English Grammar in Context

A comprehensive reference and practice book for intermediate and advanced Chinese learners

38 units covering sentence structure, noun phrases, verb forms, complex clauses, vocabulary patterns and academic communication.

548 numbered practice tasks
113 vocabulary entries
Five cumulative reviews
Pronunciation and reference supplements

Read for meaning. Practise the form. Explain the choice.

Learner edition

Prepared for Saul Nassau
8 November 2026

Original explanations and exercises with grammar references and research citations. No answer key is included.

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How to use this book

A book for accurate expression

This book develops grammar for learners who can already communicate in English and want greater accuracy, range and control. The sequence moves from structural foundations to advanced choices in writing and conversation. Intermediate and advanced are audience descriptions here. The diagnostic is a learning guide, not a validated proficiency test.

Begin with meaning

Start with the diagnostic. For each difficult item, consult the suggested unit. Read its explanations and model sentences, complete the practice, then write an original example. You can work through the book in order or follow a particular need. The reference tables and topic index support quick consultation.

Make vocabulary usable

Each unit introduces three vocabulary entries with a meaning and a common expression. Reuse them in your own sentences. The aim is precise and natural expression. A familiar word used accurately is often more effective than an elaborate word used vaguely. The glossary records 113 distinct entries because one entry appears in two units.

Work with the exercises

Prompts labelled repair or edit contain intentional errors or stated meaning problems. The diagnostic may include correct sentences. Other tasks allow several defensible answers. Explain your choice when the context permits alternatives. Use the writing space for short responses and a notebook for paragraphs. Models illustrate the grammar. No answer key is included.

Use conventions thoughtfully

The book mainly illustrates standard edited English and widely used conversational patterns. British and North American variation is identified where relevant. The prose generally uses British spelling. Speech activities focus on intelligibility. All investigations, survey figures and project narratives used for practice are fictional unless a real research source is explicitly cited.

Follow the references

Bracketed G references point to grammar and usage guidance. R references point to research that informed the selection of difficulties. Citations are clickable. The research note explains the scope of that evidence. A finding about one language background or sample should not be treated as a diagnosis of every Chinese learner.

Starting diagnostic

Answer without consulting the units first. Preserve the intended meaning when revising. If a sentence is already acceptable, say so and explain why. Unit numbers are routes for further study.

01 Complete the noun phrase. The interviewer asked for ____ honest explanation. [Unit 02]

02 Edit if needed. She gave me several useful advices. [Unit 04]

03 Edit if needed. The quality of these responses are impressive. [Unit 06]

04 Make the reference clear. Mei told Lina that her application was successful. State that Lina applied. [Unit 07]

05 Complete for a current state. I ____ (understand) the instructions now. [Unit 08]

06 Edit if needed. Did you received the invitation? [Unit 09]

07 Edit if needed. We have finished the project yesterday. [Unit 10]

08 Explain the difference. I have written the report. / I have been writing the report. [Unit 11]

09 Complete the time clause. I will contact you when the review ____ (end). [Unit 12]

10 Edit if needed. Could you tell me where is the registration desk? [Unit 13]

Return to these items after completing the relevant units and compare your explanations.

Starting diagnostic

Answer without consulting the units first. Preserve the intended meaning when revising. If a sentence is already acceptable, say so and explain why. Unit numbers are routes for further study.

11 Explain the difference. Not all participants agreed. / No participants agreed. [Unit 14]

12 Explain the difference. You must not attend. / You do not have to attend. [Unit 15]

13 Complete an alternative past. If we had checked, we ____ (notice) the error. Use would. [Unit 17]

14 Edit if needed. The file has been delete. [Unit 19]

15 Edit if needed. We look forward to hear from you. [Unit 20]

16 Edit if needed. The researcher who she wrote the report is here. [Unit 21]

17 Edit if needed. Although it was late, but we continued. [Unit 23]

18 Edit if needed. We discussed about the findings. [Unit 26]

19 Edit if needed. The evidence was limited, however we reached a conclusion. [Unit 24]

20 Qualify the claim. A fictional survey of five people proves that everyone prefers online meetings. [Unit 32]

Return to these items after completing the relevant units and compare your explanations.

How English sentences work

Unit 01 Reference

Recognise the structure underneath a long sentence before trying to correct it.

Words and their jobs

A noun names an entity or idea. A verb expresses an action, event or state. An adjective describes a noun, while an adverb can modify a verb, adjective, another adverb or a whole clause. A determiner helps specify a noun. Word class and sentence function are different. A noun phrase can function as a subject, object or complement. [G01]

The careful editor revised the proposal thoroughly.

Find the clause

A clause is built around a verb. In an ordinary finite statement, identify the subject and the finite verb first. A finite verb carries tense or is a modal. In has been reviewing, has is finite. A main clause can stand as a sentence. A subordinate clause depends on a larger structure. Imperatives commonly have an understood subject, you. [G01]

Because the proposal was unclear, the editor requested a revision.

Complete the verb pattern

Some verbs take an object, some take a complement, and some require another element to complete their meaning. Put normally needs an object and a location. Become takes a complement that describes the subject. Adjectives generally need a linking verb when they describe a subject in a full statement. [G01]

The explanation became clearer. She put the revised proposal on the desk.

A closer look

A long noun phrase can be the subject. In The effect of the revised rules remains uncertain, the subject is the whole phrase, while effect is its head. Find the head before choosing the verb.

Vocabulary in context

coherent *adjective*. logically connected and understandable. *a coherent explanation*.

clarify *verb*. make a meaning easier to understand. *clarify a requirement*.

revision *noun*. a change made to improve or correct something. *a substantial revision*.

How English sentences work

Unit 01 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Underline the subject and circle the finite verb. The availability of reliable evidence influences the decision.

02 Identify the word class of each italicised word as used here. The team will *review* the *review* carefully.

03 Identify the main clause. Although the proposal seemed promising, the council requested further evidence.

04 Identify the finite verb and the remaining verb forms. The editor has been revising the introduction.

05 Add a suitable linking verb. The explanation ____ coherent now.

06 Complete the required location. Please put the revised document ____.

Revise and explain

07 Repair the fragment by adding a main clause. Because the evidence was incomplete.

08 Repair the sentence. The conclusions very convincing.

09 Combine these ideas into one complete sentence. The writer revised the paragraph. Its meaning became clearer.

10 Explain the different functions of the two noun phrases. The researcher gave the committee a summary.

Use the grammar

11 Write three sentences using coherent, clarify and revision. Underline each finite verb.

12 Describe a decision in 70 to 90 words. Include one subordinate clause, one linking verb and one verb with an object.

Articles and shared knowledge

Unit 02 Reference

Choose articles by considering countability and what the reader can identify.

Introduce an individual

Use a or an with a singular countable noun when presenting an individual without identifying it as a particular one the reader can recognise. Choose an before a vowel sound and a before a consonant sound. The sound of the next word controls the choice. [G02]

A university researcher requested an interview and an honest explanation.

Identify a particular referent

Use the when the context enables the reader to identify the intended person, object or group. Identification can come from earlier mention, a shared situation or a defining description. A noun can take the at its first mention when the context already identifies it. [G02]

Please close the window beside your desk. A visitor has arrived. The visitor is waiting outside.

Make a general statement

Plural count nouns and uncountable nouns often take no article when they refer generally. A singular count noun in an ordinary noun phrase normally requires a determiner such as an article, this or my. Avoid combining an article with a possessive determiner. [G02]

Evidence matters. Reliable sources matter. This source provides a useful explanation.

A closer look

Specificity alone does not require the. I met a researcher yesterday can refer to one particular person whom the listener cannot yet identify. Ask whether the listener can identify the referent, rather than whether it exists.

Vocabulary in context

referent *noun*. the person or entity an expression refers to. *identify a referent*.

credible *adjective*. deserving to be believed. *a credible source*.

context *noun*. the surrounding situation or language. *interpret in context*.

Articles and shared knowledge

Unit 02 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete with a or an. She is ____ honest researcher.

02 Complete with a or an. We interviewed ____ university student.

03 Complete the second sentence. A visitor left a folder. ____ folder contains the original documents.

04 Choose the general statement. Evidence is essential. / The evidence is essential. Explain which sentence refers to evidence generally.

05 Complete with a, an, the or zero. Please return ____ book that I lent you yesterday.

06 Complete with a, an, the or zero. In general, ____ reliable sources are worth consulting.

Revise and explain

07 Repair the noun phrase. The my supervisor requested a revision.

08 Repair the sentence. She provided useful explanation of the procedure.

09 Write a context in which I spoke to a librarian is appropriate.

10 Write a different context in which I spoke to the librarian is appropriate.

Use the grammar

11 Describe an unfamiliar object in three sentences. Introduce it, refer to it again and identify one of its parts.

12 Write a 70 to 90 word account of a visit. Check every singular count noun for its determiner.

A sentence to revisit

Articles in names and general statements

Unit 03 Reference

Handle common article patterns without treating every expression as an exception.

Names and places

Most personal names, cities and countries take no article. Some country names conventionally include the, especially names with plural forms or political descriptions. Rivers, seas and mountain ranges commonly take the. Individual mountains with Mount and lakes with Lake usually do not. Check unfamiliar names in a reliable reference. [G02]

Mei visited Canada before travelling to the United States. She photographed Lake Ontario.

Institutions and activities

Article choice can distinguish an institutional activity from a particular building. At school often refers to participation in education. At the school identifies a particular school or its location. Expressions such as go to work, at home and by train are conventional. British and North American usage differs in some institutional expressions, including hospital. [G02, G03]

The children are at school. Their parents are waiting at the school entrance.

General and restricted reference

A plural noun with no article is a dependable way to make a general statement. Add the when restricting reference to an identifiable set. A following of phrase does not automatically require the. Compare a history of the city with the history of the city. The intended meaning determines the article. [G02]

Libraries preserve records. The libraries in this survey also preserve oral histories.

A closer look

Generic singular forms such as A dictionary is useful and The tiger is endangered have specific uses. For ordinary generalisations about people, objects or ideas, plural nouns are often the clearest starting point. Avoid mechanical rules based only on the next preposition.

Vocabulary in context

institution *noun*. an established organisation or system. *an educational institution*.

convention *noun*. an accepted way of doing something. *a naming convention*.

preserve *verb*. protect something from loss or damage. *preserve a record*.

Articles in names and general statements

Unit 03 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete with the or zero. The exhibition travels from ____ Canada to ____ United States.

02 Complete with the or zero. Our photograph shows ____ Lake Ontario.

03 Complete with the or zero. The next chapter describes ____ Pacific Ocean.

04 Complete the conventional expression. She usually travels by ____ train.

05 Choose the sentence about education as an activity. The children are at school. / The children are at the school.

06 Complete a generalisation with the or zero. ____ museums preserve objects for future generations.

Revise and explain

07 Restrict the reference to an identified group. Museums are closed. Use the phrase mentioned in the notice.

08 Repair the sentence about the country. She completed her education in the Canada.

09 Explain how a history of the neighbourhood and the history of the neighbourhood can suggest different meanings.

10 Write two sentences distinguishing going to school as a student from visiting a particular school building.

Use the grammar

11 Write three sentences about institutions using institution, convention and preserve.

12 Describe a cultural visit in 70 to 90 words. Check the conventional articles in every place name.

Countability and noun number

Unit 04 Reference

Learn the grammar of a noun together with the meaning it has in a sentence.

Count meanings and mass meanings

Count nouns can refer to individual units and normally have singular and plural forms. Mass or uncountable uses present a substance, activity or idea without counting separate units. Many nouns have both kinds of use, with different meanings. Experience can mean accumulated knowledge or an individual event. [G04]

Her experience is valuable. The exchange was a memorable experience.

Common academic nouns

Advice, information, evidence, equipment, furniture and progress are normally uncountable in their everyday academic meanings. Use a suitable measure when individual units matter. Research usually names an activity or body of work. A study and an investigation are countable alternatives when referring to individual projects. [G04]

The team collected three pieces of evidence and conducted two studies.

Form plurals accurately

Most count nouns form a plural with s or es, but several common forms are irregular. A dictionary identifies forms such as analyses, criteria and phenomena. Some nouns have the same singular and plural form. Keep the noun, determiner and verb consistent. [G04]

One criterion is relevance. Two criteria are relevance and reliability.

A closer look

Avoid assuming that abstract nouns are always uncountable. An argument, an assumption and an implication are countable. Paper, work, room and time change countability with meaning. Check the particular sense in a learner dictionary.

Vocabulary in context

criterion *noun*. a standard used to judge something. *meet a criterion*.

evidence *noun*. information used to support or challenge a claim. *examine the evidence*.

assumption *noun*. a proposition accepted without being established in that context. *question an assumption*.

Countability and noun number

Unit 04 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose the ordinary academic form. useful advice / useful advices

02 Complete with a countable expression. We purchased three ____ of equipment.

03 Give the plural of analysis, criterion and phenomenon.

04 Complete with is or are. The evidence ____ incomplete.

05 Complete with is or are. These criteria ____ relevant.

06 Choose the meaning. She described an unusual experience. Does experience mean accumulated knowledge or an event?

Revise and explain

07 Repair the sentence. We need more informations before deciding.

08 Repair the sentence. They conducted three research last year.

09 Use paper in two sentences, once for material and once for an academic article.

10 Rewrite with a suitable unit expression. She gave me two advice.

Use the grammar

11 Write a research checklist using evidence, criterion and assumption. Check the noun forms.

12 Write 70 to 90 words describing a small investigation. Include two count nouns and two uncountable nouns.

A sentence to revisit

Determiners and quantities

Unit 05 Reference

Express quantity accurately and distinguish a whole category from part of a known group.

Match quantity to the noun

Many and few combine with plural count nouns. Much and little combine with uncountable nouns. A lot of and enough can occur with both. A few and a little indicate some quantity. Few and little commonly emphasise that the quantity is limited or insufficient. [G05]

A few participants responded, but few responses contained enough detail.

Refer to a particular set

Use most students for a broad group and most of the students for a specified group. Many of them and some of our sources identify a portion of a known set. Each and every normally accompany a singular count noun. Both accompanies two, while either and neither refer individually to alternatives in a pair. [G05]

Each participant received a form. Most of the participants completed it.

Some and any

Some commonly occurs in affirmative statements and in offers or requests that anticipate a positive response. Any is common in questions and negatives. Any can also mean it does not matter which in an affirmative statement. These are meaning patterns, not a rule that bans some from questions. [G05]

Could you provide some detail? You may consult any reliable source.

A closer look

In formal writing, prefer fewer for separate countable items and less for uncountable quantity. Expressions of measurement, time and money often use less even with a plural noun. None can take singular or plural agreement depending on its referent and interpretation.

Vocabulary in context

adequate *adjective*. sufficient for a particular purpose. *adequate support*.

proportion *noun*. a part considered in relation to a whole. *a substantial proportion*.

scarce *adjective*. available only in limited amounts. *scarce resources*.

Determiners and quantities

Unit 05 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose many or much. There is not ____ evidence for that conclusion.

02 Choose fewer or less. This version contains ____ errors.

03 Choose few or a few to express that almost nobody responded. ____ participants replied.

04 Choose little or a little to express that some time remains. We still have ____ time.

05 Complete with of or zero. Most ____ the sources are recent.

06 Complete with of or zero. Most ____ students in general benefit from clear instructions.

Revise and explain

07 Repair the sentence. Every participants received the same information.

08 Repair the sentence. Many of evidence was irrelevant.

09 Explain how Any student may apply differs from Did any students apply?

10 Write an offer using some and a negative statement using any.

Use the grammar

11 Describe a limited budget in three sentences using adequate, proportion and scarce.

12 Write 70 to 90 words comparing the resources of two fictional clubs. Make all quantities and comparisons explicit.

A sentence to revisit

Agreement in complex sentences

Unit 06 Reference

Make the verb agree with the subject even when other nouns intervene.

Find the subject head

The finite present verb usually agrees with the person and number of the subject. A prepositional phrase after the subject does not change its head. In the quality of the responses, quality controls agreement. With past forms, be retains the contrast between was and were. [G06]

The quality of the responses varies. The responses vary in quality.

Quantity and coordination

Subjects joined by and normally take plural agreement. Each, every and everyone normally take singular agreement. A number of followed by a plural noun normally takes a plural verb. The number of takes a singular verb because the number itself is the subject. [G06]

A number of applicants are eligible. The number of applicants is increasing.

Meaning and usage

Collective nouns such as team and committee can take singular or plural agreement, especially in British English, according to whether the group is viewed as a unit or as its members. North American formal prose more often uses singular agreement for the unit. Choose a consistent interpretation. [G06, G03]

The committee has issued its decision. The committee members have submitted their comments.

A closer look

In a relative clause, identify the noun that the relative pronoun refers to. One of the students who work here means that several students work here. In formal prose, there is or there are should agree with the following noun phrase. Singular they still takes are and have.

Vocabulary in context

consistency *noun*. agreement or stability across related choices. *maintain consistency*.

eligible *adjective*. meeting the stated conditions for participation. *eligible for admission*.

range *noun*. the extent or variety of available items. *a broad range*.

Agreement in complex sentences

Unit 06 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose is or are. The reliability of these sources ____ uncertain.

02 Choose has or have. Each of the proposals ____ a clear purpose.

03 Choose is or are. A number of volunteers ____ available.

04 Choose is or are. The number of volunteers ____ increasing.

05 Choose work or works. She is one of the editors who ____ on the journal.

06 Choose is or are for formal prose. There ____ several reasons for the delay.

Revise and explain

07 Repair the sentence. The list of references contain an error.

08 Repair the sentence. Everyone have submitted their form.

09 Rewrite with committee members as the subject. The committee has a disagreement about its priorities.

10 Complete the singular they construction. If a participant arrives early, they ____ welcome to wait inside.

Use the grammar

11 Write three sentences with long subjects. Underline the subject head and check agreement.

12 Write a 70 to 90 word report about eligibility for a fictional award. Include each, a number of and the number of.

A sentence to revisit

Pronouns and clear reference

Unit 07 Reference

Make it easy for readers to identify who or what each pronoun refers to.

Choose the grammatical form

Subject pronouns include I, she, he, we and they. Object pronouns include me, her, him, us and them. Possessive determiners such as their accompany a noun, while possessive pronouns such as theirs stand independently. Its expresses possession. It is contracts to it's. [G01]

They sent us their draft. The final decision is theirs.

Make reference explicit

A pronoun should have a recoverable referent. When two people could be he, she or they, repeat a name or noun. This and that can refer to an entire idea. Adding a noun such as this finding or that assumption can specify the intended reference. [G01]

Lina questioned Wei about Wei's conclusion. This disagreement delayed the report.

Use reflexives and singular they

Use a reflexive when an object refers back to the subject, or for emphasis. Do not use myself as a routine substitute for I or me. Singular they can refer to an individual of unspecified gender or a person who uses they. Its verb forms remain they are and they have. [G01]

The author corrected herself. Each reviewer explained what they had noticed.

A closer look

A dummy it can fill the subject position without referring to a concrete object. It is useful to compare both accounts introduces an evaluation. Existential there introduces existence or availability, as in There are two possible explanations.

Vocabulary in context

refer *verb*. direct attention to or denote something. *refer to a source*.

ambiguity *noun*. the possibility of more than one interpretation. *remove an ambiguity*.

explicit *adjective*. stated directly and clearly. *an explicit reference*.

Pronouns and clear reference

Unit 07 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose I or me. The editor invited Mei and ____ to the meeting.

02 Choose their or theirs. The decision is ____.

03 Choose its or it's. The organisation revised ____ guidelines.

04 Choose its or it's. ____ important to acknowledge uncertainty.

05 Choose herself or her to show self-correction. The speaker corrected ____.

06 Complete with is or are. If a visitor needs assistance, they ____ welcome to ask.

Revise and explain

07 Repair the pronoun form. Please send the document to myself.

08 Remove the ambiguity by stating that Mei owns the notebook. Mei told Lina that her notebook was missing.

09 Make the reference more precise. The survey had only five respondents. This limits the conclusion. Add a noun after This.

10 Write one sentence with dummy it and one with existential there.

Use the grammar

11 Write a three-sentence exchange involving two people. Check every pronoun for ambiguity.

12 Write 70 to 90 words describing a disagreement. Use explicit references whenever two people could be the referent.

A sentence to revisit

Review One

A community garden Language choices

All information in this review is fictional. A neighbourhood group is planning a shared garden. Twelve residents have volunteered, and the group has a list of possible sites. The group needs to distinguish known details from general statements and individual items from uncountable resources.

01 Complete with a, an, the or zero. We need ____ reliable source of water.

02 Complete the second sentence. A resident suggested a site. ____ site is beside the community centre.

03 Complete with much or many. How ____ equipment will the group need?

04 Complete with a suitable measure. The group received three ____ of advice.

05 Choose is or are. The number of volunteers ____ twelve.

06 Choose has or have. Each of the proposed sites ____ advantages.

07 Repair the determiner pattern. The our coordinator prepared the list.

08 Remove the ambiguity by stating that Lina owns the tools. Mei told Lina that her tools were ready.

Review One

A community garden Applications

The passage below contains deliberate errors and may include an unsupported claim. Complete the tasks without adding facts that the scenario does not supply.

09 Edit the passage below. Correct grammar and reference while preserving its fictional facts.

The group needs an equipment and reliable informations. Each of the volunteers have a role. A resident offered a shed. Shed is near the entrance. Mei spoke to Lina about her tools, but the record does not identify the owner. The quality of the proposed sites vary. We need to examine every options before making a decision.

10 Write two versions of a sentence about residents, one about residents generally and one about the twelve volunteers.

11 Write three questions the group needs to resolve. Check noun number and determiners.

12 Write a 100 to 130 word proposal for the garden. Use evidence, adequate and responsibility. Include one general statement and one claim restricted to the volunteers.

Revision notes

Present time and states

Unit 08 Reference

Distinguish habits, current activity and states without relying on time words alone.

Simple and continuous

Use the present simple for habits, recurring events and states. Use am, is or are plus an ing form for an activity in progress or a temporary developing situation. A temporary situation need not be happening at the exact moment of speaking. [G07]

The archive opens at nine. This month, volunteers are cataloguing its photographs.

State and activity meanings

Verbs such as know, belong and understand usually describe states and normally use simple forms in neutral contexts. Some verbs change meaning. Think can express an opinion or an ongoing process of consideration. Have can express possession or an activity. [G07]

I think the proposal is feasible. I am thinking about its limitations.

Time and viewpoint

Always with a simple form can describe a regular habit. Always with a continuous form can present repeated behaviour with a particular attitude. General statements and summaries of an argument often use the present simple, even when the text being discussed was written earlier. [G07]

The article argues that access matters. Our printer is always losing its connection.

A closer look

The continuous is not simply a marker for now, and the simple is not limited to permanent truths. I understand the question describes a current state. Use the verb meaning and the intended viewpoint together.

Vocabulary in context

feasible *adjective*. possible to carry out under the stated conditions. *a feasible proposal*.

temporary *adjective*. lasting for a limited time. *a temporary arrangement*.

maintain *verb*. keep something functioning or continuing. *maintain accurate records*.

Present time and states

Unit 08 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose the present simple or continuous. The centre usually ____ (open) at eight.

02 Complete for an activity happening now. Please wait. The technician ____ (repair) the scanner.

03 Complete for possession. The archive ____ (have) two scanners.

04 Complete for an activity. The curator ____ (have) a meeting at the moment.

05 Complete for an opinion. I ____ (think) the proposal is feasible.

06 Complete for ongoing consideration. We ____ (think) about a temporary arrangement this week.

Revise and explain

07 Repair the neutral statement of knowledge. I am knowing the answer.

08 Repair the verb form. She maintain the records every Friday.

09 Explain the difference. He always asks questions. / He is always asking questions.

10 Summarise an imaginary article in two sentences using the present simple.

Use the grammar

11 Write three sentences distinguishing a regular responsibility from a temporary project.

12 Write 70 to 90 words about an organisation during a busy week. Use both present forms with clear meanings.

A sentence to revisit

Past events and narrative sequence

Unit 09 Reference

Keep the time frame clear while distinguishing events, background and past habits.

Completed events

Use the past simple for events situated in a finished past time. Regular verbs usually add ed. Irregular forms must be learned as part of the verb. After did or did not, the lexical verb returns to its base form. A past time can be established by context rather than repeated in every sentence. [G08]

The committee met on Tuesday, examined the documents and postponed its decision.

Background and interruption

Use was or were plus an ing form for activity in progress at a past reference point. The past simple can identify an event that occurred during that activity. The continuous describes the viewpoint on an event, rather than proving that the event was long. [G08]

While the archivist was checking the inventory, a visitor discovered a missing label.

Past habits

Used to plus a base verb describes past habits or states that have changed. Would can describe repeated past actions when a past context is established, but it does not normally replace used to for states. Be used to means be accustomed to and takes a noun or ing form. [G08]

The building used to belong to a school. Each winter, volunteers would repair its windows.

A closer look

When one event clearly follows another, a sequence of past simple verbs may be enough. The past perfect becomes useful when looking back from a later past point. Do not switch to present forms halfway through a past account without a reason.

Vocabulary in context

sequence *noun*. the order in which events occur. *a clear sequence*.

inventory *noun*. a detailed list of available items. *check the inventory*.

postpone *verb*. arrange for something to happen later. *postpone a decision*.

Past events and narrative sequence

Unit 09 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete in the past simple. Yesterday the committee ____ (meet) at noon.

02 Complete after did. Why did the curator ____ (postpone) the visit?

03 Complete the background action. At ten yesterday, we ____ (check) the inventory.

04 Complete the interrupting event. While I was reading, the alarm ____ (ring).

05 Choose used to or would for a former state. This building ____ belong to the council.

06 Complete with the correct form of work. She is used to ____ late.

Revise and explain

07 Repair the sentence. The visitors did not understood the explanation.

08 Repair the past narrative. Yesterday she opened the cabinet and finds the missing file.

09 Combine using while. We were comparing the records. A colleague called.

10 Write two sentences distinguishing used to work from is used to working.

Use the grammar

11 Write a four-sentence narrative with a clear sequence and one background action.

12 Describe an unexpected discovery in 80 to 100 words. Keep the narrative time frame consistent.

A sentence to revisit

The present perfect and finished past time

Unit 10 Reference

Connect past events to the present while distinguishing finished time references.

Form and connection

The present perfect uses have or has plus a past participle. It can describe experience up to now, a recent event with present relevance or a situation continuing into the present. The past participle may differ from the past simple. Write has written, has taken and has begun. [G09]

The team has identified a discrepancy. We have not resolved it yet.

Choose the time frame

The past simple normally accompanies an explicitly finished time such as yesterday or in 2022. The present perfect places the event within a period connected to now. Expressions such as this week can work with different forms depending on whether the relevant period or opportunity is treated as open or finished. [G09]

She submitted the proposal yesterday. She has submitted three proposals so far this month.

Duration and experience

Since identifies a starting point, while for identifies duration. Use the present perfect for a continuing state measured up to now. Experience questions often use ever. In ordinary usage, has been to commonly describes a completed visit, while has gone to can indicate that the person is still away. [G09]

I have known the curator for six years. She has gone to the reading room.

A closer look

North American English often uses the past simple with just, already and yet where British English favours the present perfect. That variation does not make I have submitted it yesterday appropriate in ordinary standard usage. Distinguish a regional option from a conflicting time frame.

Vocabulary in context

discrepancy *noun*. a difference between accounts or values that should agree. *identify a discrepancy*.

resolve *verb*. settle or find a solution to a difficulty. *resolve a problem*.

previously *adverb*. at an earlier time. *previously published*.

The present perfect and finished past time

Unit 10 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete with the present perfect. The team ____ (identify) three discrepancies so far.

02 Complete with the past simple. We ____ (resolve) the issue yesterday.

03 Complete with for or since. I have known her ____ 2021.

04 Complete with for or since. He has worked here ____ six months.

05 Supply the past participle. The editor has ____ (write) a response.

06 Choose been or gone. Mei is not here. She has ____ to the archive and will return at four.

Revise and explain

07 Repair the time conflict. We have finished the inventory last Monday.

08 Repair the continuing-state sentence. I know the curator since 2020.

09 Ask a question about experience using ever and visit.

10 Write two sentences about this week, one treating a time period as open and one describing a finished event.

Use the grammar

11 Report three developments using so far, yesterday and since January in separate sentences.

12 Write an 80 to 100 word progress report. Separate completed past actions from current results and continuing situations.

A sentence to revisit

Perfect forms and duration

Unit 11 Reference

Distinguish completion, ongoing activity and an earlier past reference point.

Results and activity

The present perfect simple often foregrounds a result or a completed quantity. The continuous uses have or has been plus an ing form and foregrounds activity or duration. Both can describe continuing situations with some verbs. A continuous form may also describe a recently stopped activity with a present effect. [G10]

She has catalogued forty photographs. She has been cataloguing photographs all morning.

Looking back from the past

The past perfect uses had plus a past participle to locate an event before a past reference point. The past perfect continuous uses had been plus an ing form to foreground activity or duration leading up to that point. The surrounding context establishes the later past moment. [G11]

By the time we arrived, the curator had closed the archive. She had been working since dawn.

Choose forms by meaning

A completed number of products normally favours a simple perfect form. State verbs such as know ordinarily use simple perfect forms. After and before can establish event order without a past perfect, though the perfect can emphasise earlier completion. Avoid adding had to every verb in a narrative. [G10, G11]

They had examined the evidence before they wrote their conclusion. I have known the editor for years.

A closer look

Duration alone does not force the continuous. I have lived here for ten years and I have been living here for ten years can both describe a continuing situation. A result can coexist with continuing activity. Read the whole context.

Vocabulary in context

duration *noun*. the length of time something lasts. *the duration of the project*.

accumulate *verb*. increase through gradual addition. *accumulate evidence*.

completion *noun*. the act or state of finishing. *before completion*.

Perfect forms and duration

Unit 11 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete to emphasise a finished number. She ____ (write) four reports today.

02 Complete with a continuous perfect form. He ____ (work) since eight and is still at his desk.

03 Complete for an earlier past event. When we arrived, the meeting ____ already ____ (end).

04 Complete with the past perfect continuous. Before the break, they ____ (debate) for two hours.

05 Choose the ordinary form. I have known / have been knowing her for years.

06 Give the past participle of begin, choose and take.

Revise and explain

07 Repair the form. We have been collect evidence all week.

08 Repair the form. She had wrote the summary before the discussion began.

09 Explain the focus difference. I have repaired the scanner. / I have been repairing the scanner.

10 Combine using by the time. The guests arrived at six. The volunteers completed the preparations at five.

Use the grammar

11 Write three sentences about one project using a present perfect simple, a present perfect continuous and a past perfect.

12 Write 80 to 100 words about a delayed project. Establish one past reference point and explain what had happened before it.

A sentence to revisit

Future time and planned events

Unit 12 Reference

Choose a future expression that reflects intention, arrangement, prediction or completion.

Plans and predictions

Will can express predictions, decisions made as a situation develops, offers and willingness. Be going to often presents a prior intention or a prediction based on present evidence. These forms overlap. The choice reflects how the speaker presents the event rather than a rigid difference in certainty. [G12]

I will help with the inventory. We are going to digitise the collection next year.

Arrangements and schedules

The present continuous can present a future arrangement, especially with an explicit time or context. The present simple commonly describes timetabled events. In ordinary future time clauses after when, until or as soon as, use a present form rather than will for simple futurity. [G12, G13]

We are meeting the curator tomorrow. The tour starts at ten. I will call when it ends.

Future viewpoint

Will be plus an ing form places an activity in progress at a future reference point. Will have plus a past participle places completion before or by that point. Will have been plus an ing form foregrounds duration up to a future point. [G12]

At noon, we will be reviewing the files. By Friday, we will have completed the inventory.

A closer look

A question containing when can still include will when it asks about a future event. When will the tour end? differs from I will call when the tour ends. Similarly, I do not know when it will end contains an embedded question, not a future time adjunct.

Vocabulary in context

schedule *noun*. a plan showing when events will happen. *a revised schedule*.

anticipate *verb*. expect or prepare for something. *anticipate a delay*.

deadline *noun*. the latest time by which something must be done. *meet a deadline*.

Future time and planned events

Unit 12 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete a spontaneous offer with will. Those boxes look heavy. I ____ (help) you.

02 Complete a stated arrangement with the present continuous. We ____ (meet) the archivist at three tomorrow.

03 Complete a timetable statement. The final train ____ (leave) at eleven tonight.

04 Complete the future time clause. I will contact you as soon as the review ____ (finish).

05 Use the future continuous. At this time tomorrow, we ____ (travel) to the exhibition.

06 Use the future perfect. By next Friday, the team ____ (complete) the first stage.

Revise and explain

07 Repair the future time clause. We will begin when everyone will arrive.

08 Repair the form. They will have finish before the deadline.

09 Write a direct question using when and will.

10 Explain the difference in focus. We will review it at noon. / We will be reviewing it at noon.

Use the grammar

11 Write a three-part schedule containing an arrangement, a timetable and a completion deadline.

12 Write 80 to 100 words proposing a project schedule. Distinguish commitments from predictions.

A sentence to revisit

Review Two

Preparing a film festival Language choices

All information in this review is fictional. A student group began preparing a film festival in September. It is now the first week of November. The festival is next month. Some preparations are complete, some are continuing, and others are planned.

01 Use the past simple. The group ____ (begin) planning in September.

02 Use the present perfect for an achievement so far. They ____ (confirm) six films.

03 Use the present perfect continuous for ongoing work. The volunteers ____ (prepare) the programme for two weeks.

04 Use the past continuous. At six yesterday, Mei ____ (test) the projector.

05 Use the past perfect. By the time the visitors arrived, the technician ____ (repair) the projector.

06 Use the present continuous for an arrangement. We ____ (meet) the director tomorrow.

07 Use the future perfect. By opening night, we ____ (print) the programme.

08 Complete the future time clause. We will publish the schedule when every director ____ (confirm).

Review Two

Preparing a film festival Applications

The passage below contains deliberate errors and may include an unsupported claim. Complete the tasks without adding facts that the scenario does not supply.

09 Edit the passage below. Keep the stated time relationships.

We have started planning in September. Since then, the team has confirm six films. Yesterday, while Mei was testing the projector, it stop working. The technician had repair it before our visitors arrived. We are knowing that the equipment is old. Next month, we will open the festival after everyone will arrive. By opening night, we will have print the final programme.

10 Write two sentences distinguishing an activity in progress from a completed number of tasks.

11 Explain one use of the past perfect in the passage after correcting it.

12 Write a 100 to 130 word progress report for the festival. Include a completed event, a current result, ongoing work and a future deadline.

Revision notes

Auxiliaries and question formation

Unit 13 Reference

Build direct, subject and embedded questions with the appropriate word order.

Direct questions

In many direct questions, the first auxiliary precedes the subject. Be can invert without do. If a simple present or past statement has no auxiliary, add do, does or did and use the base lexical verb. Keep the remaining verb forms in place. [G14]

Has the committee reached a decision? Where does the evidence come from?

Subject questions

When who or what is the subject, ordinary affirmative questions normally keep statement order and do not add do. When the question word is an object, auxiliary inversion normally applies. Emphatic and negative subject questions can behave differently. [G14]

Who approved the proposal? Who did the committee consult?

Embedded questions and tags

An embedded question normally uses subject before verb. Yes or no questions can be embedded with if or whether. A question tag usually repeats the appropriate auxiliary and refers to the subject with a pronoun. Standard confirming tags commonly reverse positive and negative polarity. [G14]

Could you explain why the proposal failed? The evidence is incomplete, isn't it?

A closer look

The politeness of a request depends on context as well as grammatical form. Do you know where the archive is? contains an embedded question. Adding please does not change its word order. I am late, aren't I? is a conventional tag pattern.

Vocabulary in context

enquire *verb*. ask for information. *enquire about availability*.

confirm *verb*. establish or state that something is correct. *confirm an arrangement*.

procedure *noun*. an established sequence of actions. *follow a procedure*.

Auxiliaries and question formation

Unit 13 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Form a yes or no question. The team has completed the review.

02 Form a where question. The committee meets in Room 4.

03 Ask about the subject. Lina approved the proposal.

04 Ask about the object. The committee consulted Lina.

05 Complete the tag. The documents are ready, ____?

06 Embed the question after Could you tell me. When does the archive close?

Revise and explain

07 Repair the question. Why did they rejected the proposal?

08 Repair the embedded question. I wonder why is the evidence missing.

09 Write an embedded yes or no question using whether.

10 Explain who is doing the action in Who interviewed the curator? and Who did the curator interview?

Use the grammar

11 Write three courteous enquiries about a procedure. Include one embedded question.

12 Write an eight-line dialogue arranging a visit. Include a subject question, an object question and a confirming tag.

A sentence to revisit

Negation and the scope of meaning

Unit 14 Reference

Control exactly what is being denied and avoid accidental changes of meaning.

Form a negative

Place not after the first auxiliary, or after be when it is the main verb. Use do not, does not or did not with a simple lexical verb that has no other auxiliary. The lexical verb then takes its base form. Negative imperatives commonly begin with do not or don't. [G15]

The committee has not decided. The explanation does not resolve the discrepancy.

Avoid unintended negative combinations

In the standard written pattern taught here, nobody, nothing and never already express negation and normally occur without another negative in the verb phrase. Any forms can follow a negative verb. Negative concord is grammatical in some dialects, but it follows a different convention. [G15]

Nobody objected. We did not receive any objections.

Check scope

Negation can target a whole proposition or a specific element. Not all means that at least some do not, while none means zero. Not necessarily challenges certainty rather than asserting the opposite. Moving only can change the element it limits. [G15]

Not all sources are reliable. The absence of a reply does not necessarily indicate agreement.

A closer look

Hardly, scarcely and seldom have negative or near-negative meanings and normally do not combine with an additional negative for the same purpose in standard prose. To make scope unmistakable, expand a compressed statement into a fuller explanation.

Vocabulary in context

scope *noun*. the range over which something applies. *the scope of a claim*.

exception *noun*. a case that does not follow a general pattern. *an exception to a rule*.

necessarily *adverb*. as an unavoidable or logically required result. *not necessarily true*.

Negation and the scope of meaning

Unit 14 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Make negative. The editor understands the procedure.

02 Make negative. The committee has reached a decision.

03 Make a negative instruction. Share the confidential draft.

04 Complete the standard pattern. We did not find ____ relevant evidence. Choose any or no.

05 Rewrite with nobody. No person objected.

06 Explain the difference. Not all respondents agreed. / None of the respondents agreed.

Revise and explain

07 Repair the standard written form. She did not found nothing useful.

08 Repair the standard written form. We do not hardly know the details.

09 Rewrite to state that only Lina, and no other person, checked the references.

10 Rewrite to state that Lina checked the references and performed no other task.

Use the grammar

11 Write two claims using not necessarily and explain the uncertainty in each.

12 Write 80 to 100 words correcting an overgeneralisation. Use not all, an exception and a precise statement of scope.

A sentence to revisit

Ability obligation and permission

Unit 15 Reference

Distinguish what is possible, required, prohibited and optional.

Modal structure

Core modals such as can, could, must, may and should are followed by a base verb. They do not add a third-person s. Forms such as have to and be able to change with tense and subject. Can describes ability or permission. Could often describes general past ability or makes a request less direct. [G16]

She can interpret the results. We had to revise the schedule.

Obligation and absence of obligation

Must and have to can both express necessity. Must not expresses prohibition. Do not have to expresses absence of necessity. Should commonly presents advice or an expectation rather than a strict obligation. The strength depends on context and the relationship between speakers. [G16]

Visitors must not touch the objects. They do not have to book the free exhibition.

Past ability and unnecessary action

For a particular successful past achievement, was able to or managed to is often more suitable than could. Could remains possible with perception and some other contexts. Need not have plus a past participle normally indicates that an action happened but was unnecessary. Did not need to leaves its actual occurrence open unless context settles it. [G16]

We managed to retrieve the file. You need not have printed it because a digital copy was sufficient.

A closer look

Avoid teaching must as always internal and have to as always external. That can describe a tendency, but both occur across a wider range of situations. Could you open the door? requests an action. You could open the door may suggest an option.

Vocabulary in context

compulsory *adjective*. required by a rule. *compulsory attendance*.

optional *adjective*. available by choice. *an optional seminar*.

retrieve *verb*. find and bring back stored information or an object. *retrieve a file*.

Ability obligation and permission

Unit 15 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete with the base form. She can ____ (interpret) the diagram.

02 Choose must not or do not have to. The fragile objects are protected. Visitors ____ touch them.

03 Choose must not or do not have to. Registration is optional. You ____ register.

04 Put have to into the past. Yesterday we ____ revise the schedule.

05 Use managed to for a successful achievement. After several attempts, we ____ (retrieve) the file.

06 Rewrite as advice using should. It would be sensible to check the source.

Revise and explain

07 Repair the sentence. She must to attend the briefing.

08 Repair the sentence. He cans use the equipment.

09 Write one request with could and one permission question with may.

10 Explain what happened. We need not have paid the fee. Was the fee paid?

Use the grammar

11 Write three rules for a fictional archive. Distinguish compulsory, optional and prohibited actions.

12 Write 80 to 100 words explaining a procedure to a new volunteer. Make every obligation unambiguous.

A sentence to revisit

Possibility and deductions

Unit 16 Reference

Express uncertainty and draw conclusions without confusing deduction with obligation.

Present deductions

Must can express a strong positive deduction, while cannot or can't can express a strong negative deduction. May, might and could express possibilities. These forms do not correspond to fixed numerical probabilities. State the evidence supporting the inference when it matters. [G17]

The lights are on and her bag is here. She must be nearby.

Past deductions

Use a modal plus have and a past participle for deductions about an earlier event. Must have suggests a strong positive inference. Cannot have suggests a strong negative inference. May have, might have and could have leave a possibility open. [G18]

The label is blank. Someone may have removed the original information.

Possibility and alternatives

Could have can describe a past possibility or an opportunity that was not taken, depending on context. Should have can describe an expected completed event or criticise an action that did not occur. The words around the modal determine the intended interpretation. [G18]

The parcel should have arrived by now. We should have checked the address before sending it.

A closer look

Must not can express prohibition, and in some contexts a negative inference, especially in North American usage. For a clear strong negative deduction in this book, use cannot or cannot have. Keep deductive must separate from must meaning obligation.

Vocabulary in context

plausible *adjective*. reasonable enough to be considered possible. *a plausible explanation*.

infer *verb*. reach a conclusion from available information. *infer from the evidence*.

uncertain *adjective*. not established or known with confidence. *an uncertain outcome*.

Possibility and deductions

Unit 16 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Use must for a present deduction. Her coat and bag are here, so she ____ (be) nearby.

02 Use cannot for a negative deduction. That ____ (be) the original because the original is locked away.

03 Use might have. It is possible that someone moved the folder.

04 Use must have. The door was locked and only the curator had a key. Express a strong inference that the curator locked it.

05 Use cannot have. Express the inference that Mei did not sign the paper because she was abroad throughout that period.

06 Use should have to express an expectation that a scheduled delivery is already complete.

Revise and explain

07 Repair the form. They might have forgot the appointment.

08 Repair the form. She must has misunderstood the question.

09 Give two contexts for We could have taken the train, one expressing uncertainty and one an unused opportunity.

10 Distinguish the meanings of must. You must sign in. / You must be exhausted.

Use the grammar

11 Write three explanations for a missing document, using different degrees of certainty.

12 Write an 80 to 100 word investigation note. Separate observed evidence from plausible deductions.

A sentence to revisit

Conditions and consequences

Unit 17 Reference

Choose conditional forms according to time and how the possibility is presented.

Open conditions

An open condition treats an event as possible without presenting it as contrary to fact. Present forms commonly appear in an if clause about the future, with will, another modal or an imperative in the result. Present forms in both clauses can describe a regular relationship. [G19]

If the room is available, we will reserve it. If a file is missing, contact the archivist.

Remote present or future conditions

A past form in an if clause can mark a situation as remote or hypothetical rather than locate it in past time. The result often uses would, could or might plus a base verb. Were is conventional in formal hypothetical clauses with be, especially If I were you. [G19]

If we had a larger budget, we could extend the exhibition.

Past alternatives and mixed time

Use if plus had and a past participle to imagine an alternative past. A past result commonly uses would, could or might have plus a past participle. A mixed conditional links different times, such as a past condition and a present consequence. [G19]

If we had kept a backup, we would have recovered the file. If we had kept a backup, we would have the file now.

A closer look

The numbered conditional types are useful patterns, not the whole system. Will can occur in an if clause when it expresses willingness. Unless usually means if not, but it is not interchangeable with every negative if clause. In case expresses precaution rather than a condition for acting.

Vocabulary in context

consequence *noun*. a result of an action or situation. *an unintended consequence*.

contingency *noun*. a possible future event requiring preparation. *a contingency plan*.

alternative *noun*. another available possibility. *consider an alternative*.

Conditions and consequences

Unit 17 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete an open future condition. If the room ____ (be) available tomorrow, we will reserve it.

02 Complete a remote condition. If we had more time, we ____ (examine) every file.

03 Complete an alternative past. If she had asked, we ____ (help). Use would.

04 Complete a mixed conditional with a present result. If I had accepted the post, I ____ (live) nearer the archive now. Use would.

05 Rewrite using unless. We will proceed if nobody objects.

06 Choose if or in case. Take a backup copy ____ the original becomes unavailable. The backup is a precaution.

Revise and explain

07 Repair the ordinary open conditional. If the meeting will end early, we will visit the archive.

08 Repair the alternative past. If I had knew, I would have warned you.

09 Explain the time reference of had in If we had more resources, we could expand.

10 Write a general conditional about a procedure using present forms in both clauses.

Use the grammar

11 Write three contingency plans using if, unless and in case.

12 Write 80 to 100 words considering an alternative decision. Include one hypothetical present and one alternative past.

A sentence to revisit

Wishes preferences and unreal meanings

Unit 18 Reference

Express regret and preferences while keeping present and past meanings separate.

A different present

Wish or if only plus a past form can express dissatisfaction with a present situation. The past form marks remoteness rather than past time. Wish plus could can express a desired ability or possibility. In formal hypothetical uses of be, were is common across persons. [G20]

I wish the explanation were clearer. If only we could consult the original.

A different past

Wish plus had and a past participle expresses regret about an earlier situation. Wish plus would can express a desired change or willingness, often with annoyance. It is not a general replacement for a past form after wish. Use hope for an open desired future outcome. [G20]

She wishes she had checked the reference. I hope the archive opens tomorrow.

Preferences and timing

Would rather plus a base verb describes a preference with the same subject. When another subject follows, a past form can express a present or future preference. It is time plus a subject and past form can indicate that an action should happen now. [G20]

I would rather wait. I would rather you waited. It is time we reviewed the policy.

A closer look

I wish I had more time refers to the present when had is the main verb. I wish I had had more time refers to a past situation. The first had in had had is an auxiliary and the second is a past participle.

Vocabulary in context

regret *noun*. sadness or disappointment about a past action or situation. *express regret*.

preference *noun*. a choice favoured over another. *state a preference*.

reconsider *verb*. consider a decision again. *reconsider a proposal*.

Wishes preferences and unreal meanings

Unit 18 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Express a present wish. The room is too noisy. Begin I wish.

02 Express a past regret. I did not save the document. Begin I wish.

03 Complete with hope or wish for an open future possibility. I ____ the parcel arrives tomorrow.

04 Complete a preference with the same subject. I would rather ____ (wait) outside.

05 Complete a preference with a different subject. I would rather you ____ (wait) outside.

06 Complete the expression. It is time we ____ (reconsider) the plan.

Revise and explain

07 Repair the form. I wish I have more time now.

08 Repair the form. She wishes she had wrote down the address.

09 Explain the time difference. I wish I had a copy. / I wish I had had a copy.

10 Write a wish using would for a repeated behaviour you want another person to change.

Use the grammar

11 Write a present wish, a past regret and a preference about a fictional project.

12 Write 80 to 100 words reflecting on a completed event. Separate what you regret from what you hope will happen next.

A sentence to revisit

Active passive and causative patterns

Unit 19 Reference

Choose the sentence focus and make responsibility clear.

Build a passive

A common passive uses a form of be plus a past participle. The auxiliary sequence carries tense, aspect and modality. Passive clauses typically make the affected person or object the subject. An agent can be added with by when needed. [G21]

The technician repaired the scanner. The scanner was repaired by the technician.

Control the auxiliary sequence

The continuous passive includes being. The perfect passive includes been. A modal passive uses a modal plus be and a past participle. Only verbs and constructions that permit an appropriate object generally support this transformation. An intransitive verb such as arrive does not form an ordinary passive. [G21]

The scanner is being repaired. It has been repaired. It must be repaired.

Arrange for an action

Have or get plus an object and past participle can mean arranging for someone else to perform a service. The construction can also describe an experience, including an unwanted one. Have someone do something and get someone to do something identify the person performing the action. [G21]

We had the scanner repaired. We got a technician to inspect it.

A closer look

The passive is useful when the agent is unknown, obvious or less relevant to the current focus. In an account of responsibility, omitting an agent can remove essential information. A form such as The door is closed may describe a state or participate in a passive interpretation, depending on context.

Vocabulary in context

attribute *verb*. identify a source or cause. *attribute a change to a cause*.

inspect *verb*. examine carefully. *inspect the equipment*.

responsibility *noun*. a duty or accountability for an action. *accept responsibility*.

Active passive and causative patterns

Unit 19 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Change to the passive. The team revised the procedure.

02 Change to the passive. The technicians are repairing the scanner.

03 Change to the passive. Someone has removed the label.

04 Change to the passive. Staff must check every application.

05 Complete a service arrangement. We had the equipment ____ (inspect).

06 Complete the pattern. We got a specialist ____ (inspect) the equipment.

Revise and explain

07 Repair the sentence. The documents have been send.

08 Repair the sentence about an arrival. The visitors were arrived at noon.

09 Rewrite to identify the responsible person. The files were deleted. State that the administrator deleted them.

10 Explain the difference. We repaired the scanner. / We had the scanner repaired.

Use the grammar

11 Write one passive with an essential agent and one where the agent can reasonably be omitted.

12 Write an 80 to 100 word incident report. Use active and passive forms while keeping responsibility clear.

A sentence to revisit

Verb patterns with infinitives and ing forms

Unit 20 Reference

Learn a verb together with the grammatical construction it permits.

Patterns selected by verbs

Some verbs commonly take a to infinitive, including decide, agree and refuse. Others take an ing form, including avoid, consider and deny. Some require an object before a to infinitive, such as persuade someone to act. Learn the whole pattern rather than translating the verb alone. [G22]

They agreed to revise the schedule and considered extending the deadline.

Meaning changes

Remember doing refers to a memory of an earlier action. Remember to do concerns carrying out an intended action. Stop doing means end that activity. Stop to do means interrupt another activity for a purpose. Try doing can present an experiment, while try to do presents an attempt. [G22]

She stopped reading to answer the phone. I remember meeting the curator.

Bare infinitives and prepositional to

Active make and let take an object followed by a base verb. Help allows either a base verb or a to infinitive. After a preposition, a following verb generally takes an ing form. The to in look forward to and be accustomed to is a preposition. [G22]

The editor made us revise it. We look forward to receiving your comments.

A closer look

Suggest commonly takes an ing form or a that clause. Suggest someone to do something is not the usual standard pattern. I suggest that she revise it and I suggest that she should revise it are possible. The passive of make restores to, as in We were made to wait.

Vocabulary in context

persuade *verb*. lead someone to accept an idea or take an action. *persuade someone to reconsider*.

recommend *verb*. advise that an option is suitable. *recommend a revision*.

consider *verb*. think carefully about a possibility. *consider postponing*.

Verb patterns with infinitives and ing forms

Unit 20 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete the verb pattern. They decided ____ (postpone) the meeting.

02 Complete the verb pattern. We avoided ____ (repeat) the error.

03 Complete the verb pattern. She persuaded us ____ (reconsider).

04 Complete the verb pattern. The editor made us ____ (revise) the paragraph.

05 Complete after the preposition. We look forward to ____ (receive) the report.

06 Complete after suggest. I suggest ____ (check) the original source.

Revise and explain

07 Repair the sentence. They discussed to extend the deadline.

08 Repair the sentence. She suggested me to consult the archive.

09 Explain the difference. I stopped to record the discussion. / I stopped recording the discussion.

10 Write two sentences distinguishing remember to send from remember sending.

Use the grammar

11 Give three recommendations using recommend, consider and persuade in appropriate patterns.

12 Write 80 to 100 words about planning an event. Use at least four different verb patterns from this unit.

A sentence to revisit

Review Three

A railway exhibition Language choices

All information in this review is fictional. A museum is organising an exhibition about a railway. Original documents must remain protected. Visitors may photograph reproductions. Booking the introductory talk is optional. The team is investigating why one reproduction has disappeared.

01 Write a prohibition concerning the original documents using must not.

02 Explain that booking is optional using do not have to.

03 Form a direct question. The team has located the missing reproduction.

04 Embed the question after Could you tell me. Where is the reproduction?

05 Express a tentative past deduction that a visitor moved the reproduction. Use might have.

06 Express regret about failing to label the reproduction. Begin We wish.

07 Make passive. A specialist is examining the original documents.

08 Complete the verb pattern. The curator recommended ____ (improve) the labels.

Review Three

A railway exhibition Applications

The passage below contains deliberate errors and may include an unsupported claim. Complete the tasks without adding facts that the scenario does not supply.

09 Edit the passage below. Preserve the distinction between optional and prohibited actions.

Visitors must not to touch original documents. They do not have register for the optional talk. A reproduction has been remove. We do not know who did moved it. The curator suggested us to check the photographs. If we had labelled it, we would have recognise it more easily. We wish we have kept a second copy before the exhibition opened.

10 Write an alternative past conditional about labelling the reproduction.

11 Write a request with would you mind and a recommendation with suggest.

12 Write a 100 to 130 word notice for visitors. Explain permission, prohibition, optional participation and one procedure clearly.

Revision notes

Relative clauses and precise description

Unit 21 Reference

Identify a person or object and distinguish essential information from added information.

Defining relatives

A defining relative clause identifies or restricts the noun it follows. It normally takes no enclosing commas. Who can refer to people and which to objects or animals. That can introduce many defining clauses. A relative pronoun that functions as an object can often be omitted. [G23]

> *The researcher who checked the references found an error. The report we discussed is available.*

Nondefining relatives

A nondefining relative clause adds information about an already identified referent. Separate it with commas in writing. Use who, which or another suitable relative form rather than that. Keep the relative pronoun. Which can also refer to the preceding clause as a whole. [G23]

> *The final report, which arrived yesterday, includes the revised figures.*

Roles inside the clause

Do not repeat the relative pronoun with an unnecessary subject or object. Whose marks possession. Where introduces a location relationship. In a more formal style, a preposition can precede which or whom. With a stranded preposition, everyday English permits less formal patterns. [G23]

> *The curator whose notes we consulted works here. This is the archive in which the letters are stored.*

A closer look

Commas can change the claim. The students who submitted drafts received comments restricts the group. The students, who submitted drafts, received comments adds information about the already identified students. Do not remove a subject relative pronoun as if it were an object.

Vocabulary in context

restrict *verb*. limit the range or extent of something. *restrict the reference*.

identify *verb*. establish which person or object is meant. *identify the source*.

distinguish *verb*. recognise or express a difference. *distinguish between interpretations*.

Relative clauses and precise description

Unit 21 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Combine using who. The researcher found an error. She checked the references.

02 Combine using whose. The curator works here. We consulted her notes.

03 Combine with a nondefining clause. The final report arrived yesterday. It includes the revised figures.

04 Decide whether the relative pronoun can be omitted. The article that we discussed is available.

05 Decide whether the relative pronoun can be omitted. The article that explains the method is available.

06 Complete formally. This is the archive in ____ the letters are stored.

Revise and explain

07 Repair the sentence. The researcher who she checked the evidence found an error.

08 Repair the sentence. The report that we discussed it is available.

09 Explain the different meanings created by commas. The volunteers who arrived early helped. / The volunteers, who arrived early, helped.

10 Write a sentence with which referring to the whole preceding clause.

Use the grammar

11 Describe three sources using a defining clause, a nondefining clause and whose.

12 Write an 80 to 100 word description of an exhibition. Use relative clauses only where they clarify the intended referent.

A sentence to revisit

Noun clauses and reported speech

Unit 22 Reference

Report statements and questions while preserving the speaker's meaning and time reference.

Clauses as content

A that clause can supply the content of a thought, report or claim. Wh clauses can present an embedded question or the information associated with it. Embedded questions normally use statement word order. Whether is particularly useful when explicitly presenting alternatives. [G24]

> *The reviewer believes that the evidence is incomplete. We asked whether the original still existed.*

Reporting statements and questions

Say commonly takes a clause without a personal object. Tell normally takes a person before the reported statement. Ask can introduce a reported question or an object plus a to infinitive for a request. Reported questions do not retain question inversion. [G24]

> *Mei said that the archive was closed. She told us that it would reopen. We asked when it opened.*

Backshift and perspective

A past reporting verb often leads to backshift, such as is to was or has finished to had finished. Backshift is not compulsory when a statement remains true or relevant. Change pronouns, demonstratives and time expressions only as the reporting perspective requires. Preserve modal force and uncertainty. [G24]

> *Lina said, "I may return tomorrow." The next week, we reported that Lina had said she might return the following day.*

A closer look

Do not turn a tentative original into a confident report. May help should not become proves. A reporting verb itself conveys a stance. Claim can signal an assertion whose truth is not being guaranteed by the reporter. Choose verbs deliberately.

Vocabulary in context

report *verb*. give an account of information or events. *report a finding*.

perspective *noun*. a position from which a situation is viewed. *a different perspective*.

tentative *adjective*. provisional and open to revision. *a tentative conclusion*.

Noun clauses and reported speech

Unit 22 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete with say or tell in an appropriate past form. Mei ____ us that the archive was closed.

02 Complete with say or tell in an appropriate past form. Mei ____ that the archive was closed.

03 Report the question. "Where is the original?" Begin The researcher asked.

04 Report the yes or no question. "Has the parcel arrived?" Begin She asked whether.

05 Report the request. "Please check the address." Begin He asked me.

06 Report from the following week. On Monday, Lina said, "I will return tomorrow." Begin Lina said.

Revise and explain

07 Repair the sentence. She told that the procedure was unclear.

08 Repair the sentence. He asked why had the meeting ended.

09 Give a context in which a present tense remains appropriate after said.

10 Report accurately. A speaker says, "This method may reduce delays." Preserve the uncertainty.

Use the grammar

11 Write a three-sentence account of a conversation. Include a statement, a question and a request.

12 Write an 80 to 100 word meeting summary. Keep the time perspective and degree of certainty consistent.

A sentence to revisit

Reasons contrast purpose and time

Unit 23 Reference

Connect clauses with a relationship that matches the intended argument.

Reasons and contrast

Because introduces a clause giving a reason. Because of takes a noun phrase or an ing construction. Although introduces a concessive clause. Despite and in spite of take noun phrases or ing forms, or the fact that followed by a clause. [G25]

> *The review was delayed because a file was missing. Despite the delay, the team completed its work.*

Purpose and result

A to infinitive or in order to can express purpose when the understood subject is appropriate. So that introduces a clause and allows its own explicit subject. So plus an adjective or adverb and that can express a result. Such combines with a noun phrase in a corresponding result pattern. [G25]

> *We numbered the pages so that readers could locate each section. The explanation was so clear that nobody asked for clarification.*

Time and clause boundaries

When, while, before, after, until and once establish different time relationships. An introductory subordinate clause commonly takes a following comma. In ordinary formal sentences, avoid using because and so, or although and but, to duplicate the same connection between two clauses. [G25, G13]

> *Although the evidence was limited, the question was worth investigating.*

A closer look

A connector expresses a relationship and therefore makes a claim. Because states a reason. Although presents a contrast with an expectation. While can express time or contrast, so choose a clearer alternative when the context makes its meaning uncertain.

Vocabulary in context

despite *preposition*. without being prevented by a stated circumstance. *despite the delay*.

purpose *noun*. the intended aim of an action. *serve a purpose*.

constraint *noun*. a condition that limits possible action. *a practical constraint*.

Reasons contrast purpose and time

Unit 23 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete with because or because of. The visit was postponed ____ the storm.

02 Complete with because or because of. The visit was postponed ____ the roads were closed.

03 Complete with although or despite. ____ the evidence was incomplete, the review continued.

04 Complete with although or despite. ____ the incomplete evidence, the review continued.

05 Combine with so that. We added headings. Readers could navigate the document.

06 Complete the result pattern. It was ____ a clear explanation that everyone understood it. Choose so or such.

Revise and explain

07 Repair the duplicated connection. Although the room was small, but it was suitable.

08 Repair the construction. Despite the room was small, it was suitable.

09 Combine using an infinitive of purpose. We consulted the inventory. We wanted to locate the object.

10 Write two versions of a sentence using while, one for time and one for contrast.

Use the grammar

11 Explain a constraint in three sentences using reason, contrast and purpose relationships.

12 Write 80 to 100 words proposing an improvement. Make every connector express the relationship you actually intend.

A sentence to revisit

Sentence boundaries and punctuation

Unit 24 Reference

Use punctuation to show grammatical structure and prevent accidental fragments.

Complete sentences and comma splices

A comma alone normally does not join two independent clauses in formal edited prose. Use a full stop, an appropriate coordinating conjunction with a comma, or a semicolon where suitable. A subordinate clause left by itself is ordinarily a fragment, although fragments have deliberate uses in headings and conversation. [G26]

The evidence was limited, so the committee requested another review.

Commas and relationships

Commas mark lists, introductory elements and supplementary material. Do not separate a subject from its verb merely because the subject is long. Use a pair of commas when an inserted element requires them. A pause in speech is not a reliable rule for every written comma. [G26]

The revised report, which arrived yesterday, addresses the main concern.

Other useful marks

A semicolon can connect closely related independent clauses or divide complex list items. A colon can introduce an explanation or list after a suitable complete introductory clause. Apostrophes mark possession or contractions, not ordinary plurals. Quotation marks identify quoted wording. Punctuation placement varies across editorial conventions. [G26]

The review identified one obstacle: missing evidence. The authors' responses were brief.

A closer look

In this book, punctuation examples show several available conventions. The serial comma is a style choice unless needed for clarity. Use one consistent quotation style. A punctuation change should preserve the intended logical relationship, not merely repair a surface error.

Vocabulary in context

supplementary *adjective*. providing additional information. *supplementary material*.

boundary *noun*. a point separating units. *a sentence boundary*.

possessive *adjective*. expressing belonging or association. *a possessive form*.

Sentence boundaries and punctuation

Unit 24 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Repair the comma splice in two ways. The evidence was limited, the team requested another review.

02 Complete the fragment by adding a main clause. Although the report arrived late.

03 Remove the inappropriate comma. The quality of the revised reports, has improved.

04 Add punctuation around supplementary information. Lina who joined us last week has completed the inventory. Lina is already identified.

05 Add an apostrophe for one researcher. The researchers notebook is missing.

06 Add an apostrophe for several researchers. The researchers notebooks are missing.

Revise and explain

07 Repair the plural. Three report's were submitted.

08 Repair the punctuation. The explanation was clear however the evidence was weak.

09 Join two related independent clauses with a semicolon. Explain why both sides are complete.

10 Write a complete introductory clause followed by a colon and a short list.

Use the grammar

11 Write a paragraph of four sentences and identify every independent clause.

12 Write 80 to 100 words about a proposal. Check sentence boundaries, supplementary commas and apostrophes.

A sentence to revisit

Prepositions for time place and movement

Unit 25 Reference

Learn prepositions through the relationship and expression they form.

Time relationships

At commonly marks clock times, on marks days and dates, and in marks months, years and longer periods. Conventional expressions include at night and in the morning. No preposition normally precedes next, last, this or every in time phrases such as next Monday. Since gives a starting point and for gives duration. [G27]

The review begins at nine on Monday in November. We have worked on it for two weeks.

Position and movement

In often presents an enclosed area, on a surface and at a point or activity location. These are useful starting patterns, not complete definitions. To commonly marks a destination. Into foregrounds movement to an interior. Arrive usually takes at for a particular place and in for a city or country. [G28]

We arrived in Toronto and went to the archive. The folder was on the desk.

Endpoints and intervals

By marks a deadline or latest point. Until marks continuation up to an endpoint. During takes a noun phrase naming a period or event. While introduces a clause or certain reduced clauses. Within sets an outer limit on an interval. [G28]

Submit the form by Friday. The office remains open until six. We spoke during the break.

A closer look

At the weekend and on the weekend reflect common British and North American preferences. On time means at the scheduled time. In time means early enough for a purpose. A dictionary is more dependable than a single translation for an unfamiliar expression.

Vocabulary in context

interval *noun*. a period or space between two points. *a short interval*.

destination *noun*. the place towards which someone travels. *reach a destination*.

subsequent *adjective*. occurring after an earlier event. *a subsequent meeting*.

Prepositions for time place and movement

Unit 25 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete with at, on or in. The meeting begins ____ nine.

02 Complete with at, on or in. The exhibition opens ____ Monday.

03 Complete with at, on or in. The project started ____ 2024.

04 Complete with for or since. We have been waiting ____ two hours.

05 Complete with by or until. The deadline is Friday, so submit the form ____ Friday.

06 Complete with by or until. The office remains open ____ six.

Revise and explain

07 Repair the time phrase. We will meet on next Tuesday.

08 Repair the destination pattern. They arrived to Toronto yesterday.

09 Distinguish on time from in time in two original sentences.

10 Write one sentence with during and one with while.

Use the grammar

11 Give three precise travel instructions using position and movement prepositions.

12 Write an 80 to 100 word itinerary. Include a deadline, a duration, an arrival and a subsequent event.

A sentence to revisit

Collocations and dependent prepositions

Unit 26 Reference

Combine familiar words accurately and preserve the patterns that accompany them.

Learn useful combinations

A collocation is a conventional combination of words. A verb can fit a sentence grammatically yet combine awkwardly with a particular noun. Learn phrases such as reach a conclusion, conduct an investigation, raise a concern and draw a distinction as reusable patterns. Collocational development can lag behind general vocabulary knowledge. [G29, R05]

> *The investigators raised a concern and requested further evidence.*

Keep the dependent preposition

Some words regularly occur with a particular preposition in a given meaning. Useful patterns include depend on, contribute to, consist of, relevant to, responsible for and evidence of. Learn the preposition with its head word and an example. A different preposition may signal a different meaning. [G29]

> *The conclusion depends on the evidence. The discrepancy is relevant to the investigation.*

Respect the object pattern

Discuss normally takes its topic directly. Explain can take an object followed by to and a person. Provide can occur as provide someone with something or provide something for someone. Influence can be a verb with a direct object or a noun followed by on. [G29, G42]

> *We discussed the proposal. She explained the procedure to us. The policy influenced the decision.*

A closer look

Collocations are conventions, not proof that every less frequent combination is ungrammatical. Check the intended meaning, context and register. When using a corpus, read complete examples rather than treating the most frequent phrase as automatically correct for every purpose.

Vocabulary in context

contribute *verb*. help produce a result or supply part of something. *contribute to a discussion*.

relevant *adjective*. connected to the matter under consideration. *relevant to the question*.

substantiate *verb*. support a claim with evidence. *substantiate an allegation*.

Collocations and dependent prepositions

Unit 26 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose the conventional verb. reach / arrive a conclusion

02 Choose the conventional verb. do / raise a concern

03 Complete the preposition. The conclusion depends ____ the evidence.

04 Complete the preposition. These details are relevant ____ the question.

05 Complete the preposition. The report consists ____ five sections.

06 Complete the preposition. We provided the reviewers ____ the original records.

Revise and explain

07 Repair the object pattern. We discussed about the proposal.

08 Repair the object pattern. Please explain me the procedure.

09 Use influence as a verb in one sentence and as a noun in another.

10 Rewrite using provide something for someone. We provided the visitors with a map.

Use the grammar

11 Write three sentences containing contribute to, relevant to and substantiate a claim.

12 Write an 80 to 100 word recommendation using four collocations from this unit. Check each complete phrase.

A sentence to revisit

Adjectives adverbs and comparisons

Unit 27 Reference

Choose the appropriate modifier and make comparisons between equivalent items.

Modifier form

Adjectives commonly modify nouns or follow linking verbs. Adverbs commonly modify verbs, adjectives, other adverbs or clauses. Many adverbs end in ly, but fast and hard can function as adverbs without it. Hardly means almost not and differs from hard. Good is an adjective, while well commonly describes how an action is performed. [G30]

> *The explanation is clear. The speaker explained it clearly. The team worked hard.*

Comparative patterns

Many short adjectives take er and est, while longer adjectives generally use more and most. Some forms are irregular, including good, better and best. Avoid doubling comparative marking. As plus an adjective or adverb plus as expresses equality. Comparative adverbs often use more. [G31]

> *This method is more reliable. She explains the procedure more clearly than I do.*

Degree and comparable terms

Use much, far or considerably to strengthen many comparatives. Slightly can mark a small difference. Compare equivalent entities and make the basis clear. A library's collection should be compared with another collection, not with an entire city. Position enough after an adjective and before a noun. [G31]

> *This collection is larger than the one in the neighbouring library. We have enough space, but the shelves are not strong enough.*

A closer look

Further and farther overlap in distance uses, while further commonly means additional. Some two-syllable adjectives allow alternative comparative forms. Do not mistake acceptable variation for an error. When a comparison is ambiguous, state what is being compared explicitly.

Vocabulary in context

reliable *adjective*. consistently dependable or accurate. *a reliable method*.

considerably *adverb*. by a substantial amount or degree. *considerably clearer*.

equivalent *adjective*. equal or corresponding in the relevant respect. *equivalent conditions*.

Adjectives adverbs and comparisons

Unit 27 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose clear or clearly. She explained the process ____.

02 Choose reliable or reliably. The instrument appears ____.

03 Choose hard or hardly to mean with great effort. They worked ____.

04 Complete the comparative of reliable. This method is ____ than the previous one.

05 Complete the comparative of well. She performed ____ than before.

06 Complete with as. The second draft is ____ clear ____ the first.

Revise and explain

07 Repair the doubled comparative. This explanation is more clearer.

08 Repair the position. The shelf is enough strong.

09 Repair the unequal comparison. This library's collection is larger than the neighbouring town.

10 Write one comparison with considerably and one with slightly.

Use the grammar

11 Compare two methods under equivalent conditions in three sentences.

12 Write 80 to 100 words comparing two fictional study spaces. State the comparison basis and use both adjectives and adverbs.

A sentence to revisit

Word families and precise vocabulary

Unit 28 Reference

Choose vocabulary for meaning, grammatical form and natural context.

Choose the needed word class

A word family can supply related nouns, verbs, adjectives and adverbs. A suffix gives a clue but does not replace checking the actual word. Analyse, analysis, analytical and analytically have different grammatical roles. A determiner often introduces a noun phrase, while a linking verb may be followed by an adjective. [G01, G29]

We analysed the evidence. The analysis was detailed. The report takes an analytical approach.

Separate nearby meanings

Similar words are not automatically interchangeable. Efficient concerns the use of resources, while effective concerns achieving an intended result. Economic relates to the economy, while economical commonly concerns avoiding waste. Imply means suggest indirectly, while infer means draw a conclusion. [G29, G44]

The writer implies that the process is inefficient. The reader infers that resources are being wasted.

Prefer precision to ornament

Select the word that expresses the intended degree and relationship. A plausible claim is possible or reasonable, while a substantiated claim has supporting evidence. A significant difference can mean an important difference, but statistically significant has a technical meaning that requires an appropriate statistical basis. [G29]

The explanation is plausible, but the available records do not substantiate it.

A closer look

A longer word is not automatically more suitable for academic writing. Avoid replacing repeated technical terms with loose synonyms that change their meaning. Keep a vocabulary record with the word, its meaning, its grammatical pattern and a sentence of your own.

Vocabulary in context

precise *adjective*. expressed with exactness and clear limits. *a precise description*.

efficient *adjective*. using time or resources with little waste. *an efficient process*.

effective *adjective*. successful in achieving an intended result. *an effective method*.

Word families and precise vocabulary

Unit 28 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Supply a noun from analyse. The ____ revealed a discrepancy.

02 Supply an adjective from rely. We need a ____ source.

03 Supply an adverb from precise. State the conditions ____.

04 Choose efficient or effective. The method achieves the intended result, so it is ____.

05 Choose imply or infer. Readers may ____ that the narrator is uncertain.

06 Choose economic or economical. The report discusses national ____ policy.

Revise and explain

07 Repair the word class. The evidence is reliability.

08 Repair the word class. We need to analysis the results.

09 Explain how plausible and substantiated differ when describing a claim.

10 Rewrite more precisely. The project had a good result. Invent a clearly identified fictional result.

Use the grammar

11 Create vocabulary records for three words from this unit, including a grammatical pattern for each.

12 Write 80 to 100 words evaluating a fictional method. Use precise vocabulary without changing the meaning of repeated key terms.

A sentence to revisit

Review Four

A shared study space Language choices

All information in this review is fictional. Students are comparing two study rooms. Room A has thirty seats and closes at six. Room B has twenty seats and closes at nine. They are collecting opinions about access and clarity of booking instructions.

01 Compare the rooms using more seats than.

02 Compare closing times using later than.

03 Describe Room A with a nondefining relative clause stating that it has thirty seats.

04 Report the question. A student asked, "Why does Room A close at six?"

05 Combine with although. Room B is smaller. It remains open later.

06 Use because of. The room was unavailable because maintenance was taking place.

07 Complete the preposition. The instructions are relevant ____ all users.

08 Supply the appropriate noun from analyse. Our ____ identified two recurring concerns.

Review Four

A shared study space Applications

The passage below contains deliberate errors and may include an unsupported claim. Complete the tasks without adding facts that the scenario does not supply.

09 Edit the passage below. Preserve the supplied room capacities and opening hours.

Room A, that has thirty seats, closes at six. Room B has twenty seats and remains open until nine. Although Room B is smaller, but it is available later. Students asked why does Room A close early. We discussed about their concerns and tried to analysis the responses. The instructions should explain users the booking procedure more clear. Every student needs an access to accurate information.

10 Write a sentence with since indicating a starting point and one with for indicating duration.

11 Write two precise recommendations using explain and provide with correct object patterns.

12 Write a 100 to 130 word comparison of the rooms. Use comparable terms, suitable relative clauses and accurate prepositions.

Revision notes

Phrasal verbs and other multiword verbs

Unit 29 Reference

Use multiword verbs with the correct meaning and object position.

Meaning and construction

Multiword verbs include verbs with particles and verbs with required prepositions. Some meanings are transparent, while others must be learned as complete expressions. Carry out can mean perform, find out can mean discover, and put off can mean postpone. The context identifies the intended sense. [G32]

> *The team carried out the inspection and found out why the scanner had failed.*

Object position

With a separable transitive phrasal verb, a noun object can often occur before or after the particle. A personal pronoun object normally appears between them. A prepositional verb keeps its object after the preposition. Some multiword verbs have no object. [G32]

> *They put off the meeting. They put the meeting off. They put it off. We looked into the complaint.*

Register and alternatives

Some phrasal verbs are conversational, but many occur naturally in academic and professional English. Carry out an investigation is a normal formal expression. Choose between a multiword verb and a single-word alternative by meaning and register. Reduced use at intermediate level does not establish an advanced learner's difficulty without further evidence. [G32, R06]

> *We carried out the review. We conducted the review.*

A closer look

Do not assume that every verb followed by a preposition permits particle movement. Look up a word and look a word up are possible. Look into a problem does not become look a problem into. A dictionary entry should identify the relevant meaning and pattern.

Vocabulary in context

carry out *verb phrase*. perform an action or procedure. *carry out an investigation*.

put off *verb phrase*. postpone an event or action. *put off a meeting*.

look into *verb phrase*. investigate a matter. *look into a complaint*.

Phrasal verbs and other multiword verbs

Unit 29 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Replace perform with carry out. We will perform the inspection tomorrow.

02 Replace postpone with put off. They postponed the meeting.

03 Replace investigate with look into. We will investigate the complaint.

04 Replace the meeting with it. They put off the meeting.

05 Replace the procedure with it. The team carried out the procedure.

06 Use look up to describe consulting a dictionary for an unfamiliar word.

Revise and explain

07 Repair the pronoun position. They put off it until Friday.

08 Repair the particle movement. We looked the complaint into.

09 Write two positions for a noun object with turn down, meaning reject.

10 Give a formal sentence containing carry out and explain why a phrasal verb is suitable there.

Use the grammar

11 Write three pairs of sentences using a multiword verb and a suitable single-word alternative.

12 Write an 80 to 100 word account of a delayed investigation. Use carry out, put off and look into accurately.

A sentence to revisit

Connections and paragraph coherence

Unit 30 Reference

Show the relationship between ideas without relying on a connector in every sentence.

Choose the relationship first

Connectors signal addition, contrast, consequence, example or sequence. Therefore presents a consequence, however a contrast, and for example an illustration. A grammatically correct connector can still misrepresent the relationship. Establish the connection in the content before choosing its wording. [G25]

> *The application was incomplete. Therefore, the committee requested the missing documents.*

Conjunctions and linking adverbials

But and because can join clauses through different grammatical structures. However and therefore are linking adverbials and ordinarily do not turn a comma into a sufficient boundary between independent clauses. Use a full stop or a suitable semicolon between the clauses. [G25, G26]

> *The method was efficient. However, it did not answer the research question.*

Build continuity

A paragraph can stay coherent through a stable topic, explicit reference and a clear progression of information. Repeat essential terms when their meaning must remain stable. Overusing a small set of connectors can make writing mechanical. Besides and what's more often carry a conversational tone and require attention to genre. [R07]

> *The survey asked about access. This question was relevant because the opening hours had recently changed.*

A closer look

On the contrary rejects or reverses an earlier proposition. In contrast compares differences. On the other hand presents another side or consideration. These expressions are not interchangeable labels for any second sentence.

Vocabulary in context

cohesion *noun*. linguistic links connecting parts of a text. *improve cohesion*.

contrast *noun*. a relationship of difference. *draw a contrast*.

consequently *adverb*. as a result of what has just been stated. *consequently require revision*.

Connections and paragraph coherence

Unit 30 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose therefore or however. The room is small. ____, it can comfortably hold the six participants.

02 Choose therefore or however. The room holds six people, and twelve have registered. ____, we need another room.

03 Choose for example or in contrast. Several records are incomplete. ____, the register has no entry for March.

04 Join with but. The method was efficient. It did not answer the question.

05 Join with however and correct punctuation. The method was efficient. It did not answer the question.

06 Replace a vague reference with this finding. Only two respondents could access the archive. This matters.

Revise and explain

07 Repair the boundary. The evidence was weak, therefore we requested another study.

08 Repair the connector to express a contrast rather than a consequence. The room is small. Therefore, it is surprisingly comfortable.

09 Write an exchange in which on the contrary appropriately rejects an earlier claim.

10 Write two connected sentences without an explicit linking expression.

Use the grammar

11 Arrange three ideas into a coherent sequence. A problem is identified. Evidence is examined. A limited recommendation is made.

12 Write a 90 to 110 word paragraph evaluating a proposal. Remove any connector whose logical role you cannot explain.

Parallel structure and modifier placement

Unit 31 Reference

Keep related elements grammatically comparable and attach descriptions clearly.

Parallel elements

Items joined in a list or coordinated structure should fit the shared grammatical frame. A list after the project involves can use several ing forms. A list after we aim to can use several base verbs. Repeated words may be omitted when the shared structure remains clear. [G25]

We aim to collect the records, verify their dates and publish a catalogue.

Paired constructions

Both and, either or, and neither nor should connect matching grammatical elements. Place the paired markers where their scope is clear. Comparisons also benefit from parallel structure, especially when actions or qualities are being compared. [G25]

The review considers both the reliability of the sources and the relevance of the evidence.

Place modifiers near their targets

A modifier should attach clearly to the word or phrase it describes. Only can restrict different elements depending on position and context. An introductory participial clause normally shares its understood subject with the main clause. Otherwise, the sentence may suggest an unintended actor. [G33]

After examining the records, the researcher revised her conclusion.

A closer look

Conciseness should preserve meaning. Comparing the two reports, several errors became apparent makes errors appear to be doing the comparing. A clear revision is When we compared the two reports, several errors became apparent.

Vocabulary in context

parallel *adjective*. matching in structure or corresponding in function. *parallel phrasing*.

attach *verb*. connect one element to another. *attach a modifier*.

concise *adjective*. expressing the needed meaning in relatively few words. *a concise explanation*.

Parallel structure and modifier placement

Unit 31 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Make the list parallel. The role involves checking sources, to revise drafts and maintaining records.

02 Make the list parallel. We aim to collect records, verifying dates and publish a catalogue.

03 Complete matching noun phrases. The review considers both the reliability of the sources and ____.

04 Write a sentence offering two alternatives with either and or.

05 Write a sentence rejecting two alternatives with neither and nor.

06 Place only to mean that no person except Mei checked the references. Mei checked the references.

Revise and explain

07 Repair the dangling modifier. After examining the records, the conclusion was revised by the researcher.

08 Repair the comparison. She prefers revising the draft to read the old version.

09 Rewrite to remove ambiguity. I photographed the curator with a broken camera. State explicitly that the curator held the broken camera.

10 Shorten without losing parallel structure. We need to collect the records, we need to verify the dates and we need to publish the catalogue.

Use the grammar

11 Write a three-item list of project aims and a three-item list of responsibilities.

12 Write 80 to 100 words describing a role. Check every list, comparison and introductory modifier.

Academic certainty and cautious claims

Unit 32 Reference

Match the strength of a statement to the evidence that supports it.

State the degree of commitment

May, might, appears to and seems to can mark an interpretation as provisional. Suggest and indicate can present evidence without treating it as decisive proof. A hedge should correspond to a real uncertainty. Direct observations can be stated directly, with their scope identified. [G34]

> *Five participants reported difficulty. These responses suggest that the instructions may need clarification.*

Limit the population and conditions

Expressions such as in this sample, under these conditions and among the participants identify where a claim applies. Most, some and often make different quantitative claims. Do not replace an unknown proportion with most or usually. A cautious modal cannot repair an unsupported population claim. [G34]

> *In this small sample, three of the five respondents preferred written instructions.*

Separate association and explanation

A connection between observations does not by itself establish why the connection exists. Distinguish descriptions, interpretations and proposed explanations in the wording. Avoid converting a tentative result into a universal conclusion through a stronger reporting verb. [G34]

> *Attendance rose after the schedule changed. The change may have contributed to the increase.*

A closer look

The study scenarios in this book are invented for language practice. Preserve the stated facts and limitations when rewriting them. More hedges do not automatically make a sentence more accurate. Replace redundant phrases with one clear expression of uncertainty.

Vocabulary in context

provisional *adjective*. accepted for the present and open to revision. *a provisional conclusion*.

qualify *verb*. limit or make a statement more precise. *qualify a claim*.

inference *noun*. a conclusion reached from available information. *a cautious inference*.

Academic certainty and cautious claims

Unit 32 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Rewrite tentatively using may. The new timetable improves attendance.

02 Limit the claim to a stated group. All learners prefer written instructions. The fictional survey included only five learners.

03 Report the observation accurately. In a fictional survey, three of five participants preferred written instructions.

04 Rewrite with suggests. This small survey proves that the timetable is better.

05 Separate observation from interpretation. Attendance increased after the opening hours changed, so the change caused the increase.

06 Remove redundant hedging while preserving uncertainty. It may perhaps possibly be the case that the labels are unclear.

Revise and explain

07 Repair the grammar. The evidence suggests that the method may improves access.

08 Repair the grammar. This explanation appears be plausible.

09 Write one direct observation and one inference based on it. Identify which is which.

10 Explain why changing all to most requires evidence about proportions.

Use the grammar

11 Write three versions of a claim using different levels of commitment and explain the evidence each would require.

12 Write a 90 to 110 word discussion of a fictional five-person survey. Preserve its limited scope.

Attribution and reporting evidence

Unit 33 Reference

Distinguish a source's claim from your own interpretation and supporting evidence.

Name the source and its action

A reporting clause identifies a source and what it does. States, argues, suggests, demonstrates and questions carry different meanings and degrees of commitment. Use a reporting verb that matches the original. A grammatical paraphrase can still misrepresent a source. [G24, G35]

The reviewer argues that the criteria are unclear. The report documents three missing entries.

Match the verb pattern

Argue, suggest and conclude can take a that clause. Describe and discuss normally take a direct object. Explain can take a clause or a noun phrase, with to before a personal recipient. Attribute commonly follows the pattern attribute an effect to a cause. [G24, G29]

The researcher explains the procedure to readers and attributes the delay to a missing file.

Separate evidence from interpretation

According to attributes information to a source. When describing your own table or analysis, expressions such as the table shows or our analysis suggests can identify the relationship more precisely. A direct quotation preserves exact wording. A paraphrase restates the meaning and still requires attribution in academic work. [G35, R09]

The table shows a decline in visits. Our analysis suggests that reduced opening hours may have contributed.

A closer look

Present tense often describes what a text argues. Past tense can describe what researchers did. Present perfect can place earlier work within a continuing field. These choices depend on function and disciplinary convention. Avoid treating one tense as compulsory for every citation.

Vocabulary in context

attribute *verb*. assign information or an effect to a source or cause. *attribute a finding to a study*.

paraphrase *verb*. restate a meaning in different wording. *paraphrase an argument*.

document *verb*. record information systematically. *document a change*.

Attribution and reporting evidence

Unit 33 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Choose a reporting verb that preserves tentativeness. The source says a method may help. Choose proves or suggests.

02 Complete the pattern. The researcher attributes the delay ____ a missing file.

03 Complete the pattern. The author explains the procedure ____ readers.

04 Rewrite with a direct object. The report discusses about three possible causes.

05 Attribute this invented statement to a fictional reviewer. "The instructions are unclear."

06 Report an invented observation accurately. The table records eight visits on Monday and twelve on Tuesday.

Revise and explain

07 Repair the verb pattern. The author describes that the procedure in detail.

08 Repair the meaning. A source says the explanation is possible. A summary says the source proves the explanation. Rewrite the summary.

09 Paraphrase without increasing certainty. "The limited evidence may support a temporary change." Treat the quotation as invented practice material.

10 Write one sentence about a text's argument and one about a researcher's completed procedure.

Use the grammar

11 Write three sentences distinguishing a source claim, an observed result and your interpretation.

12 Write a 90 to 110 word synthesis of two invented views on opening hours. Label the views as fictional and preserve their differences.

Definitions examples and distinctions

Unit 34 Reference

Explain an idea precisely and show what an example actually illustrates.

Define the relevant meaning

A useful definition can place a term within a broader class and state its distinguishing properties. Use a singular count noun with an appropriate determiner. Differentiate an agreed dictionary meaning from a definition adopted for a particular investigation. The latter needs an explicit scope. [G02, G36]

> *An archive is a collection of records preserved for reference. In this exercise, access means the ability to consult those records.*

Introduce examples accurately

Such as can introduce examples within a noun phrase. For example can introduce an illustrating sentence or clause. An example should support the exact general category being discussed. A list of examples does not establish a universal claim or exhaust every possible instance. [G36, R10]

> *The collection includes personal documents such as diaries and letters. For example, one diary records a journey.*

Distinguish related concepts

Use whereas, while or a clear pair of sentences to compare definitions. Distinguish between A and B and distinguish A from B are useful patterns. Namely normally identifies the intended items more precisely, whereas for example introduces an illustration. [G36]

> *An observation records what was noticed, whereas an inference interprets available information.*

A closer look

Avoid circular definitions that explain a word only by repeating it. Keep an example grammatically attached to its category. Writing such as without a noun or a complete surrounding construction can create a fragment. Use fictional examples transparently.

Vocabulary in context

define *verb*. state the meaning or boundaries of a term. *define a concept*.

illustrate *verb*. make an idea clearer through an example. *illustrate a distinction*.

distinction *noun*. a difference recognised between concepts or cases. *draw a distinction*.

Definitions examples and distinctions

Unit 34 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete the article. ____ archive is a collection of preserved records.

02 Complete the pattern. Distinguish an observation ____ an inference.

03 Complete the pattern. Distinguish ____ an observation and an inference.

04 Add two suitable examples. Personal documents such as ____ can preserve individual accounts.

05 Write a complete sentence beginning For example that illustrates a claim about unclear instructions.

06 Define a term for a particular exercise using In this exercise, X means.

Revise and explain

07 Repair the fragment. Such as diaries and letters.

08 Repair the construction. An inference is when a conclusion. Preserve the intended concept.

09 Replace the circular definition. Reliable evidence is evidence that is reliable. State a relevant criterion.

10 Write two sentences showing the difference between namely and for example.

Use the grammar

11 Define observation, inference and interpretation in your own words. Keep their relationships clear.

12 Write a 90 to 110 word explanation of one familiar concept. Include a definition, a fitting example and a distinction from a related concept.

A sentence to revisit

Grammar for conversation and requests

Unit 35 Reference

Use grammatical choices to manage questions, clarification and disagreement.

Requests and preferences

Could you plus a base verb is a common request pattern. Would you mind takes an ing form. I was wondering whether can introduce a tentative enquiry. These expressions offer choices of tone, but no formula guarantees politeness independently of the situation and relationship. [G14, G16]

Could you clarify the deadline? Would you mind checking the date?

Clarification and repair

A speaker can repeat or reformulate part of a message to check understanding. Do you mean that introduces a proposed interpretation. Could you explain what you mean by focuses on an expression. Preserve embedded question order after longer introductory phrases. [G14]

Could you explain what you mean by provisional? Do you mean that the date may change?

Ellipsis and short responses

Conversation often omits recoverable material. Short answers commonly retain an auxiliary. So do I and neither do I indicate agreement with positive and negative statements, respectively, when do matches the original verb pattern. Use the appropriate auxiliary for other structures. [G37]

I have checked the references. So have I. I cannot attend. Neither can I.

A closer look

Speech and formal prose have different conventions. A conversational fragment can be effective when its meaning is recoverable. In extended writing, restore missing material where a reader cannot recover it. Treat an unexpected response as a reason to clarify the intended meaning.

Vocabulary in context

clarification *noun*. an explanation that makes a meaning clearer. *request clarification*.

courteous *adjective*. showing consideration in communication. *a courteous request*.

reformulate *verb*. express a meaning again in a different form. *reformulate a question*.

Grammar for conversation and requests

Unit 35 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Complete the request. Could you ____ (clarify) the deadline?

02 Complete the request. Would you mind ____ (check) the date?

03 Give a short positive answer. Have you read the instructions?

04 Agree using so. I have completed the review.

05 Agree using neither. I cannot attend the meeting.

06 Embed the question after I was wondering. Is the date provisional?

Revise and explain

07 Repair the request. Would you mind to repeat the explanation?

08 Repair the embedded question. Could you explain what does this term mean?

09 Write a clarification question that checks a possible interpretation.

10 Reformulate a direct disagreement into a courteous request for supporting evidence. Preserve the disagreement.

Use the grammar

11 Write a six-line dialogue with a request, a clarification and a repaired misunderstanding.

12 Write an eight to ten line conversation about a deadline. Use short responses and ellipsis only where their meaning remains clear.

A sentence to revisit

Emphasis inversion and information focus

Unit 36 Reference

Highlight information through structure while controlling formal word order.

Cleft constructions

An it cleft divides information into a focus and a following clause. A what cleft can place a needed or important element after be. These patterns are useful when a contrast or focus matters, but repeated use can make prose heavy. [G38]

It was the revised deadline that caused confusion. What we need is a clearer explanation.

Negative and restrictive beginnings

Certain negative or restrictive expressions at the beginning of a clause trigger auxiliary inversion. Never, rarely and only after can produce this pattern. If no auxiliary is present, use do, does or did with a base verb. When only modifies the subject, inversion does not follow. [G38]

Only after the review did we recognise the discrepancy. Only Lina recognised it.

Emphatic auxiliaries

Do, does and did can emphasise a positive statement with a lexical verb. Keep the lexical verb in its base form. With an existing auxiliary, emphasis is commonly conveyed through stress in speech. Formal conditional inversion can omit if with had, were or should. [G38]

We did check the source. Had we known about the error, we would have corrected it.

A closer look

After an initial only after clause, inversion belongs in the main clause. Only after we checked the dates did we notice the conflict is correct. Avoid moving the auxiliary inside the time clause merely because it follows only.

Vocabulary in context

emphasise *verb*. give particular prominence to something. *emphasise a distinction*.

focus *noun*. the element receiving particular attention. *shift the focus*.

recognise *verb*. identify or become aware of something. *recognise a pattern*.

Emphasis inversion and information focus

Unit 36 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Emphasise the deadline with an it cleft. The revised deadline caused confusion.

02 Begin with What we need. We need a clearer explanation.

03 Begin with Never. I have never seen such a detailed inventory.

04 Begin with Only after the review. We recognised the discrepancy after the review.

05 Add emphatic do in the past. We checked the source.

06 Omit if using inversion. If we had known, we would have corrected it.

Revise and explain

07 Repair the inversion. Rarely we encounter such clear evidence.

08 Repair the word order to make Lina the only person who recognised the pattern. Only did Lina recognise the pattern.

09 Write a sentence beginning Only after we examined the original.

10 Explain how It was Lina who revised the report differs in focus from Lina revised the report.

Use the grammar

11 Write three versions of a statement, placing emphasis on a person, an action and a result.

12 Write 80 to 100 words describing a discovery. Use one cleft and one inversion only where the emphasis serves the meaning.

A sentence to revisit

Participial clauses and compact expression

Unit 37 Reference

Reduce repetition without creating unclear subjects or false time relationships.

Present and past participles

An ing participial clause can express an accompanying action, reason or result. A past participial clause often carries a passive meaning. An introductory clause of this kind normally shares its understood subject with the main clause. Identify that subject before shortening. [G33]

> *Reviewing the inventory, Lina noticed a missing entry. Stored in a dry room, the records remained intact.*

Earlier completion

Having plus a past participle makes an earlier completed action explicit. Having been plus a past participle provides a passive counterpart. A participial clause does not itself carry a finite tense. Its interpretation depends on the main clause and context. [G33]

> *Having checked the dates, the researcher revised the timeline.*

Reduced relatives and limits

An ing phrase can sometimes shorten a relative clause with an active meaning, and a past participle phrase can sometimes shorten one with a passive meaning. Preserve time, modality and the intended restriction. Not every full relative clause has an equivalent compact participial form. [G23, G33]

> *The researchers working in the archive need access. The letters stored in this cabinet are fragile.*

A closer look

An ing result clause can describe the consequence of an entire preceding event, so its relation is not always identical to an introductory same-subject clause. A pipe burst, damaging the records expresses a result. Expand a compressed clause if the intended relationship becomes uncertain.

Vocabulary in context

intact *adjective*. complete and undamaged. *remain intact*.

precede *verb*. occur or come before something else. *precede the review*.

compress *verb*. express or contain something in a smaller space. *compress a description*.

Participial clauses and compact expression

Unit 37 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Shorten with an ing clause. While Lina was reviewing the inventory, she noticed a missing entry.

02 Shorten with a past participle clause. Because the records were stored carefully, they remained intact.

03 Use having. After the researcher had checked the dates, she revised the timeline.

04 Reduce the relative clause. The letters that are stored in this cabinet are fragile.

05 Reduce the relative clause. The researchers who are working in the archive need access.

06 Expand the participial clause. Having completed the review, Mei submitted her report.

Revise and explain

07 Repair the dangling modifier. Walking into the archive, the missing label surprised Mei.

08 Repair the participle. Having wrote the report, she checked the references.

09 Write a result clause with an ing form following a complete main clause.

10 Explain why shortening The researcher who will review it is absent to The researcher reviewing it is absent may change the time meaning.

Use the grammar

11 Write three compact descriptions and then expand each into a full clause to check its meaning.

12 Write an 80 to 100 word account of handling a collection. Include two participial clauses with unmistakable subjects.

Editing for accuracy and meaning

Unit 38 Reference

Apply the grammar of the book to a complete piece of communication.

Read for the intended meaning

First identify the claim, time frame, participants and audience. A sentence can be grammatical while expressing the wrong degree of certainty or assigning an action to the wrong person. Compare the revised version with the intended meaning after every substantial change. The sequence here is an editorial routine devised for this book.

> *The report suggests a possible link preserves uncertainty. The report proves the cause makes a stronger claim.*

Check the sentence structure

Locate finite verbs, clause boundaries and subjects. Then check agreement, auxiliary sequences, verb complements and the reference of pronouns. Make sure every modifier has a clear target. Where a form has valid alternatives, decide which best expresses the intended meaning. [G01, G06, G26]

> *The effect of the changes remains uncertain. The changes themselves are clearly documented.*

Check noun phrases and lexical patterns

Check countability, articles, number, quantifiers and possessives. Read the whole expression when checking a preposition or collocation. Finally, check punctuation and register. Keep a personal record of recurring errors using the original sentence, your revision and the reason for the change. [G02, G04, G29]

> *The evidence supports a limited conclusion. The findings do not establish a universal rule.*

A closer look

A productive final check is to explain the purpose of each revision. Correcting a standard grammar error, clarifying meaning and changing style are different operations. Keep a useful wording when it is already accurate and appropriate.

Vocabulary in context

verify *verb*. check the accuracy or truth of something. *verify a reference*.

retain *verb*. keep something that is already present. *retain the original meaning*.

refine *verb*. improve through careful small changes. *refine an explanation*.

Editing for accuracy and meaning

Unit 38 Practice

Complete short responses here. Use a notebook for full rewrites, explanations and extended writing. Where more than one answer is possible, explain the meaning you intend.

Choose and construct

01 Edit for agreement. The quality of the sources have improved.

02 Edit for articles and countability. The team gave us an useful advice.

03 Edit for time reference. We have completed the review yesterday.

04 Edit for an embedded question. Could you explain why did the procedure change?

05 Edit for the verb pattern. We look forward to receive your response.

06 Edit for sentence boundaries. The evidence was incomplete, however the team reached a conclusion.

Revise and explain

07 Edit for clear reference. Mei spoke to Lina after she revised the report. State that Mei revised it.

08 Edit for the modifier. After reviewing the sources, the conclusion became clearer to the author.

09 Preserve uncertainty. Rewrite This tiny fictional survey proves that everyone prefers the new schedule to match five respondents and a tentative interpretation.

10 Edit the collocation and object pattern. We discussed about the problem and explained the committee our concern.

Use the grammar

11 Choose a paragraph you wrote earlier. Make three useful revisions and explain the reason for each.

12 Write a 120 to 150 word recommendation, revise it in two passes and keep both versions. Explain three changes that improve accuracy or meaning.

Review Five

A proposal for extended opening hours Language choices

All information in this review is fictional. Five visitors were interviewed about opening hours. Three preferred a later closing time, one preferred the current schedule, and one had no preference. A staff member raised a concern about costs. These five interviews do not establish the preferences of every visitor.

01 Report the three preferences accurately using numbers or fractions.

02 Write a limited claim beginning In these five interviews.

03 Report the staff member's concern with an appropriate reporting verb.

04 Write one inference using may and identify the observation on which it rests.

05 Use carry out in a sentence proposing further investigation.

06 Write a precise definition of access for this particular exercise.

07 Describe one practical constraint and connect it to a recommendation with a suitable conjunction.

08 Write a courteous request for further information using an embedded question.

Review Five

A proposal for extended opening hours Applications

The passage below contains deliberate errors and may include an unsupported claim. Complete the tasks without adding facts that the scenario does not supply.

09 Edit the passage below. Correct grammar and preserve the uncertainty required by the fictional evidence.

The interviews proves that everyone wants later hours. Three of the five visitor preferred a later closing time. According to the interviews, costs will certainly be low, although no costs were investigated. The staff member explained us the concern. Reviewing the five responses, the recommendation became obvious. Only after the discussion we recognised the limitation. We should carry it out another survey before deciding.

10 Use a cleft to emphasise the cost concern, and an inversion to emphasise when it was recognised.

11 Write a participial clause about reviewing the interviews. Make its understood subject explicit in the main clause.

12 Write a 130 to 170 word recommendation. Present the evidence, a limitation, a possible response and the further information needed. Revise the paragraph without increasing the strength of its claims.

Revision notes

Spoken grammar and intelligibility

Word endings and consonant groups

Spoken grammar depends partly on hearing and producing small endings. A plural, a third-person present verb and a past form can differ from another word by a short final sound. The aim here is clear meaning. Accent variation is expected, and a difference from one model is not by itself a communication failure. Research identifies word stress and cluster simplification as potential intelligibility difficulties in the groups studied. [R13]

The regular s ending has three common pronunciations. It is /s/ after voiceless nonsibilant sounds, /z/ after vowels and voiced nonsibilant sounds, and /ɪz/ or /əz/ after sibilants. The regular ed ending is /t/ after voiceless sounds other than /t/, /d/ after voiced sounds other than /d/, and /ɪd/ or /əd/ after /t/ or /d/. The final sound of the base word determines the pattern. [G39]

Avoid inserting an extra syllable into every ending. At the same time, do not force a final consonant to sound like a separate exaggerated word. Practise the whole phrase. Use a learner dictionary recording to check an unfamiliar pronunciation. These written activities can support teacher-guided practice, but they are not an audio listening test.

Read and notice

checks /s/ plans /z/ changes /ɪz/

worked /t/ revised /d/ needed /ɪd/

Practise in context

01 Sort these regular s forms by their ending sound. books, rooms, pages, helps, opens, watches.

02 Sort these regular ed forms by their ending sound. checked, planned, added, asked, called, waited.

03 Read three contrasts aloud in full sentences. plan and plans, ask and asked, need and needed. Ask a partner which meaning they heard.

Spoken grammar and intelligibility

Word stress and sentence focus

Word stress makes one syllable more prominent within a word through a combination of sound properties. A dictionary stress mark precedes the stressed syllable. Do not assume that a related noun, verb and adjective keep stress in the same place. Research with Chinese learners has identified misplaced stress and insufficient differentiation between stressed and unstressed syllables. [R12]

Sentence prominence helps a listener identify the intended focus or contrast. The same wording can answer different questions when a different element is prominent. Weakening other material does not mean removing information that the listener needs. Thought groups are stretches of speech that belong together in meaning. A short pause can help separate them. [G40]

The model below changes focus without changing word order. Decide what correction or contrast the speaker intends before reading it. Uppercase letters mark intended prominence in this activity. They are not ordinary written punctuation.

Read and notice

MEI revised the report. Mei REVISED the report. Mei revised the REPORT.

The evidence is limited | so the conclusion remains provisional.

Practise in context

01 Read the three versions of Mei revised the report. For each, write a question it could answer.

02 Check dictionary recordings for analyse, analysis and analytical. Mark the stressed syllable and read each in a sentence.

03 Write two sentences with a clear contrast. Mark the prominent word and practise without making every word equally prominent.

Spoken grammar and intelligibility

Connected speech and listening for structure

Words in fluent speech do not always sound like isolated dictionary forms. Unstressed function words can have weak forms, and neighbouring sounds can influence one another. Contractions also compress grammatical information. A study of Cantonese-speaking Hong Kong undergraduates documented errors in understanding connected English speech despite substantial learning experience. [R14]

Listen for the grammatical structure as well as individual words. In She's finished, the contracted form can be has when finished forms a perfect construction. In She's ready, it means is. He'd left contains had, while He'd leave can contain would. The following verb form helps distinguish the auxiliary. [G41]

For listening practice, use a short authentic recording with a reliable transcript, such as a learner dictionary example or a teacher-selected clip. Listen once for meaning, once for auxiliary verbs and endings, then compare with the transcript. Return to the sound after reading. A transcript alone does not test auditory recognition.

Read and notice

She's written the introduction. She's writing the introduction.

He'd checked the date. He'd check the date if asked.

Practise in context

01 Expand each contraction in the four model sentences and identify the following verb form.

02 Choose a recording of 20 to 30 seconds with a transcript. Mark three function words you initially missed and identify their grammatical role.

03 Read a short passage naturally, record it and check whether a partner can recover its tense, number and negation. Revise only the unclear parts.

Spoken grammar and intelligibility

Individual sound targets and a short discussion

Chinese learners have different first-language backgrounds and individual histories. Mandarin and Cantonese sound systems are not identical. Research with Mandarin speakers at B2 and above found uneven perception of English fricatives and affricates. A learner's actual listening and speaking should determine the target sounds. [R11]

A useful comparison keeps the surrounding word structure similar while changing one target sound. Check both words in a reliable dictionary and use their recordings. Repeat the distinction in a phrase and then in a meaningful sentence. Recognition and production are separate abilities, so check each. Do not infer a universal pronunciation problem from a learner's nationality.

Use the discussion below to bring pronunciation and grammar together. One partner proposes a change to a shared study space. The other asks for clarification, checks a past action and offers a conditional alternative. Switch roles. The listener records what they understood before offering feedback.

Read and notice

Could you explain why the schedule changed?

If we had a larger room, we could accommodate more visitors.

Practise in context

01 With a teacher or partner, identify one sound distinction that actually affects your intelligibility. Find three suitable word pairs in a dictionary.

02 Hold the study-space discussion for two minutes. Include a question, a negative statement and a conditional.

03 Repeat the discussion after feedback. Check whether the listener can identify the intended time frame, quantities and main contrast.

Irregular verb reference

Use the past simple for a finished past event. Use the past participle after perfect have and in relevant passive constructions. The forms below are common reference forms. [G08, G09, G21]

Base form	Past simple	Past participle
be	was or were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left

Irregular verb reference

Use the past simple for a finished past event. Use the past participle after perfect have and in relevant passive constructions. The forms below are common reference forms. [G08, G09, G21]

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Read is pronounced /ri:d/ in the base form and /red/ in the past and past participle. Gotten is common in North American English in appropriate meanings. Got is usual in British English, and have got has its own established uses. [G03]

Patterns worth keeping together

Learn each expression as a unit. The ing form after a preposition and the infinitive selected by a verb are different patterns. [G22, G29, G32]

Pattern	Model expression
verb plus to infinitive	agree to revise decide to continue refuse to disclose
verb plus ing form	avoid repeating consider revising deny altering
verb plus person plus to infinitive	persuade someone to reconsider remind someone to check
verb plus person plus base verb	let someone speak make someone wait
preposition plus ing form	look forward to hearing be accustomed to working
head word plus preposition	depend on evidence relevant to the question responsible for the records
direct object without about	discuss the proposal consider the alternatives
explain plus recipient	explain the procedure to someone
separable particle plus pronoun	put it off carry it out
inseparable prepositional pattern	look into the problem

When a verb has several meanings, check the pattern for the meaning you intend. These examples are a reference selection, not an exhaustive inventory.

Noun forms and agreement reference

Countability belongs to a particular meaning or use. These ordinary patterns help identify forms that are easy to overlook. [G04, G06]

Pattern	Model
Ordinary uncountable uses	The advice is useful. The equipment is ready. The evidence is limited.
Countable alternatives	a suggestion a piece of equipment a study
Irregular academic plurals	analysis and analyses criterion and criteria phenomenon and phenomena
Singular despite final s	The news is encouraging.
Plural agreement	The police are investigating.
Paired objects	These scissors are sharp. This pair of scissors is sharp.
Meaning changes	valuable experience and an unusual experience paper as material and a research paper
Quantity and agreement	A number of students are present. The number of students is increasing.

Cases that require context

Data can take plural agreement in a traditional scientific style and singular agreement in many other uses. Follow the relevant disciplinary or editorial convention consistently. Collective nouns also vary by meaning and variety of English. Prefer a clear recasting when a form distracts from the intended claim. [G03, G06, G43]

Grammar glossary

Definitions use the meanings relevant to this book. Consult the units for examples and qualifications.

Adjective
A word that characteristically describes a noun or follows a linking verb, as in a reliable source and the source is reliable.

Adverb
A word that can modify a verb, adjective, another adverb or a clause, as in explained clearly and surprisingly useful.

Agreement
The matching of grammatical features, especially the person and number of a subject with a finite verb.

Article
The determiners a, an and the. Zero article refers to the absence of an overt article in contexts discussed in this book.

Aspect
A way of presenting the internal or temporal viewpoint on a situation. English perfect and progressive constructions are central examples.

Auxiliary
A verb used with another verb to express grammatical distinctions. Be, have, do and modal verbs have auxiliary uses.

Clause
A grammatical unit organised around a verb. It may be finite or nonfinite, main or subordinate.

Collocation
A conventional combination of words, such as draw a conclusion.

Complement
An element that completes a grammatical construction. In the explanation seems clear, clear complements seems.

Count noun
A noun used for individual units that can ordinarily be singular or plural, such as a proposal and several proposals.

Determiner
An element that helps specify a noun phrase, such as the, this, my, some or each.

Finite verb
A verb form that carries tense or is a modal. In has been working, has is the finite element.

Head
The central word of a phrase. In the quality of the sources, quality is the head noun.

Infinitive
The base form of a verb, used with to in a to infinitive or without to in a bare infinitive.

Main clause
A clause that is not subordinate to another clause and can ordinarily stand as a sentence in the appropriate form.

Modal
An auxiliary such as may, must or could that expresses meanings including possibility, necessity or ability.

Grammar glossary

Definitions use the meanings relevant to this book. Consult the units for examples and qualifications.

Modifier
An element that adds description, restriction or other information to another element.

Noun phrase
A phrase centred on a noun or functioning in an equivalent way. It can contain determiners, adjectives and other modifiers.

Object
An element selected by many verbs or prepositions. In She checked the source, the source is the verb's direct object.

Participle
A nonfinite verb form, including ing forms and past participles such as written or checked.

Passive
A construction that commonly makes an affected participant the subject, as in The report was revised.

Predicate
The part of a clause that says something about the subject, including the verb and its associated elements.

Preposition
A word that heads a prepositional phrase and commonly expresses a relationship, as in in the room or because of the delay.

Pronoun
A word that can function as a noun phrase, often with reference recoverable from context, such as she, it or they.

Referent
The person, entity or idea that an expression refers to.

Register
Language choices associated with a particular context, activity or degree of formality.

Relative clause
A clause that modifies a noun phrase or comments on a preceding clause, commonly introduced by who, which or that.

Subject
The clause element that normally precedes the verb in a statement and commonly controls agreement.

Subordinate clause
A clause that functions within or depends on a larger grammatical structure.

Tense
A grammatical distinction associated with time reference. Time can also be expressed through aspect, modals and context.

Uncountable use
A noun use that treats its referent as a mass or undivided concept, such as evidence in much evidence.

Voice
The active or passive organisation of a clause and its participants.

Vocabulary glossary

Each entry gives its meaning in the book and a useful combination. Unit numbers locate the full explanation and practice.

accumulate *verb*
increase through gradual addition.
accumulate evidence. Unit 11

adequate *adjective*
sufficient for a particular purpose.
adequate support. Unit 5

alternative *noun*
another available possibility.
consider an alternative. Unit 17

ambiguity *noun*
the possibility of more than one interpretation.
remove an ambiguity. Unit 7

anticipate *verb*
expect or prepare for something.
anticipate a delay. Unit 12

assumption *noun*
a proposition accepted without being established in that context.
question an assumption. Unit 4

attach *verb*
connect one element to another.
attach a modifier. Unit 31

attribute *verb*
identify a source or cause.
attribute a change to a cause. Unit 19, 33

boundary *noun*
a point separating units.
a sentence boundary. Unit 24

carry out *verb phrase*
perform an action or procedure.
carry out an investigation. Unit 29

clarification *noun*
an explanation that makes a meaning clearer.
request clarification. Unit 35

clarify *verb*
make a meaning easier to understand.
clarify a requirement. Unit 1

coherent *adjective*
logically connected and understandable.
a coherent explanation. Unit 1

cohesion *noun*
linguistic links connecting parts of a text.
improve cohesion. Unit 30

completion *noun*
the act or state of finishing.
before completion. Unit 11

compress *verb*
express or contain something in a smaller space.
compress a description. Unit 37

compulsory *adjective*
required by a rule.
compulsory attendance. Unit 15

concise *adjective*
expressing the needed meaning in relatively few words.
a concise explanation. Unit 31

Vocabulary glossary

Each entry gives its meaning in the book and a useful combination. Unit numbers locate the full explanation and practice.

confirm *verb*
establish or state that something is correct.
confirm an arrangement. Unit 13

consequence *noun*
a result of an action or situation.
an unintended consequence. Unit 17

consequently *adverb*
as a result of what has just been stated.
consequently require revision. Unit 30

consider *verb*
think carefully about a possibility.
consider postponing. Unit 20

considerably *adverb*
by a substantial amount or degree.
considerably clearer. Unit 27

consistency *noun*
agreement or stability across related choices.
maintain consistency. Unit 6

constraint *noun*
a condition that limits possible action.
a practical constraint. Unit 23

context *noun*
the surrounding situation or language.
interpret in context. Unit 2

contingency *noun*
a possible future event requiring preparation.
a contingency plan. Unit 17

contrast *noun*
a relationship of difference.
draw a contrast. Unit 30

contribute *verb*
help produce a result or supply part of something.
contribute to a discussion. Unit 26

convention *noun*
an accepted way of doing something.
a naming convention. Unit 3

courteous *adjective*
showing consideration in communication.
a courteous request. Unit 35

credible *adjective*
deserving to be believed.
a credible source. Unit 2

criterion *noun*
a standard used to judge something.
meet a criterion. Unit 4

deadline *noun*
the latest time by which something must be done.
meet a deadline. Unit 12

define *verb*
state the meaning or boundaries of a term.
define a concept. Unit 34

despite *preposition*
without being prevented by a stated circumstance.
despite the delay. Unit 23

Vocabulary glossary

Each entry gives its meaning in the book and a useful combination. Unit numbers locate the full explanation and practice.

destination *noun*
the place towards which someone travels.
reach a destination. Unit 25

discrepancy *noun*
a difference between accounts or values that should agree.
identify a discrepancy. Unit 10

distinction *noun*
a difference recognised between concepts or cases.
draw a distinction. Unit 34

distinguish *verb*
recognise or express a difference.
distinguish between interpretations. Unit 21

document *verb*
record information systematically.
document a change. Unit 33

duration *noun*
the length of time something lasts.
the duration of the project. Unit 11

effective *adjective*
successful in achieving an intended result.
an effective method. Unit 28

efficient *adjective*
using time or resources with little waste.
an efficient process. Unit 28

eligible *adjective*
meeting the stated conditions for participation.
eligible for admission. Unit 6

emphasise *verb*
give particular prominence to something.
emphasise a distinction. Unit 36

enquire *verb*
ask for information.
enquire about availability. Unit 13

equivalent *adjective*
equal or corresponding in the relevant respect.
equivalent conditions. Unit 27

evidence *noun*
information used to support or challenge a claim.
examine the evidence. Unit 4

exception *noun*
a case that does not follow a general pattern.
an exception to a rule. Unit 14

explicit *adjective*
stated directly and clearly.
an explicit reference. Unit 7

feasible *adjective*
possible to carry out under the stated conditions.
a feasible proposal. Unit 8

focus *noun*
the element receiving particular attention.
shift the focus. Unit 36

identify *verb*
establish which person or object is meant.
identify the source. Unit 21

Vocabulary glossary

Each entry gives its meaning in the book and a useful combination. Unit numbers locate the full explanation and practice.

illustrate *verb*
make an idea clearer through an example.
illustrate a distinction. Unit 34

infer *verb*
reach a conclusion from available information.
infer from the evidence. Unit 16

inference *noun*
a conclusion reached from available information.
a cautious inference. Unit 32

inspect *verb*
examine carefully.
inspect the equipment. Unit 19

institution *noun*
an established organisation or system.
an educational institution. Unit 3

intact *adjective*
complete and undamaged.
remain intact. Unit 37

interval *noun*
a period or space between two points.
a short interval. Unit 25

inventory *noun*
a detailed list of available items.
check the inventory. Unit 9

look into *verb phrase*
investigate a matter.
look into a complaint. Unit 29

maintain *verb*
keep something functioning or continuing.
maintain accurate records. Unit 8

necessarily *adverb*
as an unavoidable or logically required result.
not necessarily true. Unit 14

optional *adjective*
available by choice.
an optional seminar. Unit 15

parallel *adjective*
matching in structure or corresponding in function.
parallel phrasing. Unit 31

paraphrase *verb*
restate a meaning in different wording.
paraphrase an argument. Unit 33

perspective *noun*
a position from which a situation is viewed.
a different perspective. Unit 22

persuade *verb*
lead someone to accept an idea or take an action.
persuade someone to reconsider. Unit 20

plausible *adjective*
reasonable enough to be considered possible.
a plausible explanation. Unit 16

possessive *adjective*
expressing belonging or association.
a possessive form. Unit 24

Vocabulary glossary

Each entry gives its meaning in the book and a useful combination. Unit numbers locate the full explanation and practice.

postpone *verb*
arrange for something to happen later.
postpone a decision. Unit 9

precede *verb*
occur or come before something else.
precede the review. Unit 37

precise *adjective*
expressed with exactness and clear limits.
a precise description. Unit 28

preference *noun*
a choice favoured over another.
state a preference. Unit 18

preserve *verb*
protect something from loss or damage.
preserve a record. Unit 3

previously *adverb*
at an earlier time.
previously published. Unit 10

procedure *noun*
an established sequence of actions.
follow a procedure. Unit 13

proportion *noun*
a part considered in relation to a whole.
a substantial proportion. Unit 5

provisional *adjective*
accepted for the present and open to revision.
a provisional conclusion. Unit 32

purpose *noun*
the intended aim of an action.
serve a purpose. Unit 23

put off *verb phrase*
postpone an event or action.
put off a meeting. Unit 29

qualify *verb*
limit or make a statement more precise.
qualify a claim. Unit 32

range *noun*
the extent or variety of available items.
a broad range. Unit 6

recognise *verb*
identify or become aware of something.
recognise a pattern. Unit 36

recommend *verb*
advise that an option is suitable.
recommend a revision. Unit 20

reconsider *verb*
consider a decision again.
reconsider a proposal. Unit 18

refer *verb*
direct attention to or denote something.
refer to a source. Unit 7

referent *noun*
the person or entity an expression refers to.
identify a referent. Unit 2

Vocabulary glossary

Each entry gives its meaning in the book and a useful combination. Unit numbers locate the full explanation and practice.

refine *verb*
improve through careful small changes.
refine an explanation. Unit 38

reformulate *verb*
express a meaning again in a different form.
reformulate a question. Unit 35

regret *noun*
sadness or disappointment about a past action or situation.
express regret. Unit 18

relevant *adjective*
connected to the matter under consideration.
relevant to the question. Unit 26

reliable *adjective*
consistently dependable or accurate.
a reliable method. Unit 27

report *verb*
give an account of information or events.
report a finding. Unit 22

resolve *verb*
settle or find a solution to a difficulty.
resolve a problem. Unit 10

responsibility *noun*
a duty or accountability for an action.
accept responsibility. Unit 19

restrict *verb*
limit the range or extent of something.
restrict the reference. Unit 21

retain *verb*
keep something that is already present.
retain the original meaning. Unit 38

retrieve *verb*
find and bring back stored information or an object.
retrieve a file. Unit 15

revision *noun*
a change made to improve or correct something.
a substantial revision. Unit 1

scarce *adjective*
available only in limited amounts.
scarce resources. Unit 5

schedule *noun*
a plan showing when events will happen.
a revised schedule. Unit 12

scope *noun*
the range over which something applies.
the scope of a claim. Unit 14

sequence *noun*
the order in which events occur.
a clear sequence. Unit 9

subsequent *adjective*
occurring after an earlier event.
a subsequent meeting. Unit 25

substantiate *verb*
support a claim with evidence.
substantiate an allegation. Unit 26

Vocabulary glossary

Each entry gives its meaning in the book and a useful combination. Unit numbers locate the full explanation and practice.

supplementary *adjective*
providing additional information.
supplementary material. Unit 24

temporary *adjective*
lasting for a limited time.
a temporary arrangement. Unit 8

tentative *adjective*
provisional and open to revision.
a tentative conclusion. Unit 22

uncertain *adjective*
not established or known with confidence.
an uncertain outcome. Unit 16

verify *verb*
check the accuracy or truth of something.
verify a reference. Unit 38

Find a grammar topic

Numbers below refer to units. Click a unit number to open its reference page.

Agreement
6

Articles
2, 3

Attribution
22, 33

Auxiliaries
13, 14, 15, 16

Causative patterns
19

Clauses and sentence structure
1, 21, 22, 23

Collocations
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Comparisons
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Editing
38

Emphasis and inversion
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Modals
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Punctuation
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Questions
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Relative clauses
21

Reported speech
22, 33

Vocabulary and word families
26, 28

Wishes and preferences
18

Research and reference notes

What the research supports

The book begins with recurrent difficulties identified in research on Chinese learners of English. A B2 and C1 comparison found article and tense difficulties alongside improved overall accuracy. Other studies examine countability, question production, collocations, academic phrasing and speech perception. The samples and proficiency measures differ. [R01, R02, R04, R05, R08, R11, R14, R15]

What this curriculum adds

The 38-unit sequence is an instructional synthesis prepared for this book. Foundational and advanced grammar topics are included to make the reference usable as a whole. Their inclusion does not mean that each topic has been shown to be a persistent difficulty for every Chinese learner. The progression, exercises, vocabulary explanations and fictional scenarios are original.

Language background and evidence

Mandarin-speaking, Cantonese-speaking and Taiwanese samples should be identified as reported in their studies. Region does not by itself establish an individual's first language. Cross-sectional differences between proficiency groups do not demonstrate the developmental history of each participant. Frequency differences in corpora also require interpretation before being labelled errors. [R01, R03, R09, R11, R14]

Using grammar references

G references identify institutional grammar guidance and dictionaries. R references identify the research behind the focus areas. The bibliography gives full visible URLs or DOI links. Several G entries group closely related pages from the same provider. Sources were consulted in November 2026.

Interpretive limits

An acceptable alternative can depend on time frame, intended reference, dialect, register or discourse context. The exercises specify those conditions where needed and invite explanations where alternatives remain. The book does not provide a universal ranking of Chinese learners' errors, a validated placement score or a listening assessment without audio.

Grammar and usage references

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G02 Cambridge Dictionary. A an and the. English Grammar Today.
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G03 Cambridge Dictionary. British and American English. English Grammar Today.
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G04 Cambridge Dictionary. Nouns countable and uncountable. English Grammar Today.
https://dictionary.cambridge.org/grammar/british-grammar/nouns-uncountable-and-countable

G05 British Council. Quantifiers. English grammar reference.
https://learnenglish.britishcouncil.org/free-resources/grammar/english-grammar-reference/quantifiers

G06 Cambridge Dictionary. Subject verb agreement. English Grammar Today.
https://dictionary.cambridge.org/grammar/british-grammar/subject-verb-agreement

G07 British Council. Present simple and Stative verbs.
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G08 British Council. Talking about the past. English grammar reference.
https://learnenglish.britishcouncil.org/free-resources/grammar/english-grammar-reference/talking-about-past

G09 British Council. Present perfect.
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G10 British Council. Present perfect simple and continuous.
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G15 Cambridge Dictionary. Negation. English Grammar Today.
https://dictionary.cambridge.org/grammar/british-grammar/negation_2

G16 British Council. Modals permission and obligation. Cambridge Dictionary. Need.
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G17 British Council. Modals deductions about the present.
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G18 British Council. Modals deductions about the past.
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G19 Cambridge Dictionary. Conditionals. English Grammar Today.
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G20 British Council. Wishes and hypotheses and Unreal time.
https://learnenglish.britishcouncil.org/free-resources/grammar/english-grammar-reference/wishes-hypotheses
https://learnenglish.britishcouncil.org/free-resources/grammar/c1/unreal-time

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https://learnenglish.britishcouncil.org/free-resources/grammar/b1-b2/passives
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G22 Cambridge Dictionary. Verb patterns verb plus infinitive or verb plus ing. English Grammar Today.
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G27 Cambridge Dictionary. At on and in for time. English Grammar Today.
https://dictionary.cambridge.org/grammar/british-grammar/at-on-in-time

G28 Cambridge Dictionary. Prepositions. English Grammar Today.
https://dictionary.cambridge.org/grammar/british-grammar/prepositions_2

G29 Cambridge Dictionary. Using English and learner dictionary entries.
https://dictionary.cambridge.org/grammar/british-grammar/using-english
General reference for collocation, register and dictionary use. Definitions and practice wording in this book are original.

G30 Cambridge Dictionary. Adverbs forms. English Grammar Today.
https://dictionary.cambridge.org/grammar/british-grammar/adverbs-forms

G31 Cambridge Dictionary. Comparison adjectives and Comparison adverbs.
https://dictionary.cambridge.org/grammar/british-grammar/comparison-adjectives-bigger-biggest-more-and-most
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https://www.phrasebank.manchester.ac.uk/using-cautious-language/

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G41 Cambridge Dictionary. Contractions. English Grammar Today.

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G42 Cambridge Dictionary. Verb patterns with and without objects and How to talk about talking 2.

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https://doi.org/10.1016/j.system.2020.102222

R03 Yao, Dongchen. 2026. Factors influencing number marking errors in spoken English by L1 Chinese learners A learner corpus study. Applied Corpus Linguistics, 100187.

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The study identifies Mandarin-speaking learners and reports particular difficulty with abstract count nouns.

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https://doi.org/10.18659/CLR.2015.1.0.04

R06 Liao, Yan D., and Yoshinori J. Fukuya. 2004. Avoidance of Phrasal Verbs The Case of Chinese Learners of English. Language Learning.

https://doi.org/10.1111/j.1467-9922.2004.00254.x

Avoidance was more evident in the intermediate group. The advanced group should not be described as showing the same pattern to the same degree.

R07 Leedham, Maria, and Guozhi Cai. 2013. Besides ... on the other hand: Using a corpus approach to explore the influence of teaching materials on Chinese students' use of linking adverbials. Journal of Second Language Writing 22, 374 to 389.

https://doi.org/10.1016/j.jslw.2013.07.002

The proposed influence of teaching materials is an interpretation of the corpus findings.

R08 Xie, Fei, and Amanda Patten. 2025. Epistemic lexical verbs in academic writing A corpus-based comparative study of L1 English and L1 Chinese writers of English. Applied Corpus Linguistics 5, 100144.

https://doi.org/10.1016/j.acorp.2025.100144

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R09 Lee, David Y. W., and Sylvia Xiao Chen. 2009. Making a bigger deal of the smaller words Function words and other key items in research writing by Chinese learners. Journal of Second Language Writing 18, 149 to 165.

https://doi.org/10.1016/j.jslw.2009.05.004

The study distinguishes statistical overuse from error and then examines particular expressions qualitatively.

R10 Su, Hang, Yuqing Zhang, and Meng Huat Chau. 2022. Exemplification in Chinese English-major MA students' and expert writers' academic writing A local grammar based investigation. Journal of English for Academic Purposes, 101120.

https://doi.org/10.1016/j.jeap.2022.101120

Differences concern the range and strategies of exemplification. They do not mean that the learners never supplied examples.

R11 Lan, Yizhou. 2020. Perception of English Fricatives and Affricates by Advanced Chinese Learners of English. Interspeech 2020.

https://www.isca-archive.org/interspeech_2020/lan20_interspeech.pdf

The sample consisted of Mandarin-speaking learners at B2 and above.

R12 Bu, Youhong, and Zhengdong Zhou. 2021. A study of Chinese EFL learners' problems with stress acquisition. System, 102392.

https://doi.org/10.1016/j.system.2020.102392

A small production study. Its findings support individual assessment rather than a universal pronunciation profile.

R13 Chen, Hsueh Chu. 2015. Acoustic Analyses and Intelligibility Assessments of Timing Patterns Among Chinese English Learners with Different Dialect Backgrounds. Journal of Psycholinguistic Research 44, 749 to 773.

https://doi.org/10.1007/s10936-014-9315-5

R14 Wong, Simpson W. L., Vina W. H. Leung, Jenny K. Y. Tsui, Jessica Dealey, and Anisa Cheung. 2021. Chinese ESL learners' perceptual errors of English connected speech Insights into listening comprehension. System 98, 102480.

https://doi.org/10.1016/j.system.2021.102480

The reported participant group was Cantonese-speaking Hong Kong undergraduates.

R15 Wu, Yuanyuan, and Xinping Jiao. 2025. An FCE Corpus-Based Analysis of Writing Errors in Chinese English Learners Common Types Patterns and Pedagogical Implications. Journal of English Language Teaching and Linguistics 10.

https://doi.org/10.21462/jeltl.v10i1.1527