

A Negative questions

Reminder → E5–E7

We usually make a negative **yes / no** or **wh-question** with an auxiliary verb (*have, did, would, etc.*) + **-n't** to suggest, persuade, criticise, etc.

- ☐ **Wouldn't** it be better to go tomorrow? ☐ Why **don't** we go out for a meal?

In formal contexts, or when we want to give some special emphasis to the negative (perhaps to show that we are angry, very surprised, or to strongly persuade someone), we can use **not** after the subject in negative questions. This happens particularly in **yes / no** rather than **wh-questions**:

- ☐ **Did she not** realise that she'd broken it? (*less emphatically* **Didn't** she realise that ...?)
☐ **Can you not** get there a bit earlier? (*less emphatically* **Can't** you ...?)

B

We sometimes use negative words other than **-n't** such as **never, no, nobody, nothing, nowhere**:

- ☐ Why do you **never** help?
☐ Have you **nowhere** to go? (*or* Do you have **nowhere** to go?)

or less emphatically or more informally:

- ☐ Why **don't** you ever help?
☐ Haven't you got anywhere to go? (*or* Don't you have anywhere ...?)

C

We can make a suggestion with **Why not + verb** or **Why don't / doesn't ...** (*but not* Why do not / does not ...):

- ☐ **Why not** *decorate* the house yourself? (*or* **Why don't** you *decorate* ...?)

Why didn't ... isn't used to make a suggestion, but can show that we think an action was wrong. For example, depending on intonation and context, it can be used to criticise someone:

- ☐ **Why didn't** you tell me that in the first place? (I'm annoyed that you didn't)

D

Negative question forms, usually with a falling intonation, are used in exclamations giving opinions:

- ☐ Haven't you grown! ☐ Doesn't she look lovely! ☐ Didn't it snow a lot!

E

Echo questions

Echo questions are used when we haven't understood what has been said or to check that we heard correctly, perhaps because we found it very surprising. We might repeat, usually with a rising intonation, the whole of what was said:

- ☐ 'Tala's lost her job.' 'Tala's lost her job?' (↑)

or focus on part of what was said using a stressed **wh-word** or a phrase with **how**:

- ☐ 'Leon's arriving at 6:30.' '**When's** Leon arriving? / Leon's arriving when?' (↑)
☐ 'We paid £3,000 for the painting.' '**How much** did you pay? / You paid how much?' (↑)

We can use **what** or **'do' what** to focus on the verb or part of the sentence beginning with the verb:

- ☐ 'We paid £3,000 for the painting.' 'You what?' (*or* 'You did what?' (↑))
☐ 'I think she's having a sleep.' 'She's what?' (*or* 'She's doing what?' (↑))

F

Questions with that-clauses

A **wh-question** can refer to a following **that-clause**, particularly after verbs such as **expect, hope, reckon, say, suggest, suppose, and think**. We can leave out **that** in these questions:

- ☐ **When** do you *reckon* (that) you'll finish the job?

However, when the **wh-word** is the subject, object or complement of the verb in the subordinate clause, we do not use **that**:

- ☐ **What** did you *think* was in the box? (*not* What did you think that was in the box?)

27.1 Write negative questions for B in these dialogues, using -n't with the words in brackets. A

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

27.2 Use the notes to complete these dialogues with two negative questions. In the first use -n't; in the second use never, no, nobody, nothing or nowhere. B

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

27.3 Complete the echo questions using appropriate question words or phrases. E

- 1 A: Jake's going to Chile. B: He's going where? / He's doing what? / He's what?
- 2 A: He's leaving at the end of next week.
B: He's leaving ? / He's doing ? / He's ?
- 3 A: He'll be away for three months. B: He'll be away for ? / He'll ?
- 4 A: It will cost about £15,000. B: It'll cost ? / It'll ?
- 5 A: He's sold his house to pay for the trip.
B: He's sold ? / He's done ? / He's ?
- 6 A: He's going climbing in the Andes.
B: He's going climbing ? / He's doing ? / He's ?

27.4 If necessary, correct any mistakes in these sentences. Put a tick if they are already correct. C, D & F

- 1 A: Mariam isn't answering her phone. B: Why do you not email her?
- 2 Who do you expect that will read your blog?
- 3 Why did they suggest that we should avoid using the motorway?
- 4 Was not it a brilliant film!
- 5 If she really wants to go rock climbing, why not let her?
- 6 What did you say that is in these biscuits?
- 7 How do you think that Twitter will have changed our lives in ten years' time?
- 8 Why did not you tell me you'd changed your number?

Verbs, objects and complements

A

Some verbs can be either transitive or intransitive, allowing us to focus on either the person or thing performing the action, or the person or thing affected by the action. Compare:

Reminder → F1–F3

- ☐ She **closed** *the door*. (transitive) and The door **closed**. (intransitive)
- ☐ I've **ripped** *my shirt*. (transitive) and My shirt **has ripped**. (intransitive)

Also: **begin, bend, break, burn, change, decrease, drop, finish, increase, move, open, shut, start, vary, wake** (most are 'change' verbs)

B

Some transitive verbs don't need an object when the meaning is clear from the context:

- ☐ I often **sing** (*songs*) in the shower.
- ☐ She **plays** (*the saxophone*) beautifully.

Also: **answer, ask, change, cook, dance, drink, drive, eat, fail, park, phone, read, smoke, study, wash, wash up, wave, win, write**

C

After some verbs we usually add a *complement* – a phrase which completes the meaning of a verb, noun or adjective – which is an adverb or prepositional phrase:

- ☐ The disease **originated** *in Britain*. (not The disease originated. We need to add something about where or how it originated.)

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

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

D

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

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

Also: **adhere to, aspire to, culminate in / with, detract from, differentiate between, incline to / towards, specialise in**

E

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

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

Also: **attribute ... to, base ... on / upon, equate ... with, inflict ... on, mistake ... for, regard ... as / with, remind ... of**

F

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

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

Also: **assume, believe, consider, declare, find, judge, prove, report, think**.
(The object after **declare, find, pronounce** and **prove** is usually a reflexive pronoun.)

Sentences with an **object + adjective** complement after these verbs are usually rather formal. Adding **to be** after the object or using a **that-clause** can make sentences less formal:

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

Exercises

28.1 If it is possible to omit the object (*in italics*) after the underlined verbs, put brackets around it. **B**

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

28.2 Complete sentences 1–4 with a correct verb + preposition + noun phrase. Complete 5–8 with a correct verb + noun phrase + preposition. **D & E**

| Verbs (Use an appropriate form.) | Prepositions | Noun phrases |
|---|--|--|
| aspire attribute base culminate differentiate inflict mistake specialise | between for in in on on to to | the black car national leadership his success the discovery of penicillin a surprise defeat fantasy and reality her new novel seafood |

- Electors deserve more from a political party that aspires to national leadership.
- Years of research by Fleming
- Her mental condition makes it difficult for her to
- There's a great restaurant by the harbour which
- The team of amateur footballers the first division leaders.
- After Lewis's victory, he the advice of his new trainer.
- It was dark and raining and she a taxi.
- Emma Janse has events that took place in 16th-century Denmark.

28.3 Complete these sentences with any appropriate adjective. **F**

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

Now write less formal versions using either **to be** after the object or a **that-clause**.

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

A

As, when and while

Reminder → M1 & M8

We can often use **as**, **when** or **while** to mean 'during the time that', to talk about something that happens when something else takes place:

- ☐ **As / When / While** Miguel was eating, the doorbell rang.

We use **when** (*not as* or **while**) to introduce a clause which talks about –

- ☆ an event that takes place at the same time as some longer event (in the main clause):

- ☐ They were playing in the garden **when** they heard a scream.

- ☆ the circumstances in which the event in the main clause happens:

- ☐ **When** they are fully grown these snakes can be over two metres long.

We also use **when** to mean 'every time', and we prefer **when** to talk about past periods of our lives:

- ☐ I still feel tired **when** I wake up in the morning. (= 'every time')
- ☐ His mother called him Robbie **when** he was a baby. (= a past period)

We prefer **when** if one event happens immediately after another, particularly if one causes the other:

- ☐ You'll see my house on the right **when** you cross the bridge.
- ☐ **When** the lights went out, I lit some candles.

In the first sentence, 'as' or 'while' would suggest 'during the time that' and the continuous would be more likely ('... as / while you are crossing ...'). In the second sentence 'as' or 'while' would be very unlikely because lights usually go out instantaneously.

We prefer **as** to say that when one thing changes, another thing changes at the same time:

- ☐ **As** the cheese matures, its flavour improves. (*rather than* When the cheese ...)

We can also use 'While ...', particularly with a continuous tense: 'While the cheese is maturing ...'.

We prefer **while** or **as** (rather than **when**) to talk about two longer actions that go on at the same time, although **while** is more common than **as** in informal speech:

- ☐ I went shopping **while** Liam cleaned the house. (*or ... as* Liam cleaned ...)

We use **while** or **when** (rather than **as**) to avoid ambiguity where 'as' could mean 'because':

- ☐ **While** you were playing golf, I went to the cinema. (*As* you were playing ... = *Because* ...)

B

Before, after and until

We use **before** or **after** to talk about an event happening earlier or later than another event:

- ☐ I put on my coat **before** I went out.
- ☐ The message arrived **after** I'd left.

We can often use either **until** or **before** when a situation continues to happen up to a time indicated in the adverbial clause:

- ☐ I had to wait six weeks **until** / **before** the parcel arrived.

However, we use **until** to talk about an action that continues to a particular time and then stops:

- ☐ They sat on the beach **until** the sun sank below the horizon, and then they went home.

and when the adverbial clause describes the *result* of an action in the main clause:

- ☐ He cleaned his shoes **until** they shone. ('shining' is the result of 'cleaning'.)

C

Hardly, no sooner, scarcely

When we say that one event happened immediately after another we can use sentences with **hardly**, **no sooner**, and **scarcely** (see also Unit 100). After **hardly** and **scarcely** the second clause begins with **when** or **before**; after **no sooner** it begins with **than** or **when**:

- ☐ The concert had **hardly** begun *before* all the lights went out.
- ☐ I had **no sooner** lit the barbecue *than* / *when* it started to rain.

We often use a past perfect in the clause with **hardly** (etc.), **no sooner** or **scarcely** and a past simple in the other.

Exercises

79.1 Complete these sentences with **as**, **when** or **while**. If possible, give alternative answers and notice any differences in meaning. **A**

- 1 She fell over she kicked the ball.
- 2 we were younger our parents had to pay for our music lessons.
- 3 I speak Spanish, I talk slowly to help people understand me.
- 4 I packed all the books away, Lana made a note of their titles on her laptop.
- 5 She stayed at home watching television her brother was at school.
- 6 Where did you live you got married?
- 7 the results started to come in, it became clear that President Como had lost the election.
- 8 The humidity started to increase the day wore on.
- 9 The snow was getting deeper and deeper we waited for the train to arrive.
- 10 the paint dries it changes colour from a light to a deep red.

79.2 If necessary, correct or improve these sentences. **A**

- 1 As I'm older I'd love to be a dancer.
- 2 When the boy watched in fascination, the ants picked up the dead beetle and carried it off to their nest.
- 3 The disk drive makes a buzzing sound while I switch my PlayStation on.
- 4 As the car went by, someone waved to me from the back seat.
- 5 While Kasem had finished, he tidied up the room and left.
- 6 I was in the shower as the phone rang.

79.3 Complete this talk about the life and work of a professor with **before** or **until** or both if possible. **B**

- 1 He continued to work at London University he retired in 2007.
- 2 he left his native country, he learned English by listening to the radio.
- 3 It wasn't long he was appointed Professor of Chemistry.
- 4 He married Martha he moved to England in 1960.
- 5 he came to England he worked in his father's grocery shop.
- 6 He applied for research positions he was appointed to a post at London University.
- 7 He was almost unknown outside his field he was awarded the Nobel Prize.
- 8 He would work in his lab for days at a time he had completed an experiment.

79.4 Complete the sentences in any appropriate way. **C**

- 1 The paint on the sitting room wall had scarcely dried ...
before my daughter put her dirty hands all over it.



- 2 Martin had no sooner recovered from a broken ankle ...

- 3 He had hardly put down the phone ...

- 4 We had no sooner eaten ...

- 5 Lisa had hardly finished speaking ...

- 6 I had scarcely driven to the end of the street ...

Giving reasons: **as, because, etc.; for and with**

A

We can begin a clause with **as, because, seeing that, seeing as, or since** to give a *reason* for a particular situation:

- ☐ **As it was getting late**, I decided I should go home.
- ☐ We must be near the beach, **because I can hear the waves**.
- ☐ **Since he was going to be away on his birthday**, we celebrated before he left.
- ☐ We could go and visit Natalia, **seeing that we have to drive past her house anyway**.

Note that –

- ☆ it is common and acceptable for **because** to begin a sentence, as in:
 - ☐ **Because everything looked different**, I had no idea where to go.
- ☆ to give reasons in spoken English, we most often use **because**. **So** is also commonly used to express a similar meaning (see also Unit 81). Compare:
 - ☐ **Because my mother's ill**, I won't be able to come. ('because' introduces the reason) *and*
 - ☐ *My mother's ill*, **so** I won't be able to come. ('so' introduces the result.)
- ☆ when it means 'because', **since** is rather formal. It is uncommon in conversation, but is frequently used in this way in academic writing:
 - ☐ I had to go outside **because** I was feeling awful. ('since' is unlikely in an informal context)
 - ☐ The results of this analysis can be easily compared to future observations **since** satellite coverage will remain continuous. (more likely than 'because' in this formal context.)
- ☆ **seeing that** is used in informal English. Some people also use **seeing as** in informal speech:
 - ☐ Joel just had to apologise, **seeing that / as** he knew he'd made a mistake.

B

In formal or literary written English we can also introduce a reason in a clause beginning **for, in that, or, less commonly, inasmuch as**. **For** is a formal alternative to 'because'; **in that** and **inasmuch as** introduce clauses which clarify what has been said by adding detail:

- ☐ We must begin planning now, **for the future may bring unexpected changes**. (*not For the future ..., we must ...*)
- ☐ The film is unusual **in that it features only four actors**. (*or In that ..., the film is ...*)
- ☐ Clara and I have quite an easy life, **inasmuch as neither of us has to work too hard but we earn quite a lot of money**. (*or Inasmuch as ..., Clara and I ...*)

C

The prepositions **because of, due to, and owing to** can also be used before a noun or noun phrase to give a reason for something:

- ☐ We were delayed **because of** an accident.
- ☐ She was unable to run **owing to / due to** a leg injury. (= because of a leg injury.)
- ☐ We have less money to spend **owing to / due to** budget cuts. (= because of budget cuts.)

Note that we don't use **because** alone before a noun or noun phrase:

- ☐ We were delayed **because** there was an accident. (*not ... because an accident.*)

In current English we usually avoid **owing to** directly after a form of **be**:

- ☐ The company's success *is* **due to** the new director. (*not ... is owing to ...*)

However, **owing to** is used after **be + a degree adverb** such as **entirely, largely, mainly, partly**:

- ☐ The low election turnout *was* **partly due to / owing to** the bad weather.

We can often use either **it was due to ... that** or **it was owing to ... that**:

- ☐ *It was* **owing to** his encouragement *that* she applied for the job. (*or It was due to ... that*)

D

We can use **for** and **with** followed by a noun phrase to give a reason (compare B above):

- ☐ She was looking all the better **for** her stay in hospital. (= 'as a result of')
- ☐ **With** so many people ill, the meeting was cancelled. (= 'as a result of there being')

Exercises

80.1 Complete the sentences by putting an item from (i) and one from (ii), in the correct order. **A**

(i)

- 1 ~~passengers were given a full refund~~
- 2 Andrea agreed to book tickets for us all
- 3 I'll buy you lunch
- 4 I've given up dairy products
- 5 we were recommended to buy the textbook second-hand
- 6 the guest lecturer was late
- 7 we get on so well
- 8 you should never walk under a ladder

(ii)

- a it's your birthday
- b it was her idea to go to the theatre
- c Dr Gomez spoke about his research instead
- d a new copy would be very expensive
- e I suggested we all go on holiday together
- f ~~the train was delayed for more than an hour~~
- g it's supposed to be unlucky
- h I'm trying to lose weight

1 + f **Since** the train was delayed for more than an hour, passengers were given a full refund.

2 _____ as _____

3 **Seeing as** _____

4 **Because** _____

5 _____ since _____

6 **As** _____

7 _____ seeing that _____

8 _____ because _____

80.2 Complete the sentences using **due to** or **owing to** with one of the phrases from the box. If both **due to** and **owing to** are possible, write both. **C**

lack of interest stress at work heavy cloud its central location human error

1 She claims her illness is entirely due to / owing to stress at work.

2 The cancellation of the competition is _____

3 The popularity of the restaurant is largely _____

4 It's likely that the mistake was _____

5 We couldn't see last night's eclipse of the moon _____

Now complete these sentences using **because** or **because of** + a phrase from the box. **C**

his age his mobile was switched off local opposition
the bright sunlight there was a fly in it

6 I had to drive in dark glasses _____

7 I couldn't speak to Jacob _____

8 The council had to withdraw its plan to close the swimming pool _____

9 My grandfather couldn't do a sponsored parachute jump _____

10 He sent the soup back _____

80.3 Rewrite these sentences using **for** or **with** instead of **because (of)**. Give alternatives where possible. **D**

1 I got a job as a street sweeper because my money was running out.

With my money running out, I got a job as a street sweeper. / I got a job as a street sweeper, with my money running out.

2 I couldn't hear what Isabella was saying because of the noise.

3 Olivia went to stay with her aunt because her father was in hospital.

4 I felt a lot fitter because of all the exercise I was doing.

5 Because the train drivers are on strike tomorrow, I don't think I'll go to town after all.