

# Unit 56

## Other ways of adding information to noun phrases (1): additional noun phrases, etc.

- A** We sometimes add information about a person or thing referred to in one noun phrase by talking about the same person or thing in a different way in a following noun phrase:
- ☐ *A hooded cobra, one of the world's most dangerous snakes*, has escaped from Dudley Zoo.
  - ☐ *Dr Alex Parr, director of the State Museum*, is to become the government's arts adviser.
  - ☐ When Tom fell off his bike we gave him *arnica, a medicine made from a flower*, for the bruising.

In writing, the items are usually separated by a comma, and in speech they are often separated by a pause or other intonation break. However, when the second item acts like a defining relative clause, when it is usually a name, there is usually no punctuation in writing or intonation break in speech:

- ☐ *My friend Jim* has moved to Sweden. (*rather than* My friend, Jim, ...)
- ☐ The current champion is expected to survive her first-round match with *the Italian Silvia Farina*. (*rather than* ...the Italian, Silvia Farina.)

- B** We can add information to a noun phrase with a conjunction such as **and** or **or**:
- ☐ Kurt Svensson, her teacher **and well-known concert pianist**, thinks that she has great talent. (= her teacher is also a well-known concert pianist)
  - ☐ My business partner **and great friend** Tom Edwards is getting married today.
  - ☐ Phonetics **or the study of speech sounds** is a common component on courses in teaching English as a foreign language.

- C** The adverb **namely** and the phrase **that is** are used to add details about a noun phrase:
- ☐ This side-effect of the treatment, **namely weight gain**, is counteracted with other drugs.
  - ☐ The main cause of global warming, **that is the burning of fossil fuels**, is to be the focus of negotiations at the international conference.

- D** We can also add information to a noun phrase using a participle clause beginning with an **-ing**, **-ed** or **being + -ed** verb form. These are often similar to *defining relative clauses* (see GR: J1-2):
- ☐ Any passengers *travelling to Cambridge* should sit in the first two carriages of the train. (*or* Any passengers who are travelling...)
  - ☐ The people *living next door* come from Italy. (*or* The people who are living next door...)
  - ☐ The weapon *used in the murder* has now been found. (*or* The weapon that was used...)
  - ☐ The book *published last week* is his first novel. (*or* The book that was published last week...)
  - ☐ The prisoners *being released* are all women. (*or* The prisoners who are being released...)
  - ☐ The boys *being chosen for the team* are under 9. (*or* The boys who are being chosen...)

Notice that **-ing** participle clauses correspond to defining relative clauses with an active verb, while **-ed** and **being + -ed** clauses correspond to defining relative clauses with a passive verb.

We can also use a **to-infinitive clause**, as in:

- ☐ Have you brought a book **to read**? (= you bring it and you read it)
- ☐ Have you brought a book for Kevin **to read**? (= you bring it and Kevin reads it)
- ☐ My decision **to resign from the company** was made after a great deal of thought.
- ☐ I thought that the decision of the committee, **to increase staff holidays**, was a good one.

- E** In written English, particularly in newspapers, **-ing** and **-ed** clauses are also used instead of *non-defining relative clauses*. These are usually written between commas or dashes (–):
- ☐ The men, *wearing anoraks and hats*, made off in a stolen Volvo estate.
  - ☐ The proposals – *expected to be agreed by ministers* – are less radical than many employers had feared.

- 56.1 Add the information given below to the sentences and rewrite them in an appropriate way, using the examples in A and B as models.

Klaus Schmidt is the current European champion  
 Andy Todd is head of Downlands Hospital  
 Beluga caviar is among the most expensive food in the world  
 Tonya's father has also been her trainer for the last 10 years  
 Paul Jennings is Australian      My colleague is Paul  
~~Gofast Technology is part of the Maddison Enterprises Group~~  
 Another name for rubella is German measles  
 The German 10,000 metres record holder is also the current European champion

- 1 Gofast Technology has launched its new generation of high-speed trains.  
Gofast Technology, part of the Maddison Enterprises Group, has launched its new generation of high-speed trains.  
 2 I went on an IT training course with my colleague.  
 3 Rubella is still a common childhood disease in many countries.  
 4 Four kilos of Beluga caviar has been ordered for James and Stephanie's wedding party.  
 5 One of the most popular modern writers for children is Paul Jennings.  
 6 Tonya's father was in the crowd to watch her victory.  
 7 Dr Andy Todd has criticised government plans to cut health funding.  
 8 Klaus Schmidt is running in the Stockholm Marathon.

- 56.2 Match the sentence beginnings (in i) and endings (in ii) and add appropriate information (from iii) after namely or that is. The first is done for you. (C)

i	1 Leo Tolstoy's most celebrated novel, 2 The two countries having land borders with the USA, 3 The three most popular pets in Britain, 4 The capital of Estonia, 5 The largest island in the world, 6 The 'consumers' of education,	ii	a are found in 25% of households. b covers over 2 million square kilometres. c should have ways of complaining about poor teaching. d have complained to the President about the new customs regulations. e <del>was published in 1869.</del> f is situated on the Gulf of Finland.
iii	Tallinn      students      cats, dogs and rabbits <del>War and Peace</del> Mexico and Canada      Greenland		

- 1+ e Leo Tolstoy's most celebrated novel, namely War and Peace, was published in 1869.

- 56.3 Complete the sentences with an -ing, -ed or being + -ed form of these verbs. Then rewrite the sentence using a relative clause instead of the participle clause. (D)

build      ~~drive~~      educate      elect      flow      hold  
 introduce      need      print      say      take      tell off

- 1 The man driving the bus is my brother. The man who is driving the bus is my brother.  
 2 I went to a reunion for students \_\_\_\_\_ in the physics department during the 1980s.  
 3 As my aunt told me what she thought, I felt like a schoolboy \_\_\_\_\_ by his headmaster.  
 4 There is a sign on the gate \_\_\_\_\_ 'Entry forbidden'.  
 5 Across the river were some of the deer \_\_\_\_\_ into the park in the 19th century.  
 6 Rivers \_\_\_\_\_ into the Baltic Sea are much cleaner now than ten years ago.  
 7 The booklets \_\_\_\_\_ as we speak will be on sale later this afternoon.  
 8 Anyone \_\_\_\_\_ further information can see me in my office.  
 9 Mary O'Brien, the Democrat \_\_\_\_\_ to the council only last week, has resigned.  
 10 We live in a house \_\_\_\_\_ in 1906.  
 11 The protest march \_\_\_\_\_ next week is expected to attract over 100,000 people.

## Other ways of adding information to noun phrases (2): prepositional phrases, etc.

**A** We commonly add information about a thing or person using a prepositional phrase. Often these have a meaning similar to a relative clause:

- ☐ What's the name of the *man* **by the window**? (or ...the man **who's** by the window?)
- ☐ It's in the *cupboard* **under the stairs**. (or ...the cupboard **that's** under the stairs.)
- ☐ She lives in the *house* **with the red door**. (or ...the house **which** has the red door.)

In some cases, however, these prepositional phrases do not have a corresponding relative clause:

- ☐ You need to keep a careful *record* of what you spend.
- ☐ There is likely to be an *increase* in temperature tomorrow.

We often prefer a relative clause rather than a prepositional phrase in non-defining relative clauses with **be + preposition** or with **have** as a main verb:

- ☐ *Johnson*, **who was in the store at the time of the robbery**, was able to identify two of the men. (rather than ...Johnson, in the store...)
- ☐ *Jim Morton*, **who has a farm in Devon**, has decided to grow only organic vegetables. (rather than Jim Morton, with a farm in Devon, has...)

**B** In written English, particularly in academic writing, a series of prepositional phrases and relative clauses is often used to add information about a previous noun phrase. Note that prepositional phrases can also be used with an adverbial function (e.g. '...taken the drug *in the last 6 months*' in the sentence below):

- ☐ Doctors are contacting *patients* **with diabetes** **who have taken the drug in the last 6 months**.
- ☐ *Scientists* **in Spain** **who have developed the technique** are optimistic that it will be widely used in laboratories within the next decade.

We can also use participle clauses and noun phrases (see Unit 56) in a series of clauses/phrases which add information to the preceding noun phrase:

- ☐ The waxwing is the only *bird* **found in Britain** **with yellow and red tail feathers**.
- ☐ *Mr Bob Timms*, **leader of the Democratic Party**, **MP for Threeoaks**, has announced his resignation.

**C** Notice that adding a series of prepositional phrases can often lead to ambiguity. For example:

☐ The protesters were demonstrating against the mistreatment of animals on farms. could mean either that the place the protesters were demonstrating was 'on farms' or that the animals were 'on farms'. We could make the sentence unambiguous with, for example:

- ☐ The protesters were demonstrating on farms against the mistreatment of animals. *or*
- ☐ The protesters were demonstrating against the mistreatment of animals kept on farms.



57.1 Match the sentence halves, adding an appropriate preposition, as in 1. (A)

- |  |                             |
|--|-----------------------------|
| 1 Jane's the girl...                       | a ...green shirts.          |
| 2 She's in the photograph...               | b ...the back garden.       |
| 3 I plan to cut down the tree...           | c <del>...blonde hair</del> |
| 4 There's a team of people...              | d ...the canal.             |
| 5 I walked along the footpath...           | e ...the piano.             |
| 6 The children can't get over the fence... | f ...Paris to Lyons.        |
| 7 Go along the lane...                     | g ...the houses.            |
| 8 Jack's a boy...                          | h ...New Zealand.           |
| 9 Follow the main road...                  | i ...the pool.              |
| 10 She's a teacher...                      | j ...a quick temper.        |

1 + c Jane's the girl with blonde hair.

57.2 Rewrite the sentences in 57.1 with defining relative clauses. (A)

1 Jane's the girl who has blonde hair.

57.3 Complete the sentence by adding the pieces of information given. Use relative clauses (see Unit 53), additional noun phrases and participle clauses (Unit 56) and prepositional phrases (Unit 57).

1 Police are questioning men... between 25 and 30 living in the village, known to have a criminal record.

(The men are between 25 and 30. They live in the village. They are known to have a criminal record.)

2 Teachers...

(The teachers work at Queen's College. Queen's College is in the city centre. The teachers went on strike last week. They have appointed Jacqui Smith as their spokesperson. She is the head of English.)

3 Marge Scott...

(Marge Scott has died. She was aged 95. She was educated at Marston College. She was the first woman to be educated there. Marston College is in south Wales.)

4 The conference...

(The conference was held in Singapore. It approved the world trade agreement. The agreement was drawn up by European and Asian states. The conference has now ended.)

5 A book...

(The book is on gardening. It is called *All about Plants*. Mary wanted to borrow it. It wasn't available in the library.)

6 A painting...

(The painting was found in a second-hand shop. It was found by Beth Sands. She is an antique dealer. She is from York. The painting is thought to be by J.M.W. Turner. Turner was a British landscape artist.)

57.4 Why are these sentences ambiguous? Can you rewrite them to remove the ambiguity? (C)

1 A man was talking with a grey suit.

2 A lorry was stopped by a police officer carrying thousands of stolen cigarettes.

3 I discussed my plan to decorate the room with my parents.



## Participle clauses with adverbial meaning (1)

**A** We can use **present participle (-ing)** and **past participle (-ed)** clauses with an adverbial meaning. (See also Unit 59.) Clauses like these often give information about the timing, causes, and results of the events described:

- *Opening her eyes*, the baby began to cry. (= When she opened her eyes...)
- *Faced with a bill for £10,000*, John has taken an extra job. (= Because he is faced...)
- *Looked after carefully*, the plant can live through the winter. (= If it is looked after...)
- *Having completed the book*, he had a holiday. (perfect; = When/Because he had completed...)
- The fruit was expensive, *being imported*. (simple passive; = ...because it was imported)
- *Having been hunted close to extinction*, the rhino is once again common in this area. (perfect passive; = Although it had been hunted close to extinction...)

**B** The implied subject of a participle clause (that is, a subject known but not directly mentioned) is usually the same as the subject of the main clause:

- *Arriving at the party*, we saw Ruth standing alone. (= When we arrived...we saw...)

However, sometimes the implied subject is not referred to in the main clause:

- *Having wanted to drive a train all his life*, this was an opportunity not to be missed.

In careful speech and writing we avoid different subjects for the participle and main clause:

- *Turning round quickly*, the door hit me in the face. (first implied subject = 'I'; second subject = 'the door')

**C** In formal English, the participle clause sometimes has its own subject, which is often a pronoun or includes one:

- The collection of vases is priceless, *some being over two thousand years old*.
- *Her voice breaking with emotion*, Jean spoke about her father's illness.

We use a present participle (-ing) clause to talk about something happening at the same time as an event in the main clause, or to give information about the facts given in the main clause.

**D** When we use **not** in a participle clause it usually comes before the participle. However, it can follow the participle, depending on the part of the sentences affected by **not**. Compare:

- *Wishing not to go out that night*, I made an excuse. ('not' relates to 'to go out that night'; the sentence means 'I didn't want to go out on that particular night') *and*
- *Not wishing to go out that night*, I made an excuse. ('not' relates to 'wish to go out that night'; the sentence could mean 'going out on that particular night wasn't my wish')

**E** We use a clause beginning with **having + past participle** rather than a present participle if the action in the main clause is the consequence of the event in the participle clause:

- *Having won every major judo title*, Mark retired from international competition. (*or After winning...; not Winning every major judo title...*)
- *Having broken her leg the last time she went*, Brenda decided not to go on the school skiing trip this year. (*or After breaking her leg...; not Breaking her leg...*)

We can use either a **present participle (-ing)** clause or a **having + past participle** clause with a similar meaning when the action in the participle clause is complete before the action in the main clause begins. Compare:

- *Taking off his shoes*, Ray walked into the house. (*Having taken off...* has a similar meaning) *and*
- *Running across the field*, I fell and hurt my ankle. (= While I was running...; 'Having run...' would suggest that I fell *after* I had run across the field)

58.1 Rewrite the sentences beginning with one of the clause forms shown in A and D.

- 1 When she saw the dog coming towards her, she quickly crossed the road.  
*Seeing the dog coming towards her, she quickly crossed the road.*
- 2 As she was dressed all in black, she couldn't be seen in the starless night.
- 3 As I don't have a credit card, I found it difficult to book an airline ticket over the phone.
- 4 Keith spent a lot of time filling in job application forms because he was unemployed.
- 5 Because I was walking quickly, I soon caught up with her.
- 6 The house was built of wood, so it was clearly a fire risk.
- 7 I was eager to catch the bus in good time because I had been told off the day before for arriving late.
- 8 She didn't know where the theatre was, so she asked for directions at the hotel reception.
- 9 As she was a nurse, she knew what to do after the accident.
- 10 He had spent his childhood in Oslo so he knew the city well.

58.2 Where the implied subject of the two clauses is the same write S and where it is different write D. In the sentences where it is different, rewrite the sentence to make it more acceptable. (B)

- 1 Waiting for the bus, a car went through a puddle and splashed water all over me.
- 2 Known mainly as a writer of novels, James has now written a successful biography.
- 3 Keeping a careful eye on the spider, Suzanne hurried out of the bathroom.
- 4 Looking down from the hill, the town spread out before us towards the coast.
- 5 Feeling rather sick, the boat ploughed through the huge waves.
- 6 Found only in the Andes, the plant is used by local people to treat skin diseases.

58.3 Choose the more appropriate position for *not* in these sentences. (D)

- 1 \_\_\_\_\_ wishing \_\_\_\_\_ to boast, she said nothing about her success.
- 2 \_\_\_\_\_ pretending \_\_\_\_\_ to notice that people were staring at me, I carried on looking on the floor for my lost contact lens.
- 3 \_\_\_\_\_ determined \_\_\_\_\_ to be beaten, she put all her energy into the serve.
- 4 \_\_\_\_\_ feeling \_\_\_\_\_ well, she went home early.
- 5 \_\_\_\_\_ bothering \_\_\_\_\_ to put on his coat, he left the house.
- 6 \_\_\_\_\_ trying \_\_\_\_\_ to cry, she waved to Mark as the train pulled out.

58.4 Complete the sentences with either *having + past participle* or the *-ing* form of one of these verbs. In which is it also possible to use either form with a similar meaning? (E)

move    park    suffer    wait    walk

- 1 \_\_\_\_\_ the car about a kilometre from the stadium, I walked the rest of the way.
- 2 \_\_\_\_\_ out of the city, she felt much happier.
- 3 \_\_\_\_\_ through the tunnel, I banged my head on the low roof.
- 4 \_\_\_\_\_ six months for the washing machine to be delivered, I decided to cancel the order.
- 5 \_\_\_\_\_ from depression himself as a teenager, Kevin could understand how his son was feeling.

## Participle clauses with adverbial meaning (2)

- A** We can use prepositions such as *after*, *before*, *besides*, *by*, *in*, *on*, *since*, *through*, *while*, *with*, and *without* with a present participle (-ing) clause with an adverbial meaning (see also Unit 58):
- ☐ **While understanding** her problem, I don't know how I can help. (= Although I understand...)
  - ☐ **After spending** so much money on the car, I can't afford a holiday.
  - ☐ **Before being changed** last year, the speed limit was 70 kph. (passive form)

Less formal alternatives have a clause with a verb that can change according to tense and subject. Compare:

- ☐ **Since moving** to London, we haven't had time to go to the theatre. *and*
- ☐ **Since we moved** to London, we haven't had time to go to the theatre. (less formal)

**B** *by*, *in*, *on* + -ing

<input type="checkbox"/> <b>By working hard</b> , she passed her maths exam.	= the -ing clause indicates 'the method or means used'
<input type="checkbox"/> They only survived <b>by eating</b> roots and berries in the forest.	
<input type="checkbox"/> <b>On returning</b> from Beijing, he wrote to the Chinese embassy.	= the -ing clause indicates 'when'
<input type="checkbox"/> John was the first person I saw <b>on leaving</b> hospital.	
<input type="checkbox"/> <b>In criticising</b> the painting, I knew I would offend her.	= the -ing clause indicates 'cause'
<input type="checkbox"/> <b>In choosing</b> Marco, the People's Party has moved to the left.	

We can often use *by* + -ing or *in* + -ing with a similar meaning, although *by* + -ing is preferred in informal contexts:

- ☐ **In/By writing** the essay about Spanish culture, I came to understand the country better. ('In writing...' = the consequence of writing was to understand...; 'By writing...' = the method I used to understand the country better was to write...)

But compare:

- ☐ **By telephoning** every hour, she managed to speak to the doctor. (*not* In telephoning...; the method, not the consequence)

**C** *with* -ing; *without* -ing

*With* + -ing often introduces a reason for something in the main clause. This use is fairly informal. Notice that a subject has to come between *with* and -ing:

- ☐ **With Louise living** in Spain, we don't see her often. (= Because Louise lives in Spain...)
- ☐ **With sunshine streaming** through the window, Hugh found it impossible to sleep. (= Because the sunshine was streaming...)

*With* and *what with* can also be used with a noun phrase to introduce a reason:

- ☐ **With my bad back** I won't be able to lift a heavy suitcase.
- ☐ **What with the traffic and the heavy rain**, it's no wonder you were late.

We can use *without* + -ing to say that a second action doesn't happen:

- ☐ I went to work **without eating** breakfast.
- ☐ They left **without paying**.

Often, however, it has a similar meaning to 'although...not' or 'unless':

- ☐ **Without meaning to**, I seem to have offended her. (= Although I didn't mean to...)
- ☐ **Without seeing** the photo, I can't judge how good it is. (= Unless I see the photo...)

**D** Adverbial meanings can also be added by a clause beginning with a conjunction or adjective but with no verb, having the same meaning as a clause beginning with a conjunction + subject + be. This is used in fairly formal English. More informal alternatives are given in brackets:

- ☐ **While in Poland**, they will play two concerts in Warsaw. (*or While they are in Poland...*)
- ☐ **Although just two feet apart**, they didn't speak. (*or Although they were just...*)
- ☐ I try to use public transport **whenever possible**. (*or ...whenever it is possible.*)
- ☐ **Unhappy with the decision**, Johnson swore at the referee. (*or Because he was unhappy...*)
- ☐ James relaxed, **pleased with his day's work**. (*or ...because he was pleased...*)

- 59.1 Complete these sentences with a preposition from (i) and a verb from (ii). Use an -ing form of the verb or being + past participle, as appropriate. You will need to use some of the words from (i) more than once. (A)

i

after	before	since
through	while	

ii

<del>come</del>	interview	leave	overthrow
sell	take	welcome	work

- 1 Since coming out of hospital, I have been to the gym every day.
- 2 \_\_\_\_\_ on TV last night, the minister mentioned that she would be retiring soon.
- 3 \_\_\_\_\_ the back off the computer, make sure it is unplugged.
- 4 \_\_\_\_\_ the government's new policy, I think it should have been introduced months ago.
- 5 \_\_\_\_\_ in a military takeover, the king has been under house arrest.
- 6 \_\_\_\_\_ with young children for the last 40 years, she has come to understand their behaviour better than most.
- 7 \_\_\_\_\_ in supermarkets, most milk is pasteurised.
- 8 \_\_\_\_\_ Oxford University in 1953, Painter spent three years teaching at a local school.

- 59.2 Match the items on the left with those on the right. Then write sentences beginning by + -ing, on + -ing, or in + -ing, as in the example. (B)

- 1 She returned home.
- 2 She gave up sugar.
- 3 She turned down the job.
- 4 She moved to a smaller flat.
- 5 She entered the classroom.
- 6 She criticised her father.

- a She soon began to lose weight.
- b She saved over a hundred pounds a month.
- c She knew that she might offend him.
- d ~~She found Dave waiting outside her front door.~~
- e She gave up the possibility of a huge salary.
- f She was surprised when all the children stood up quietly.

1+ d On returning home, she found Dave waiting outside her front door.

- 59.3 Rewrite these sentences beginning With... -ing or Without... -ing. (C)

- 1 We couldn't go on holiday because Kathy had flu.  
\_\_\_\_\_
- 2 I won't be able to advise you unless I have more information.  
\_\_\_\_\_
- 3 He had solved the problem, although he didn't realise it.  
\_\_\_\_\_
- 4 I couldn't wait for Ken any longer as time was running out before the train left.  
\_\_\_\_\_

- 59.4 Match the sentence halves and write new sentences with a reduced clause, as in the examples in D.

- 1 When you are in Madrid,...
- 2 Because he was popular with his fellow pupils,...
- 3 Although she was exhausted,...
- 4 As she was determined to do well in the concert,...
- 5 Since they are attractive to butterflies,...
- 6 Where it is necessary,...

- a ...she continued to climb.
- b ...the flowers are a welcome addition to any garden.
- c ...she practised for hours every day.
- d ...students can refer to their dictionary.
- e ...he was elected head boy at the school.
- f ~~...you must visit the Prado Museum.~~

1+ d When in Madrid, you must visit the Prado Museum.



## Reflexive pronouns: herself, himself, themselves, etc.

**A** In addition to the usual reflexive pronouns (*myself, yourself, etc.*; see GR: K1–K2) some people use **themselves** to refer to the person who is the subject of the sentence, to avoid saying whether the subject is male or female:

- ☐ *The author of the letter describes themselves as 'a senior government official'.*
- ☐ *Who wants to go through life by themselves, without friends?*

**Oneself** (or less formally **yourself**) is used to refer to people in general:

- ☐ *I think one has to have the courage to be oneself and say whatever comes naturally. (less formally I think you have to have the courage to be yourself...)*

**B** We can use reflexive pronouns for emphasis in various ways (see GR: K2). We also use reflexive pronouns to emphasise that the subject caused a certain action:

- ☐ *When Tom and Jack saw the robbery they called the police, but then they got arrested.*
- ☐ *When Tom and Jack saw the robbery they called the police, but got themselves arrested.* (emphasises that Tom and Jack did something to make the police arrest them)
- ☐ *When Tom and Jack saw the robbery they called the police, but they got arrested themselves.* (emphasises that Tom and Jack were arrested, not the robbers)

**C** If the object of a transitive verb refers to the same person or thing as the subject, then that object must be a reflexive pronoun. Compare:

- ☐ *He walked around the golf course to familiarise himself with it. and*
- ☐ *We walked around to familiarise the children with their new surroundings.*

Other verbs commonly used in this way include *absent...from, avail...of, busy...with, concern...with, occupy...with, pride...on, tear...away from, trouble...about/with.*

With some verbs we can use a reflexive pronoun or leave it out with little difference in meaning:

- ☐ *We are confident that both sets of fans will behave (themselves) at the match.*

Other verbs like this include *acclimatise, adapt, (un)dress, hide, move, prepare, shave, wash.* We include the reflexive pronoun if we want to emphasise particularly that the person or thing referred to in the subject is affected by the action:

- ☐ *Although he helped other athletes in their preparations for competing at high altitudes, he found it difficult to acclimatise himself.*

**D** When the subject and object (after a preposition) refer to the same person or thing we use a reflexive pronoun after the preposition:

- ☐ *He was pleased with himself. (not ...pleased with him.)*

If the verb has a direct object we use a personal pronoun, not a reflexive pronoun:

- ☐ *I remember closing the door behind me. (not ...closing the door behind myself.)*

However, if the clause has a direct object and we need to make it clear that the subject and prepositional phrase refer to the same person or thing, we use a reflexive pronoun:

- ☐ *She bought the bracelet for herself. ('...for her' suggests it was bought for someone else)*

**E** **Myself** is sometimes used after **and** and **or** rather than 'I' or 'me', although some people consider this use incorrect and avoid it:

- ☐ *I believe that Tony and myself have done a pretty good job.*
- ☐ *When you've finished the job can you send the bill either to Mrs Smith or myself?*

Using **myself** reduces focus on the speaker or writer and so sounds less forceful or more polite.

**F** When we want to contrast someone's characteristics with how they were or usually are we can use a possessive pronoun with **self** or **selves**:

- ☐ *Colin was very cheerful this morning. He didn't seem at all like his usual miserable self.*
- ☐ *The image that people have of famous actors may not coincide with their real selves.*

- 60.1 Complete the sentences with one of these verbs in an appropriate form followed by a reflexive pronoun and, if necessary, a preposition. If the reflexive pronoun can be omitted, put brackets around it. (C)

absent   adapt   ~~concern~~   dress   hide   occupy   prepare   pride   trouble

- 1 She works for a charity which concerns itself with the welfare of children in developing countries.
- 2 She \_\_\_\_\_ for the interview by reading the job description again.
- 3 It is a town with a long history, that \_\_\_\_\_ being civilised and sophisticated.
- 4 While I was working, the children \_\_\_\_\_ reading and drawing.
- 5 When you get to Tokyo, it will take you some time to \_\_\_\_\_ to the pace of life there.
- 6 Jack just expects to be given a job without making any effort. He won't even \_\_\_\_\_ filling in any application forms.
- 7 When Marjorie broke her arm she couldn't \_\_\_\_\_ properly, so I had to go round each morning to help.
- 8 I could see my brother coming through the park, so I \_\_\_\_\_ behind a tree and waited to surprise him.
- 9 Peter arranged to \_\_\_\_\_ the company for the first time in his life so that he could spend time with his father in hospital.

- 60.2 Underline the correct answer. If both answers are possible, notice the difference in meaning. (D)

- 1 Can you post this letter for myself/ me, please?
- 2 All my friends were away, I was bored, and I just didn't know what to do with myself/ me.
- 3 We put the tape recorder on the table between ourselves/ us.
- 4 They dragged the tree behind themselves/ them all the way to the trailer.
- 5 Now that you're a well-known novelist, you must hear a lot about yourself/ you on TV and in the newspapers.
- 6 He ought to be ashamed of himself/ him, being rude to his parents like that.
- 7 She should take care of herself/ her better. She's looking really ill.
- 8 I opened the window in front of myself/ me and took a deep breath of fresh air.

- 60.3 Study the underlined parts of this email. Make corrections if necessary or write ✓. Give alternatives where possible. (A-F)

From: Maggie  
To: Jane  
Subject: Tony

Hi Jane

Yes, Tony's a lot better, thanks. Pretty much back to (1) his old himself. We (2) got vaccinated ourselves against hepatitis before we went to West Africa, so Tony was just unlucky to get it. He went into work after we got back although he was feeling bad, and some of his colleagues were worried about (3) getting it themselves. I know that some of them (4) had checked themselves by their doctors. By coincidence, his boss said that (5) he'd caught himself hepatitis when he was in Africa a few years ago. When he's completely recovered, (6) Tony and myself are off to Paris for a few days, and (7) we're going to occupy us with looking at the galleries and having a rest.

Must go now. The children have just shouted that they want some juice and (8) they can't reach it themselves.

Will be in touch, Maggie