

In this unit you will:

- see how certain key words connect to each other
- see how these key words connect to the rest of the sentence

Introduction

When you study grammar, you learn about how different word classes behave in general. When you use individual words, however, you realize that not all words in the same word class behave in the same way. The way that words connect to each other and to the rest of the sentence varies from one word to another.

For example, there is one set of verbs that commonly occurs with *that* + clause, such as *think*, *say*, *know*, as in the sentence *Most people think that small classes help students learn more effectively*.

There is another set of verbs that commonly occurs with *to* + clause, such as *want*, *seem*, *like*, as in the sentence *Although the government wants to decrease class sizes, they are unable to find enough money to implement such policies*.

Task 1 Combining nouns

Academic texts are very rich in noun combinations, so it is important to understand the different ways that nouns combine.

1.1 Look at the following text and answer the questions.

For many years after the discovery of America, the movement of free migrants from Europe was steady but quite small: transport costs were high, conditions harsh and the dangers of migration great. In 1650, a free migrant's passage to North America cost nearly half a year's wages for a farm labourer in southern England.

Source: On the move. (2001, May 10). *The Economist*. Retrieved from <http://www.economist.com>

1. What examples are there of two nouns (or noun phrases) connected by a preposition?

Example: *the discovery of America*

2. What examples are there of two nouns connected using apostrophe (' + s)?

Example: *migrant's passage*

3. What examples are there of noun + noun combinations without a preposition?

Example: *transport costs*

Study tip

Consult an advanced grammar book for comprehensive information about combining nouns.

Task 2

'Noun followed by noun' complement clauses

There are a number of nouns that are followed by *that* + clause.

For example:

- *It is my belief (that) the truth is generally preferable to lies.*
- *Pasteur had a theory that many medical conditions were caused by viruses, bacteria and micro-organisms.*

Note: In the first example, *that* is optional and is therefore shown in brackets.

The function of the noun clause is to give meaning to the noun. As you can see in the two examples above, the clauses following the words *belief* and *theory* provide the content, or meaning. This is why they are called **noun complement clauses**.

2.1 Read the following extract. Note that there can be other words between the noun and the noun complement clause.

... the seventeenth-century British philosopher John Locke rejected the prevailing notion of his day that babies were miniature adults ...

Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

2.2 Use your dictionary to check the nouns in the table. Tick (✓) the nouns which can be followed by *that* + clause. Then choose two words and write example sentences.

Word	that + clause
belief	✓
notion	
theory	
view	
idea	
fact	
suggestion	

Study tip

Not all nouns can be used in the same way. You have to study how individual nouns are used. Some dictionaries will give you this information.

Task 3

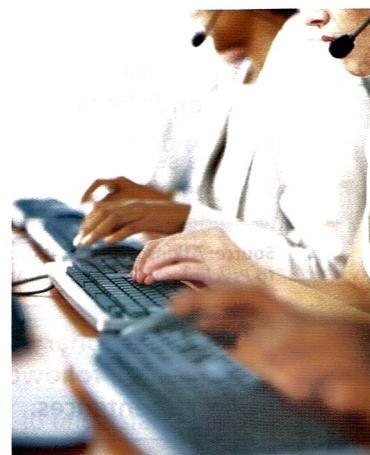
Other noun patterns

3.1 Look at the underlined nouns in the following sentences. Number each sentence 1–4, depending on whether the noun is followed by:

1. a preposition (to connect the following nouns or **gerunds**)
2. *that* + clause
3. *to* + infinitive
4. *wh-* word + clause OR preposition + *wh-* word + clause

Write the number in the box provided.

- a. A new system for dealing with telephone enquiries has been put in place.
- b. The prime minister rejected claims that he had acted without authority.
- c. The suggestion that a new road should be built through the area did not go down well with environmental groups.
- d. Over the past 35 years, hundreds of studies and analyses of existing data have focused on class size.
- e. Many countries aspire to a more democratic system of government.
- f. The reason why these laws are needed is to protect the public from violent individuals.
- g. People give many different reasons for wanting to emigrate.
- h. The increasing number of people living below the poverty line raises the whole question of the average wage and the standard of living in this country.
- i. The purpose of the survey is to find more effective ways of evaluating job satisfaction.
- j. Some companies set limits on the amount of money employees may claim for travel expenses.
- k. There's no limit on the amount of money that can be exported from the country.
- l. There is no doubt that penicillin is one of the most important discoveries in the history of medical research.



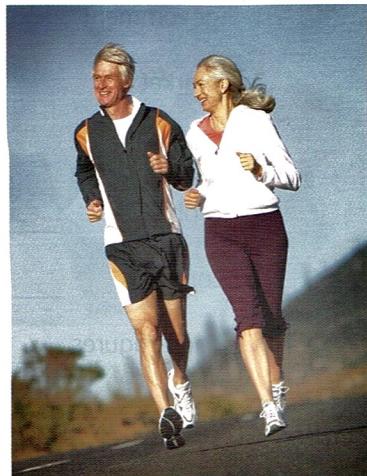
Study tip

A gerund operates in the same way as a noun, e.g., it can be the subject or the object of a sentence. It has the same form as the present participle, e.g., *smoking*.

3.2 Look at the sentences you numbered 1 in Ex 3.1. Circle the preposition used to connect the underlined noun to the following noun or gerund.

3.3 Here is further practice in identifying noun patterns. Continue with the following sentences in the same way as in Ex 3.1.

1. One solution to the spread of rabies is for animals to be vaccinated against the disease.
2. All attempts to control the spread of swine flu have failed.
3. Many people have a suspicion that the government is covering up the truth about the extent of the radiation leak.
4. There is a risk that the outbreak of E. coli may spread further and affect other parts of the country.
5. Regular exercise can help reduce the risk of heart disease.
6. Poor diet combined with lack of exercise is the root of many people's health problems.
7. You need formal permission to take copies of certain books out of the library.
8. The government has announced its intention to introduce a new peace plan in an attempt to end more than 20 years of conflict in the region.
9. The proposed peace plan includes a mechanism to share power between the two main parties.
10. The authorities have now examined the extent of the damage caused by the floods.
11. The way that some local people react to members of the traveller community varies greatly.
12. At the present time there seems to be no way to bring the two sides together.



3.4 Look at the sentences you numbered 1 in Ex 3.3. Circle the preposition used to connect the underlined noun to the following noun or gerund.

Task 4 Noun + noun combinations

We have already seen three combinations of nouns without prepositions, in the Introduction and Task 1. Here are three more examples:

- *school subjects*
- *achievement levels*
- *classroom equipment*

Study tip

It is not possible to combine all nouns in this direct way, such as *school subjects* or *achievement levels*. However, noun + noun combinations are very common in academic texts.

4.1 Use your dictionary to find more nouns that can be used in combination with the following nouns (either before or after).

1. government figures, employees, spokesman, policy
2. market _____
3. computer _____
4. problem _____
5. company _____
6. figure/figures _____
7. rate _____

Task 5 Adjectives and what follows them

As we saw in Unit 4, adjectives are used before nouns. However, they are also used in other positions and in other ways. Look at the way the adjective *important* is used in the following sentences.

- An important lesson can be learnt from this experience.
- Good health is more important than money.
- It is important to explain the risks of the operation to the patient.
- It is important that everyone understands the dangers of credit card debt.

In the first sentence, *important* is used before the noun. In the second sentence, it is used after the verb, but is talking about the noun *health*, the subject of the sentence. In the third and fourth sentences, *important* is used to comment on what comes after it, e.g., *explain the risks to the patient*. Another way of saying this would be: *Explaining risks to the patient is important*.

Notice that in the third sentence *important* is followed by *to + infinitive*, whereas in the fourth sentence it is followed by *that + clause*.

Study tip

Not all adjectives can be used in the four ways that the adjective *important* can, i.e., adj + noun, verb + adj, adj + *to + infinitive*, adj + *that + clause*. As with nouns, you have to learn which adjectives can be used in particular ways.

5.1 Look at the underlined adjectives in the sentences below. Number each sentence 1–3, depending on whether the adjective is followed by:

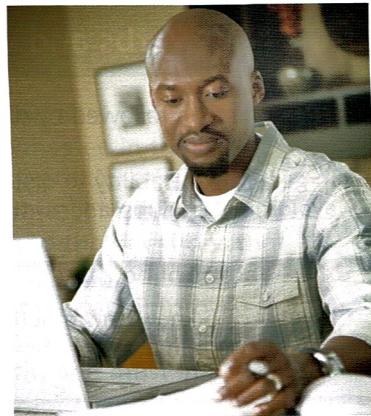
1. *that + clause*
2. *to + infinitive*
3. *preposition + noun phrase*

Write the number in the box provided.

- a. Different vitamins are necessary for a healthy diet.
- b. The new situation made it necessary to rethink the whole plan.



- c. It's difficult to see how more money can be saved without cutting jobs.
- d. It's rather difficult for me to understand the reasons behind John's behaviour.
- e. The Internet makes it possible for many people to work from home.
- f. It is possible that one day humans might live on other planets.
- g. It has become clear that the situation is out of control.
- h. It is clear to all of us that this matter deserves immediate attention.
- i. The building of wind farms is likely to be unpopular with local residents.
- j. It seems likely that supplies of natural gas will run out in the near future.



5.2 Look at the sentences you numbered 3 in Ex 5.1 and identify the preposition used to connect the underlined adjective to the following noun phrase.

5.3 Look at the sentences in Ex 5.1 again. Check whether the underlined adjectives can be used immediately before nouns.

5.4 Use your dictionary to check these adjectives and answer the questions that follow.

common	certain	customary
bound	useful	

Study tip

Some monolingual dictionaries will give explicit information on how to use adjectives, e.g., with the adjective *familiar* you will probably find *familiar (+ to)*. This means *familiar* can be followed by the preposition *to* and a noun or pronoun, e.g., *This place seems very familiar to me*. In other cases you can get information by looking closely at the example sentences.

1. Which of the adjectives can be used in this pattern?

It is _____ for someone to do something.

2. Which of the adjectives can be used immediately before a noun?

3. Which of the adjectives can be used with *that + clause*?

4. Which of the adjectives can be immediately followed by *to + infinitive*?

Task 6

Verbs and verb patterns

Verbs can also be followed by different patterns. Look at these two examples:

In general, the ability to distinguish among smells has a clear adaptive value: it helps infants avoid noxious substances, thereby increasing their likelihood of survival.

It is hard to know how much of the performance stems from other factors, such as a supportive home.

Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

The underlined verbs in the texts above are followed by different patterns.

- *Avoid* and *increasing* are both followed by noun phrases – *noxious substances* and *their likelihood of survival*.
- *Stems* and *distinguish* are followed by prepositions + noun phrases – *from other factors* and *among smells*.
- *Know* is followed by a *wh~* word (*how much*) + clause – *how much of the performance stems from other factors*.

These are only some of the patterns that can be used with verbs.

You will find other patterns as you study verbs in examples of text, or in a monolingual dictionary. For example, *know* can be followed by:

- a noun phrase
- a preposition + noun phrase
- a *(that)* + clause
- a *wh~* word + clause

For the verbs underlined in the extracts above, only the verb *know* can be followed by all of these patterns.

Study tip

Individual verbs can be followed by different patterns. You have to learn which patterns can be used with each verb. You will find that by taking an interest in how language is used, you will start noticing these patterns.

Task 7

Transitive and intransitive verbs

Labelling verbs as transitive or intransitive is one of the most basic ways of categorizing verbs.

Transitive verbs can be used in the following two ways:

- With a direct object: *Many British children spend hours watching television.*
- In the **passive**: *Every week, rugby matches are watched by thousands of fans.*

Intransitive verbs cannot be used with a direct object and cannot be used in the passive.

- You can say: *It exists.*
- You cannot say: *It exists something.* OR *Something is existed.*

Look at the underlined verbs in the text and decide whether they are transitive or intransitive. Tick (✓) the correct column in the table.

The surge of interest in smaller classes has spurred fresh analyses of the largest, most conclusive study to date, which took place in Tennessee in the late 1980s. At the same time, new data are flowing from various initiatives, including the California programme and a smaller one in Wisconsin. These results and analyses are finally offering some tentative responses to the questions that researchers must answer before legislators can come up with policies that make educational and economic sense: Do small classes in fact improve school achievement? If they do, at what age-level do they accomplish the greatest good? What kind of students gain the greatest benefit, and most importantly, how great is the benefit?

Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

Verb	Transitive	Intransitive
1. spurred	✓	
2. took place		
3. are flowing		
4. including		
5. offering		
6. answer		
7. come up with		
8. improve		
9. accomplish		
10. gain		

You can use your dictionary to find out whether verbs are transitive or not. Different dictionaries use different symbols to indicate this. For example:

	Transitive	Intransitive
Oxford Advanced Learner's Dictionary	[VN], i.e., verb + noun	[V], i.e., verb
Longman Dictionary of Contemporary English	[T]	[I]
Macmillan English Dictionary for Advanced Learners	[T]	[I]

7.2

Look at the list of verbs below. Some are always transitive and some are always intransitive. Complete the table with these verbs. Then check your answers using your dictionary.

<u>appear</u>	belong	describe	<u>include</u>	interfere	lack
mention	<u>present</u>	remain	result	rise	suggest
Transitive			Intransitive		
present include			appear		

Note: Some intransitive verbs can become transitive if a preposition is added, for example, result: *A sudden change in temperature will inevitably result in rain.*

7.3 Check the verbs **belong** and **interfere** in your dictionary and complete these sentences with the correct prepositions.

1. The cars on display look as if they belong _____ a different era.
2. Anxiety can interfere _____ children's performance at school.

7.4 The following verbs are sometimes transitive and sometimes intransitive, depending on their meanings.

Read these sentences and decide if the underlined verbs are being used transitively (VT) or intransitively (VI).

1. The opposition is constantly questioning the prime minister's ability to govern. (VI)
2. Bird flu quickly spread from animals to humans. —
3. Under the current economic conditions, the reform programme simply cannot succeed. —
4. People tend to save more money as they get older. —
5. A team of paramedics tended the most seriously injured. —
6. The jury believed the defendant's explanation. —
7. There are new laws which govern the import of animal products. —
8. Extra staff are being hired to spread the workload. —

Task 8

Verbs followed by *that* + clause

8.1 Study the following example sentences.

- *The IT team argued that they needed more money to complete the project.*
- *Both sides firmly believe that an agreement is now possible.*
- *Police now know that the crime was committed by someone known to the victim.*

Use your dictionary to check these verbs and tick (✓) which of them can be followed by *that* + clause.

Note: Good monolingual dictionaries normally give you the information explicitly, like this:
believe [V (that)]: People used to believe (that) the world was flat.

Verb	that + clause
decrease	
behave	
state	
consider	
admit	
introduce	

8.2

Read these sentences and underline any verb that is followed by *that* + clause.

1. Smoking is widely believed to cause a range of medical problems.
2. Ten years ago it was finally agreed that tobacco advertising would be banned.
3. All the evidence suggests that the number of people smoking is falling steadily.
4. It is worth mentioning that teenagers in particular need to be warned about the dangers of smoking.
5. Some companies claim that their products can help people to stop smoking.
6. But some researchers have discovered that the chemicals in certain products actually increase nicotine dependence rather than reducing it.
7. In the US, smokers have come to accept that they can no longer smoke in any public place or workplace.
8. Some people have expressed concern about the widespread availability of cheap cigarettes from abroad.
9. The candidate admitted that she smoked even though the job description explicitly called for non-smokers.
10. Researchers claim to have discovered a harmless tobacco substitute.



Task 9

Verbs followed by wh~ words

By *wh~* words, we mean words that can be used to introduce direct questions, indirect questions or clauses after some verbs (but not all). The *wh~* words that can introduce clauses are:

- who
- when
- whether
- where
- what
- why
- how (even though it does not begin with *wh~*)

Not all verbs can be followed by these words and clauses, so it is important to learn which verbs can be used in this way.

Note: Sometimes it is also possible to use non-finite phrases after a *wh~* word, for example, *We learnt how to swim*. In order to use non-finite phrases instead of a clause, it is necessary that the subjects are the same in both, and the tense is the same in both. Compare the phrase above with *We are learning how the Second World War started*.

9.1 Study the following examples of sentences followed by *wh~* word + clause or *wh~* word + infinitive.

- There are websites specifically designed to help businesses discover what their competitors are doing.
- The police would normally ask the suspects to explain what they were doing at the time the crime was committed.
- Psychologists began to ask whether learning and experience play an important role in such differences.
- It is sometimes difficult to decide whether to invest money or save it.

9.2 All the verbs in the table below can be followed by different *wh~* words + clause. Check the verbs in your dictionary and complete the table by writing in the appropriate *wh~* word followed by a phrase completion.

Verb	<i>wh~</i> word	Phrase completion
doubt	whether	it is possible
consider		
determine		
explain		
decide		
describe		
realize		
discuss		

For the pattern used in Ex 9.1, the word order is not the same as it would be for questions introduced by *wh~* words. Compare the following:

Study tip

Some dictionaries will give examples of which *wh~* words to use with a verb, e.g., (verb + *whether / if* + clause), but at other times you may have to study the example sentences to identify the *wh~* word.

Question:

What are our competitors doing?
wh~ word + auxiliary verb + subject + verb

Verb followed by *wh~* word:

(We need to) discover what our competitors are doing.
*(complement +) verb + *wh~* word + subject + verb*

9.3

Rearrange these words to make sentences with verb + *wh~* words + clauses.

1. will explain / The secretary / the forms / you have to / fill in / how

The secretary will explain how you have to fill in the forms.

2. We / for next year / we want / to discuss / what kind of strategy / need

3. doubt / Many people / will live up to the promises / whether / made in the election campaign / the new government

4. are usually asked / for the position / The candidates / to describe / they would be suitable / why

5. The IT manager / should be updated / the system / whether / is considering / currently in place

6. People / have / what / with their own money / a right to decide / they should do

Task 10 Review

10.1 Follow the instructions and write the words.

1. Write three verbs that can be followed by *that*.

2. Write three verbs that can be followed by *wh~* words.

- 3.** Write three nouns that can be followed by *that*.

- 4.** Write three adjectives that can be followed by *that*.

5. Write three adjectives that can be followed by *to* + infinitive.

Look again at the tasks in this unit and write down any new words or phrases you have learnt. You may find it useful to write down phrases or sentences in which the words occur.

Make your own notes here.

dissatisfaction – e.g., express dissatisfaction with