

# Word order and verb patterns

Word order in English is very important in signalling the relationships between the different elements within a sentence. Although the subject usually precedes the verb in English, there are many different ways of ordering the other elements in the sentence. This unit examines word order in sentences, as well as the most common verb patterns in English and the way we link clauses to make complex sentences.

## 30.1 WORD ORDER IN ENGLISH

**30.1A** Sentence word order Word order shows us which element of the sentence is the subject and which is the object. In affirmative sentences, the subject is usually first, followed by the verb:

*Sarah really enjoys a hot dog (for tea occasionally).*

↑ subject      ↑ verb      ↑ object

❗ This is not the same as:

*A hot dog really enjoys Sarah (for tea occasionally).*

The main part of the example above (i.e. outside the brackets) shows subject-verb-object word order (SVO).

There are, however, occasions when we change this word order. In questions, we usually place a verb (main or auxiliary) before the subject (▶ **Unit 7**):

*Is the Prime Minister discussing the issue of debt with the Cabinet?*

↑ auxiliary verb    ↑ subject      ↑ main verb      ↑ object

We also change the order when we place adverbs such as *never*, *seldom*, *rarely* (▶ **34.3B**) at the beginning of the sentence for stylistic reasons:

*'Never in the field of human conflict was so much owed by so many to so few.'*

(For more on word order with adverbs ▶ **Unit 24**.)

**30.1B** Variations Apart from the variations mentioned (▶ **30.1A**), a number of patterns can follow verbs in English. Note that even verbs with similar meanings can take different patterns:

*I said that you could go.* (verb + clause)

*I told you that you could go.* (verb + indirect object + clause)

*She told me a lie.* (verb + indirect object + direct object)

❗ The indirect object is often a person who receives something (*a lie*, in the example above) and it is often introduced by a preposition (▶ **30.2C**).

## 30.2 VERB PATTERNS

**30.2A** Verb only (intransitive verbs) Some verbs do not have an object. These are intransitive verbs:

*They've arrived! The cup shattered.*

We can use adverbs or prepositional phrases with these verbs:

*They've arrived **there!** The cup shattered **into hundreds of tiny shards of glass.***

*After admitting the charge, the politician apologised **to all his constituents.***

Some common intransitive verbs are: *come, fall, go, happen, lie, sleep, swim, wait.*



Some verbs can be intransitive or transitive (used with an object -> 30.2C below):

The door **opened**. (intransitive) He **opened the door**. (transitive)

The meat **burnt**. (intransitive) The cook **burnt the meat**. (transitive)

Some common verbs that can be transitive or intransitive are: *begin, break, change, close, continue, dry, finish, hang, hurt, move, separate, stand, start, stop, tear, turn.*

Ⓛ Sometimes the two uses of a verb can have very different meanings:

He **ran** to catch the bus. (intransitive = moved quickly)

He **ran the new software** to show us how it worked. (transitive = operated)

In modern usage, some transitive verbs are used as intransitive verbs:

I don't know why you're bothering with those boots – they won't **sell**.

And some intransitive verbs are used as transitive verbs:

In order to survive we need to **grow the business** by 100 per cent within two years.

30.2B

Verb + complement

Some verbs are followed by complements (not objects). A complement is usually a noun phrase or an adjective that identifies, describes or gives information about the subject:

George Carey has become **the new Archbishop of Canterbury**.

My grandmother has become **very forgetful recently**.



Some common verbs which introduce complements are *be, become, appear, keep (+ adjective), remain, taste, make*:

You don't want to **remain a shop assistant** all your life, do you?

A quiet afternoon at home would **make a nice change**.

Chris was very good – he **kept quiet** all through the boring sermon.

After *seem, appear, look, feel* and *sound* we can use an adjective to describe the subject:

The whole group **seemed very keen**. Marie's new outfit **looked fantastic!**

We can also use a noun phrase to describe the subject after these verbs:

That **sounds a wonderful idea!** Your suggestion **seems the best solution**.

Ⓛ However, when we use a noun phrase after *seem* or *appear* to identify (rather than describe) the subject, we have to use *to be* to introduce the noun phrase:

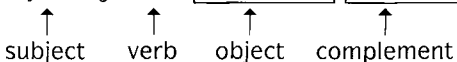
✗ ~~Surprisingly, the young fresh-faced boy seemed the boss.~~

✓ Surprisingly, the young fresh-faced boy **seemed to be the boss**.

A complement can also describe the object of a verb. In this case, the object comes before the complement:

The committee named **Frances** **President**.

The journey made **the children** **fractious**.



We often use verbs of naming, e.g. *name, call, elect*, with this pattern:

The President finally decided to call **his new dog** **Buddy**.

We can use a noun or an adjective as the complement after verbs such as *think, keep, consider, prove, call, find*:

Although he was twenty, Katherine still **considered** **him** **a child/childish**.

Many critics **call** **Kevin Costner's 'The Postman'** **his worst movie yet**.

We can use an adjective as a complement in the same pattern in a number of idiomatic phrases after verbs such as *drive, send* and *turn*:

The noise of the planes flying over us at night **drives** **me** **crazy!**

The new aftershave from Givenchy is guaranteed to **send** **women** **wild**.

Did you see his expression? It could **turn** **milk** **sour!**

**30.2C**  
Verb +  
object(s)

Transitive verbs have a direct object, which can be a noun or a pronoun:

We discussed **the problem/it** at great length.

↑            ↑                    ↑  
subject verb                    object

The object can also be an *-ing* form (with or without a prepositional phrase):

The instructor suggested **practising (on the nursery slopes first)**.

We can omit the object after some transitive verbs where the context is clear:

Geoff was mortified to find that he **had failed** (the test) again.

Some common transitive verbs which can omit the object are *answer, ask, drink, eat, enter, fail, leave, pass, play, practise, sing, study, wash, win, write*.

In English a number of verbs can take two objects, e.g. *give, bring, buy, show*. These verbs take a direct object and an indirect object and there are two possible patterns:

The judges gave **the enormous marrow/it** **first prize**.

↑            ↑                    ↑                    ↑  
subject verb            indirect object            direct object

The judges gave **first prize** **to the enormous marrow**.

↑            ↑            ↑                    ↑  
subject verb direct object            indirect object

✗ ~~The judges gave to the enormous marrow first prize.~~

❗ If we put the direct object first, we introduce the indirect object with a preposition (either *to* or *for*). We do not vary from this.

If the indirect object is a pronoun, we prefer to put it before the direct object:

[The Shakespearean actor brought a certain amount of class to us.]

✓ The Shakespearean actor brought us a certain amount of class.

Which pattern we use often depends on what information in the sentence is new. We prefer to put new information at the end of the sentence (► 36.1A).

**30.2D**  
Verb +  
prepositional  
phrase

We can use a prepositional phrase after intransitive verbs (► 30.2A):

The train departed **from platform 9** – but we were waiting **on platform 5**!

↑            ↑                    ↑  
subject verb            prepositional phrase

We can also use prepositional phrases after transitive verbs:

He carefully removed **the egg** **from the nest**.

↑            ↑            ↑                    ↑  
subject verb            object prepositional phrase

We do not usually change the order of object + prepositional phrase in this pattern, unless the object is very long (► 36.1B):

✗ ~~He carefully removed from the nest the egg.~~

✓ He carefully removed from the nest **the three fragile blue-speckled eggs and the one chick that had already hatched**.

**30.2E**  
Verb + verb

Many verbs can be followed by another verb (► 12.2A):

The consultant refused to take responsibility for the decision.

↑            ↑            ↑  
subject verb            verb

We can use a direct object between the verbs:

We require **all students** to attend the pre-sessional English course.

↑            ↑            ↑                    ↑  
subject verb            direct object            verb

With some verbs we do not need *to*, for example, modal verbs, auxiliary verbs, semi-modals (*need* and *dare*), and *make* and *let*:

He **daren't leave** early without my permission.

Let the dish **stand** for at least a minute after removing it from the microwave.



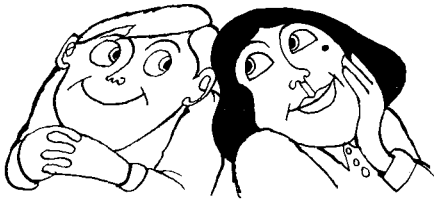
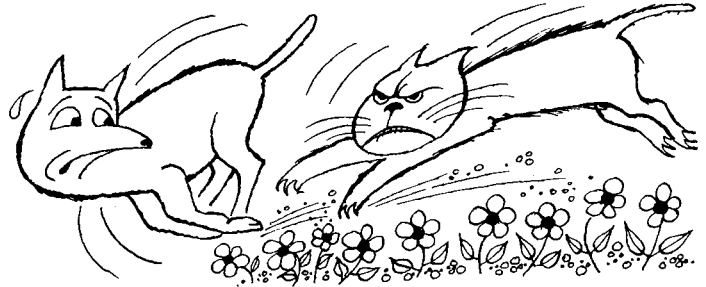
## Practice

The key to these exercises is on page 368.

## 1 30.1

Choose the correct sentence, A or B, for each cartoon. In some cases both sentences are correct.

- 1 A The dog chased the cat down the garden.  
B The cat chased the dog down the garden.



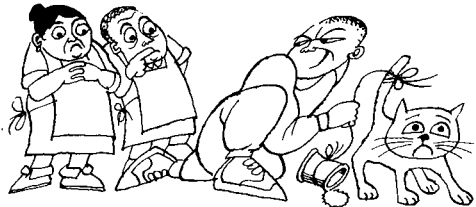
- 2 A John thought Harriet was wonderful.  
B Harriet thought John was wonderful.



- 3 A Mary said Kevin was an idiot.  
B 'Kevin,' said Mary, 'was an idiot.'



- 4 A Our priceless Ming vase broke the picture of Uncle Albert when it fell on it.  
B The picture of Uncle Albert broke our priceless Ming vase when it fell on it.



- 5 A Jerry has become a real little devil.  
B A real little devil has become Jerry.

## 2 30.1, 30.2

Each sentence below contains one mistake with word order. Rewrite the sentence correctly.

- 0 The military regime denied to the world's press access.  
.....*The military regime denied access to the world's press.*.....
- 1 When he made out his will, Mr Smithson refused to leave anything his estranged son.  
.....
- 2 Geoff originally believed Susan when he told her he was having long business meetings after work.  
.....
- 3 Please leave by the door your shoes before entering the temple.  
.....
- 4 The Management recommends that you keep safe your valuables by handing them in at Reception.  
.....

- 5 The invitation doesn't tell what we should wear at the reception us.  
.....
- 6 The new President of the United States has been elected George W Bush.  
.....
- 7 It is said that our thinking power really improves studying philosophy.  
.....
- 8 She carefully placed the 24-carat gold, diamond-encrusted engagement ring that her fiancé had just bought her onto her finger.....
- 9 The course director insists on attending at least 80 per cent of classes the first-year students.  
.....
- 10 Prizes can be claimed by sending the form and proof of purchase us, at the address below.  
.....

### 3 30.2

Read the newspaper article and then choose the best phrase (A–P) to complete each space. Write the letter of the chosen phrase in the space. Some of the answers do not fit at all. The exercise begins with an example (0).

## *Children at risk from mental illness*

A recent study has shown that levels of mental illness (0) ...*G*.. The study claims that mental problems such as depression and anxiety (1) ... . One of the reasons given for this is the current obsessive preoccupation of parents with their children's safety. Parents today consider the streets (2) ... , so children are taken from home to school and back, and their parents rarely let them (3) ... . This preoccupation has two causes: fear of traffic accidents and anxiety about child molesters and murderers on the streets. Parents' fears make (4) ... about the outside world and children in turn miss the normal adventures of everyday life. In addition, they don't learn (5) ... with other children. Over-anxious children often become (6) ... and their fears are therefore realised and even increased. It is a vicious circle. It is a fact, however, that children could be experiencing (7) ... . While parents may think a child molester lurks (8) ... , this is not supported by statistics: very few children are attacked by people they don't know. The fear of traffic accidents is certainly more real but is something that needs to be addressed by society in general. Some cities in The Netherlands, for example, have created (9) ... and pedestrian-friendly zones, where cars, if allowed at all, must give priority to people and bicycles. Children can therefore play (10) ... .

There are, however, critics of this study. Many child psychologists believe that (11) ... enough to cause mental problems. They consider the problems more likely (12) ... family breakdown in modern society.

- |  |                                    |
|--|------------------------------------|
| A their children anxious               | I to be a result of                |
| B are affecting one in five youngsters | J more safely in these areas       |
| C this lack of independence not to be  | K go out on their own              |
| D traffic-free zones                   | L their children to be anxious     |
| E how to form relationships            | M too dangerous for their children |
| F this lack of independence is not     | N victims of bullies               |
| G <del>in children are rising</del>    | O round every corner               |
| H these fears unnecessarily            | P being too dangerous for children |

## 4 30.2

Rewrite the jumbled phrases to make sentences with the correct word order.

- 1 named/Samantha/their first daughter/the couple  
.....
- 2 to stand/when he arrives/visitors/expects/His Excellency  
.....
- 3 to stay/a legal assistant/I wouldn't like/for long  
.....
- 4 brought/to the team/Amanda/all her expertise  
.....
- 5 brought/the team/Amanda/all her expertise  
.....
- 6 has become/a very inexperienced salesman/the Sales Manager  
.....
- 7 into the box/sparkling, diamond encrusted/he placed/18-carat gold ring/carefully wrapped/the  
.....
- 8 provided/all rubbish/please/in the bins/put  
.....
- 9 let/to/your parents/all-night parties/do/go/you/?  
.....
- 10 the grenade/removed/the paratrooper/the pin/from/carefully  
.....
- 11 so her daughter/the bracelet/bought/for her/Susan liked/it  
.....
- 12 all day long/their resistance/stand/the prisoners/they/to/made/reduce  
.....
- 13 of destruction/all sick/the scenes/us/made/in the film  
.....
- 14 an easy programme/trying/first/recommended/the trainer  
.....

## 5 30.3

Match the clauses in A and B to make sentences, using a linking word from the box to join them. Decide if each sentence contains co-ordinated clauses or a subordinate clause, and write C or S.

after    and    even though    if    or    so    than    that    ~~when~~

- |   |  |   |
|---|--|---|
| <p><b>A</b></p> <p>0 Did the doctor say exactly</p> <p>1 It was the finest portrait</p> <p>2 Some of the passengers were causing trouble</p> <p>3 The holiday will be automatically cancelled</p> <p>4 The policeman was rushed to hospital</p> <p>5 We can either go camping</p> <p>6 Maurice Greene won the gold medal</p> <p>7 Our car broke down last week</p> <p>8 The whole class would rather go to the cinema</p> |  | <p><b>B</b></p> <p>a the pilot diverted the plane to the nearest airport. ....</p> <p>b stay in a cheap hotel. ....</p> <p>c we only bought it two months ago. ....</p> <p>d he smashed the World and Olympic Records. ....</p> <p>e he had been stabbed in the park. ....</p> <p>f the artist had ever painted. ....</p> <p>g see a play at the theatre. ....</p> <p>h you'll be able to go back to work? ...+ when (S)...</p> <p>i we don't receive the balance on the due date. ....</p> |
|---|--|---|

6 ALL

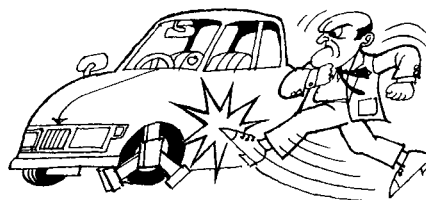
Nine of these sentences contain mistakes. Tick (✓) the correct sentences and correct the mistakes.

- 1 The wind knocked the vase off the table and it broke thousands of pieces.
- 2 The attitude of some shopkeepers today makes me absolutely furious!
- 3 The children seemed content to remain to be tenants in their parents' house.
- 4 I can't understand what's happened. There appears some mistake.
- 5 The whole teaching staff found the new head teacher very inefficient and positively offensive.
- 6 No wonder you can't get a table for tonight – we recommended book the restaurant at least a week in advance.
- 7 The winning team proudly showed to their gathered fans their trophy.
- 8 The voice over the loudspeaker explained us the problem.
- 9 I don't know the way to the library. Can you tell me to go?
- 10 The young boy looked around and gingerly placed back in its correct position the gold watch. He wouldn't steal it after all.
- 11 The neighbours very kindly helped move us our furniture into the new house.
- 12 The smell of fish cooking drives absolutely wild my cats!

7 ALL

Fill each gap in this text with no more than three words.

Few things are more detested by drivers than the 'Denver Boot' – the wheel clamp. Motorists in many countries consider (1) ..... one of the most odious inventions ever. Everyone dreads the consequences of finding one of these on their car – phoning the clamping company, waiting (2) ..... to arrive, paying the fine for removing the clamp, and then, on top of that, paying the original parking fine!



One inventive motorist recently found an ingenious way of releasing his car, however, (3) ..... cause any damage at all to the clamp or his car. A local shopkeeper takes up the tale: 'This motorist came back to his car and found a clamp on the wheel. He seemed (4) ..... a mild-mannered man, but this had obviously made him really (5) ....., as he started muttering and swearing under his breath. Then he calmed down. He took out a mobile and phoned the clamping company and they told him (6) ..... would be there in 45 minutes, which obviously didn't please him. Then he had an idea. He took a match and started fiddling with the car tyre. I realised that he was (7) ..... the air escape from the tyre. Then he got the jack out of the car boot and jacked up the car – the clamp then slid off the wheel with no problems! (8) ..... he had carefully placed (9) ..... on the pavement, he pumped his tyre back up, smiled at me, got in the car and drove off. Five minutes later the clampers arrived to find no car and an undamaged clamp. I explained to them (10) ..... he had done it and they were absolutely furious! It was hilarious!'



# 31

## Relative clauses

Relative clauses are subordinate clauses (► 30.3B) which refer to the noun of the main clause, identifying it or adding extra information. There are two types of relative clause: defining clauses (identifying the noun or classifying it as part of a group) and non-defining clauses (adding information about the noun). This unit examines both types of relative clause and the pronouns and adverbs used to introduce relative clauses.

### 31.1 RELATIVE CLAUSES

**31.1A** Relative clauses are subordinate clauses introduced by relative pronouns, such as *that*, *which* or *who* (► 31.2). These clauses give information about someone or something in the main clause. Compare these examples:

*I used to live in one of **those houses**. They have now been demolished.*

*I used to live in one of **those houses** **that have now been demolished**.*

↑  
main clause

↑  
relative clause

The relative pronoun is the subject or object of the relative clause (► 31.1B). It is therefore unnecessary to repeat the noun from the main clause or introduce a personal pronoun to replace it:

✗ ~~*I used to live in one of those houses that they have now been demolished.*~~

We usually put the relative clause as close as possible to the noun it refers to, otherwise the meaning may not be clear:

✗ ~~*Jack has prepared his favourite dish from Jamie Smith's recipe book, which he is about to eat.*~~

✓ *Jack has prepared his favourite dish, which he is about to eat, from Jamie Smith's recipe book.*



We often avoid relative clauses in casual speech and writing, preferring shorter ways of defining or adding information:

People **who come from Wales** are often quite musical. (relative clause)

**Welsh** people are often quite musical. (adjective)

People **from Wales** are often quite musical. (prepositional phrase)

**31.1B** A relative pronoun can be the subject of a relative clause:  
Subjects and objects  
*Last week I saw **that film** **which** won all the Oscars.*

↑  
subject relative pronoun

Here, the pronoun is the subject of the relative clause (**the film won the Oscars**), even though it is the object of the main clause (*I saw **the film***).

A relative pronoun can also be the object of a relative clause:

*Last week I saw the film **which** you made at college.*

↑  
object relative pronoun

Here, the pronoun is the object of the subordinate clause (*you made **the film***).

In defining relative clauses (► 31.1C) we can omit the relative pronoun when it is the object of the relative clause, but not when it is the subject:

✗ ~~*Last week I saw the film won all the Oscars.*~~

✓ *Last week I saw the film you made at college.*

- 31.1C** A defining relative clause identifies or classifies a noun or pronoun in the main clause:  
 Defining relative clauses
- Identifying relative clause: *Is this the book **that you were looking for**?*
  - Classifying relative clause: *Would all those **who have booked dinner** please go to the restaurant now?*

(In the second example, the relative clause classifies the members of a group.)

In defining relatives, the relative clause gives information which is necessary for the sense of the sentence. In the first example above, if we say just *Is this the book?*, this does not convey the key meaning of the whole sentence, i.e. the book that you were looking for.

We often use defining relative clauses to describe an important quality of someone or something:

*Van Gogh was an artist **who used a lot of bold, vibrant colours**.*

We often use a relative clause with the same pattern for emphasis, with introductory *it* (► **34.1B**):

***It is always violent crime that provokes the most extreme reaction from the public.***

- 31.1D** We usually use non-defining relative clauses to add extra information about the subject of a main clause:  
 Non-defining relative clauses

*ITV's News at Ten, **which occupied the mid-evening slot for many years**, was a very popular programme.*

(main clause = *ITV's News at Ten was a very popular programme.*)

We can also use non-defining relative clauses to show consecutive actions:

*Heskey passed the ball to Owen, **who scored a magnificent goal**.*

We use non-defining relative clauses mainly in writing and formal speech.

- 31.1E** We usually use commas to separate the relative clause from the main clause in non-defining relatives, but we do not use them in defining relatives:  
 Punctuation and pausing

*The tribespeople, **who traded with the settlers**, retained their land.* (All of the tribespeople retained their land, and, incidentally, they traded with the settlers.)

*The tribespeople **who traded with the settlers** retained their land.* (Only some of the tribespeople retained their land – this defines a group.)

The use of commas reflects the way we say the two types of relative clause. In defining relative clauses, there is no pause between the main clause and the relative clause:

*We asked for the double room **which had a sea view**.*

In non-defining relatives, there is a short pause after the main clause or between the two parts of the main clause:

*We were given a lovely double room ( ), **which had a sea view**.*

*I first met Harry Gardiner ( ), **who eventually became my father-in-law** ( ), at a Law Society meeting.*

- 31.1F** We can use prepositions with relative pronouns. Where we put the preposition depends on formality (► **29.3B**):  
 Prepositions with relative clauses

- Informal: *Have you seen the little case **that/which** I keep my contact lenses in?*
- Formal: *This system provides a case **in which** the contact lenses can be kept.*

❶ We do not put a preposition before the relative pronoun *that*:

✗ *This system provides a case in that the contact lenses can be kept.*

❷ If we put a preposition before *who*, the pronoun always becomes *whom*. Compare:

*The people **who** this report is addressed to will have to consider carefully the consequences of the proposed cuts.*

*The people **to whom** this report is addressed will have to consider carefully the consequences of the proposed cuts.*

We can often use *where* (for places) or *when* (for times) instead of *which* + preposition (► **31.2A**):

*This is the house **where** I grew up/**which** I grew up in/**in which** I grew up.*

- 31.1G** We often 'reduce' a relative clause, i.e. we shorten it by omitting the pronoun and verb. Reduced relative clauses We can do this with a participle phrase (► 13.1, 13.2):  
*Marilyn was the woman **living in the flat underneath us at the time.** (= ... who lived/was living in ...)*  
*The clauses **struck out of the agreement** were all unimportant.* (= ... which were struck out/which we struck out ...)
- Another possibility is to use an infinitive phrase (► 13.3, 13.4):  
*Newton was the first person **to really understand the laws of gravity.** (= ... who really understood ...)*

## 31.2 RELATIVE PRONOUNS AND ADVERBS

**31.2A** This table lists relative pronouns and adverbs and how they can be used:  
 General use

	used for	used as			
pronouns		subject	object	defining	non-defining
<sup>1</sup> <i>who</i>	people, animals	✓	✓	✓	✓
<i>whom</i>	people	✗	✓	✓	✓
<sup>2</sup> <i>which</i>	objects, animals	✓	✓	✓	✓
<i>which</i>	ideas	✓	✓	✗	✓
<sup>3</sup> <i>that</i>	people, objects, animals	✓	✓	✓	✗
<sup>4</sup> <i>whose</i>	relationships, possessions	✓	✓	✓	✓
<sup>5</sup> no pronoun	people, things, animals	✗	✓	✓	✗
<b>adverbs</b>					
<sup>6</sup> <i>where</i>	places	✓	✓	✓	✓
<sup>7</sup> <i>when</i>	times	✓	✓	✓	✓
<sup>8</sup> <i>why</i>	reasons	✓	✓	✓	✓
<b>nominal pronoun</b>					
<sup>9</sup> <i>what</i>	objects, ideas (means the thing that)	✓	✓	✓	✗

Notes on the table:

- We sometimes use *who* to refer to animals, particularly domestic pets:  
*Is Sheba the dog **who** was run over and nearly killed last year?*  
*Whom* is formal and we rarely use it in speech. We now mainly use it after prepositions (► 31.1F):  
*I am referring to the person with **whom** you were seen on that evening.*
- Note that we always use *which* (not *who*) to refer to inanimate objects. We can also use *which* to refer to the 'idea' of a whole clause:  
*When he came home, he was unusually attentive, **which** made her very suspicious.*  
 Here, *which* refers to the fact that 'he was unusually attentive'.
- We can use *that* to refer to people or objects, but we usually prefer to use *who* for a person when the pronoun is the subject of the relative clause:  
*Ms Harrison is the lawyer **who/that** has been chosen to represent you.*  
 Ⓛ We do not use *that* in non-defining relative clauses:  
 ✗ *This offer, **that will not be repeated**, must end next week.*  
 Ⓛ In US English *that* is more common than *which* or *who* in defining relative clauses.

- 4 It is possible, though not very common, to use *whose* to refer to objects.  
*It would only be possible to colonise planets **whose** atmosphere contained enough oxygen to sustain human life.* (= the atmosphere of which)
- 5 We often omit a relative pronoun when it refers to the object of a defining relative clause (► 31.1B):  
*The girl (**who**) I met in the florist's was at the party.* (= I met the girl.)  
 We cannot omit the pronoun if it is the subject of the clause:  
 ✗ ~~The girl works for the florist in the High Street was at the party.~~  
 ✓ *The girl **who** works for the florist in the High Street was at the party.*
- ❗ We cannot omit an object relative pronoun in non-defining relative clauses:  
 ✗ ~~Last year's winner presented the cup, each holder keeps for the year.~~  
 ✓ *Last year's winner presented the cup, **which** each holder keeps for the year.*
- 6 We can use *which* or *that* + a preposition instead of *where* (► 31.1F):  
*Mozart's birthplace and the house **where** he composed 'The Magic Flute' are both now museums.*  
*Mozart's birthplace and the house **that** he composed 'The Magic Flute' **in** are both now museums.*
- 7 We can use *that* as an alternative to *when* in defining relative clauses:  
*I remember – it was the day **when/that** the heatwave started.*  
 We can use *which* or *that* + a preposition instead of *when* (► 31.1F):  
*The attacks continued up to the day **on which** the agreement was signed.*
- 8 The only noun which takes *why* as a relative pronoun is *reason*:  
*Sometimes he thought her clear morality was the reason **why/that** he loved her.*  
 We can use *which* + *for* instead of *why*:  
*High taxation is often the main reason **for which** governments fall.*
- ❗ It is possible to use relative adverbs without the noun to which they refer:  
*It's (the place) **where** that rock festival is held every year.*
- 9 We use *what* to mean 'the thing that/which'. The clause containing *what* is a nominal clause, i.e. the whole clause acts as a noun, either a subject or an object. While *what* isn't used in the same way as *that* or *which* it can fulfil the same functions as the other relative pronouns:  
*Why don't you tell the police **what** you told me yesterday?*  
 In this example *what you told me yesterday* is the object of the verb *tell*. It means the same as:  
*Why don't you tell the police the story (that) you told me yesterday.*  
 We cannot use *what* to replace *who*, *which* or *that*:  
 ✗ ~~It was the money what I wanted, not the fame.~~  
 ✓ *It was the money (that) I wanted, not the fame.*  
 This could be expressed as:  
*The money was **what** I wanted, not the fame.* (= the thing that I wanted)

**31.2B** We often use modifiers, such as *all of* and *many of* before *which* or *whom* in a non-defining relative clause to refer to the subject or object of the clause:  
 Modifying a relative pronoun/adverb  
*The supermarket removed from the shelves **all of its** jars of tomato puree, **several of which** were found to contain fragments of glass.*  
*The college entered over a hundred students for the exam, **all of whom** passed.*  
*We interviewed fourteen applicants for the post, **none of whom** we thought suitable.*

**31.2C** In defining relative clauses we can modify the pronoun or adverb with *-ever* to give the meaning of *anything*, *anyone*, *anywhere*, etc.:  
*Use **whichever** phone you want – they all have outside lines.*  
*I'd like to meet **whoever** did that to the garden hedge!*  
*You can put the photo **wherever** you think it looks best. I don't mind.*

# Practice

The key to these exercises is on page 368.

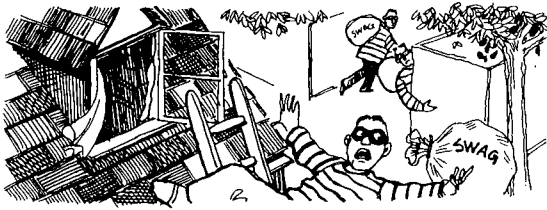
## 1 31.1

Match each headline (1–10) with a sentence (A–J). Then write one sentence containing a relative clause (defining or non-defining) to combine each headline and sentence that accompanies it. Use the present perfect tense in the main clause.

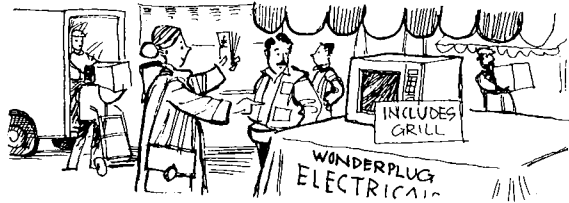
- |   |  |
|---|--|
| 0 SCIENTISTS DISCOVER NEW WONDER-CURE FOR CANCER        | A He was disgraced in a financial scandal.                     |
| 1 BODY OF MAN FOUND IN RIVER SEVERN                     | B They were spoiled in the recent US presidential election.    |
| 2 FASHION ICON QUANT LEAVES BUSINESS                    | C His contract with Ferrari finishes at the end of the season. |
| 3 GLOBAL WARMING CONFERENCE ENDS WITHOUT AGREEMENT      | D It was held in The Hague.                                    |
| 4 IRVINE NARROWLY MISSES FORMULA 1 WORLD CHAMPION TITLE | E She shares the house with her British husband, Guy Ritchie.  |
| 5 HAND COUNT OF VOTES CONTINUES                         | F It was in danger of closing through lack of funds.           |
| 6 LONDON ZOO REMAINS OPEN                               | G She refused to diet to a size 12.                            |
| 7 POLITICIAN HANDS IN RESIGNATION                       | H The man jumped off the Severn Bridge.                        |
| 8 SIZE 16 MODEL WINS NEW ESTÉE LAUDER CONTRACT          | I <del>They have been studying cancer genes for years.</del>   |
| 9 MADONNA'S UK HOME BURGLED                             | J She is famous for inventing the mini-skirt.                  |

- 0 Scientists ..... *(I) who have been studying cancer genes for years have just discovered a new wonder-cure for cancer.* .....
- 1 The body of a man .....
- 2 The fashion icon Mary Quant .....
- 3 The global warming conference .....
- 4 Formula 1 driver Eddie Irvine .....
- 5 The hand count of votes .....
- 6 London Zoo .....
- 7 The politician .....
- 8 The size 16 model .....
- 9 Madonna's house in the UK .....

Choose the best sentence to describe each cartoon.



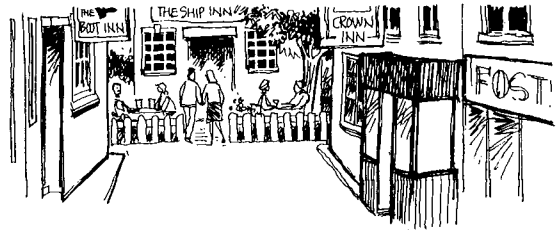
- 1 A The burglar, who fell off the ladder, was arrested by the police.  
 B The burglar who fell off the ladder was arrested by the police.



- 3 A I decided to buy the microwave oven which had a grill inside.  
 B I decided to buy the microwave oven, which had a grill inside.



- 2 A The customers who arrived after nine o'clock weren't allowed into the sale.  
 B The customers, who arrived after nine o'clock, weren't allowed into the sale.



- 4 A We stopped at the only pub in the village which had a front garden.  
 B We stopped at the only pub in the village, which had a front garden.

## 3 31.2

Complete the following article by writing each missing relative pronoun or adverb in the space provided. Use only one word for each space.

## Jack of Hearts

*Jack of Hearts* is a new six-part drama series (0) *which/that* comes to our screens this week. It has been given the prime Wednesday evening 9.30 slot, (1) ..... shows that the network has faith in its latest creation. The first episode opens to a scene (2) ..... a young man is being chased. He stops at a phone box and makes a desperate call. This call wakes up a man (3) ..... most viewers will recognise as Keith Allen – the slightly sleazy unshaven Cockney (4) ..... characters are usually less than wholesome. This time, however, he is on the right side of the law, playing a probation officer with a complicated professional and personal life, both of (5) ..... form the main themes of the series. The writers have managed to find a different angle on his personal problems. At the centre of these problems is his stepdaughter, for (6) ..... he attempts to keep the household together. His relationship with the girl's mother, (7) ..... seems to be a bad-tempered, grumpy woman, is further compromised later in the series (8) ..... she joins the staff of a college at (9) ..... she meets a former lover. Thus the ground is prepared in this first episode for a series (10) ..... may help to lift British summertime TV out of its regular slump.

This article has too many relative clauses in it. Change the underlined parts so that you don't use a relative clause. The first one has been done for you.

### Controversial school to close

Brockenhurst School, which opened as an educational experiment in 1974, is to close this summer. All the teachers (0) who are currently employed by the school will be relocated to other schools in the area (1) which have staff vacancies.

*currently employed by the school*

Brockenhurst was founded by (2) Sir Patrick McDonald, who comes from Inverness, at a time when new educational theories were welcomed by the establishment and experiments in education were supported. However, in recent years, such initiatives have been frowned upon as successive governments have urged a 'back-to-basics' approach.

The school currently employs 28 teachers, (3) all of whom come from the holistic school of education. Most of the teachers have been at the school for at least 15 years. There are approximately 780 students (4) who are of different ages at the school, and they will all transfer to schools in the region. Staff (5) who are currently living at the school will be found alternative housing by the local council.

Sir Patrick was the first person (6) who was informed of the government's decision and he passed the bad news on to staff and students at a meeting (7) which was held last week. Sir Patrick, who is 62, has decided to take early retirement. Although Sir Patrick himself was unavailable for comment, a spokesperson for the school told us, 'We are all very sorry about the closure. For over 25 years we have run an establishment (8) which has been dedicated to making learning a rich and enjoyable experience. All the staff and students (9) who have been participating over the years will agree that this is a sad day not only for the local community but for education in this country as a whole.'

### 5 ALL

Complete the article at the top of the page opposite with an appropriate relative pronoun or adverb (if necessary) and a phrase from the box. Use each phrase once only. Write the letter of each phrase (A-I) in the spaces (1-8).

**pronouns**

- who
- whose
- whom
- where
- which
- why
- that

**phrases**

- A raise huge amounts of money
- B only the privileged can take part
- C ~~most of us can only dream about~~
- D activities are as diverse as
- E she was able to raise so much
- F women hire private jets to go shopping
- G has given nearly \$200 million
- H you often can't find a cab
- I they wear only once

# Women who rule New York

There is another world in New York beyond the tourist attractions and the high-rise blocks (0) ..... *which C* ..... It's a world (1) ..... and pay several thousand dollars for a dress (2) ..... These are women for whom one of the modern-day necessities is having a personal car and driver in New York, (3) ..... . These women, however, are not only interested in designer clothes and facelifts, but they are also serious philanthropists, many of (4) ..... for charity. Brooke

Astor, for example, is a 97-year-old socialite (5) ..... to charitable causes in the last 40 years. This 'Queen of New York Society', (6) ..... visiting elementary schools and attending charity dinners, has raised \$4 million in one evening alone. In an explanation of (7) ....., she admits that she tries to stimulate competition amongst her wealthy and famous guests. This is a rarified life in (8) ....., but which does a lot of good for the less fortunate.

## 6 ALL

Read the following text. In most lines, there is an unnecessary word, a word missing or a punctuation error. For each numbered line 1–22, identify the mistake and write the correct version in the space on the right. Some lines are correct. Indicate these lines with a tick (✓). The first two lines are examples (0 and 00).

- 0 Tourism today is an industry *which* has grown so much in recent years that in many .....  
00 countries it provides the greatest single contribution to the country's revenue. .... ✓ .....
- 1 But is it always a good thing? Mass tourism which is a relatively recent .....
- 2 phenomenon, brings with it a whole raft of problems. First, it means that a .....
- 3 country's economy may rely on an industry which it is wholly seasonal, with .....
- 4 the consequence that the huge numbers of people work in tourism during the .....
- 5 season have no income during the rest of the year. Some find wherever work .....
- 6 they can, but others may turn to a government is already receiving lower .....
- 7 revenues for support. ....
- 8 Second, it is true that in many countries tourists are destroying the very .....
- 9 sights they flock to see them. They take home pieces of an ancient monument .....
- 10 or of a coral reef which will gradually result in erosion of the attractions and .....
- 11 therefore of the industry. While this kind of destruction may be wholly .....
- 12 unintentional, a certain type of tourist what wants only a 'good time' can be .....
- 13 very destructive in a different way: they drink too much, pick fights and .....
- 14 destroy the clubs and bars where they are drinking in. Obviously, it is then .....
- 15 this behaviour by that the local community judges all members of that .....
- 16 nationality group, creating enmity between races rather than fostering .....
- 17 empathy, what should be one of the main advantages of tourism. ....
- 18 Finally, there are many places tourism is threatening a well-established .....
- 19 way of life: people that whose livelihoods traditionally come from older .....
- 20 industries, such as agriculture or fishing, are finding new jobs and wealth in .....
- 21 the over-developed tourist regions, but at what cost? It is sometimes difficult .....
- 22 to understand exactly which a country gains from tourism. ....



# Contrast

English can express contrasts: with conjunctions, adverbs and prepositions. Knowing exactly how to use each type of contrast is one of the more advanced points of English. This unit looks at the most common ways of contrasting information.

## 32.1 CONJUNCTIONS OF CONTRAST

**32.1A** A contrast between two clauses can be one simply of difference between the ideas expressed in them. The most common way of expressing a simple difference in English is with *but*:  
Expressing difference

*Life expectancy in Japan is now over 80 **but** it is several years lower in the UK.*

Other conjunctions which express simple differences are *while*, *whereas* and *whilst*. *While* is more informal than *whereas*; *whilst* is very formal:

*Reds and yellows are warm colours, **whereas** blues and greens are cool.*

***While** only 84 people died on the railways last year, more than 5,000 died on the roads.*

We can put a clause starting with *while*, *whilst* or *whereas* either before or after the main clause, but a clause starting with *but* has to come second:

*I've got two sisters, **while** my best friend has got two brothers.*

***While** I've got two sisters, my best friend has got two brothers.*

*~~**X But** I've got two sisters, my best friend has got two brothers.~~*

*~~✓ My best friend has got two brothers **but** I've got two sisters.~~*

The clause introduced by the conjunction is usually the one which carries more emphasis or introduces something new to the discourse (► 36.1).

❶ We always separate clauses with *while*, *whereas* and *whilst* with a comma. This is not usually necessary when we use *but*.

**32.1B** There is another type of contrast in English, where the idea of one clause is in some way opposing the idea of the other, and which often expresses an element of surprise. For example, we may feel that it is surprising to pay a lot of money for a meal in a restaurant and to find that the food is awful, or to fail an exam after studying hard:  
Expressing opposition or surprise

***Although** we paid an enormous amount of money for the meal, the food was terribly disappointing.*

*Derek failed the exam **but** he had studied really hard for it.*

*Derek failed the exam, **although** he had studied really hard for it.*

We use the conjunctions *but*, *(al)though* and *even though* to introduce the fact or idea in opposition to information in the main clause.

Note that the subordinate clause can precede the main clause:

***Although** he had studied really hard for the exam, Derek failed it.*

❶ Remember that *but* does not introduce a subordinate clause and that a clause starting with *but* cannot precede the other clause in the sentence (► 32.1A):

*~~**X But** he had studied really hard for the exam, Derek failed it.~~*

It is often possible to start either clause in a sentence with a conjunction, depending on which clause has the information we consider 'surprising' and which we want to focus on. Compare these examples:

*Little is known about the artist's early life **although** a lot has been found out about his later life.*

*A lot has been found out about the artist's later life, **although** little is known about his early life.*

In the first example, the writer probably feels that it is surprising that a lot is known about the artist's later life when little is known about his early life, but in the second, it is the lack of knowledge about the artist's early life which is surprising.

*Though* is a more informal alternative to *although*:

*I enjoyed the exhibition, **though** I thought it was rather badly organised.*

*Even though* adds emphasis to the subordinate clause:

*Psychosis is also part of this debate, **even though** problems arising from it affect a relatively small number of people.*

❗ Do not use *even although* or *even* by itself:

✗ *She loves him, **even although** he is violent.*

✗ *She loves him, **even** he is violent.*

✓ *She loves him, **even though** he is violent.*

❗ Do not confuse *even though* and *even if* (▶ 10.7D):

*I'm going to apply for the job, **even though** it pays very little. (fact)*

*I'm going to apply for the job, **even if** it pays very little. (I don't know what it pays.)*

A more formal conjunction of contrast is *yet*:

*These exclusive villas are only a five-minute walk from the busy centre of the resort, **yet** they are a haven of peace and tranquillity.*

**32.1C** We can use these conjunctions with an adjective instead of a clause:

Other patterns with *although*, *even though* and *though*  
*The necklace, **even though** (it was) staggeringly expensive, would match the dress perfectly.*

***Though** exhausted after the drive home, Shelley cooked a meal for them all.*

*Her face, **although** deathly pale, was as stern as ever.*

We can use *though* after an adjective, with verbs such as *be*, *look*, *seem*:

*Beautiful **though** she is, you must be sure that you love her for herself.*

Compare this with the use of *although* as a conjunction:

***Although** she is beautiful, you must be sure that you love her for herself.*

We can use *though* at the end of a sentence to make a contrast with the sentence that precedes it (▶ 32.3B).

## 32.2 PREPOSITIONS OF CONTRAST

We can use the prepositions *despite* and *in spite of* to express contrast. They are more formal than *(al)though*:

***Despite** the depressed gold price, mine production rose in most areas last year.*

As these are prepositions, they do not introduce clauses:

✗ ***In spite of** she saw me in the car, she didn't wave or say hello.*

✓ ***Although** she saw me in the car, she didn't wave or say hello.*

✗ ***Despite** the plane left an hour late, we arrived at our destination on time.*

✓ ***Though** the plane left an hour late, we arrived at our destination on time.*

These prepositions can be followed by a noun or an *-ing* form:

***Despite** often offering poor conditions and basic salaries, charities rarely have problems in recruiting staff.*

To introduce a clause with *despite* or *in spite of*, we have to add *the fact that*:

***In spite of the fact that** the final rehearsal had gone so badly, the first night was a great success.*

### 32.3 ADVERBS OF CONTRAST

**32.3A** We can use sentence adverbials, e.g. *however*, *nevertheless*, *still*, *on the other hand*, *on the contrary*, to make a contrast between sentences, but mainly in more formal speech and writing:

*A dog may be a good companion for the elderly. **However**, the need to take it for walks may be a disadvantage.*

*Nevertheless/nonetheless* is more formal than *however*:

*The new version of Windows is not problem-free. **Nevertheless**, it is still an improvement on the previous one.*

We use commas to separate these adverbials from the sentence.

We use *even so* in the same way, often to express a particularly surprising contrast:

*The last attempt to swim the Channel ended in disaster. **Even so**, more swimmers than ever are training to achieve this difficult feat.*

More informal adverbs of concession are *still*, *all the same* and *mind you*:

*Our latest designs are not really as innovative as the competition. **Still**, they will certainly be popular, as they are realistically priced.*

*I know it's not late. I have to go, **all the same**.*

*The new programme about dinosaurs is a bit far-fetched. **Mind you**, it's a lot more interesting than most of the other programmes on TV right now.*

**32.3B** All of the adverbs of contrast can be placed at the beginning of the contrasting sentence:  
Position

*One way of selecting candidates is a written editorial test. **On the other hand**, an informal interview can often be more informative.*

We can also put them after the subject or verb of the contrasting sentence:

*Little is known about Shakespeare's early life in Stratford. His years in London, **however**, are well documented. / ... are, **however**, well documented.*

The adverb *though* can be put at the end of the contrasting sentence:

*We haven't had a lot of success with the garden this year. The weather was much hotter than usual, **though**.*

*Nevertheless* and *nonetheless* are not commonly used at the end of a sentence; we tend to use them at the beginning of the sentence. But we often use *even so* at the end of a sentence. Look at these examples:

*Last year the government turned away more asylum seekers than ever before.*

***Nevertheless**, the public considers that too many are allowed to stay.*  
*The public, **however**, considers that too many are allowed to stay.*  
*The public considers that too many are allowed to stay, **even so**.*

The informal adverb *still* can appear at the beginning of the sentence, but not the end, and *all the same* and *mind you* are common at both the beginning and the end:

*I know it's far too expensive for someone on my income.*

***Still**, it's worth it!*  
***All the same**, it's worth it!*  
*It's worth it, **all the same**!*  
***Mind you**, it's worth it!*  
*It's worth it, **mind you**!*

# Practice

The key to these exercises is on page 369.

## 1 32.1

Combine each sentence in A with a suitable contrasting sentence from B, using the conjunction given in brackets.

A

- 0 Cliff Richard's Christmas single went straight to the top of the charts. ....e....
- 1 Many people believe that capital punishment is a deterrent to serious crime. ....
- 2 We usually consider it healthy to eat lots of fruit. ....
- 3 I enjoy having people to stay. ....
- 4 The main medium of communication on the Internet is English. ....
- 5 Iain Banks's early novels were considered quite strange. ....
- 6 I tend to drink more white wine. ....
- 7 Global warming is often considered the main factor in current climate fluctuations. ....

B

- a Many web sites now operate in other languages. (although)
  - b Too much can produce an excess of acid in the stomach. (but)
  - ~~c He is reviled by much of the pop music establishment. (even though)~~
  - d Climate change has long been a feature of the Earth's development. (yet)
  - e It actually makes little difference to the crime rate. (on the contrary)
  - f My husband prefers red. (whereas)
  - g I always appreciate the peace when they have gone. (though)
  - h His later books are more mainstream and accessible. (while)
- 0 ...*Cliff Richard's Christmas single went straight to the top of the charts, even though he is*.....  
 ...*reviled by much of the pop music establishment.*.....

## 2 32.1, 32.2

For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given.

- 0 Malcolm's teeth were bothering him again, even though he had recently visited the dentist.  
**despite** ...*Malcolm's teeth were bothering him again, despite the fact that he had*.....  
 ...*recently visited the dentist.*.....
- 1 Very little of the remaining stock sold, despite the low prices in the sale.  
**even though** .....
- 2 The ailing magazine tried introducing several new features. Nevertheless, circulation continued to drop.  
**although** .....
- 3 Although this may seem difficult now, you'll soon wonder why it caused so many problems.  
**though** .....
- 4 In spite of her insistence that all was well, I knew that something was wrong.  
**fact** .....
- 5 The Scots won the battle, even though they had a far smaller force.  
**despite** .....
- 6 Despite the fact that the critics hated it, Archer's latest book was well received by the public.  
**being** .....

Six of these sentences contain a mistake in word order or formality. Tick (✓) the two correct sentences and correct the mistakes in the others.

- 1 I think that I did quite well in the computing exam. It was more difficult than though I expected.
- 2 We were expecting a basic but pleasant apartment. On the contrary, what we got was little more than a hovel.
- 3 Strictly no pets are allowed in the hotel rooms. Guide dogs for the blind may be permitted with prior permission from the management, mind you.
- 4 Julian's just had a shocking cold. It didn't last long, still.
- 5 Office supplies may be ordered as necessary. However, all orders must be copied to the Accounts Department.
- 6 I know you'd like us to be godparents to little Emily. We'd rather all the same not.
- 7 That new kid at the nursery is a right little pain. He really gets on your nerves. Nevertheless, we've got to do our best by him.
- 8 Writing more than the required number of words will not attract a higher mark. You may be penalised for failing to follow on the other hand the rules.

#### 4 ALL

Which of the sentences in these pairs are alternative ways of saying the same thing? Which pairs have different meanings? Put a tick (✓) in the correct box. The exercise begins with an example (0).

- 0 A In spite of the fact that this computer costs less, it's as good as the other one.  
B Despite its lower price, this computer is as good as the other one.  
same  different
- 1 A Despite the awful weather, the parade was a success.  
B Although the weather was awful, the parade was a success.  
same  different
- 2 A Brilliant as he is, he can't find a suitable job.  
B Though he is brilliant, he can't find a suitable job.  
same  different
- 3 A Even though I went to the party, I didn't see her.  
B Even if I went to the party, I wouldn't see her.  
same  different
- 4 A The new museum is extremely popular. It hasn't made any money yet.  
B The new museum is extremely popular, yet it hasn't made any money.  
same  different
- 5 A This ice cream is very sweet and rich, though it's not very fattening.  
B This ice cream is very sweet and rich. It's not very fattening, though.  
same  different
- 6 A The waiters in this restaurant are notoriously rude. However, customers keep coming back.  
B The waiters in this restaurant are notoriously rude. Even so, customers keep coming back.  
same  different
- 7 A Even as we complained, the noise continued.  
B Even though we complained, the noise continued.  
same  different
- 8 A We were at the Norfolk Hotel, while the rest of the group was at the Grange.  
B While we were staying at the Norfolk Hotel the rest of the group moved to the Grange.  
same  different

- 9 A Though delighted at her sister's success, Vicky couldn't help feeling somewhat envious.  
B Despite her delight at her sister's success, Vicky couldn't help feeling somewhat envious.  
same  different
- 10 A Men usually have good spatial awareness, whereas women's linguistic skills are often better.  
B Whereas men usually have good spatial awareness, women's linguistic skills are often better.  
same  different
- 11 A 'Mary threatened to leave last night. She's still here now.'  
B 'Mary threatened to leave last night. Still, she's here now.'  
same  different
- 12 A Chicken pox is much milder in children than in adults. It's still not pleasant, mind you.  
B Chicken pox is much milder in children than in adults. All the same, it's still not pleasant.  
same  different

## 5 ALL

Complete each gap in the text with a conjunction or preposition from the box.

~~Although~~ but despite Despite even though however However Nevertheless  
On the contrary though whereas While Yet

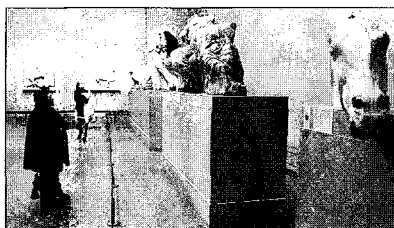
# The Elgin Marbles

The Elgin Marbles are statues which date back to the 5th century BC. (0) *Although* they were created in Greece and were located there until the late 18th century, they are now exhibited in the British Museum, London.

The statues used to be in Athens (1) ..... they were bought in 1799 by the Englishman Lord Elgin, who wanted to bring them back to Britain as part of his personal art collection. (2) ....., on the sea voyage back to England, the ship carrying them was sunk and the 'Marbles' were temporarily lost. It would be an incredibly expensive operation to recover them.

(3) ....., Elgin did so, and (4) ..... he was a very rich man, he placed himself in enormous debt.

(5) ..... his own desires, he had to sell the Marbles to the British Government to recover his losses and they were housed in the British Museum, where they have remained ever since.



In recent times, (6) ....., the statues have become the subject of debate between Britain and Greece and, indeed, among British historians and archaeologists. (7) ..... the Greek authorities have requested the return of the Marbles on many occasions, the request has always been refused. There are arguments on both sides. Some people believe that it would be foolish to return them, valid (8) ..... the Greek request may be, because of the pollution that is affecting the

Parthenon and the possibility of earthquakes in Greece. Restored to the Parthenon, the Marbles could be exposed to damage, (9) ..... they are safe in the British Museum.

Of course, there are equally compelling arguments for their return, especially on the moral level. It cannot be denied, (10) ..... the material safety the statues enjoy in Britain, that they are part of the Greek heritage. Many people also refute the argument that Athens would not be a safe place for them. (11) ....., they claim that if the statues were returned to Greece, a new state-of-the-art building would be constructed to house them, where they would be both safe and in their rightful environment. Furthermore, the British authorities have long used the argument that works of art should not be subject to 'ownership', but should be kept where they are accessible to most people. (12) ..... in the past they have returned a number of cultural artefacts from other civilisations to their origins.

The argument continues, and is likely to do so for some time in the future.

# Emphatic structures and inversion

We often emphasise a particular part of a sentence, perhaps to contradict what someone else has said or for dramatic effect. In speech we can do this with stress and intonation alone, but we can also do this by changing the position of elements in a sentence in speech and in writing. In this unit we look at the ways we can manipulate grammar to emphasise something, by splitting one sentence into two parts (cleft sentences) or by bringing the element we want to emphasise to the beginning (fronting).

## 34.1 CLEFT SENTENCES

**34.1A** 'Cleft' means divided. In a cleft sentence, information which could be given in one clause is divided into two parts, each with its own verb:

Form and use

*Vanessa has made the greatest impact.* (normal sentence: single clause, one verb)

*It is Vanessa who has made the greatest impact.* (cleft sentence: two clauses, two verbs)

This gives extra emphasis to part of the sentence. We often use this pattern to emphasise some piece of new information, to give explanations or to make a contrast with a previous statement (the emphasised information is in **bold**):

*All of the Redgrave family are gifted actors. But it is **Vanessa** who made the greatest impact in the world of feature films.*

*'I remember your uncle taking us to the fair.' 'No, it was **my father** that took us there.'*

**34.1B** *It* cleft sentences have this structure:  
*it* + a form of *be* (+ *not* and/or adverb) + **emphasised word/phrase** + *that/which/who* clause

↓

*It isn't just his outlandish sense of humour that I'm complaining about.*

We can use this pattern to emphasise the subject or the object of a simple sentence, or an adverbial phrase, or a prepositional phrase:

sentence	<i>Mike took Sally to the party on Saturday.</i>
emphasising the subject	<i>It was <b>Mike</b> who took Sally to the party on Saturday.</i>
emphasising the object	<i>It was <b>Sally</b> (that) Mike took to the party on Saturday.</i>
emphasising the adverbial	<i>It was <b>on Saturday</b> (that) Mike took Sally to the party.</i>
emphasising the prepositional phrase	<i>It was <b>to the party</b> (that) Mike took Sally on Saturday.</i>

In informal English we can use *when* and *where* clauses, but we do not use *how* or *why*:

*It was **in January** when I got the test results.*

*It's **in Green Street market** where we'll find the best bargains.*

~~*It was greed why he did it.*~~

✓ *It was because of greed that he did it.*

~~*It is using a calculator how he does it.*~~

✓ *It is by using a calculator that he does it.*

❗ We cannot use *it* clefts to highlight the action or a verb complement in a sentence.

We use *wh*-clefts (► 34.1C) to do this:

~~*It was taking Sally to the party that Mike did.*~~

✓ *What Mike did was take Sally ...*

~~*It is totally unscrupulous that they are.*~~

✓ *What they are is unscrupulous.*

**34.1C** We can use this pattern to highlight the action in a sentence. For example, if we want to highlight Mike's action of taking Sally to the party:  
*wh-* cleft sentences      *wh-* clause + a form of *be* + **emphasised word or phrase**

What Mike did was **take Sally to the party**.

In these sentences *what* means *the thing(s) that*. The *wh-* clause must contain a verb. To highlight the action we use a form of *do* in the *wh-* clause. The highlighted phrase usually contains a bare infinitive (example above) or *to* + infinitive:

*What Mike did was to take Sally to the party.*

If the highlighted verb is in the continuous or perfect, the form of *do* matches it:

*The boys aren't leaving Sandy at home. They are taking him to the match.*

→ *What the boys are doing is taking Sandy to the match.*

*Old members are absent but the new members have taken their seats in the assembly.*

→ *What the new members have done is taken their seats in the assembly.*

We can also use *wh-* clefts to highlight a verb complement. For example, if we want to highlight the complement *stingy* in the sentence *Jean and Bob are stingy*, we can say:

*wh-* clause + *is* + **emphasised complement**

*What Jean and Bob are is stingy!*

We use this pattern most often when we want to express our opinion of something or somebody using an adjective:

'Do you think Jean and Bob are a bit cautious with their money?'

'Cautious? What they are is downright stingy!'

**34.1D** We can use *wh-* clauses with *when*, *where*, *why* and *who* to highlight a person, a place, a time and a reason, but we usually use an introductory noun phrase (underlined below).  
 Other types of cleft sentence      The *wh-* clause acts like an ordinary relative clause:  
 ✗ *Who we forgot to invite was Ian.*      ✓ The one (who) we forgot to invite was Ian.

- person**      *The guy who told me about the new club was Zack.*
- place**      *The house where I used to live is near here.*
- time**      *The day (when) we left was the saddest day of my life.*
- reason**      *The reason (why) they never told me is they don't trust me.*

We can emphasise an item (described by a noun phrase or a verb phrase) with *the (only/last) thing* or *all*:

The thing I most disliked about the movie was **the scene in the graveyard**.

The only thing we want is **a chance to air our grievances**.

The last thing we did was **pack the kettle**.

All we're asking for is **to be given a chance**.

We can also use *the (only) thing* with a negative verb:

The thing we **won't do** is **repair goods bought in other shops**.

The only thing we **didn't find** was **the key to the cellar**.

**34.1E** We can reverse the order of the parts in *wh-* cleft sentences and put the emphasised part at the beginning:  
 Reversed cleft sentences      **Taking Sandy to the match** is what the boys are doing.  
    **Zack** was the guy who told me about the new club.

There is a form in spoken English similar to a reversed cleft using *this* and *that*:

*We have to get off here.* → **This** is where we have to get off.

*They told me the same thing.* → **That's** what they told me.

❶ We only use reversed *it* clefts in a formal literary style. We put the emphasised part before *it*:

And thus **Cezanne** it was that took the first steps on the road to Impressionism.



**34.2A** In spoken English we sometimes want to make a strong contrast with something in a previous statement. We can do this with objects and complements by 'fronting' them (moving them to the front of the clause), which makes them more emphatic:

Fronting objects and complements

*'She's such a lovely person; so friendly and reliable.'*

*['She may be friendly but she isn't reliable.'] → 'Friendly she may be, but reliable she isn't!'*

We can also front demonstrative pronouns for emphasis:

*I disagree with that. → That I disagree with.*

We can use fronting to help the flow of spoken or written information by putting the known information at the beginning of the sentence (the information principle ► Unit 36):

*The house was large and sprawling, with two wings and a dark attic. Hilary spent most of her time in the drawing room or the garden. The attic she rarely visited.*

**34.2B** When we want to start a sentence with known information or we want to make an emphatic comparison with information in a previous sentence, we can use a comparative or superlative phrase at the beginning. We use a form of the verb *be* followed by the subject (inversion ► 34.3A):

Fronting adjective phrases; also and such

*The first band was dire. Much more exciting was Red Heat, the second group to play.*

*Many of the monuments are truly awesome. Best of all is the Colosseum.*

*The actors were a mixed bunch. Least inspiring of the lot was Pacino.*

We can use a similar pattern with *also* and *such*:

*Members of the royal family attended the funeral. Also at the service were several ambassadors.*

*They led a life of abject poverty. Such is the fate of most illegitimate children in this province.*

We can emphasise an adjective by using *so* + adjective + a form of *be* + subject + a *that* clause:

*So intense was the heat (that) the firefighters were unable to enter the building for two hours.*

**34.2C** We can put known information at the beginning of a sentence by putting adverbial phrases describing position or place (e.g. *At the back of the house*), verbs of position and movement (e.g. *stand, attach, lie*) and *to* + infinitive forms in the front position, with inversion of the subject and verb *be* (► 34.3A):

Fronting adverbials and infinitives; as and though

*At the back of the house was an untidy garden, much of which was taken up by a large and unkempt lawn. Standing in the corner of the garden was a massively overgrown silver birch tree which towered over the roof of the garage. Attached to the roof was an unsightly FM aerial.*

*For years I have been writing to the President in the White House. To meet him is my most fervent wish.*

We can also front an infinitive form when it 'echoes' an earlier verb:

*He said he would arrive on time.*

*And he did (arrive on time).*

*→ And arrive on time he did.*

We can front verbs and adjectives using *as* and *though*:

*Battered though he was, he never lost his will to succeed.*

*Try as she might, she simply couldn't open the jam jar.*



Try as she might, she simply couldn't open the jam jar.

## 34.3 INVERSION

**34.3A** We sometimes put a verb or verb phrase in front of the subject after adverbs of place (e.g. *on, in, here, there, outside, opposite*) and adverbs of time (e.g. *next, then, first, now, finally*). We can use a form of *be* or verbs of place and movement (e.g. *stand, sit, lie, come, go, climb, run, sail, fly*) before the subject. We often use this pattern to form a link with the information in the previous sentence, and it is common in formal English:

<b>place adverbs + <i>be</i> or verbs of place/movement</b>	<i>Here lies the body of our late lamented sovereign. On one wall there was a beautiful rambling rose. <b>Opposite stood</b> an ancient oak tree over a charming wishing well.</i>
<b>time adverbs + <i>be</i> or verbs of place/movement</b>	<i>For the first hour the teams seemed evenly matched. <b>Then came</b> the turning point in the game as Ed scored. That was the final instalment. <b>Next is</b> the news.</i>

❗ We don't use inversion if the subject of the clause is a pronoun:

*Here comes the bus. ✗ ~~Here comes it.~~ ✓ Here it comes.*

We can also use inversion in *as* and *than* clauses in formal English:

*Mr Slater is expecting a pay rise, **as are** several other salesmen in the team.*

*I'm afraid her proposals are no more feasible **than are** those James presented.*

We also use inversion in certain fixed expressions, often with subjunctives (▶ 11.1C):

***So be it.** **Long live the king!***

**34.3B** We sometimes put an auxiliary (*do, have, should, can, etc.*) before the subject in statements; the rest of the verb phrase follows the subject. We use this pattern of inversion for emphasis in the following cases:

after adverbs with 'restrictive'/ negative meaning (e.g. <i>hardly, scarcely, rarely, little, never</i> )	<i><b>Little did we realise the true extent of his involvement. Never have I seen such a disturbing sight. Hardly had I arrived when Suzy collared me.</b></i>
<i>only</i> + time expression or prepositional phrase	<i><b>Only later did he manage to get permission. Only with a great deal of effort was he able to escape.</b></i>
<i>(in) no way, at no time, under no circumstances, on no account</i>	<i><b>No way am I going to wear that!</b> (informal) <b>Under no circumstances can refunds be given.</b></i>
<i>not</i> + <i>only</i> /time expression/ person or thing	<i><b>Not only is he late, he hasn't even brought a present. Not since the sixties has a pop group won such acclaim. Not a single stone was left unturned in the search.</b></i>
<i>no sooner ... than</i>	<i><b>No sooner had we set out than the skies opened.</b></i>
clauses beginning with <i>neither</i> or <i>nor</i>	<i><b>They have no intention of paying and neither have we. We couldn't face the customers and nor could the boss.</b></i>
clauses beginning with <i>may</i> which describe a strong wish	<i><b>May he live to regret this decision!</b></i>
after fronted comparisons, <i>also, such</i> and <i>so</i> (▶ 34.2B)	<i><b>The captain is refusing to play under these conditions and so is the rest of the team.</b></i>

❗ Expressions with *no, not, etc.* not listed above (e.g. *no doubt*) cannot be inverted:

*✗ ~~No doubt will he give us a key.~~ ✓ **No doubt he will give us a key.***

❗ We do not invert the subject and auxiliary after *only* if there is no time expression or prepositional phrase immediately after it:

*✗ ~~Only can members park there.~~ ✓ **Only members can park there.***

*✓ **Only on Sundays can members park there.***

Note there are other uses of inversion: Negation ▶ Unit 6; Questions ▶ Unit 7;

Reported speech ▶ Unit 9; Conditionals ▶ Unit 10.

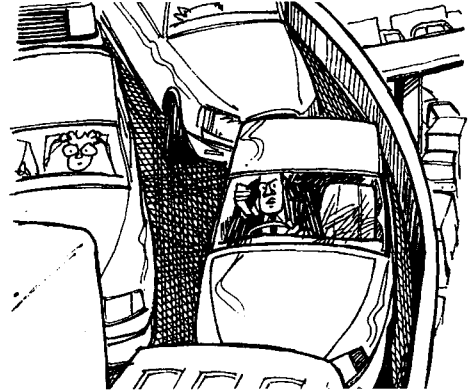
# Practice

The key to these exercises is on page 371.

## 1 34.1

Read the information in the box then complete the replies. Each reply must contain a cleft sentence. The exercise begins with an example (0).

Nick turned up late for work on Monday because he got stuck in a traffic jam on the ring road. Luckily Nick has a mobile phone so he was able to phone his boss and warn her that he would be late. She was furious but managed to reschedule an important meeting for the afternoon.



- 0 'Didn't the boss turn up late on Monday?'  
'No, it ..... *was Nick who turned up* ..... late on Monday.'
- 1 'Nick was late because he overslept, wasn't he?'  
'No, it ..... that he was late.'
- 2 'How on earth did Nick let the boss know he'd be late?'  
'Well, what ..... call her from his mobile phone.'
- 3 'Wasn't Nick late on Wednesday?'  
'No, ..... that he was late.'
- 4 'Nick's boss had to start the meeting without him, didn't she?'  
'No, what she ..... the afternoon.'
- 5 'Didn't Nick get stuck in a traffic jam in the town centre?'  
'No, not the town centre; it ..... got stuck.'
- 6 'Didn't the boss have to reschedule that meeting because the client didn't turn up?'  
'No, it ..... had to reschedule the meeting.'
- 7 'Nick rang the boss to give her the sales figures, didn't he?'  
'No, it ..... that he rang her.'
- 8 'I heard the boss was a little annoyed with Nick for being late.'  
'No, she wasn't "a little annoyed". What .....!'

## 2 34.1

For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given in bold.

- 0 Sebastian left the job because of the long working hours.  
**why** ..... *The reason why Sebastian left the job was the long working hours.* .....
- 1 We have to wait here.  
**this** .....
- 2 We just need five minutes to fix it.  
**all** .....
- 3 Jennifer started the strike.  
**person** .....

- 4 I'm not questioning his dedication.  
**isn't** .....
- 5 These men are totally ruthless.  
**what** .....
- 6 I used to live around the corner.  
**the place** .....
- 7 It was your next door neighbour who complained.  
**the one** .....
- 8 We inherited everything except the house.  
**only thing** .....
- 9 You know the sales assistant told me exactly the same thing.  
**that's** .....
- 10 I want you to copy this down in your notebooks.  
**to do** .....
- 11 First of all we checked the insurance details.  
**first thing** .....
- 12 The climbers reached the peak at six o'clock.  
**was** .....
- 13 We're taking the au-pair with us.  
**doing** .....
- 14 Before leaving we switched off the power supply.  
**last thing** .....
- 15 They moved to Andalucia because of the climate.  
**reason** .....
- 16 The company has imposed a ban on private e-mails.  
**has done** .....
- 17 The only thing we want is our money back.  
**all** .....
- 18 Our boss told us the news.  
**it** .....
- 19 I want you to appreciate that it's not my fault.  
**what** .....
- 20 The introduction of stamp duties led to the loss of the American colonies.  
**that** .....

### 3 34.2

Make these sentences more emphatic by 'fronting' part of them. Do not use any additional words.

- 0 I can't stand hypocrisy. *Hypocrisy I can't stand!* .....
- 1 Though he was exhausted, he managed to reach the finishing line. ....
- 2 My life's ambition is to make the pilgrimage to Mecca. ....
- 3 The ninth symphony is his most sublime work. ....
- 4 I really can't accept that proposal. ....
- 5 An enormous gold Buddha was placed on the altar. ....
- 6 The Cresta Run is much more challenging for the dedicated skier. ....
- 7 Several sharp criticisms of ministerial conduct were also included in the report. ....
- 8 An old man was lying in the shop doorway. ....
- 9 It proved impossible to get to the bottom of the mystery. ....
- 10 The pilot couldn't regain control because the damage was so severe. ....

In twelve of the following sentences there are mistakes with word order and missing auxiliaries. Tick (✓) the correct sentences and then find the mistakes and correct them.

- 1 They're going to complain about this and so are we.
- 2 Little we knew the full extent of his involvement in the fraud.
- 3 The sales director is resigning and so most of the marketing team are.
- 4 I tried to get there by nine, only was there a traffic jam on the motorway.
- 5 Over there stood the three-metre tall statue of Lenin.
- 6 The embassy refuses to intervene. Well, so it be.
- 7 Tomorrow the first day is of the rest of your life.
- 8 Long live the glorious republic!
- 9 No way is the boss treating me like that and getting away with it!
- 10 Under no circumstances latecomers will be admitted to the auditorium.
- 11 Armando and Josepha are quite destitute and such the condition is of many of the refugees.
- 12 Now the time is for wise investors to think seriously about buying Treasury Bonds.
- 13 Rarely had we encountered such friendly and positive attitudes.
- 14 Oh look – here comes the procession at last.
- 15 Not since Kubrick's *2001* a director has made such an intellectually challenging sci-fi movie.
- 16 The government's proposals are unrealistic, as those are of the opposition.
- 17 Opposite this house ran the old city walls.
- 18 Only with the greatest of luck he managed to escape from the rising flood waters.
- 19 May John and Carol have a long and happy life together.
- 20 No doubt didn't he realise the consequences of his actions.

## 5 ALL

Rewrite the replies in these mini-dialogues to make them more emphatic by using suitable structures (cleft sentences, fronting or inversion) to emphasise the underlined items. The exercise begins with two examples (0) and (00).

- 0 'That dress looks expensive.'  
'No, the shoes were expensive, not the dress.' ..... *'No, it's the shoes that were expensive, not the dress.'*
- 00 'Did Darren help you with the decorating?'  
'No, he did the wallpapering, nothing else.' ..... *'No, the only thing he did was the wallpapering.'*
- 1 'Jerry says Liz is going to quit her job at the bank.'  
'I find that really hard to believe.' .....
- 2 'You look as though you're destroying that rose bush.'  
'No, I'm just cutting off the dead flower heads.' .....
- 3 'Are you sure you brought everything with you?'  
'We left the personal stereo behind, that's all.' .....
- 4 'Didn't you own a Volkswagen Golf once?'  
'No, my brother owned one.' .....
- 5 'He said the speech would shake them up a bit.'  
'And it certainly did shake them up.' .....
- 6 'I thought the car chase and the scene in the airport were brilliant.'  
'But the explosion on the jumbo jet was best of all.' .....
- 7 'I think we should try to give them first aid.'  
'No, we should wait for the ambulance to arrive.' .....
- 8 'So what was so awful about the view from your hotel room?'  
'Well, a huge electricity pylon was standing right outside the bedroom window.' .....

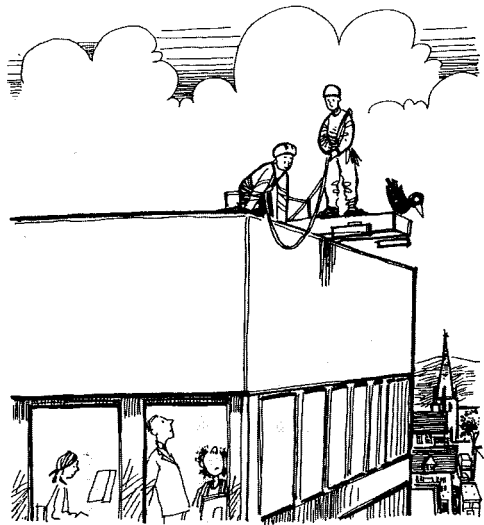
- 9 'You've always wanted to buy a cottage in the country, haven't you?'  
 'Yes, my greatest ambition has always been to own a cottage.'  
 .....  
 10 'You're all leaving on Saturday, aren't you?'  
 'No, we're going on Friday.'  
 .....

**6 ALL**

In the following magazine article ten emphatic sentences have been changed and underlined. Rewrite the sentences in their original emphatic form using the clues in brackets. The first one has been done as an example (0).

**RAP JUMPING?  
 NO WAY, JOSÉ!**

I'm quite sporty and I love a new challenge, especially if it's a little bit risky. I often try out new things with my friends Tony and Bruce. (0) In fact Bruce told me about his new hobby – rap jumping. (1) I've done bungee jumping before – that's the sport where you jump off a crane or bridge with your feet attached to a long length of elastic – so I had some idea what he was talking about. Bruce promised me that (2) rap jumping was more exciting and a lot more dangerous than bungee jumping, and (3) he didn't tell me too much about it to keep me in suspense. So of course I was dying to give it a go.



(4) But Tony actually took me for my first rap jump. (5) He's the real daredevil. We went to the top of this tall building which had a sort of gantry overhanging the edge. (6) I could see a rope and a harness hanging from the gantry.

'Oh, I understand,' I said to Tony, 'I get into the harness and then lean back over the edge and lower myself down – it's like abseiling.'

'No, no,' said Tony, '(7) You lean forward and walk down.'

I began to feel a little sick. I don't normally suffer from a fear of heights because I avoid it by looking up or sideways. (8) I can't cope with seeing the ground. The idea of going over the edge facing downwards was just too much for me. '(9) I'm not doing that,' I announced. Well, would you have done it?

- 0 (it) ..... *In fact it was Bruce who told me about his new hobby* .....  
 1 (fronting) .....  
 2 (not only) .....  
 3 (fronting) .....  
 4 (it) .....  
 5 (the one) .....  
 6 (all) .....  
 7 (What) .....  
 8 (It's) .....  
 9 (No way) .....

# Aspects of cohesion

Both spoken and written English use certain devices to keep the meaning clear and to express it more economically. These devices include ways of avoiding repetition, either by choosing alternative (and usually shorter) words and phrases or by missing out words, phrases or clauses. This unit looks at what can be omitted and which words and phrases can be used to substitute for others. In the examples in this unit, **bold** shows substitute words, and **shading** indicates words which have been replaced by substitution. We use < > to show omitted words.

## 35.1 TYPES OF TEXT REFERENCE

**35.1A** Substitution and ellipsis are both devices for avoiding the unnecessary repetition of words or phrases in speech or writing. Substitution consists of replacing one word or phrase with another. This is a sentence without substitution:

*Labour voted for the proposals and the Liberals voted for the proposals too.*

Here is the same sentence with substitution:

*Labour voted for the proposals and the Liberals **did** too.*

In ellipsis, we leave out words or phrases altogether:

*Mike left at about the same time as Jane <left>.*

We can leave out or replace nouns, verbs and entire clauses. The following example uses a pronoun to substitute for *resorts*, and leaves out the verb phrase *it is found*:

*[The best skiing is found not at big resorts but it is found at small resorts.]*

*The best skiing is found not at big resorts but at small **ones**.*

Verbs and verb phrases are often replaced by a form of the auxiliary *do*:

*'Hadn't we better look into the interest rates first?' 'It's OK. I've already **done** it.'*

**35.1B** We usually replace or omit words or phrases which have previously been mentioned:  
Using substitution and ellipsis

*The managers in our company have often adopted production processes which give rise to unsatisfying jobs because it is cheaper for **them** to do so.*

It is clear that *them* refers to *the managers* and *do so* refers to the phrase *have often adopted production processes which give rise to unsatisfying jobs*. Referring back in a text to a previously mentioned item is known as 'anaphoric reference':

*The Museum's lifelike new dinosaur will surely enhance **its** status amongst children.*

We can use substitution to refer to items mentioned further back than in the same sentence, as long as there is no ambiguity:

*She had a vast collection of antique clocks, which she kept in a small room devoted to her hobby. While most of **them** dated from the Victorian era, she had a few smaller **ones** which dated back to the early 19th century.*

It is clear that *them* and *ones* relate to *clocks*, as there is no other plural noun in the context to which they could refer. We avoid substitution and ellipsis if there is a possible ambiguity, as below, where there are two plural nouns in the first sentence:

*She had a vast collection of antique clocks and an equally large collection of Victorian dolls. [She had quite a few from the Victorian era but also some smaller **ones** from the early 19th century.]*

Here, we don't know whether *a few* and *ones* refer to *clocks* or *dolls* or to both.

It is also possible to use a substitute word to refer to something later in the sentence. This has the effect of creating an atmosphere of suspense and is often used in dramatic or literary language. This is known as 'cataphoric reference':

*Its eyes glinting like steel and **its** mouth salivating, the predator prepared to strike.*

## 35.2 SUBSTITUTION

**35.2A** The most common substitutes for nouns or noun phrases are pronouns (► **Unit 27**), such as personal pronouns (subject, object, possessive or reflexive ► **27.1A**):  
 Substitution of a noun or noun phrase  
*John came into the room. **He** was wearing a light blue silk suit.*  
*Ben and Alice were refreshingly independent of each other. While Ben's politics were far to the left, Alice made it known that **hers** were centre right.*

We can use the pronouns *one/ones* (to refer to singular/plural countable nouns) after adjectives or demonstratives (► **27.1G**):

*I'd like a sweet sherry please and John would like a **dry one**.*  
*Davis appeared in numerous major films but practically no **great ones**.*  
*Which colour would you prefer for the bathroom suite, **this one** or **that one**?*

We don't use *one* for uncountable nouns; instead, we omit the noun:

✗ *I really like sweet sherry but my husband prefers dry one.*  
 ✓ *I really like sweet sherry but my husband prefers dry <sherry>.*

We can also use the demonstrative pronouns (► **28.2B**) without *one/ones*:

*Which colour would you prefer for the bathroom suite, **this one** or **that**?*  
*It is possible to respect both your own opinions and **those** of other people.*

It is also possible to replace a noun or noun phrase with a quantifier, e.g. *some, all, each, none, either, neither, both, other, a few, enough* (► **28.3B**):

*The boys went out night after night and **some** did not return.*  
*The doctor suggested I should try aspirin or ibuprofen, but **neither** worked.*

**35.2B** We can use a form of *do* to avoid repeating a present or past simple verb:  
 Substitution of a verb or verb phrase with *do*  
*At the time, they lived very near to where I **did**.*  
 Using a form of *do* is particularly common in comparison clauses:  
*She doesn't know any more than I **do**.*  
*He doesn't help as much as she **does**.*

We also use *do* to avoid repeating the main verb in coordinate clauses:

*Mary sent him a text message and I **did** too.*  
*Dad never learnt a foreign language and Mum **didn't** either.*

With coordinate clauses where the action is the same in both, as above, we can also use the inverted pattern *so/neither + do/does/did + subject* (► **34.3B**):

*She really enjoyed the thrill of the open road, and **so did** her husband.*  
*Dad never learnt to speak any other languages, and **neither did** Mum.*

We use the same pattern with *so, not either* and *neither/nor* to agree with the speaker in short answers:

'I saw Jane yesterday.' 'Oh, yes, **so did** I.'

'I didn't have enough money.' '**Neither/Nor did** I.' 'I **didn't** either.'

We can omit *do* and use the object pronoun, usually with *too, neither, nor*, in informal speech:

'I saw Jane yesterday.' '**Me, too!**'  
 'Julian was at the meeting about the new road scheme yesterday.' '**Him too?**'  
 'I didn't want to go.' '**Me neither.**' 'Nor me.'

**35.2C** We can often use *do so/it/that* to replace a verb phrase which describes a single, specific action. In this use, *do so* tends to be more formal than *do it/that*:  
 Substitution of a verb or verb phrase with *do so/it/that*  
*Margaret had been trying to pluck up the courage to confront her son about the money, and she was just about to **do so/it** when the doorbell rang.*  
 We usually use *do it/that* (and not *do so*) when the subject of the verb changes:  
*I was unable to contact the barrister about the court appearance.*

[Can the clerk **do so** tomorrow?] ✓ *Can the clerk **do it/that** tomorrow?*

❗ We use *that* (and not *it*) to emphasise an action. In this use, we stress *that*:  
 'Why don't you just lie to him?' 'Oh, I couldn't **do that!**'



We prefer to use *do so* (and not *do it/that*) when we are referring to an activity rather than a single, specific action:

*Anyone wishing to interrupt with questions should feel free to do so.*

*When you want to get fit, you should only do so within a planned exercise programme.*  
We do not usually use *do so/it/that* to replace verbs which refer to events outside our control, e.g. *believe, lose, forget*. We use *do* only:

*Michael still believes fiercely that no one is evil – just as he did when he was younger.*

*I always said you'd lose that mobile phone and now you have done!*

*She told me not to forget the cake in the oven, but I did.*

### 35.2D Substitution of a clause

We use verbs like *expect/think/imagine/believe* with *so* to express an opinion, belief or intention, without repeating the preceding statement or question. We usually try to avoid using the same verb in the answer:

*'Do you think WAP phones will ever catch on?' [I think so.] 'I expect so.'*

*'I wonder if privatising the post office will make the postal service more efficient.'*

*'I hope so!'/ 'I don't believe so, myself.'*

❗ We do not use a *that* clause after *so*:

*'Do you know if John is coming this evening?'*

*x 'I think so (that) he is.' ✓ 'I think so.'/ 'I think (that) he is.'*

To express a negative response, we tend to make the verb negative and use *so*:

*'Are you coming to the party tomorrow?' x 'I think not.' ✓ 'I don't think so.'*

It is possible, though archaic, to use these verbs with *not* to respond in the negative. It is still sometimes used in a formal context:

*'Was the document countersigned by two witnesses?' 'I believe not.'*

An exception to this is *hope*. We do not use the *not ... so* pattern but use *hope not*:

*'It's going to rain!' x 'Oh, I don't hope so!' ✓ 'I hope not.'*

❗ We do not use *so* or *not* after expressions of certainty or doubt. We prefer to use *it*:

*'Do you think it'll rain?' x 'I'm certain of so.' ✓ 'I'm certain of it.'*

*'Do you think interest rates will go down this month?' x 'I doubt so.' ✓ 'I doubt it.'*

We use the pronouns *it, this* or *that* to refer back to a previous clause:

*I forgot his birthday again and he was really upset about it. (= forgetting his birthday)*

*Many of the latest models have been recalled because of a fault in the steering. This has caused embarrassment to the manufacturers.*

*'He really doesn't know what he's talking about!' 'Oh, why do you say that?'*

We substitute *if* and *whether* clauses with *if so* (affirmative) and *if not* (negative):

*Can you check whether that contract has arrived and, if so, send it out to Mr Andrews?*

*He asked the guests if they wanted an evening meal, and if not, whether he could bring them sandwiches in their rooms.*

We can use *so* at the beginning of a short answer when we agree to a statement with a certain amount of surprise:

*'They've put a new statue in front of the palace.' 'So they have!'*

❗ Be careful not to confuse this use with *So did I* or *I did so* (► 35.2B, C).

## 35.3 ELLIPSIS

### 35.3A Omitting a noun/ pronoun

We often omit nouns or pronouns in the second of two coordinate clauses (► 30.3A):

*Lucy went up to the bar and <she> asked for a coffee.*

*We were totally exhausted but <we> felt satisfied with our day's work.*

In casual spoken English we can also omit *and* when the subject is the same:

*Sandy was feeling really bored, <and he> didn't know what to do with all the extra time he'd now got.*

❗ We do not leave out pronouns in subordinate clauses (► 30.3B):

*At night she was so tired that she fell asleep as soon as she got into bed.*

We can omit subject pronouns at the beginning of short sentences in casual English:

<I> *Must go now. It's getting late.*

*'Is your brother coming with us?'* <I> *Hope not!*

**35.3B** We can often omit a verb to avoid repeating it:

Omitting a verb

*She attracts the attention of the local yobbos and he <attracts> the suspicions of the villagers.*

Generally we do not omit the auxiliary or modal. Look at this table:

form	change	example
present/past simple verb	omit main verb in <i>and</i> clauses	<i>I like John and he &lt;likes&gt; me.</i>
auxiliary + main verb	omit main verb	<i>He was looking for a job, or at least, he said he <b>was</b> &lt;looking for one&gt;.</i> <i>'Have you seen my glasses?'</i> <i>'Yes, I <b>have</b> &lt;seen them&gt;. They're here.'</i>
modal + main verb	omit main verb	<i>I can speak Spanish and Mary <b>can</b> &lt;speaking Spanish&gt; too.</i>
compound verb forms	omit second/third auxiliary or only the main verb	<i>'Couldn't anybody have been warned about the problem?'</i> <i>'Yes, the captain <b>could</b> &lt;have been warned&gt;/<b>could have been</b> &lt;warned&gt;.'</i>

In coordinate clauses where the second clause is very similar in pattern to the first, we leave out the auxiliary as well:

*Since the divorce I've lived in London and my husband <has lived> in Cambridge.*

❗ We can introduce a new modal in order to add interpretation (in this case deduction) but still not repeat the main verb:

*'Has Mary arrived yet?'* *'She **must have** <arrived>. There's her coat.'*

We also omit verbs in comparison clauses as in the table above, but it is possible in comparison clauses to omit auxiliary and modal verbs as well in the subordinate clause:

*You look older than my mother <does>.*

*House prices have dropped much less than share prices <have done>/I**have** <done>.*

*Most European teams can now play more interesting football than the British teams <can play>/I**can** <play>.*

*I've been working here longer than you <have been doing>/I**have** <been doing>/I**have been** <doing>.*

❗ If the comparison clause begins with a pronoun and we omit the verb phrase completely, we use an object pronoun rather than a subject pronoun (► 27.1D):

*You look older than she does.* → *You look older than **her**.*

**35.3C** We can omit an infinitive phrase when the meaning is clear:

Omitting infinitives or wh- clauses

*Geri had intended to complete the degree after the birth of her child, but she soon realised she wouldn't be able to <complete it>.*

*He didn't win the competition even though he had expected to <win it>.*

After most verbs which are followed by *to* + infinitive, such as *ask*, *forget*, *promise* and *want* and *would like* in *if* or *wh*- clauses, we can omit *to*:

*'You don't have to take the children to the cinema, you know.'* *'But I promised <to>.'*

*'Shall we go to the cinema tonight?'* *'Yes, if you want <to>.'*

In questions and embedded questions, we often use the question word only and omit the clause:

*'Dr Angelo said he was going on a call this afternoon.'*

*'Did he say **where** <he was going>?'* *'No, he didn't say where.'*

# Practice

The key to these exercises is on page 372.

## 1 35.1, 35.2

There are several substitute words in this text, in *italics*. Find the word or phrase that each one refers to and write it below. The exercise begins with an example (0).

The clock on the platform was showing midnight as the train drew in. Miriam checked (0) *her* ticket against the sign on the window, opened the door to Coach H, climbed in and shut (1) *it* gently behind her.

The train was already reaching (2) *its* highest speed, thundering across country towards Warsaw, when Miriam dropped (3) *her* bags in the correct compartment. She thought briefly of the few kilometres already behind her and (4) *the many* ahead, then she bent to her bags. She lifted the two small (5) *ones* onto the overhead rack, but the large one was a different matter, so she pulled (6) *it* close to her seat and sat down.

Alone in the carriage, she contemplated her future. She hadn't expected (7) *this* so soon, but the job opportunity in Warsaw had come up unexpectedly. She'd always wanted to return to the city of her birth and (8) *that* of her parents, but hadn't thought she would (9) *do it* within two weeks of leaving college. At first she had discounted the job, so far away from home, and her parents had (10) *done so* too, but they had all spoken to her prospective employers at length on the phone, after (11) *which* all (12) *their* concerns were laid to rest. Miriam closed her eyes and allowed the rhythm of the speeding train to lull her to sleep.

- |              |                         |          |       |              |       |
|--------------|-------------------------|----------|-------|--------------|-------|
| 0 her =      | ... <i>Miriam</i> ..... | 5 ones = | ..... | 9 do it =    | ..... |
| 1 it =       | .....                   | 6 it =   | ..... | 10 done so = | ..... |
| 2 its =      | .....                   | 7 this = | ..... | 11 which =   | ..... |
| 3 her =      | .....                   | 8 that = | ..... | 12 their =   | ..... |
| 4 the many = | .....                   |          |       |              |       |

## 2 35.2

Complete this dialogue with the correct substitute words. (There may be more than one possibility.)

- JENNA Have you seen the new clothes shop in the High Street?
- SOPHIE The (1) ..... opposite the station, you mean?
- JENNA Yes, that's right. I went in (2) ..... yesterday. It's fantastic! It's full of designer seconds and (3) ..... of them are from really famous fashion designers.
- SOPHIE Which (4) .....
- JENNA Oh, people like Nicole Farhi.
- SOPHIE Wow! I love (5) .....! But you said seconds. Is there anything wrong with the clothes?
- JENNA I couldn't find anything wrong with them. I don't know why these clothes are called seconds sometimes.
- SOPHIE No, (6) ..... . Did you buy anything?
- JENNA No, not yesterday. I tried on a really nice dress but it was a bit tight, so I'm going to lose a bit of weight first.
- SOPHIE You're always saying (7) .....
- JENNA I know, but this time I'm really going to (8) ..... . Anyway, I said I'd give up smoking last year and I (9) ..... . Oh, I nearly forgot. Are you going to the conference next week?
- SOPHIE I expect (10) ..... . I don't think I can get out of it.
- JENNA Didn't you say you wanted to get a new suit before the next conference?

- SOPHIE Oh, (11) ..... I did! Perhaps I'll pop in to the shop at the weekend and see what they've got.
- JENNA Well, if you (12) ....., give me a ring first. I've got some discount vouchers for ten per cent off and I can let you have (13) .....
- SOPHIE (14) ..... 's really nice of you. OK, I'll call you Saturday morning if I decide to go there and, if (15) ....., I'll see you at the conference.

**3 35.3**

**Cross out the words in these sentences that can be omitted. Cross out as many words as you can.**

- 1 I told the students they could either take the exam in June or they could take it in December.
- 2 We can go to the theatre tonight if you want to go to the theatre.
- 3 The children were delighted with the Christmas lights and they wanted to see them turned on again.
- 4 Even though it is possible to go skiing in Scotland, the British have always been worse skiers than most Europeans have been.
- 5 'Why hasn't the new shopping centre been opened yet?' 'But it has been opened.'
- 6 'Will Julie be going to the club's New Year's party this year?' 'I think she gets back from holiday on 30th December, so she could be going.'
- 7 'Is the new restaurant in the High Street open on Sunday evenings?' 'I don't know. It might be open on Sunday evenings. The old one was open on Sunday evenings.'
- 8 We haven't earned any money this summer. I really expected us to earn some.
- 9 The young woman plays the violin and her brother plays the cello.
- 10 He told me that he was going to leave his wife and I asked him why he was going to leave her.
- 11 Baxter's sick tonight, which is unfortunate as he can play better than all the others can.
- 12 We thought that the old woman had been looking after the house, but she can't have been looking after it as she was in hospital at the time.

**4 35.2, 35.3**

**Read the following text about the Inuit system of adoption, then complete these two tasks:**

- A Mark three more omissions with  $\surd$  and write the omitted words. The first omission is given as an example (0).
- B Underline eleven more substitute words, then write the words they replace. The first substitution is given as an example (00).

0 The Inuit system of child adoption, although  $\surd$ archaic, appears much more humane .....  
*it is*  
.....  
*system*  
.....

00 than our own in the so-called civilised world, where childless couples must apply .....

1 through faceless agencies for the opportunity to adopt. They must undergo a series of .....

2 intrusive interviews and examinations and, if successful, will then be put on a waiting .....

3 list for an unspecified period of time. An Inuit couple wanting to adopt simply makes .....

4 it known and soon enough they will receive a call from a woman who is prepared to .....

5 give up her child. This may be because she already has too many children and does .....

6 not want another one, or the call may come from a relative or friend who wishes to .....

7 help someone less fortunate than themselves. Traditionally, the couple would be .....

8 asked if they would like the child and, if so, a simple handover would take place. .....

9 Today, however, this has been replaced by bureaucracy in the form of civil .....

10 registration, although the tradition itself has not. It survives even at the end of the .....

11 twentieth century. .....

In each of these pairs or groups of sentences, at least one of the choices is correct, and two or three may be. Tick the correct ones.

- 1 A He just came in and he sat down without even saying hello.   
B He just came in and sat down without even saying hello.
- 2 How about packing up now and hitting the beach for an hour?  
A Uh no, I don't really want.   
B Uh no, don't really want to.   
C Uh no, I don't really want to.
- 3 Did you know that your son hasn't been to school for over a week, Mr Greene?  
A But that's impossible! He must!   
B But that's impossible! He must have!   
C But that's impossible! He must have been!
- 4 A You play the piano much better than the usual pianist.   
B You play the piano much better than the usual pianist plays.   
C You play the piano much better than the usual pianist does.
- 5 I've decided to resign from the drama group.  
A Why?   
B Why have you decided?   
C Why have you decided to do that?
- 6 Barbara takes in stray dogs and cats, but she's much fonder of cats.  
A She considers them far too obsequious.   
B She considers dogs far too obsequious.
- 7 We love going to the Greek islands but we try to avoid ...  
A the ones that attract the jet set.   
B the that attract the jet set.   
C those that attract the jet set.
- 8 Adults often like hot, spicy food, whereas ...  
A children usually prefer mild food.   
B children usually prefer mild.   
C children usually prefer mild one.
- 9 All my American friends expected their team to win most of the track medals ...  
A and we did too.   
B and we did it too.   
C and we did so too.
- 10 Look! Jason can walk on his own!  
A Oh, so he can!   
B Oh, so can he!

Read the text below and think of the word which best fits each space (1–18). Use only one word in each space. In some cases you do not need to add a word at all (write ‘-’ in these spaces). There are two examples at the beginning (0) and (00).

Have you ever sent an e-mail to a friend from work? Or have you sent a joke one (0) ..... to a colleague on the office computer? Well, think again. (00) ..... *This* ..... is exactly what Rupert Beverly and David Pennington (1) ....., and now they wish they hadn't (2) .....! They were sacked from an engineering company in the north of England for doing just (3) .....

Hang on – you may think – this is one small company in the UK. But (4) ..... happens not only in less-regulated small companies but in large multinational (5) ..... too. Eight sales staff at Cable and Wireless have recently lost (6) ..... jobs after a complaint about an e-mail. Management claimed that it could have been construed as offensive, and while the sacked workers agreed that perhaps it could (7) ....., they insist that (8) ..... wasn't pornography, as they knew it was a sackable offence to download this.

Regulations governing this area vary from country to country: at present the law in the USA allows companies to monitor staff

e-mails and while (9) ..... in the UK is currently not so strict, it looks as though it will follow the US model. In Germany, however, the law does not allow 'spying' on employees' personal e-mail, but at least one multinational (10) ..... based there is taking advantage of the UK regulations by sending all e-mails to the UK to be monitored.

Civil rights organisations are concerned that monitoring e-mails infringes personal liberty and that it also undermines trust in the working environment. (11) ..... want management to intercept and monitor e-mails only when (12) ..... necessary, and to be able to prove that (13) ..... was indeed necessary to do (14) .....

And what of Rupert and David? Well, (15) ..... claim for unfair dismissal was rejected: the tribunal found that the company was within (16) ..... rights to sack employees for sending joke e-mails, and also, more worryingly, (17) ..... for the time wasted in (18) ..... it. Watch out, Big Brother really is watching you now!

## 7 ALL

Read this text which has repetition. Correct to improve the style, using substitution and ellipsis.

Most people enjoy listening to music but few people realise the important ~~effects~~ and largely positive effects listening to music can have on us. We know that certain types of music are used to influence our emotions and influence our behaviour. For example, airlines use soothing music before a flight to relax passengers, especially passengers who may feel nervous about flying. You may have noticed how shops often play fast, rousing music (if you haven't noticed, you probably shop at the more old-fashioned type of store) – playing fast and rousing music tends to make us feel happier and more likely to spend money!

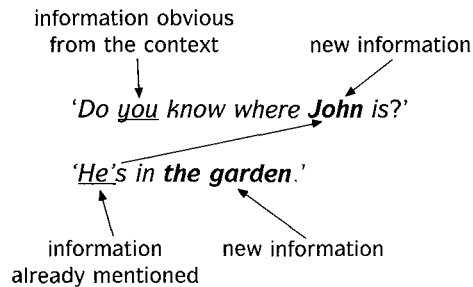
Music is also being used now as a psychiatric therapy. It seems to be particularly useful for eating disorders and addictions, but it is also useful for sufferers of post-traumatic stress syndrome. People attending group therapy sessions are invited to bring along their favourite tracks. Not everyone does, but the people who bring them along play them for the group. Playing them for the group creates a sense of belonging, as well as creating a more relaxed atmosphere for the therapy session.

# Features of discourse

There are several principles and conventions which we follow in discourse (texts or conversations). This unit looks at how we organise information when we speak or write and the implications of this for word order, grammar and vocabulary. The unit goes on to describe other discourse features such as the use of linking words between sentences, stylistic devices and the choice of words appropriate to their context of use.

## 36.1 ORDERING INFORMATION

- 36.1A** When speaking in English we usually sequence words so that we move from something known (already mentioned or obvious from the context) at the beginning of the sentence to something new at the end:  
The information principle (in these examples, known information is underlined, new information is in **bold**)



Notice how the pronoun *He* refers back to *John*; this kind of economic use of language is called 'cohesion' (► **Unit 35**).

When writing in English we usually organise the information in the same way that we do in speaking. Starting sentences with information which relates back to something already mentioned helps the text to 'flow' more smoothly and makes it easier for the reader to understand it:

Another striking feature of the capital's squares and parks are **the plane trees**. The plane tree can reach **35 metres in height** and has **leaves similar to those of the maple**. It has a **vigorous and robust habit** and is **highly resistant to cold and air pollution**. These features make **it an ideal choice for city parks in northern Europe**.

We do not usually put new information at the beginning (but ► **36.1C, D** below).

- 36.1B** In English we prefer to put long and complex phrases at the end of a sentence. English prefers sentences to be 'light' at the beginning (before the main verb) and 'heavy' at the end. Long complex clauses also often contain new information, so this principle and the information principle reinforce each other:

*A striking feature of the central areas of the capital are **the elegant classical squares which were originally laid out by aristocratic developers in the eighteenth century**.* Sentences with a heavy clause at the beginning can seem clumsy and be difficult to understand:

*[**The elegant classical squares which were originally laid out by aristocratic developers in the eighteenth century** are a striking feature of the central areas of the capital.]*

❶ But the information principle is more important in text than the end-weight principle, so we can put a heavy clause at the beginning of a sentence if it contains familiar information linking it to the preceding text:

*London has many public parks and squares which date from previous centuries. **The elegant classical squares which were originally laid out by aristocratic developers in the eighteenth century** are a striking feature of the central areas of the capital.*

**36.1C** In English we can show which part of a sentence or clause contains the most important Focus point or 'focus' by moving the important point to the beginning or end of the sentence – these are the two positions which appear most important to a reader or listener. In this example *Jim* and *nightclub* are the focus – they seem the most important issues:

*Jim invited Lucy to the nightclub.*

If we want to put the focus on an item that doesn't naturally come at the beginning or end of the sentence (e.g. *Lucy*) we have to manipulate the grammar to bring the item to the front focus position. We call this 'fronting' (▶ 34.2). For example, we can use cleft sentences (▶ 34.1):

*It was Lucy that Jim invited to the nightclub.*

*Lucy was the girl that Jim invited to the nightclub.*

Similarly, we can give focus to something by moving it into the end focus position:

*The girl that Jim invited to the nightclub was Lucy.*

**36.1D** We sometimes need to break the principles of word order to create effects of emphasis Contrast and emphasis and contrast. Because word order in English is usually fixed, we can emphasise something by moving it to an unfamiliar position. We often do this with adverbial expressions (▶ 34.2C), objects and complements (▶ 34.2A), and *that* and *to* infinitive phrases (▶ 34.1E, 13.3, 13.4, 13.5):

*The facade of the house was blank and austere. [But it was ornate and luxurious inside.] → **But inside** it was ornate and luxurious.*

*[I may be old], but I'm not stupid. → **Old** I may be, but I'm not stupid.*

*Priscilla invariably rejected impoverished suitors. [Her only ambition was to marry for money.] → **To marry for money** was her only ambition.*

(For more information on word order with verbs ▶ Unit 30; with adverbs ▶ Unit 24.)

**36.1E** In order to follow the ordering principles (▶ 36.1A, B above) when we are writing we Manipulating grammar and vocabulary have to choose suitable vocabulary and grammar. As the subject usually comes at the beginning of a sentence in English the simplest way to organise a sentence is to choose a subject which links with the previous information:

*Whenever possible, we pack all our furniture in **flat packages**. [Transport becomes cheaper because less space is taken up by a flat pack than a bulky one.] → **A flat pack** takes up less space than a bulky one, which means that transport becomes cheaper.*

We sometimes use a noun which summarises the previous information (for more information on 'nominalisation' ▶ 25.5B):

*The rioters threw petrol bombs at the embassy. **The situation** was getting out of hand.*

We can choose alternative verbs or use the passive (▶ 8.4A) so that the appropriate subject comes at the beginning:

*Our neighbours got a good price for their **car**. [The local garage bought it from them.] → They sold **it** to a local garage. **It** was bought by a local garage.*

*'Guernica' is a wonderful example of cubist art. [In 1937 Picasso painted it.] → **It** was painted by Picasso in 1937.*



We can also use introductory *it* (► **Unit 33**) and participle and infinitive phrases (► **Unit 13**) to put the familiar information at the beginning and new information at the end:

*Fleming's behaviour was inexplicable. **It was hard to believe** that he had become this savage with a bare knife.*

*Steve went home. **Walking towards his door**, he noticed a piece of paper left on the doorstep.*

## 36.2 DISCOURSE DEVICES

**36.2A** We use various words and phrases at the beginning of a sentence to express a Linking relationship between what we are about to say and what we have just said. (We expressions also use words to link clauses within a sentence; for more information about these ► **30.3A, B**). The table below contains some common examples of sentence linkers:

types	examples	discourse examples
<b>additive linkers</b> (giving extra information)	<i>Furthermore,<sup>1</sup> Similarly,<sup>1</sup> (= in the same way), In addition, On top of this, What's more,</i>	<i>You can save yourself a full five per cent of interest with our new credit plan. <b>Furthermore</b>, we are offering no repayments for a year to customers who sign up before the end of the month.</i>
<b>adversative linkers</b> (introducing information which contrasts with what has been mentioned previously) <sup>2</sup>	<i>However,<sup>1</sup> Nevertheless,<sup>1</sup> (= despite this) On the other hand,</i>	<i>Your counsel has made a convincing case in mitigation, Mr Belgrave. <b>Nevertheless</b>, we feel that in a case of this gravity the only appropriate option is a custodial sentence.</i>
<b>causal linkers</b> (introducing the result of previous information)	<i>Consequently,<sup>1</sup> It follows from this,<sup>1</sup> For this reason, As a result, So,</i>	<i>Your repayments are now three months in arrears. <b>Consequently</b>, we have no option but to withdraw credit facilities immediately.</i>
<b>temporal linkers</b> (expressing a relationship of time or sequence with the previous information)	<i>Then, After that, An hour later, Finally, At last</i>	<i>The troops trudged for weeks through the snowy wastes. <b>Finally</b>, as they were nearing the point of exhaustion, they saw the faint lights of the city on the horizon.</i>

<sup>1</sup> We usually use these linkers in more formal English.

<sup>2</sup> These are often adverbs of contrast. (► **32.3B**)

**36.2B** A key feature of continuous text and of conversation is the use of reference words Reference (► **Unit 35**) which tie different sentences together by making cross references backwards and forwards in the text. We generally do not repeat the same words:

*Professor John Doherty gave the lecture this morning. [**Professor John Doherty's theme was endorphin production in mammals.**]*

We tend to avoid doing this because repetition is boring for the reader or listener and it is not considered stylish. A better alternative is partial repetition:

✓ ... *Doherty's theme was endorphin production in mammals.*

We can often use a pronoun or replacement word which refers back to the earlier item:

... *His/The lecturer's theme was endorphin production in mammals.*

We can also use pronouns or other substitute words (► **35.2**) and in some cases we can omit the repeated information (► **35.3**).

**36.2C** Parallelism Although we try to avoid repeating words when we are writing a text (► 36.2B above), a useful way of making a text cohesive is to use similar grammar in different sentences, for example the same tense or aspect, similar word order or repeating a particular grammatical form:

***She is probably going to fail the exam. And she is probably going to blame her teacher.***

*Your world. **To live and sleep in. To cook and eat in. To take a shower, watch TV or maybe do some work in.***

❗ We avoid sudden changes in grammar as this often looks clumsy and it can make a written text difficult to understand:

*[I can't wait to lie on the sand. Swimming in the sea is great. To sunbathe is something I would love to do as well.]*

✓ *I can't wait to be lying on the sand, sunbathing and swimming in the sea.*

If we want to create a dramatic effect or make a strong contrast, we can repeat an unusual grammatical pattern. But we usually only use this device in narrative and fiction because in less literary contexts it can seem inappropriate:

***Rarely had I seen such a ramshackle boat. And never had I actually been expected to get on board one.***

**36.2D** Appropriate language A key feature of the use of language which is appropriate to its context is the choice of vocabulary. Most English words are 'neutral' and we can use them in any situation. But some words are only appropriate, for example, in a formal situation and others only in an informal context. Compare these examples which say the same thing in different registers:

*The **show starts** at nine o'clock. (neutral)*

*The **performance commences** at nine o'clock. (formal)*

*The **show kicks off** at nine. (informal)*

Certain forms and grammatical patterns are more suitable for formal situations, e.g. passives (► 8.4D), subjunctives (► 11.1B), infinitive phrase subjects (► 13.3B) and non-defining relative clauses (► 31.1D). There are other patterns which we usually use for more informal situations, e.g. passives with *get* (► 8.1E), sentences ending with prepositions (► 14.3B), using verbs as nouns (► 25.5A) and *it* cleft sentences with *when* and *where* (► 34.1B).

Here is another set of examples which differ not only in choice of vocabulary but also in the choice of grammatical patterns:

*I'm afraid I can't come because I'm busy tonight. (neutral)*

*I regret that I am unable to attend due to a prior engagement. (formal)*

*Sorry I can't make it but I'm a bit tied up tonight. (informal)*

❗ In written English we usually do not mix formal and informal language in the same text unless we want to create a comic or ironic effect:

*[The Minister was unable to attend the reception **because he was a bit tied up.**]*

✓ *The Minister was unable to attend the reception **due to a prior engagement.***

# Practice

The key to these exercises is on page 372.

## 1 36.1

In the following passages the underlined phrases or sentences (0–7) do not conform with text writing principles. The main problem is the order of information. Rewrite these sentences appropriately, changing the grammar as necessary. The exercise begins with an example (0).

### The Hubble Space Telescope

The Hubble Space Telescope was put into orbit by the American space shuttle *Discovery* in April 1990. (0) The earth is orbited by it at an altitude of 610 kilometres. (1) The light from space is not affected by interference from the earth's atmosphere at this height. As a result the Hubble telescope is at least ten times more accurate than telescopes on the ground and has a much greater range. (2) In our search for distant stars and planets this makes it the most useful tool.

The telescope is named after the most influential astronomer of the twentieth century, Edwin Hubble. Working at the Mount Wilson Observatory in Pasadena, (3) his close observation of the Andromeda Galaxy was used by the American astronomer to develop the theory that the universe is expanding. (4) Directly based on his ideas is the Big Bang theory, now accepted as the most likely explanation of the creation of the universe.

The Hubble Space Telescope has not had a smooth history. (5) Scientists at NASA discovered that the main mirror had become distorted and could not be used with any accuracy only two months after it went into orbit. Rather than abandon the project, NASA decided to find a way to resolve this problem. (6) COSTAR (corrective optics space telescope axial replacement) was the name of the solution. This was a device which contained ten smaller mirrors designed to compensate for the distortion in the telescope's main mirror. It cost \$360 million to develop the technology and more than 30 hours of spacewalks by astronauts to fix the device. (7) The Hubble Space Telescope is now working correctly and sending its astonishing data back to earth, the repairs were completed in January 1994.

- 0 It orbits the earth at an altitude of 610 kilometres. .....
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....

## 2 36.1

Choose the best alternative, A or B, according to text ordering principles.

- The witness gave the police details of her assailant's appearance. ... circulated throughout the metropolitan district.
  - The description was
  - The details of her assailant's appearance were
- Della Jones, one of our best-loved singers, is well known for her opera repertoire. ...
  - Her greatest operatic roles have included Rosina in *Il Barbiere di Siviglia* and the title role in *La Cenerentola*.
  - Rosina in *Il Barbiere di Siviglia* and the title role in *La Cenerentola* are included among her greatest operatic roles.

- 3 One of the great comic stars of the 1960s was Walter Matthau. ...
  - A Particularly noteworthy was Jack Lemmon's film work with him.
  - B His film work with Jack Lemmon being particularly noteworthy.
- 4 If you're looking for a quiet holiday, forget about Ibiza. ...
  - A It may be sun-drenched and beautiful but it isn't peaceful!
  - B Sun-drenched and beautiful it may be, peaceful it isn't!
- 5 Elizabeth inherited a kingdom torn by religious strife. ...
  - A Her first action was to try and pacify the rival fanatics.
  - B Pacifying the rival fanatics was her first action.
- 6 Potential residents will find everything they need in the Dinglewood rest home in Harwich. ...
  - A Among its features are twenty-four hour nursing care and luxurious private rooms.
  - B Luxurious private rooms and twenty-four hour nursing care are among its features.
- 7 But I had nothing to do with it, Your Honour. ...
  - A My twin brother was the one the police saw outside the warehouse.
  - B The police saw my twin brother outside the warehouse.
- 8 Built in 1078 by Bishop Gundulf for William the Conqueror, the Tower of London is one of the oldest landmarks in the city. ...
  - A Today its main claim to fame is the recently built Jewel House containing the fabulous crown jewels of Great Britain.
  - B The recently built Jewel House containing the fabulous crown jewels of Great Britain is its main claim to fame today.
- 9 Birch trees can reach 30 metres in height and have a very vigorous growth pattern. ...
  - A Damage can be caused to drains and house walls if they are too close to the particularly fast-growing roots.
  - B The roots are particularly fast-growing and can cause damage if they are close to drains and house walls.
- 10 My rather unconventional sister turned up in the middle of the night without any warning. ... soon sent our peaceful little household into total turmoil.
  - A My sister arriving unexpectedly in the night
  - B Her sudden arrival

**3 36.2**

There is one mistake in each extract, 1–10. Some mistakes are incorrect linking words, some are incorrect use of vocabulary or grammar, and some are due to unnecessary repetition. Find each mistake and correct it.

1 *Dave – I'm off to Mum's for the weekend. Don't forget to activate the burglar alarm if you go out! See you Monday. Love Jane*

.....

2 London is a vast sprawling metropolis containing millions of people over an area of several thousand square kilometres, much of which consists of endlessly monotonous suburbs. Consequently, many of the individual districts seem to have retained their own distinct and almost village-like identities.

.....

- 3 Swimming in the morning and skiing in the afternoon. Dining on seafood in the evening and to fall asleep to the sound of lapping waves at night. There's nowhere like Andalucia. Call now for our brochure.
- 4 Ralph felt the icy wind on his back and wrapped his scarf more tightly around his neck. It was surprising how chilly the icy wind could be once one got a few miles out to sea.
- 5 Local residents are ready to take the matter to the police and the authorities. Nevertheless, they are going to write to their member of parliament to insist on a public inquiry into the affair.
- 6 To make a recording first insert a blank tape into the machine. Then select the channel you wish to record and set the counter to zero. You ought to press the red 'record' button and at the same time press the 'play' button.
- 7 **8.00** Tonight's episode of *Changing Rooms* features a brave married couple from Darlington. The brave married couple allow their rather ham-fisted neighbours to redecorate their recently rebuilt conservatory in what the programme makers describe as 'tropical' style!
- 8 Policyholders wishing to make a claim under Section 3 should be prepared to provide receipts of purchase for all items. Items for which receipts cannot be provided will not be eligible for reinstatement except in really special circumstances and at the absolute discretion of the insurers.
- 9 To have made one great album is easy. To have made two is not so hard. But having made three is a rare feat indeed in today's easy-come, easy-go music business. Yes, Radiohead have pulled off the hat trick!
- 10 We moved into the new house today. Everything went pretty smoothly. The furniture van arrived bang on the dot of 10 and we spent an exhausting three hours unloading. At first, at one o'clock we were able to sit down on our own sofa in our own new living room!

#### 4 ALL

Read the text about Paul Robeson and match the underlined phrases and sentences (1–8) with the features (A–H). (Note that underlined items 1–4 match text features A–D, and underlined items 5–8 match features E–H.) Write the numbers in the boxes.

#### Features

- A Putting familiar information at the beginning by using a noun.
- B Giving extra focus to information by putting it at the front of the sentence.
- C Repeating a grammatical structure to give extra emphasis (parallelism).
- D Using a linking word to make a contrast with information in the previous sentence.
- E Familiar information at the beginning, new information at the end (the information principle).
- F Using a substitute word to avoid repetition.
- G Putting familiar information at the beginning by using the passive.
- H Long and complex phrases at the end (the end-weight principle).



**Paul Robeson** was the first African American to gain international success in the 'white' world of Hollywood movies. He was born in 1898, the son of a Methodist minister and a runaway slave. (1) Highly intelligent, he won a scholarship to Columbia University where he qualified as a lawyer. (2) But there were few opportunities for black lawyers in the New York of the nineteen twenties and Robeson decided to pursue a career on the stage. He soon became one of the biggest stars on Broadway, taking the leading role in Eugene O'Neill's play *The Emperor Jones* in 1924. (3) Applauded for his acting ability and acclaimed for his remarkable physical presence on stage, Robeson went on to show the world his greatest talent, his superb deep bass singing voice, by taking the role of Joe in Jerome Kern's hit musical *Show Boat* in 1927. After a successful run in this musical he changed direction again by tackling Shakespeare, achieving rave reviews for his portrayal of Othello.

(4) Success on Broadway inevitably led to Hollywood and Robeson made his screen debut in the film version of *The Emperor Jones* in 1933. Word of his abilities soon spread outside the United States and (5) in 1935 the actor moved to England, where he starred in *Sanders of the River* and *King Solomon's Mines*.

Back in America Robeson starred in *Show Boat*, singing his famous song *Ol' Man River*. (6) A recording and singing career followed with Robeson popularising traditional negro spirituals, a form of religious folk song developed by black slaves in the American South. Robeson became increasingly involved in politics and in the nineteen fifties made a visit to the Soviet Union. It was an era of strong anti-communist feelings in America and when Robeson returned home his passport was cancelled and he was forced to stay in the United States for the next six years. (7) He was blacklisted by Hollywood and was unable to find work. (8) Robeson left the States in 1958 and began a new career as a concert performer in Europe. But he became seriously ill in the sixties and returned to New York. He died in Harlem in 1976.

## 5 ALL

Use the following notes to prepare a short article for a reference book about the samurai. Write one sentence only for each numbered set of notes, using connecting words and phrases as appropriate. You may add words and change the form of the words given in the notes but do not add any extra information. The first point has been expanded for you as an example (0).

### *The samurai – Warriors of Japan*

- 0 *s. = warrior class – founded by first 'shogun' (military ruler) Yoritomo – 1180*
- 1 *worked for shogun (wartime); employed by large landowners, ('daimyo') in peace*
- 2 *many rights & privileges: right to carry swords/ride horses etc.*
- 3 *exchange for rights: owed absolute loyalty > their daimyo (even extent expected – commit suicide when d. died)*
- 4 *this tradition – part of 'bushido' (= 'The Way of the Warrior'): strict code of honour – stressed importance: self-discipline & bravery*
- 5 *bushido based on peaceful beliefs of Zen Buddhism; despite this – helped s. become most ruthless, feared & brutal warriors in Asia*
- 6 *s. reached peak importance & influence – civil wars (16th century) – fought for rival warlords*
- 7 *peaceful years (after 1603) s. gradually lost military importance & many became administrators (not soldiers)*
- 8 *1867 last shogun (Tokugawa Keiki) resigned; Japan began modernise military forces; conscription & western army structure (introduced 1872)*
- 9 *s. no longer needed/wanted = result; remaining s. in Satsuma decide mount rebellion against government*
- 10 *Satsuma rebellion = disaster for s. – finally defeated by Imperial Army 1877*

0 *The samurai were a warrior class founded by the first 'shogun' or military ruler, Yoritomo, in 1180.*

intended → it is intended for  
14 ✓

- 5 1 from/out of 2 of 3 in  
4 over 5 as 6 across/all  
over 7 from 8 of/in 9 than  
10 for 11 which 12 between  
13 offering 14 to/for  
15 including 16 through/in  
17 without 18 of 19 Unlike  
20 for/during 21 For  
22 behind 23 what  
24 From/In 25 under
- 6 1 from 2 across 3 between  
4 in 5 According to 6 on  
7 By 8 to 9 In 10 like  
11 at 12 into 13 behind  
14 under 15 instead of  
16 with 17 in 18 about  
19 during 20 of 21 on  
22 at 23 against 24 off  
25 between 26 on 27 with  
28 in 29 on 30 along  
31 into 32 on

## 30

- 1 1 B 2 A, B 3 A, B 4 B  
5 A
- 2 1 refused to leave his  
estranged son anything.  
2 Susan originally believed  
Geoff 3 Please leave your  
shoes by the door 4 that you  
keep your valuables safe  
5 doesn't tell us what we  
should wear at the reception.  
6 George W Bush has been  
elected the new President  
7 that studying philosophy  
really improves our thinking  
power. 8 She carefully placed  
onto her finger the 24-carat  
gold, diamond-encrusted  
engagement ring that her  
fiancé had just bought her.  
9 The course director insists  
on first-year students  
attending at least 80 per cent  
10 by sending us the form and  
proof of purchase
- 3 1 B 2 M 3 K 4 A 5 E  
6 N 7 H 8 O 9 D 10 J  
11 F 12 I
- 4 1 The couple named their first  
daughter Samantha. 2 His

- Excellency expects visitors to  
stand when he arrives.  
3 I wouldn't like to stay a legal  
assistant for long. 4 Amanda  
brought all her expertise to  
the team. 5 Amanda brought  
the team all her expertise.  
6 A very inexperienced  
salesman has become the  
Sales Manager. 7 He placed  
into the box the carefully  
wrapped, sparkling, diamond  
encrusted 18-carat gold ring.  
8 Please put all rubbish in the  
bins provided. 9 Do your  
parents let you go to all-night  
parties? 10 The paratrooper  
carefully removed the pin from  
the grenade./removed the pin  
from the grenade carefully.  
11 Susan liked the bracelet so  
her daughter bought it for her.  
12 They made the prisoners  
stand all day long to reduce  
their resistance. 13 The  
scenes of destruction in the  
film made us all sick. 14 The  
trainer recommended trying an  
easy programme first./  
recommended first trying an  
easy programme.
- 5 1 - that - f (S) 2 - so - a (S)  
3 - if - i (S) 4 - after - e (S)  
5 - or - b (C) 6 - and - d (C)  
7 - even though - c (S)  
8 - than - g (S)
- 6 1 ~~broke thousands~~ → broke  
into thousands 2 ✓  
3 ~~remain to be tenants~~ →  
remain tenants 4 ~~appears  
some mistake~~ → appears to be  
some mistake 5 ✓  
6 ~~recommended book~~ →  
recommended booking/  
recommended that you book  
7 ~~showed to their gathered  
fans their trophy~~ → showed  
their trophy to their gathered  
fans 8 ~~explained us the  
problem~~ → explained the  
problem to us 9 ~~tell me to  
go?~~ → tell me where to go?  
10 ~~placed back in its correct  
position the gold watch~~ →  
placed the gold watch back in

its correct position 11 ✓  
12 ~~drives absolutely wild my  
cats!~~ → drives my cats  
absolutely wild!

- 7 1 it (to be) 2 for them/for  
someone 3 which didn't  
4 to be 5 angry/annoyed/  
furious 6 (that) they  
7 letting 8 After/When  
9 it/the clamp 10 how

## 31

- 1 1 H The body of a man who  
jumped off the Severn Bridge  
has been found in the River  
Severn. 2 J The fashion icon  
Mary Quant, who is famous for  
inventing the mini-skirt, has left  
her business. 3 D The global  
warming conference, which was  
held in The Hague, has ended  
without agreement. 4 C  
Formula 1 driver Eddie Irvine,  
whose contract with Ferrari  
finishes at the end of the  
season, has narrowly missed  
gaining the Formula 1 World  
Champion title (today).  
5 B The hand count of votes  
which/that were spoiled in the  
recent US presidential election  
has continued. 6 F London  
Zoo, which was in danger of  
closing through lack of funds,  
has remained open. 7 A The  
politician who was disgraced in  
a financial scandal has handed  
in his resignation. 8 G The  
size 16 model who refused to  
diet to a size 12 has won the  
new Estée Lauder contract.  
9 E Madonna's house in the  
UK, which she shares with her  
British partner, Guy Ritchie,  
has been burgled.
- 2 1 B 2 A 3 B 4 A
- 3 1 which 2 where 3 who/  
whom/that 4 whose 5 which  
6 whom 7 who 8 when  
9 which 10 which/that
- 4 1 with staff vacancies 2 Sir  
Patrick McDonald, from  
Inverness 3 all from the  
holistic school of education.

- 4 of different ages 5 currently living 6 to be informed of the government's decision 7 (held) last week 8 dedicated to 9 participating over the years
- 5 1 where F 2 (that/which) I 3 where H 4 whom A 5 who G 6 whose D 7 why E 8 which B
- 6 1 ~~tourism which~~ → tourism, which 2 ✓ 3 ~~which it is~~ → which is wholly seasonal 4 ~~people work~~ → people who work 5 ~~wherever work~~ → work wherever 6 ~~government is already receiving~~ → government which/that is already receiving/government already receiving 7 ✓ 8 ✓ 9 ~~to see them.~~ → to see. 10 ~~reef which~~ → reef, which 11 ✓ 12 ~~tourist what wants~~ → tourist who/that wants 13 ✓ 14 ~~where they are drinking in.~~ → where they are drinking./that/which they are drinking in. 15 ~~that~~ → which 16 ✓ 17 ~~what~~ → which 18 ~~places tourism~~ → places where/in which tourism 19 ~~that whose~~ → whose 20 ✓ 21 ✓ 22 ~~which~~ → what

## 32

- 1 1 e Many people believe that capital punishment is a deterrent to serious crime. On the contrary, it actually makes little difference to the crime rate. 2 b We usually consider it healthy to eat lots of fruit but too much can produce an excess of acid in the stomach. 3 g I enjoy having people to stay, though I always appreciate the peace when they have gone./I always appreciate the peace when they have gone, though. 4 a The main medium of communication on the Internet is English, although many web

- sites now operate in other languages. 5 h Iain Banks's early novels were considered quite strange, while his later books are more mainstream and accessible. 6 f I tend to drink more white wine, whereas my husband prefers red. 7 d Global warming is often considered the main factor in current climate fluctuations. Yet climate change has long been a feature of the Earth's development.
- 2 1 Very little of the remaining stock sold, even though the prices in the sale were very low. 2 Although the ailing magazine tried introducing several new features, circulation continued to drop. 3 Difficult though this may seem now, you'll soon wonder why it caused so many problems. 4 In spite of the fact that she insisted (that) all was well, I knew that something was wrong. 5 The Scots won the battle, despite their smaller force./despite having a far smaller force. 6 Despite being hated by the critics, Archer's latest book was well received by the public.
- 3 1 ~~than though I expected~~ → than I expected, though 2 ✓ 3 ~~mind you~~ → however/on the other hand 4 ~~It didn't last long, still.~~ → Still, it didn't last long. 5 ✓ 6 ~~We'd rather all the same not.~~ → We'd rather not, all the same./All the same, we'd rather not. 7 ~~Nevertheless~~ → Still/All the same/Mind you 8 ~~You may be penalised for failing to follow on the other hand the rules.~~ → On the other hand, you may .../You may, on the other hand .../... be penalised, on the other hand, for .../... for failing to follow the rules, on the other hand.
- 4 1 same 2 same 3 different

- 4 different 5 same 6 same 7 different 8 different 9 same 10 same 11 different 12 same
- 5 1 but 2 However 3 Nevertheless 4 even though 5 Despite 6 however 7 While 8 though 9 whereas 10 despite 11 On the contrary 12 Yet

## 33

- 1 1 There are more than a million species of insect in the world. 2 There was a grandfather clock ticking in the background. 3 At Hiroshima in 1945 there was an event which shook the whole world. 4 There are thought to be two further suspects under arrest. 5 There is bound to be a bad reaction to the news (from them). 6 There now follows/There will now be a statement by the Prime Minister. 7 There were two forms of amino acid present in the compound./Present in the compound there were two forms of amino acid. 8 Is there an underground railway in Osaka? 9 There is likely to be a massive sell off of high-tech shares in the next few days. 10 From the middle of the forest there emerged a strange hooded figure./There emerged a strange hooded figure from the middle of the forest. 11 In this case, there should be no trouble securing a conviction. 12 Is there nobody here able to help us?/Is there nobody here who can help us? 13 There are ten new holiday destinations illustrated in our brochure. 14 Is there a buffet car on the train? 15 In this bad weather there is certain to be a poor turnout for the election./There is certain to be a poor turnout for the election in this bad



weather. 16 There was a beautiful antique tapestry hanging over the bed.

17 There are thought to be at least two leading politicians involved in the scandal.

18 We don't envisage there being any adverse reaction from viewers.

- 2 (Suggested rewriting in italics) *The Beach* is the story of a young man who yearns for, seeks out and eventually finds just such a place. *But it comes as a shock to discover that, far from being the source of contentment and inner fulfilment that he expects, the beach turns out to be a place of savage violence, terror and death.*

Alex Garland takes the reader on an exotic journey from the steaming tourist-packed dives of the Khao San Road in Bangkok to the drug-infested islands of the remote seas around Thailand. *It is difficult not to be impressed by the author's skill in describing the unfamiliar oriental locations and his ability to empathise with the obsessions of today's young backpacking 'new-age' travellers.*

Taking in illegal drug plantations, memories of the Vietnam war, sexual jealousy, shark-infested waters, the psychological dynamics of communal living and the clash of cultures, Garland spins a tale which both seduces and shocks the reader. *It is the author's unique blend of these disparate elements which gives the novel its haunting sense of unease and horror.*

It is a thriller with all the traditional ingredients, an exotic location, a central mystery, good versus evil, and dangers around every corner. *There is a strong sense of good and evil in the book, but Garland leaves it to the reader/*

*but it is left to the reader to decide who is right and who is wrong.* There are few moral certainties in this exotic corner of the world.

*Events unfold at great speed, and be warned, it is impossible to put this book down once you have started it.*

With an international cast of well-observed characters Garland creates a nail-biting narrative that keeps the reader hooked until the final bloody climax.

- 3 1 The organisers didn't anticipate there being such an overwhelming demand for tickets. 2 It seems (as if/as though) she's going to marry him./It seems she may marry him. 3 There are thought to be many other politicians involved in the scandal./It is thought that there are many other politicians involved in the scandal. 4 I would appreciate it if you would/could send me/if you sent me your up-to-date retail price list. 5 There were fifty applicants for the scholarship. 6 It is said he hates publicity. 7 It isn't surprising that their children are so badly behaved. 8 In this paper it will be demonstrated that DNA strands can be replicated. 9 There are twelve detached houses with double garages for sale on this estate. 10 It is a great honour to be nominated for this award.

- 4 1 ~~The distance isn't far~~ → It isn't far 2 ~~People believe this is~~ → It is believed to be 3 ✓ 4 ~~more than thirty examples hang~~ → there are more than thirty examples 5 ~~That Rodin produced such a superb piece of work all by himself is hard to believe~~ → It is hard to believe that Rodin produced such a superb piece of work all

by himself. 6 ~~the impression is that the painting~~ → it looks/seems as if/as though the painting 7 ✓ 8 ~~I'm really surprised~~ → It's (really) surprising 9 ~~to see everything in one trip is impossible~~ → it's impossible to see everything in one trip. 10 ~~in that place~~ → there

- 5 1 She found it strange that he'd never heard of such a famous historical character. 2 Was there really such a long wait between trains? 3 We always have lots of visitors but there tend to be more in the summer months. 4 ✓ 5 The director leaves it to the viewer to decide who is guilty and who is innocent. 6 They assured us that there would be no trouble getting a refund if the goods were faulty. 7 ✓ 8 You know it really gets on my nerves when she talks like that. 9 ✓ 10 What's incredible is that there might have been so many more fatalities. 11 I find it impossible to conceive that someone with his track record would be so careless. 12 In 1666 there was a fire which destroyed a large part of London. 13 We would appreciate it if you submitted your estimate to our head office. 14 ✓ 15 Grandpa loves it when the children ask for his advice.

## 34

- 1 1 No, it was because of the traffic jam that he was late. 2 Well, what he did was (to) call her from his mobile phone. 3 No, it was on Monday that he was late. 4 No, what she did was (to) reschedule the meeting for the afternoon. 5 No, not the town centre; it was on the ring road that Nick got stuck. 6 No, it was

because Nick was late that she had to reschedule the meeting. 7 No, it was to warn her that he would be late that he rang her. 8 What she was was furious!

2 1 This is where we have to wait. 2 All we need is five minutes (to fix it). 3 The person who started the strike was Jennifer./Jennifer was the person who started the strike. 4 It isn't his dedication (that) I'm questioning. 5 What these men are is totally ruthless. 6 The place where I used to live is around the corner. 7 The one who complained was your next door neighbour./Your next door neighbour was the one who complained. 8 The only thing we didn't inherit was the house./The house was the only thing we didn't inherit. 9 That's exactly what the sales assistant told me. 10 What I want you to do is (to) copy this down in your notebooks. 11 The first thing we did was (to) check the insurance details. 12 It was at six o'clock (that) the climbers reached the peak./It was six o'clock when ... 13 What we're doing is taking the au-pair with us. 14 The last thing we did (before leaving) was (to) switch off the power supply. 15 The reason (why) they moved to Andalusia was the climate./The climate was the reason (why) they moved to Andalusia. 16 What the company has done is imposed a ban on private e-mails. 17 All we want is our money back. 18 It was our boss who told us the news. 19 What I want you to appreciate is that it's not my fault. 20 It was the introduction of stamp duties that led to the loss of the American colonies.

3 1 Exhausted though he was, he

managed to reach the finishing line. 2 To make the pilgrimage to Mecca is my life's ambition. 3 His most sublime work is the ninth symphony. 4 That proposal I really can't accept. 5 Placed on the altar was an enormous gold Buddha. 6 Much more challenging for the dedicated skier is the Cresta Run. 7 Also included in the report were several sharp criticisms of ministerial conduct. 8 Lying in the shop doorway was an old man. 9 To get to the bottom of the mystery proved impossible. 10 So severe was the damage that the pilot couldn't regain control.

4 1 ✓ 2 ~~we knew~~ → did we know 3 ~~and so most of the marketing team are~~ → so are most of the marketing team 4 ~~was there~~ → there was 5 ✓ 6 ~~so it be~~ → so be it 7 ~~Tomorrow the first day is~~ → Tomorrow is the first day 8 ✓ 9 ✓ 10 ~~latecomers will~~ → will latecomers 11 ~~such the condition is~~ → such is the condition 12 ~~the time is~~ → is the time 13 ✓ 14 ✓ 15 ~~a director has made~~ → has a director made 16 ~~as those are~~ → as are those 17 ✓ 18 ~~he managed to escape~~ → did he manage to escape 19 ✓ 20 ~~didn't he~~ → he didn't

5 1 That I find really hard to believe. 2 No, what I'm doing is cutting off the dead flower heads. 3 All we left behind was the personal stereo./The only thing ... 4 No, it was my brother (who owned one). 5 And shake them up it certainly did. 6 (But) best of all was the explosion on the jumbo jet. 7 No, what we should do is wait for the ambulance to arrive. 8 Well, (standing) right outside the

bedroom window was a huge electricity pylon. 9 Yes, to own a cottage has always been my greatest ambition. 10 No, it's (on) Friday that we're going.

6 1 Bungee jumping I've done before. 2 not only was rap jumping more exciting than bungee jumping, it was also a lot more dangerous./ rap jumping was not only more exciting but also a lot more dangerous than bungee jumping. 3 to keep me in suspense he didn't tell me too much about it 4 But it was Tony who actually took me for my first rap jump. 5 He's the one who's the real daredevil. 6 All I could see was a rope and a harness hanging from the gantry. 7 What you do is lean forward and walk down. 8 It's seeing the ground that I can't cope with. 9 No way am I doing that!

## 35

1 1 it = the train door 2 its = the train's 3 her = Miriam's 4 the many = kilometres 5 ones = bags 6 it = the large bag 7 this = the job opportunity/her move to Warsaw 8 that = birth 9 do it = return to Warsaw 10 done so = discounted 11 which = speaking to her prospective employers 12 their = Miriam's and her parents'

2 1 one 2 it/there 3 some/all/ most/many 4 ones 5 her 6 neither/nor do I 7 that 8 do it 9 did 10 so 11 so 12 do 13 one/some/them 14 That 15 not/I don't

3 1 I told the students they could either take the exam in June or ~~they could take it in~~ December. 2 We can go to the theatre tonight if you want ~~to go to the theatre~~. 3 The

children were delighted with the Christmas lights and they wanted to see them turned on again. 4 Even though it is possible to go skiing in Scotland, the British have always been worse skiers than most Europeans ~~have been~~.

5 'Why hasn't the new shopping centre been opened yet?' 'But it has ~~been opened~~.'

6 'Will Julie be going to the club's New Year's party this year?' 'I think she gets back from holiday on 30th

December, so she could be going.'

7 'Is the new restaurant in the High Street open on Sunday evenings?' 'I don't know. It might be open

~~on Sunday evenings~~. The old one was open on Sunday evenings.'

8 We haven't earned any money this summer. I really expected us to ~~earn some~~. 9 The young woman plays the violin and her brother ~~plays~~ the cello.

10 He told me that he was going to leave his wife and I asked him why ~~he was going to leave her~~. 11 Baxter's sick tonight, which is unfortunate as he can play better than all the others ~~can~~. 12 We

thought that the old woman had been looking after the house, but she can't have ~~been looking after it~~ as she was in hospital at the time.

- 4 **A**  
line 4 – if they are successful; they will then ... line 7 – she does not ... line 12 – has not been replaced

**B**  
line 1 – They = childless couples line 4 – it = that they want a child line 4 – they = the couple line 5 – her = the woman's; This = that she is prepared to give up her child line 5 – she = the woman

line 6 – one = child line 7 – themselves = the

person/people willing to give up a child line 8 – they = the couple line 8 – if so = if they would like the child line 9 – this = a simple handover line 10 – It = the tradition

- 5 1 A ✓ B ✓ 2 A ✗ B ✓ C ✓  
3 A ✗ B ✓ C ✓ 4 A ✓ B ✗  
C ✓ 5 A ✓ B ✗ C ✓ 6 A ✗  
B ✓ 7 A ✓ B ✗ C ✓ 8 A ✓  
B ✓ C ✗ 9 A ✓ B ✗ C ✗  
10 A ✓ B ✗

- 6 1 did 2 – 3 that 4 this  
5 ones 6 their 7 – 8 it  
9 that 10 – 11 They 12 –  
13 it 14 so/it 15 their  
16 its 17 – 18 doing

7 **Sample answer**

Most people enjoy listening to music but few realise the important and largely positive effects it can have on us. We know that certain types of music are used to influence our emotions and behaviour. For example, airlines use soothing music before a flight to relax passengers, especially those who may feel nervous about flying. You may have noticed how shops often play fast, rousing music (if you haven't, you probably shop at the more old-fashioned type of store) – this tends to make us feel happier and more likely to spend money!

Music is also being used now as a psychiatric therapy. It seems to be particularly useful for eating disorders and addictions, but also for sufferers of post-traumatic stress syndrome. People attending group therapy sessions are invited to bring along their favourite tracks. Not everyone does, but those who do (so) play them for the group. This/Doing so creates a sense of belonging, as well as

a more relaxed atmosphere for the therapy session.

## 36

- 1 1 At this height, the light from space is not affected by interference from the earth's atmosphere. 2 This makes it the most useful tool in our search for distant stars and planets. 3 the American astronomer used his close observation of the Andromeda Galaxy to develop the theory that the universe is expanding. 4 The Big Bang theory, now accepted as the most likely explanation of the creation of the universe, is directly based on his ideas. 5 Only two months after it went into orbit scientists at NASA discovered that the main mirror had become distorted and could not be used with any accuracy. 6 The solution was named COSTAR (corrective optics space telescope axial replacement). 7 The repairs were completed in January 1994 and the Hubble Space Telescope is now working correctly and sending its astonishing data back to earth.
- 2 1 A 2 A 3 B 4 B 5 A  
6 A 7 A 8 A 9 B 10 B
- 3 1 ~~activate~~ → turn on  
2 ~~Consequently~~ →  
Nevertheless/However/  
Nonetheless, etc. 3 ~~to fall asleep~~ → falling asleep 4 the ~~icy wind~~ → the wind/it  
5 ~~Nevertheless~~ → Furthermore/  
In addition, etc. 6 ~~You ought to press~~ → Press 7 ~~The brave married couple~~ → The couple/They 8 ~~really special~~ → exceptional 9 ~~having made three~~ → to have made three  
10 ~~At first~~ → Finally/At last, etc.

4 A 4 B 1 C 3 D 2 E 8  
F 5 G 7 H 6

5 1 Although they worked for the shogun in wartime, they were employed by the large landowners, the daimyo, in times of peace. 2 They had many rights and privileges including the right to carry swords and ride horses. 3 In exchange for these rights they owed absolute loyalty to their daimyo, even to the extent that they were expected to commit suicide when their daimyo died. 4 This tradition was part of 'bushido' or 'The Way of the Warrior': a strict code of honour which stressed the importance of self-discipline and bravery. 5 Despite the fact that bushido was based on the peaceful beliefs of Zen Buddhism, it helped the samurai to become the most ruthless, feared and brutal warriors in Asia. 6 The samurai reached their peak of importance and influence in the civil wars of the sixteenth century, when they fought for rival warlords. 7 In the peaceful years after 1603, the samurai gradually lost their military importance, and many became administrators rather than soldiers. 8 In 1867, the last shogun Tokugawa Keiki resigned and Japan began to modernise its military forces with the introduction of conscription and a western army structure in 1872. 9 As a result the samurai were no longer needed or wanted and the remaining samurai in Satsuma decided to mount a rebellion against the government. 10 The Satsuma rebellion was a disaster for the samurai, who were finally defeated by the Imperial Army in 1877.