

## Present continuous and present simple 1

A

## State verbs

Reminder → A1–A5

We can use the present continuous with some state verbs (e.g. **attract, like, look, love, sound**) to emphasise that a situation is temporary or for a period of time around the present. Compare:

- Ella stays with us quite often. The children **love** having her here. *and*
- Ella's with us at the moment. The children **are loving** having her here.

State verbs which we rarely use with the present continuous include **believe, consist of, doubt, own**.

B

Some verbs have different meanings when they are used to talk about states and when they describe actions. With their 'state' meanings, they usually take simple rather than continuous forms. With their 'action' meanings, they may take simple or continuous forms, depending on context. Compare:

- The app **doesn't appear** to work on my phone. (appear: *state* = seem) *and*
- Carley Robb **is currently appearing** in a musical on Broadway. / She often **appears** in musicals. (appear: *action* = take part)

*Also: cost, expect, feel, fit, have, imagine, measure, think, weigh*

C

## Mental state verbs

With some verbs describing *mental states* (e.g. **find, realise, regret, think, understand**) we can use the present continuous to emphasise that we have recently started to think about something or that we are not sure about something. Compare:

- I **regret** that the company will have to be sold. (= I've made the decision and I'm sorry about it) *and*
- I'm **regretting** my decision to give her the job. (= I'm increasingly aware that it was the wrong decision)

When it means 'think carefully about', **consider** is only used with the present continuous:

- He's **considering** taking early retirement. (*not* He considers taking early retirement.)

Some other verbs describing preferences and mental states (e.g. **agree, believe, conclude, know, prefer**) are rarely used with the present continuous:

- I **believe** you now. (*not* I'm believing you now.)

D

## Performatives

We use the present simple with verbs which perform the action they describe (= performatives):

- I **suggest** you park outside the city and get the bus to the centre.
- We **request** that you read the terms and conditions carefully before signing.

*Also: acknowledge, admit, advise, apologise, beg, confess, congratulate, declare, deny, forbid, guarantee, name, order, permit, predict, promise, refuse, remind, request, thank, warn*

Some verbs used as performatives with the present simple in affirmative (= positive) sentences (**apologise, deny, guarantee, promise, suggest**) have a similar meaning with either the present simple or the present continuous in negative sentences:

- I **don't deny** / I'm **not denying** taking the books, but Miguel said it would be okay.

Modals are often used with performatives to make what we say more tentative or polite:

- We **would advise** you to arrive two hours before the flight leaves.
- I **must beg** you to keep this a secret.

## Exercises

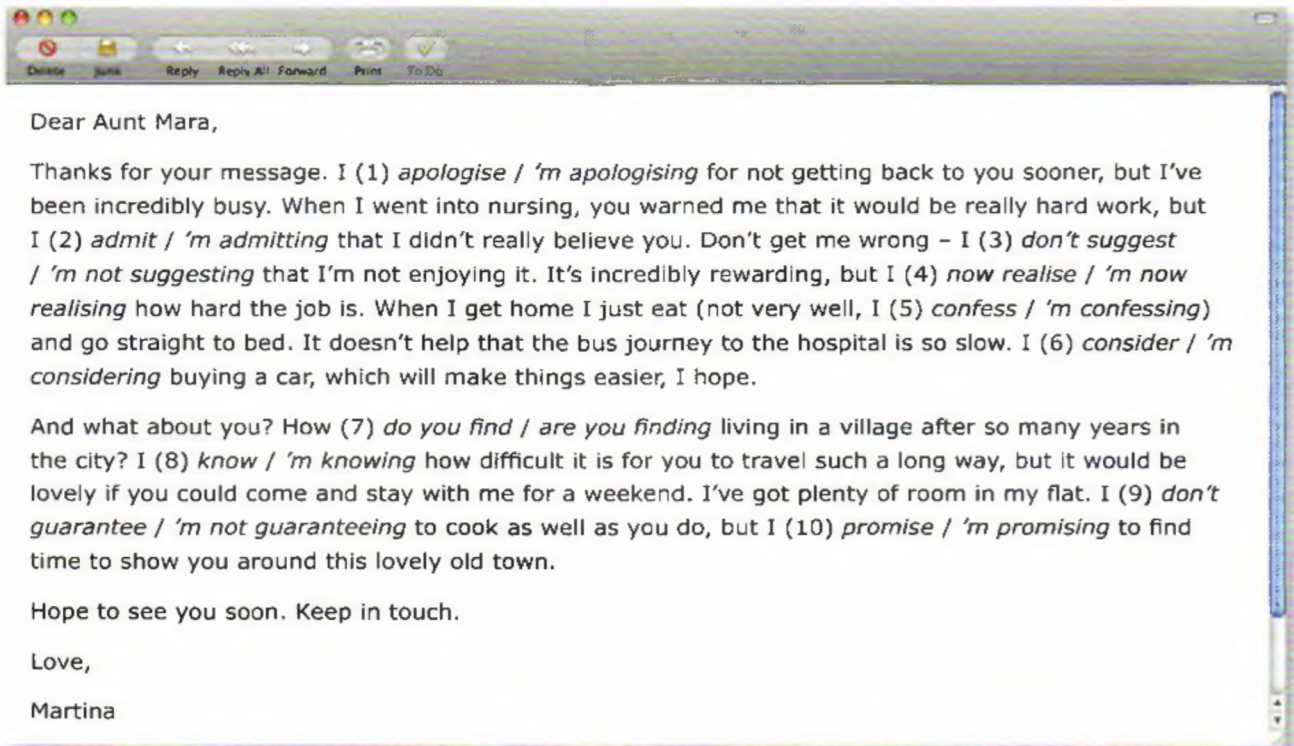
- 1.1 Complete each pair of sentences using the same verb (in a question form or negative if necessary) from the box. Use the present continuous; if this is not possible, use the present simple. Use  $\wedge$  to add any words outside the gap and use contracted forms where appropriate.

A &amp; B

attract consist of doubt feel fit  
have like ~~look~~ measure sound

- 1 a I hear you're having your house repainted. How  $\wedge$  it <sup>'s</sup> looking ? (or How  $\wedge$  it <sup>does</sup> look ?)  
b I bought this new dress today. How  $\wedge$  it <sup>does</sup> look ?
- 2 a a: What are you doing with that ruler? b: I measure the area of the kitchen.  
b The garden measures 12 by 20 metres.
- 3 a I doubt whether I'll get another chance to retake the exam.  
b I suppose she might be at home tonight, but I doubt it.
- 4 a The new science museum currently attracts 10,000 visitors a month.  
b Flowers attract bees with their brightly-coloured petals.
- 5 a Carlos won't work at the top of the 20-storey building because he can't reach the heights.  
b a: How's the new job? b: Well, at the moment, I can't reach it at all.
- 6 a My car's in the garage today. They are fitting new brakes.  
b I bought this jumper for Anna, but it doesn't fit her so I'll have to take it back.
- 7 a What's your shirt made from? It is made of silk.  
b I won't be coming to work today. I feel very well.
- 8 a The roof of the house is made of only plastic sheets nailed down in a few places.  
b Their school uniform consists of black trousers and a dark green jumper.
- 9 a Simon's new song is quite good, but he doesn't think he's ready yet to perform it in public.  
b a: What's that noise? b: It sounds like a bird stuck in the chimney.
- 10 a Poulson is having treatment for a knee injury, but should be fit to play on Saturday.  
b My sister has long blonde hair. You're bound to recognise her.

- 1.2 Cross out any improbable answers. C & D



Dear Aunt Mara,

Thanks for your message. I (1) *apologise* / *'m apologising* for not getting back to you sooner, but I've been incredibly busy. When I went into nursing, you warned me that it would be really hard work, but I (2) *admit* / *'m admitting* that I didn't really believe you. Don't get me wrong - I (3) *don't suggest* / *'m not suggesting* that I'm not enjoying it. It's incredibly rewarding, but I (4) *now realise* / *'m now realising* how hard the job is. When I get home I just eat (not very well, I (5) *confess* / *'m confessing*) and go straight to bed. It doesn't help that the bus journey to the hospital is so slow. I (6) *consider* / *'m considering* buying a car, which will make things easier, I hope.

And what about you? How (7) *do you find* / *are you finding* living in a village after so many years in the city? I (8) *know* / *'m knowing* how difficult it is for you to travel such a long way, but it would be lovely if you could come and stay with me for a weekend. I've got plenty of room in my flat. I (9) *don't guarantee* / *'m not guaranteeing* to cook as well as you do, but I (10) *promise* / *'m promising* to find time to show you around this lovely old town.

Hope to see you soon. Keep in touch.

Love,  
Martina

## Present continuous and present simple 2

Reminder → A1-A5

A

We often use the present simple and present continuous in stories and jokes in informal spoken English to create the impression that events are happening now. This can make them more direct and exciting and hold people's attention:

- She **goes** up to this man and **looks** straight into his eyes. He's not **wearing** his glasses, and he **doesn't recognise** her ...
- This man's **playing** golf when a kangaroo **bounds** up to him, **grabs** his club and **hits** his ball about half a mile ...

The main events are usually described in sequence using the present simple and longer background events are described using the present continuous.

In narratives and anecdotes the present simple can be used to highlight an event. Often it is used after past tenses and with a phrase such as **suddenly** or **all of a sudden**:

- I was sitting in the park, reading a newspaper, when *all of a sudden* this dog **jumps** at me.



B

We also use the present simple and present continuous in live commentaries (for example, on sports events) when the report takes place at the same time as the action:

- King **serves** to the left-hand court and Adams **makes** a wonderful return. She's **playing** magnificent tennis in this match ...

C

We can use the present simple in phrases such as **It says here**, **I hear**, **I gather**, **I see**, **I understand** and **They say**, **(Someone) says**, **(Someone) tells me** to introduce news that we have heard, read, seen (e.g. on television), or been told. We can also use past tenses (e.g. **It said here**, **I heard**):

- I gather** you're worried about Pedro.
- Sophia **tells me** you're thinking of emigrating.
- Professor Hendriks is at the conference and **I hear** she's an excellent speaker.

D

The present simple is often used in news headlines to talk about events that have recently happened:

**SECOND QUAKE HITS JAPAN****FIRE BREAKS OUT IN HOTEL ROOM****SCIENTISTS FIND ICE ON THE MOON****FOREIGN MINISTER RESIGNS**

We can use the present simple to refer to the contents of books, films, newspapers, etc:

- Thompson **gives** a list of the largest European companies in Chapter 6.
- At the beginning of the book, three men **find** \$4 million in a crashed plane.
- In the film, Loni Baranski **takes** the role of a private detective.

E

We can use the present continuous with adverbs such as **always**, **constantly**, **continually** or **forever** to emphasise that something is done so often that it is characteristic of a person, group or thing:

- A: I think I'll stay here after all. B: You're **constantly changing** your mind.
- Jacob is a really kind person. He's **always offering** to help me with my work.

We often use this pattern to indicate disapproval. The past continuous is used in a similar way with these adverbs (e.g. **Was** Olivia **always asking** you for money, too?).

We can use the present continuous to describe something we regularly do at a certain time:




- At eight o'clock I'm usually **driving** to work, so phone me on my mobile.
- Seven o'clock is a bit early. We're generally **eating** then.

# Exercises

**2.1** Complete these sentences using the verbs in brackets. Use the present simple or present continuous. **A & B**

- Rodriguez *passes* to Messi who \_\_\_\_\_ just over the bar. Barcelona \_\_\_\_\_ much more in this half ... (*pass – shoot – attack*)
- A man \_\_\_\_\_ home late one night after the office Christmas party. His wife \_\_\_\_\_ for him, and she \_\_\_\_\_ to him ... (*arrive – wait – say*)
- I went to a concert yesterday in the Town Hall. In the middle of it, while the orchestra \_\_\_\_\_ this man suddenly \_\_\_\_\_ on his seat and \_\_\_\_\_ to conduct them. (*play – stand – start*)

**2.2** Complete what each person says about the news they have read or heard using the present tense phrases in C. **C**

- Government gives health service billions** I see the government's giving the health service a lot more money.
- Vegecorp to sack 1,000 workers.** \_\_\_\_\_ Vegecorp are going to \_\_\_\_\_
- President Cartman announced a new public holiday on his birthday, August 6th. He made the announcement ... \_\_\_\_\_ we're going to have \_\_\_\_\_
-  Did you hear that Bruno's crashed his car again? \_\_\_\_\_ Bruno's \_\_\_\_\_  
*Ed*
-  I've got a new job. \_\_\_\_\_ she's \_\_\_\_\_  
*Julia*
-  A team of researchers claims to have identified a gene which causes some people to overeat. \_\_\_\_\_ they've identified \_\_\_\_\_

**2.3** Expand one of the sets of notes below to complete each dialogue. **E**

continually / change / mind    forever / moan / work    forever / ask me / money  
constantly / criticise / driving    ~~always / complain / handwriting~~

- A: I can't read this. B: You're *always complaining about my handwriting.*
- A: Can I borrow €10? B: You're \_\_\_\_\_
- A: That was a dangerous thing to do. B: You're \_\_\_\_\_
- A: I think I'll stay here after all. B: You're \_\_\_\_\_
- A: I had a bad day at the office again. B: You're \_\_\_\_\_

**2.4** Complete each pair of sentences using the same verb (in negative form if necessary). Use the present continuous or the present simple. Use  $\surd$  to add any words outside the gap. **D & E**

- a A: Shall I phone at six? B: No, we usually \_\_\_\_\_ dinner at that time.  
b I \_\_\_\_\_ lamb, thanks. I'm a vegetarian.
- a Gielman \_\_\_\_\_ Henry V in the latest production at the Royal Theatre.  
b They constantly \_\_\_\_\_ loud music until the early hours of the morning.
- a I normally \_\_\_\_\_ the children to school at 8:30. Perhaps we could meet at 9:00.  
b In his 2007 book, Wall \_\_\_\_\_ a controversial view of Britain's role in the war.

# Relative pronouns

Reminder → J1-J5

A

Defining and non-defining relative clauses begin with a relative pronoun, which can sometimes be omitted:

- We went to a beach (**which / that**) Ali had recommended to us. Here the relative pronoun refers to 'a beach', and the subject of the relative clause is 'Ali'. Compare:
- I know a man **who / that** ran in the New York Marathon last year. where the relative pronoun refers to 'a man', and the subject of the relative clause is also 'a man'. In this case, the relative pronoun can't be omitted.

B

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

### adding information about things

subject	<b>which</b>	<b>that</b>	
object	<b>which</b>	<b>that</b>	no relative pronoun

### adding information about people

subject	<b>who</b>	<b>that</b>		
object	<b>who</b>	<b>that</b>	no relative pronoun	<b>whom</b>

- ☆ When we add information about things, we can use **that** (or **no relative pronoun**) as object in conversation and **which** in more formal contexts:
  - Decorating's a job (**that**) I hate. (*rather than* '... which ...' in this informal context)
- ☆ When we add information about people, we generally prefer **that** (or **no relative pronoun**) as object in informal contexts rather than **who** or **whom**:
  - He's the man (**that**) I met at Aisha's party (*rather than* ... who / whom I met ...)
- ☆ **whom** is very formal and rarely used in spoken English:
  - The boy **whom** Elena had shouted at smiled. (*less formally that, no relative pronoun or who*)
- ☆ We use **that** as subject after: **something** and **anything**; words such as **all**, **little**, **much**, and **none** used as pronouns; and noun phrases that include superlatives. **Which** is also used as subject after **something** and **anything**, but less commonly:
  - These walls are *all that remain* of the city. (*not* ... which remain of the city.)
- ☆ Note that we can use **that** (or **no relative pronoun**) as object after **something / anything**; **all**, etc.; and noun phrases with superlatives. For example:
  - She's one of *the kindest people (that)* I know. (*not* ... one of the kindest people who I know.)

C

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

### adding information about things

subject	<b>which</b>	<b>that</b>
object	<b>which</b>	<b>that</b>

### adding information about people

subject	<b>who</b>	
object	<b>who</b>	<b>whom</b>

- ☆ Note that we must include a relative pronoun in a non-defining relative clause.
- ☆ We can use **who** or **whom** as object, although **whom** is very formal:
  - Professor Johnson, **who(m)** I have long admired, is to visit the university next week.
- ☆ When we add information about things, we can use **which** as subject or object. **That** is sometimes used instead of **which**, but some people think this is incorrect:
  - The Master's course, **which** I took in 2001, is no longer taught. (*or* ... **that** I took ...)

## Exercises

**53.1** Put brackets around the italicised relative pronoun if it can be omitted. **A**

- 1 We talked about the party *which* Natalia wants to organise for my birthday.
- 2 To get to Maxim's house, take the main road *that* bypasses the village.
- 3 The paintings *which* Mr Flowers has in his house are worth around £100,000.
- 4 Let's go through the main points *that* he made in his lecture.
- 5 He received a low mark for his essay, *which* was only one page long.
- 6 Mrs Yang, *who* is 42, has three children.
- 7 Dev is a friend *who* we stayed with in Australia.
- 8 In the shop window there's a sign *that* says '10% off'.
- 9 The couple *who* live next to us have 16 grandchildren.
- 10 There was little *that* we could do to help her.

**53.2** Rewrite these sentences including the information in brackets as relative clauses (defining or non-defining). Give alternative relative pronouns if possible. (Use (-) to indicate 'no relative pronoun'.) **B & C**

- 1 Oliver said something. (I couldn't hear it clearly) Oliver said something that / which / - I couldn't hear clearly.
- 2 Eva's father has just come back from a skiing holiday. (he is over 80)  
.....
- 3 The problems faced by the company are being resolved. (I'll look at these in detail in a moment)  
.....
- 4 She was greatly influenced by her father. (she adored him)  
.....
- 5 He pointed to the stairs. (they led down to the cellar)  
.....
- 6 These drugs have been withdrawn from sale. (they are used to treat stomach ulcers)  
.....
- 7 The singer had to cancel her concert. (she was recovering from flu)  
.....
- 8 The minister talked about the plans for tax reform. (he will reveal them next month)  
.....
- 9 I have two older sisters. (I love them very much)  
.....

**53.3** If necessary, correct or make improvements to these sentences. If they are already correct, write ✓. **A-C**

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



## A

Clauses with **whose**

Reminder → J1-J5

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

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

We can use **whose** in both *defining* and *non-defining relative clauses*.

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

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

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

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

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

- Students have to solve *problems* **whose** solutions require a knowledge of calculus.

## B

Clauses with **when**, **whereby**, **where** and **why**

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

- The camera records the time **when** the photo is taken. (*or ... the time at which ...*)
- Do you know the date **when** we have to hand in the essay? (*or ... the date on / by which ...*)
- We need to develop a system **whereby** workers and management can communicate more effectively. (*or ... the system in / by which workers ...*)
- This was the place **where** we first met. (*or ... the place at / in which we ...*)

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

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

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

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

## C

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

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

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

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

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

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

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

## Exercises

54.1 Combine a sentence from (i) with a sentence from (ii) to make new sentences with **whose**. **A**

(i)

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

(ii)

- a Its chairperson is Miss Jiu Kim.
- b Their diets contain high levels of protein.
- c Their flowers are attractive to bees.
- d ~~Her secretary resigned two weeks ago.~~
- e Her first job was filling shelves in a supermarket.
- f Their children are between four and six.

1 + d Dr Rowan, whose secretary resigned two weeks ago, has had to do all her own typing.

54.2 Define the words using **whose** (1–3) and **in which** (4–6). You may need to use a dictionary. **A & B**

**A & B**

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



54.3 Complete these sentences using phrases from the box and **when**, **whereby**, **where** or **why**. **B**

the area    an agreement    a condition    a method    the moment    the reason

- 1 Sunset is defined in astronomy as ..... the whole of the sun's disc disappears below the horizon.
- 2 In 1951, China and the Soviet Union signed ..... China provided uranium ore in exchange for technical assistance.
- 3 The coastline is ..... the land meets the sea or ocean.
- 4 The river is prone to sudden flooding which is ..... there are no major towns along its banks.
- 5 Freeze-drying is ..... water is rapidly evaporated from frozen food in order to preserve it.
- 6 Hypoglycaemia is ..... the level of sugar in the blood drops suddenly.

54.4 If the italicised word is correct, write ✓. If not, suggest another word. **C**

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