

## All (of), whole, every, each

## All (of)

A

We sometimes use **all** after the noun it refers to:

- His songs all sound much the same to me. (or All (of) his songs sound...)*
- We all think Ann's working too hard. (or All of us think...)*

Notice that we usually put **all** after the verb **be** and after the first auxiliary verb if there is one:

- They are all going to Athens during the vacation. (not They all are going...)*
- You should all have three question papers. (not You all should have...; however, note that we can say 'You all should have...' for particular emphasis in spoken English)*

B

To make negative sentences with **all (of)** we usually use **not all (of)** rather than **all...not** (although **all...not** is sometimes used in informal spoken English):

- Not all (of) the seats were taken. or The seats were not all taken.*

Note that **not all** and **none of** have a different meaning. Compare:

- Not all my cousins were at the wedding. (= some of them were there) and*
- None of my cousins were at the wedding. (= not one of them was there)*

## All and whole

C

Before singular countable nouns we usually use **the whole** rather than **all the**:

- They weren't able to stay for the whole concert. (rather than...for all the concert.)*

However, we can also say **all + day/week/night/month/winter**, etc. (*but not usually all October/2001/21<sup>st</sup> May*, etc.; **all Monday/Tuesday**, etc. are only usually used in informal contexts); **all the time**, **all the way**; and in informal speech we can use **all the** with things that we see as being made up of parts (**all the world/house/city/country/department**, etc.):

- She spent the whole winter in the south of Spain. (or ...all winter...)*
- After the fire the whole city was covered in dust. (or ...all the city... in informal speech)*

Notice that we can use **entire** instead of **whole** immediately before a noun:

- The whole/entire building has recently been renovated.*

Before plural nouns we can use **all (of)** or **whole**, but they have different meanings. Compare:

- All (of) the towns had their electricity cut off. (= every town in an area) and*
- After the storm, whole towns were left without electricity. (= some towns were completely affected; note that we don't say '...whole the towns...')*

## Every and each

D

Often we can use **every** or **each** with little difference in meaning. However, we use **every** –

- ☆ with **almost**, **nearly**, **virtually**, etc. to emphasise we are talking about a group as a whole:
  - Almost every visitor stopped and stared. (not Almost each visitor...)*
- ☆ with a plural noun when **every** is followed by a number:
  - I go to the dentist every six months. (rather than ...each six months.)*
- ☆ in phrases referring to regular or repeated events such as: **every other (kilometre)**, **every single (day)**, **every so often**, **every few (months)**, and **every now and again** (= occasionally)
- ☆ with abstract uncountable nouns such as **chance**, **confidence**, **hope**, **reason**, and **sympathy** to show a positive attitude to what we are saying. Here **every** means 'complete' or 'total':
  - She has every chance of success in her application for the job.*

We use **each** –

- ☆ when we are talking about both people or things in a pair:
  - I only had two suitcases, but each one weighed over 20 kilos.*
- ☆ as a pronoun:
  - I asked many people and each gave the same answer. (or ...each/every one gave...)*

## 51.1 Put all in the more appropriate space in each sentence. (A)

- 1 They ..... were ..... sitting around the table waiting for me.
- 2 You ..... can ..... stay for dinner if you want.
- 3 It ..... had ..... happened so quickly, I couldn't remember much about it.
- 4 We ..... are ..... going to be late if we don't hurry.
- 5 ..... the children ..... started to speak at once.
- 6 We have ..... been ..... involved in the decision.

## 51.2 Underline the more appropriate answer. If both are possible, underline them both. (C)

- 1 *All the process/ The whole process* takes only a few minutes.
- 2 *All areas of the country/ Whole areas of the country* have been devastated by the floods, although others haven't had rain for months.
- 3 *All the trip/ The whole trip* cost me less than \$1000.
- 4 The new rail network links *all of the towns/ whole towns* in the region.
- 5 When I picked up the book I found that *all of the pages/ whole pages* had been ripped out. There wasn't a single one left.
- 6 The new heating system makes *all the building/ the whole building* warmer.
- 7 *All the room/ The whole room* was full of books.

## 51.3 Complete these sentences with every or each, whichever is more appropriate. If you can use either every or each, write them both. (D)

- 1 I had ..... reason to believe that she would keep my secret.
- 2 The ten lucky winners will ..... receive £1000.
- 3 We've discussed the problem in virtually ..... meeting for the last year.
- 4 Hugh sends us a postcard from ..... place he visits.
- 5 In a rugby league game ..... side has 13 players.
- 6 They had to take out ..... single part of the engine and clean it.
- 7 Antibiotics were given to ..... child in the school as a precaution.
- 8 The two girls walked in, ..... one carrying a bouquet of flowers.
- 9 ..... household in the country is to be sent a copy of a booklet giving advice on first aid.
- 10 There is a small picture on ..... page of the book.
- 11 You should take two tablets ..... four hours.
- 12 The exam is three hours in total and we have to answer six questions, so we have about half an hour for ..... answer.

## 51.4 Find any mistakes in the italicised parts of this text and suggest corrections. (A-D)

(1) *Each so often* I like to invite (2) *my entire family* – my parents, six brothers and their families – over for dinner on Saturday evening. My parents are quite old now, so I like to see them (3) *each few weeks*. It's quite a lot of work and I usually spend (4) *all Friday shopping and cooking*. Some of my family are fussy about what they eat, so I generally have to cook different things for (5) *every of them*. Fortunately, (6) *all the food doesn't usually get eaten*, so I have plenty left for the rest of the week. (7) *None of my brothers always come*, but the ones who live locally usually do. This time (8) *Neil and his family all were on holiday* so they couldn't make it. (9) *We had all a great time* and we spent (10) *the whole evening* talking about when we were children.

## Few, little, less, fewer

A

We often use (a) **few** and (a) **little** with nouns. However, we can also use them as pronouns:

- Little** is known about the painter's early life.
- It is a part of the world visited by **few**. (= few people)
- Do you want a chocolate? There's still **a few** left. (= a few chocolates)
- The password is known by only **a few**. (= a few people)
- 'Do you know anything about car engines?' '**A little**.' (= I know a little about car engines)

Note that **quite a few** means 'quite a large number':

- She's been away from work for **quite a few** weeks.

B

We can use **the few** and **the little** followed by a noun to suggest 'not enough' when we talk about a group of things or people (with **few**) or part of a group or amount (with **little**):

- It's one of **the few** shops in the city centre where you can buy food.
- We should use **the little** time we have available to discuss Jon's proposal.

Instead of **the few/little** we can use **what few/little** to mean 'the small (number/amount)':

- She gave **what little** money she had in her purse to the man. (*or ...the little money...*)
- What few** visitors we have are always made welcome. (*or The few visitors...*)

Notice that we can also say 'She gave **what/the little** she had...' and '**What/The few** we have...' when it is clear from the context what is being referred to.

We can use **few** (but rarely **little**) after personal pronouns (**my**, **her**, etc.) and **these** and **those**:

- I learned to play golf during **my few** days off during the summer.
- She put **her few** clothes into a bag, and walked out of the house for ever.
- These few** miles of motorway have taken over ten years to build.

C

In speech and informal writing, it is more usual to use **not many/much** or **only/just... a few/little** instead of **few** and **little** to talk about a small amount or number, and we often use **a bit (of)** in informal speech instead of **a little**:

- Sorry I haven't finished, I **haven't had much** time today. (*rather than ...I had little time...*)
- I won't be long. I've **only got a few** things to get. (*rather than ...I've got few things...*)
- Want **a bit of chocolate**? (*rather than ...a little chocolate?*)

In more formal contexts, such as academic writing, we generally prefer **few** and **little**:

- The results take **little** account of personal preference. (*rather than ...don't take much...*)

D

**less (than) and fewer (than)**

We use **less** with uncountable nouns and **fewer** with plural countable nouns:

- You should eat **less pasta**.
- There are **fewer cars** on the road today.

**Less** is sometimes used with a plural countable noun (e.g. **...less cars...**), particularly in conversation. However, this is grammatically incorrect.

We use **less than** with a noun phrase indicating an amount:

- I used to earn **less than a pound a week** when I first started work.

**Less than** is sometimes also used with a noun phrase referring to a group of things or people, particularly in conversation. However, some people think this is incorrect, particularly in formal contexts, and that **fewer than** should be used instead:

- There were **fewer than twenty students** present. (*or informally ...less than...*)

When we talk about a distance or a sum of money we use **less than**, not **fewer than**:

- The beach is **less than** a mile away.

To emphasise that a number is surprisingly large we can use **no less than** or **no fewer than**:

- The team has had **no fewer than** ten managers in just five years. (*or ...no less than...*)

Notice that we prefer **no less than** with percentages, periods of time and quantities:

- Profits have increased by **no less than 95%** in the last year. (*rather than ...no fewer than...*)

- 52.1 Complete the sentences with (a) few, (a) little, the few, the little, what few or what little, giving alternatives where possible. (A & B)
- 1 Thomas was named sportsman of the year, and ..... would disagree with that decision.
  - 2 ..... remains of the old castle walls except the Black Gate.
  - 3 She called her ..... remaining relatives together and told them she was leaving.
  - 4 Simpson is among ..... foreign journalists allowed into the country.
  - 5 ..... evidence we have so far suggests that the new treatment will be important in the fight against AIDS.
  - 6 'Has my explanation helped?' '....., yes.'
  - 7 ..... belongings she had were packed into a small suitcase.
  - 8 ..... will forget the emotional scenes as Wilson gave his farewell performance in front of a huge audience.
  - 9 The announcement will come as ..... surprise.
  - 10 Tony hasn't been looking well recently, and I'm ..... worried about him.
  - 11 'Have there been many applications for the job?' 'Yes, quite .....
  - 12 The children weren't well so I had to take ..... days off.
  - 13 I don't have much money, but I'm happy to lend you ..... I have.
  - 14 The tax reforms will mean less income for the majority of people and more for .....

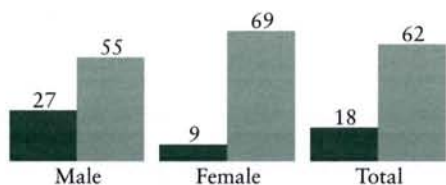
- 52.2 If necessary, suggest changes to the italicised text in these examples from conversations (1-4) and from academic writing (5-8). (C)

- 1 'Did you do anything last night?' 'I just watched *a little TV* and then went to bed.'
- 2 Take some sweets if you want, although *there are few left*.
- 3 I've tried to help her, but *there's little more* I can do.
- 4 See that old car over there? There's *few* left now.
- 5 The country *hasn't had many* female politicians since independence.
- 6 It is thought that the two leaders *didn't exchange many words* on their first meeting.
- 7 Teachers were found to be *a bit more confident* after the extra training.
- 8 *There doesn't seem to be much prospect* of ever recovering the missing manuscript.

- 52.3 A survey of British university students was conducted in 1980 and recently repeated. Some of the results are given below. Comment on them in sentences using fewer (than) or less (than). (D)

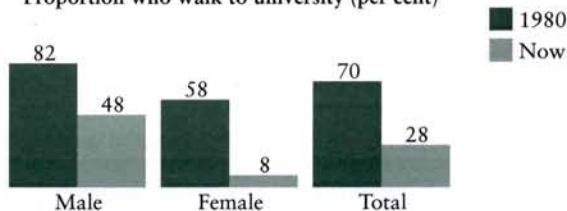
- 1 Do you have a part-time job?  
Fewer students had a part-time job in 1980 than now.

Proportion with part-time jobs (per cent)



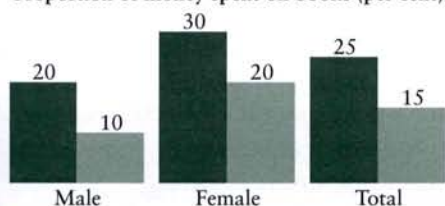
- 3 Do you walk to the university?

Proportion who walk to university (per cent)



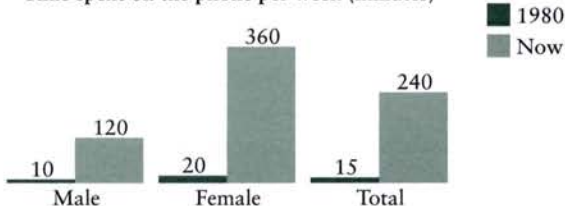
- 2 What proportion of your money do you spend on books?

Proportion of money spent on books (per cent)



- 4 On average, how much time per week do you spend on the phone?

Time spent on the phone per week (minutes)



Are there any results that surprise you? Comment on them using no less than or no fewer than.

# Relative pronouns

**A** *Defining* and *non-defining relative clauses* (see also GR: J1–J2) begin with a *relative pronoun*, which can sometimes be omitted:

- We went to a beach (**which/that**) Jane had recommended to us. Here the relative pronoun refers to ‘a beach’, and the subject of the relative clause is ‘Jane’. 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** When we use a *defining relative clause*, the relative pronoun can be either the subject or the object of the relative clause. When it is the *subject* the word order is subject + verb + object:

- I have a friend **who/that** plays guitar. (a friend = subject, plays = verb, guitar = object)
- When the relative pronoun is the *object* the word order is object + subject + verb:
- He showed me *the rocks* (**which/that**) he had collected. (the rocks = object, he = subject, had collected = verb)

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

**adding information about things**

Relative pronoun	<i>which</i>	<i>that</i>	<i>no relative pronoun</i>
subject	✓	✓	✗
object	✓	✓	✓

**adding information about people**

Relative pronoun	<i>who</i>	<i>that</i>	<i>no relative pronoun</i>	<i>whom</i>
subject	✓	✓	✗	✗
object	✓	✓	✓	✓

- ☆ 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**:
  - That’s the man (**that**) I met at Alison’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.)

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

**adding information about things**

Relative pronoun	<i>which</i>	<i>that</i>
subject	✓	✓
object	✓	✓

**adding information about people**

Relative pronoun	<i>who</i>	<i>whom</i>
subject	✓	✗
object	✓	✓

- ☆ Notice 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 1990, is no longer taught. (*or* ...**that** I took...)

53.1 Put brackets around the underlined relative pronoun if it can be omitted from these sentences. (A)

- 1 We talked about the party which Sarah wants to organise for my birthday.
- 2 To get to Frank'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 Richmond, who is 42, has three children.
- 7 Don is a friend who we stayed with in Australia.
- 8 In the shop window there's a sign that says 'Ten per cent off'.
- 9 The couple who live next to us have sixteen grandchildren.
- 10 There was little that we could do to help her.

53.2 Write the information in brackets as a relative clause (defining or non-defining) in an appropriate place in the sentence. Give alternative relative pronouns if possible. (Use - to indicate 'no relative pronoun'.) (C & D)

1 Susan said something, (I couldn't hear it clearly) Susan said something that/ which/ - I couldn't hear clearly.

2 Julia'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-D)

- 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 British.
- 9 There's this dream which I have every night about falling downstairs.
- 10 He just said anything which came into his head.

## Other relative words: whose, when, whereby, etc.

A

## Clauses with whose

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.
- Sue was taking care of a rabbit **whose ears** were badly damaged in a fight with a cat.

We can use **whose** in both *defining* and *non-defining relative clauses* (see GR: J1–J2).

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 more healthy than our own.

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

- Students are encouraged to use an appropriate theory in order to solve *problems* **whose** geographical limits are clear.

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:

- He wasn't looking forward to the time **when** he would have to leave. (*or ...the time at which ...*)
- Do you know the date **when** we have to hand in the essay? (*or ...the date on/by which...*)
- The government is to end the system **whereby** (= 'by which means') farmers make more money from leaving land unplanted than from growing wheat. (*or ...the system in/by which farmers...*)
- 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 relationships 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)

Notice 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.

54.1 Combine a sentence from i with a sentence from ii to make new sentences with **whose**, as in 1. (A)

- i
- 1 Dr Rowan has had to do all his 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 manager of a department store.
  - 6 I enjoy growing plants in my garden.
  - 7 The new regulations are part of a broader strategy.

- ii
- a Its chairperson is Sir James Bex.
  - b Their diets contain high levels of protein.
  - c Their flowers are attractive to bees.
  - d ~~His secretary resigned two weeks ago.~~
  - e Their objectives are to increase fish stocks.
  - f Her first job was filling shelves in a supermarket.
  - g Their children are between four and six.

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

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

- 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 Choose one of the following phrases and then either **when**, **whereby**, **where** or **why** to complete these sentences. (B)

**the area    an agreement    a condition    a method    moments    the reason**

- 1 During the performance there were ..... she found it difficult not to laugh.
- 2 The two governments reached ..... the border would be patrolled by troops from a third country.
- 3 The land is very fertile in ..... Jack has bought his farm.
- 4 I think ..... we get on so well is that we both enjoy talking.
- 5 Freeze drying is ..... water is rapidly evaporated from frozen food in order to preserve it.
- 6 Hypoglycemia is ..... the level of sugar in the blood drops suddenly.

54.4 If the underlined 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 Keith will do well at university, which one he goes to.
- 9 We kept a note of who we met as we travelled around Africa and wrote to them when we got home.



## Prepositions in relative clauses

A

In formal styles **noun + of which** is often preferred to **whose + noun** when we talk about things:

- A huge amount of oil was spilled, *the effects of which* are still being felt.
- The end of the war, *the anniversary of which* is on the 16<sup>th</sup> November, will be commemorated in cities throughout the country.

We can use **of which** and **of whose**, but not usually **which** or **whose**, after **all**, **both**, **each**, **many**, **most**, **neither**, **none**, **part**, **some**, **a number** (one, two, etc.; the first, the second, etc.; half, a third, etc.) and **superlatives** (the best, the biggest, etc.):

- Lotta was able to switch between German and Russian, **both of which** she spoke fluently. (*not ...both which she spoke fluently.*)
- She joined the local tennis club, **most of whose** members were at least 60.

In formal contexts, **of which** can be used instead of **that/which...of** in relative clauses:

- The school **that/which** she is head of is closing. (*or more formally* The school **of which** she...)
- The book **that/which** he's most proud of... (*or more formally* The book **of which** he...)

B

In formal, mainly written, English **whose** can come after a preposition in a relative clause. However, it is more natural to put the preposition at the end of the clause in less formal contexts and in spoken English:

- The council is in discussion with Lord Thomas, **on whose** land most of the village is built. (*or less formally* ...Lord Thomas, **whose** land most of the village is built **on**.)
- I now turn to Freud, **from whose** work the following quotation is taken. (*or less formally* ...Freud, **whose** work the following quotation is taken **from**.)

C

When a preposition is needed with the relative pronouns **which** and **whom** we usually put it before the relative pronoun in formal styles:

- The rate **at which** a material heats up depends on its chemical composition.
- Her many friends, **among whom** I like to be considered, gave her encouragement.

After a preposition we usually use **whom** rather than **who** in formal styles:

- Is it right that politicians should make important decisions without consulting the public **to whom** they are accountable? (*rather than* ...the public to who they are accountable.)

and we don't use **that** or **no relative pronoun**:

- The valley **in which** the town lies is heavily polluted. (*not* The valley in that the town lies is heavily polluted.; *not* The valley in the town lies is heavily polluted.)

In less formal English we usually put the preposition later in the relative clause rather than at the beginning:

- The office **that** Graham took us **to** was filled with books.

and we prefer **who** (or **that**) rather than **whom** (see also Unit 26A):

- The playground wasn't used by the children **who** it was built **for**.

D

If the verb in the relative clause is a two-word verb (e.g. **come across**, **fill in**, **look after**, **take on**) we don't usually put the preposition before the relative pronoun:

- The Roman coins, **which** a local farmer **came across** in a field, are now on display in the National Museum. (*not* ...coins, across which the local farmer came, are...)

With three-word verbs, we only put the preposition before the relative pronoun in a very formal or literary style, and many people avoid this pattern:

- She is one of the few people **to whom** I look **up**. (*or less formally* ...**who** I look **up** to.)

55.1 Rewrite these sentences so that they are more appropriate for formal written English. Use **preposition + which** or **preposition + whose**, as appropriate. (A & B)

1 Fleming's discovery of penicillin, which he was awarded the Nobel Prize for, had a major influence on the lives of people in the 20th century.

Fleming's discovery of penicillin, for which he was awarded the Nobel Prize, had a major influence on the lives of people in the 20th century.

2 He was the uncle of Ann Boleyn, whose execution in 1542 he lost power after.

3 It is her unmarried name which she is better known by.

4 Mr Marks, whose farm the stream flows across, is unhappy about the plans for the new dam.

5 The election result, which there can be no doubt about, is a great disappointment.

6 The building which Mr Marcus emerged from was little more than a ruin.

7 It is a medieval palace, whose tower the king hid in during the civil war.

8 I am grateful to Alan Mackie, whose book on the history of the bicycle this information comes from.

55.2 Join the sentence halves using **which** or **whom** after an appropriate preposition. (C)

the furniture is to be delivered.	she was divorced in 1995.	he had shown his novel.
<del>I had great respect.</del>	it was named.	the printer was supplied.
most world trade was conducted.	you should be aware.	

1 My English teacher, Mrs Brookes, was someone for whom I had great respect.

2 Until 1914 the pound sterling was the currency .....

3 They have changed the date .....

4 Pasteurisation was discovered by the French chemist Louis Pasteur, .....

5 He was persuaded to stay in England by Charles Dickens, .....

6 There are a number of safety procedures .....

7 Details are in the instruction manual .....

8 Ms Peters was left the money by her former husband, .....

55.3 How would you express the sentences you have written in 55.2 in a less formal way, putting the preposition at the end of the relative clause? (A)

1 My English teacher, Mrs Brookes, was someone who/that/- I had great respect for.

55.4 Suggest corrections or improvements to these sentences or write ✓ if they are already correct. (A, C & D)

1 The house into which the thieves broke is owned by Peter Brown.

2 The school has been given 20 computers, half of which are brand new.

3 JKL Motorbikes sells six different models, the first which they started making in 1985.

4 It was the perfect tree under that to sit on a hot, sunny day.

5 The party, to which I've been looking forward all week, is at Mary's house.

6 The water that she fell into was freezing cold.

7 I have heard her on the violin and clarinet, both which she plays extremely well.

8 The film was made at Tulloch Castle, part which dates back to 1466.

9 The college is home to 30 students from Nepal, almost all of who are studying economics.

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

A

We sometimes add information about a person or thing referred to in one noun phrase by talking about the same person or thing in a different way in a following noun phrase:

- A hooded cobra, one of the world's most dangerous snakes*, has escaped from Dudley Zoo.
- Dr Alex Parr, director of the State Museum*, is to become the government's arts adviser.
- When Tom fell off his bike we gave him *arnica, a medicine made from a flower*, for the bruising.

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

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

B

We can add information to a noun phrase with a conjunction such as **and** or **or**:

- Kurt Svensson, her teacher **and** *well-known concert pianist*, thinks that she has great talent. (= her teacher is also a well-known concert pianist)
- My business partner **and** *great friend* Tom Edwards is getting married today.
- Phonetics **or** *the study of speech sounds* is a common component on courses in teaching English as a foreign language.

C

The adverb **namely** and the phrase **that is** are used to add details about a noun phrase:

- This side-effect of the treatment, **namely** *weight gain*, is counteracted with other drugs.
- The main cause of global warming, **that is** *the burning of fossil fuels*, is to be the focus of negotiations at the international conference.

D

We can also add information to a noun phrase using a participle clause beginning with an **-ing**, **-ed** or **being + -ed** verb form. These are often similar to *defining relative clauses* (see GR: J1–2):

- Any passengers *travelling to Cambridge* should sit in the first two carriages of the train. (*or Any passengers who are travelling...*)
- The people *living next door* come from Italy. (*or The people who are living next door...*)
- The weapon *used in the murder* has now been found. (*or The weapon that was used..*)
- The book *published last week* is his first novel. (*or The book that was published last week...*)
- The prisoners *being released* are all women. (*or The prisoners who are being released...*)
- The boys *being chosen for the team* are under 9. (*or The boys who are being chosen...*)

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

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

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

E

In written English, particularly in newspapers, **-ing** and **-ed** clauses are also used instead of *non-defining relative clauses*. These are usually written between commas or dashes (–):

- The men, *wearing anoraks and hats*, made off in a stolen Volvo estate.
- The proposals – *expected to be agreed by ministers* – are less radical than many employers had feared.

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

Klaus Schmidt is the current European champion

Andy Todd is head of Downlands Hospital

Beluga caviar is among the most expensive food in the world

Tonya's father has also been her trainer for the last 10 years

Paul Jennings is Australian      My colleague is Paul

~~Gofast Technology is part of the Maddison Enterprises Group~~

Another name for rubella is German measles

The German 10,000 metres record holder is also the current European champion

1 Gofast Technology has launched its new generation of high-speed trains.

Gofast Technology, part of the Maddison Enterprises Group, has launched its new generation of high-speed trains.

2 I went on an IT training course with my colleague.

3 Rubella is still a common childhood disease in many countries.

4 Four kilos of Beluga caviar has been ordered for James and Stephanie's wedding party.

5 One of the most popular modern writers for children is Paul Jennings.

6 Tonya's father was in the crowd to watch her victory.

7 Dr Andy Todd has criticised government plans to cut health funding.

8 Klaus Schmidt is running in the Stockholm Marathon.

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

i

- 1 Leo Tolstoy's most celebrated novel,
- 2 The two countries having land borders with the USA,
- 3 The three most popular pets in Britain,
- 4 The capital of Estonia,
- 5 The largest island in the world,
- 6 The 'consumers' of education,

ii

- a are found in 25% of households.
- b covers over 2 million square kilometres.
- c should have ways of complaining about poor teaching.
- d have complained to the President about the new customs regulations.
- e ~~was published in 1869.~~
- f is situated on the Gulf of Finland.

iii

Tallinn	students	cats, dogs and rabbits	<del>War and Peace</del>
Mexico and Canada	Greenland		

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

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

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

1 The man driving the bus is my brother. The man who is driving the bus is my brother.

2 I went to a reunion for students ..... in the physics department during the 1980s.

3 As my aunt told me what she thought, I felt like a schoolboy ..... by his headmaster.

4 There is a sign on the gate ..... 'Entry forbidden'.

5 Across the river were some of the deer ..... into the park in the 19th century.

6 Rivers ..... into the Baltic Sea are much cleaner now than ten years ago.

7 The booklets ..... as we speak will be on sale later this afternoon.

8 Anyone ..... further information can see me in my office.

9 Mary O'Brien, the Democrat ..... to the council only last week, has resigned.

10 We live in a house ..... in 1906.

11 The protest march ..... next week is expected to attract over 100,000 people.

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

A

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

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

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

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

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

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

B

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

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

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

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

C

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

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



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

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

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

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

1 Jane's the girl who has blonde hair.

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

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

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

2 Teachers...

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

3 Marge Scott...

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

4 The conference...

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

5 A book...

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

6 A painting...

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

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

1 A man was talking with a grey suit.

.....

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

.....

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

.....

# Participle clauses with adverbial meaning (1)

A

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

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

B

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

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

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

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

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

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

C

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

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

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

D

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

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

E

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

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

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

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

- 58.1 Rewrite the sentences beginning with one of the clause forms shown in A and D.
- 1 When she saw the dog coming towards her, she quickly crossed the road.  
*Seeing the dog coming towards her, she quickly crossed the road.*
  - 2 As she was dressed all in black, she couldn't be seen in the starless night.
  - 3 As I don't have a credit card, I found it difficult to book an airline ticket over the phone.
  - 4 Keith spent a lot of time filling in job application forms because he was unemployed.
  - 5 Because I was walking quickly, I soon caught up with her.
  - 6 The house was built of wood, so it was clearly a fire risk.
  - 7 I was eager to catch the bus in good time because I had been told off the day before for arriving late.
  - 8 She didn't know where the theatre was, so she asked for directions at the hotel reception.
  - 9 As she was a nurse, she knew what to do after the accident.
  - 10 He had spent his childhood in Oslo so he knew the city well.
- 58.2 Where the implied subject of the two clauses is the same write S and where it is different write D. In the sentences where it is different, rewrite the sentence to make it more acceptable. (B)
- 1 Waiting for the bus, a car went through a puddle and splashed water all over me.
  - 2 Known mainly as a writer of novels, James has now written a successful biography.
  - 3 Keeping a careful eye on the spider, Suzanne hurried out of the bathroom.
  - 4 Looking down from the hill, the town spread out before us towards the coast.
  - 5 Feeling rather sick, the boat ploughed through the huge waves.
  - 6 Found only in the Andes, the plant is used by local people to treat skin diseases.
- 58.3 Choose the more appropriate position for **not** in these sentences. (D)
- 1 ..... wishing ..... to boast, she said nothing about her success.
  - 2 ..... pretending ..... to notice that people were staring at me, I carried on looking on the floor for my lost contact lens.
  - 3 ..... determined ..... to be beaten, she put all her energy into the serve.
  - 4 ..... feeling ..... well, she went home early.
  - 5 ..... bothering ..... to put on his coat, he left the house.
  - 6 ..... trying ..... to cry, she waved to Mark as the train pulled out.
- 58.4 Complete the sentences with either **having + past participle** or the **-ing** form of one of these verbs. In which is it also possible to use either form with a similar meaning? (E)
- move    park    suffer    wait    walk
- 1 ..... the car about a kilometre from the stadium, I walked the rest of the way.
  - 2 ..... out of the city, she felt much happier.
  - 3 ..... through the tunnel, I banged my head on the low roof.
  - 4 ..... six months for the washing machine to be delivered, I decided to cancel the order.
  - 5 ..... from depression himself as a teenager, Kevin could understand how his son was feeling.



# Participle clauses with adverbial meaning (2)

A

We can use prepositions such as **after, before, besides, by, in, on, since, through, while, with,** and **without** with a present participle (-ing) clause with an adverbial meaning (see also Unit 58):

- While understanding** her problem, I don't know how I can help. (= Although I understand...)
- After spending** so much money on the car, I can't afford a holiday.
- Before being changed** last year, the speed limit was 70 kph. (passive form)

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

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

B

## by, in, on + -ing

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

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

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

But compare:

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

C

## with -ing; without -ing

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

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

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

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

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

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

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

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

D

Adverbial meanings can also be added by a clause beginning with a conjunction or adjective but with no verb, having the same meaning as a clause beginning with a **conjunction + subject + be**.

This is used in fairly formal English. More informal alternatives are given in brackets:

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

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

i

after	before	since
through	while	

ii

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

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

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

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

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

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

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

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

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

- |   |  |
|---|--|
| 1 When you are in Madrid,...                          | a ...she continued to climb.                           |
| 2 Because he was popular with his fellow pupils,...   | b ...the flowers are a welcome addition to any garden. |
| 3 Although she was exhausted,...                      | c ...she practised for hours every day.                |
| 4 As she was determined to do well in the concert,... | d ...students can refer to their dictionary.           |
| 5 Since they are attractive to butterflies,...        | e ...he was elected head boy at the school.            |
| 6 Where it is necessary,...                           | f <del>...you must visit the Prado Museum.</del>       |

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

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

A

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

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

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

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

B

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

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

C

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

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

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

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

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

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

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

D

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

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

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

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

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

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

E

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

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

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

F

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

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

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

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

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

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

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

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

The screenshot shows an email client interface. The email header includes: From: Maggie, To: Jane, Subject: Tony. The main body of the email contains the following text:

Hi Jane

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

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

Will be in touch, Maggie