:
- ☐ *Why don't you ever help?* ☐ *Haven't you got anywhere to go? (or Don't you have anywhere...?)*
- C** We can make a suggestion with *Why not* + verb or *Why don't/doesn't...* (*but not Why do not/does not...*):
- ☐ *Why not decorate the house yourself? (or Why don't you decorate...?)*
 - ☐ *Why not give her what she wants? (or Why don't we give her ...?)*
- Why didn't...* isn't used to make a suggestion, but can show that we think an action was wrong. For example, depending on intonation and context, it can be used to criticise someone:
- ☐ *Why didn't you decorate the house yourself? (I think you should have done)*
 - ☐ *Why didn't you tell me that in the first place? (I'm annoyed that you didn't)*
- D** Negative question forms are used in exclamations giving opinions:
- ☐ *Haven't you grown!* ☐ *Doesn't she look lovely!* ☐ *Didn't it snow a lot!*
- Exclamations like this are usually said with a falling intonation.

Echo questions

- E** Echo questions are used when we haven't understood what has been said or to check that we heard correctly, perhaps because we found it very surprising. We might repeat, usually with a rising intonation, the whole of what was said:
- ☐ *'Jane's lost her job.'* *'Jane's lost her job?'*
- or focus on part of what was said using a stressed *wh*-word or a phrase with *how*:
- ☐ *'Tom's arriving at 6.30.'* *'When's Tom arriving?/Tom's arriving when?'*
 - ☐ *'We paid £3,000 for the painting.'* *'How much did you pay?/You paid how much?'*
- We can use *what* or *'do' what* to focus on the verb or part of the sentence beginning with the verb:
- ☐ *'We paid £3,000 for the painting.'* *'You what?'* (or *'You did what?'*)
 - ☐ *'I think she's having a sleep.'* *'She's what?'* (or *'She's doing what?'*)

Questions with that-clauses

- F** A *wh*-question can refer to a following *that*-clause, particularly after verbs such as *expect, hope, reckon, say, suggest, suppose, and think*. We can leave out *that* in these questions:
- ☐ *When do you reckon (that) you'll finish the job?*
 - ☐ *Why did they suggest (that) we should buy new computers for the library?*
- However, when the *wh*-word is the subject, object or complement of the verb in the subordinate clause, we do not use *that*:
- ☐ *What did you think was in the box? (not What did you think that was in the box?)*
 - ☐ *Who do you suppose did it? (not Who do you suppose that did it?)*

27.1 Write an appropriate negative question for each situation, using -n't in your answer. (A)

- Can you lend me £10?
Again? Haven't you got any money left? (...money left?)
- I'm annoyed that you didn't come to the meeting.
Why? (...my letter/ on holiday?)
- I've had to bring the children with me.
Why? (...babysitter?)
- I'll just finish my homework before I go to school.
But (...be supposed to/ last night?)
- I've put my bike in the sitting room.
The sitting room! (...outside?)
- I'm taking the coach to Vienna.
But that will take ages. (...rather/ train?)

27.2 Expand the notes and write two alternative negative questions in each situation. In the first use -n't; in the second choose never, no, nobody, nothing or nowhere. (B)

- (ever/ considered you might/ wrong) 'Haven't you ever considered you might be wrong?'/
'Have you never considered you might be wrong?' 'No, I'm sure I'm right.'
- (you/ any interest/ Maths at all) '.....?' 'No, I've always hated the subject.'
- 'I spent the night in the railway station.' (could/ find anywhere else/ sleep)
'.....?'
- (can/ remember anything about/ accident) '.....?' 'Not after getting into the car, no.'
- (why/ ever do well/ exams) '.....?' 'Perhaps you don't revise enough.'
- (there anybody/ you can ask/ help) '.....?' 'I can't think of anyone.'

27.3 Complete the echo questions using appropriate question words or phrases. Give a number of possible answers. (E)

- 'Jim's going to Chile.' 'He's going where? / He's doing what? / He's what?'
- 'He's leaving at the end of next week.' 'He's leaving?/ He's doing?/
He's?'
- 'He'll be away for three months.' 'He'll be away for?/ He'll?'
- 'It will cost about £5,000.' 'It'll cost?/ It'll?'
- 'He's sold his house to pay for the trip.' 'He's sold?/ He's done?/
He's?'
- 'He's going climbing in the Andes.' 'He's going climbing?/ He's doing
.....?/ He's?'

27.4 Expand the notes to form questions. Write (that) where that may be included. (F)

- (why/ suppose/ left all/ money/ Charles) 'Why do you suppose (that) she left all her
money to Charles?' 'He was her favourite brother.'
- (who/ say/ vegetarian) '.....?' 'Mary's sister.'
- (what/ suggest/ get/ her birthday) '.....?' 'How about a pair of earrings?'
- (how long/ expect/ you'll be/ Istanbul) '.....?' 'Two or three weeks.'
- (what/ he think/ the problem) '.....?' 'A pipe needs replacing.'
- (who/ suppose/ lives there now) '.....?' 'I think the house is empty.'
- (when/ she say/ she/ be arriving) '.....?' 'In a couple of hours.'

Verbs, objects and complements

- A** Some verbs can be either transitive or intransitive, allowing us to focus on either the person or thing performing the action, or the person or thing affected by the action. Compare:
- ☐ She closed *the door*. (transitive) *and* The door closed. (intransitive)
 - ☐ I've ripped *my shirt*. (transitive) *and* My shirt has ripped. (intransitive)

Verbs like this are often used to talk about some kind of change. Other examples are **begin, bend, break, burn, change, decrease, drop, finish, increase, move, open, shut, start, vary, wake.**

- B** Some transitive verbs don't need an object when the meaning is clear from the context:
- ☐ He has smoked (*cigarettes*) since he was 10.
 - ☐ She plays (*the saxophone*) beautifully.

Other verbs like this include **answer, ask, change, cook, dance, drink, drive, eat, fail, park, phone, read, sing, study, wash, wash up, wave, win, write.**

- C** After some verbs we usually add a *complement* – a phrase which completes the meaning of a verb, noun or adjective – which is an adverb or prepositional phrase:
- ☐ The disease **originated** *in Britain*. (*not* The disease originated. We need to add something about where or how it originated.)

Other verbs commonly have a complement but may not. Compare:

- ☐ He **paused** *for a few moments*. *and* He **paused**. (no complement needed)

- D** Some verbs are commonly followed by a particular preposition or prepositions and then an object (see also Unit 94):

- ☐ We had to **deal with** *hundreds of complaints*. (*not* We had to deal.)
- ☐ I'm sure that blue car **belongs to** *Matthew*. (*not* I'm sure that blue car belongs.)

Here are some more verbs with the prepositions which usually follow them: **adhere to, aspire to, culminate in/with, detract from, differentiate between, incline to/towards, specialise in.**

- E** Some verbs are usually followed by an object + prepositional phrase complement:

- ☐ I always **associate** *pizza with Italy*. (*not* I always associate pizza.)
- ☐ She **put** *the report on the floor*. (*not* She put the report.)

Here are some more verbs with the prepositions which usually begin the complement: **attribute ...to, base...on/upon, equate...with, inflict...on, mistake...for, regard...as/with, remind...of.**

- F** Some verbs are often followed by an object + adjective (or adjective phrase) complement:

- ☐ The people of this country will **hold** *the government responsible*.
- ☐ Beckman pronounced *himself fit for the match*.

Other verbs that can be followed by an object + adjective complement include **assume, believe, consider, declare, find, judge, prove, report, think**. The object after **declare, find, pronounce** and **prove** is often a reflexive pronoun (*himself, etc.*).

Notice that when these verbs are used with an object + adjective complement the sentence is usually rather formal. Less formal alternatives can be made by adding **to be** after the object or by using a *that*-clause:

- ☐ Dr Adams argues that house prices will fall, but other economists **believe** *the opposite true*.
(*or less formally ...believe the opposite to be true. or ...believe that the opposite is true.*)

- G** Note that many of the verbs in this unit can be followed by a number of patterns, sometimes associated with different meanings. Compare, for example:

- ☐ She **found** *her ring*. *and* ☐ She **found** *herself in an embarrassing situation*.

Grammar review: transitive and intransitive verbs → F1–F3

- 28.1 If it is possible to leave out the object (*in italics*) after the verbs (underlined), put brackets around it, as in 1. (B)

Jill was (1) reading (*a book*) when the telephone rang. It was Val. She said, "I called you earlier, but nobody (2) answered *the phone*. Would you like to come over to (3) eat *dinner* tonight with me and Tom? Is 8.00 okay?" Jill (4) thanked *Val* and said that she'd love to come. At about 7.00 Jill started to get ready. She (5) washed *herself* and (6) brushed *her hair*. Then she (7) changed *her clothes* and (8) put on *some makeup*. After that, she (9) drove *her car* to Malstowe, the village where Val and Tom lived. Val was gardening when Jill (10) reached *their house* and she (11) waved *her hand* when saw Jill. Jill (12) parked *her car* on the drive and walked over to Val. Val said, "Tom's still (13) cooking *dinner*, so I thought I had time (14) to pick *some flowers*. By the way, my sister Kate is staying with us. She's (15) studying *French* at university, but is on holiday at the moment. I forgot to (16) mention *her* when I spoke to you earlier. I'll (17) introduce *you* when we go inside." Jill (18) enjoyed *the evening* very much. The food was excellent. The others shared a bottle of wine, but Jill didn't (19) drink *alcohol* and had orange juice instead. They talked a lot about their holiday plans. Jill hoped to go to Canada, but wasn't sure yet that she could (20) afford *it*. Before she left, Jill helped (21) wash up *the dishes*. As she drove home, she decided that she must (22) invite *Val and Tom* for a meal at her house very soon.

- 28.2 Complete these sentences with: a verb + preposition + noun phrase (for 1–5); and verb + noun phrase + preposition for 6–10. Use verbs from (i) (with an appropriate form), prepositions from (ii), and noun phrases from (iii). (C–E)

(i)	(ii)	(iii)
adhere aspire attribute base culminate differentiate equate inflict mistake specialise	between for in in on on to to to with	the black car national leadership his success the discovery of penicillin fantasy and reality the rise in crime a surprise defeat seafood the 1998 agreement her new novel

- Electors deserve more from a political party that aspires to national leadership.
- Years of research by Fleming _____.
- Her mental condition makes it difficult for her to _____.
- All the countries involved in the trade dispute confirmed that they would _____.
- There's a great restaurant by the harbour which _____.
- The team of amateur footballers _____ the first division leaders.
- It is too simplistic to _____ the decrease in the number of police officers.
- After Lewis's victory, he _____ the advice of his new trainer.
- It was dark and raining and she _____ a taxi.
- Paula Wills has _____ events that took place in 16th century Denmark.

- 28.3 Complete these sentences with any appropriate adjective. (F)

- The scientific evidence proved him guilty.
- She declared herself _____ with the result.
- They considered the food _____.
- I'm surprised the plumber hasn't turned up. I've always found him _____.
- We believed her _____ at school.

Now make less formal alternatives to these sentences using either *to be* after the object or a *that*-clause.

- The scientific evidence proved him to be guilty. / The scientific evidence proved that he was guilty.

Verb + two objects

A Some verbs can be followed by two objects. Usually the first object (= the *Indirect Object* (IO)) is a person or group of people and the second object (= the *Direct Object* (DO)) is a thing:

- ☐ Can you **bring me** (= IO) **some milk** (= DO) from the shops?
- ☐ I read **Suzanne** (= IO) **a story** (= DO).
- ☐ He **made himself** (= IO) **a cup of coffee**. (= DO).

Many verbs that can have two objects may also be used with a DO only (e.g. I read a story).

With many verbs that can have two objects, it is possible to reverse the order of the objects if we put **for** or **to** before the IO (this is then called a *prepositional object*). Compare:

- ☐ I built my daughter a doll's house. *and* ☐ I built a doll's house **for** my daughter.
- ☐ Can you pass me that bandage? *and* ☐ Can you pass that bandage **to** me?

We often use this pattern if we want to focus particular attention on the object after **for/to**. We also use it if the IO is a lot longer than the DO:

- ☐ Jasmin taught music **to** a large number of children at the school. (*not* Jasmin taught a large number of children at the school music.)

We use **for** + object with verbs such as **book, build, buy, catch, choose, cook, fetch, find, get, make, order, pour, save**. **For** suggests that the IO receives and benefits from goods or services.

We use **to** + object with verbs such as **award, give, hand, lend, offer, owe, pass, show, teach, tell, throw**. **To** suggests a transfer of the DO to the IO.

If the DO is a pronoun, a pattern with **DO + preposition + IO** is usual. Patterns without a preposition are avoided because they are considered to be bad style:

- ☐ I gave them **to** Tim. (*rather than* I gave Tim them./I gave them Tim.)
- ☐ We bought it **for** them. (*rather than* We bought them it./We bought it them.)

B The verbs **bring, leave, pay, play, post, read, sell, send, sing, take, and write** can be used with either **for** or **to**. Often there is a difference in meaning: **to** suggests that there is a transfer of something to someone, and **for** suggests that someone benefits from something. Compare:

- ☐ I hadn't got time to visit Ann, so I **wrote** a letter **to** her. *and*
- ☐ Ann had broken her wrist and couldn't hold a pen, so I **wrote** a letter **for** her.

Sometimes, however, the meaning is very similar:

- ☐ He **played** the piece **to** (or **for**) me. ☐ Can you **sing** that song again **to** (or **for**) us?

Notice that when **object + object** is used after these verbs it usually has a similar meaning to the verb with **object + to + object**. For example:

- ☐ I sold him the car. (*means* I sold the car **to** him, *not* I sold the car **for** him.)

C Some verbs that are followed by two objects cannot have their objects reversed with **for/to**:

- ☐ We all envied him his lifestyle. (*but not* We all envied his lifestyle **for/to** him.)

Other verbs like this include **allow, ask, cost, deny, forgive, guarantee, permit, refuse**.

D Some verbs can *only* have a second object if this is a prepositional object with **to** (see also Unit 22A). Compare:

- ☐ She described the situation. *or*
- ☐ She described the situation **to** me. (*but not* She described me the situation.) *and*
- ☐ She told this joke. *or* She told this joke **to** me. *or* She told me this joke.

Other verbs like **describe** include **admit, announce, demonstrate, explain, introduce, mention, point out, prove, report, say, suggest**.

Some verbs can *only* have a second object if this is a prepositional object with **for**. Compare:

- ☐ He fixed the tap. *or* ☐ He fixed the tap **for** me. (*but not* He fixed me the tap.) *and*
- ☐ I booked a room. *or* ☐ I booked a room **for** her. *or* ☐ I booked her a room.

Other verbs like **fix** include **collect, mend, and repair**.

29.1 Complete these sentences with a suitable form of one of the following verbs and either to or for. Write to/for if either can be used with little difference in meaning. Put these in appropriate places, as in 1. (A & B)

build choose offer pass pay post read save sell take teach

- 1 Tom hasn't got any money so I'll have to pay the bill ^{for} him.
- 2 Keith hates going shopping. I have to _____ his clothes him.
- 3 You're staying with Sue at the weekend, aren't you? Can you _____ this present her?
- 4 I can't reach the salt. Could you _____ it me, please?
- 5 When Mr Jenkins bought the house, we _____ all the carpets him as well.
- 6 He's got a very rewarding job. He _____ sports disabled children.
- 7 I haven't got my glasses. Can you _____ these instructions me, please?
- 8 Jane _____ the letter me on her way to work because I had flu and couldn't go out.
- 9 I _____ my old bike him, but he said he wanted something more modern.
- 10 I'll be in late tonight. Can you _____ some dinner me, please?
- 11 My parents are coming to live with us, so we _____ a flat them at the top of the house.

29.2 If necessary, correct these sentences. If the sentence is already correct, write ✓. (C & D)

- 1 He kindly collected me some library books.
- 2 He admitted his error for his colleagues.
- 3 I have to prepare a report for the meeting.
- 4 Can I ask a favour to you?
- 5 A special ticket allows entry for people to all the museums in the city.
- 6 I'd like to introduce you to my sister.

29.3 Complete these texts with objects chosen from the list below. Give all possible word orders and add prepositions where necessary. (A-D)

the problem/our teacher	her photograph/me	the glass/him
another half an hour/us	his sister/me	three bedtime stories/him
a letter/him	his broken car/him	the money/me
a drink/John	a paper aeroplane/him	the problem/him
a fortune/you	an Irish jig/us	the flute/him

- 1 'Harry phoned. He wants to come and stay with us at the beginning of September.' 'But that's when my parents will be with us. I'll have to write him a letter/ a letter to him to explain the problem to him.'
- 2 When he described _____ I didn't think I knew her, but when he showed _____ I realised that I had seen her at work.
- 3 I handed _____ and said, 'Can you play _____ ? I feel like dancing.'
- 4 The clock on the wall was wrong. When we pointed out _____, she allowed _____ to finish the exam.
- 5 My three-year-old nephew, Daniel, always keeps me busy when I babysit. Last night I first had to make _____, then I had to mend _____ and after that he insisted that I read _____.
- 6 'Your new motorbike must have cost _____.' 'Well, actually, my parents lent _____.'
- 7 I poured _____ and gave _____.