

Reporting with passives; **It is said that ...**

A

We often use a passive to report what people say, think, etc., particularly if it is not important to mention who is being reported:

- ☐ People in the area **have been told** that they should stay indoors.
- ☐ Everyone **was asked** to bring some food to the party.

B

Another common way of reporting what is said by an unspecified group of people is to use **it + passive verb + that-clause** (see Unit 33 for more on **that-clauses**). Using this pattern allows us to put important information at the end of the sentence (see Units 22C and 22D):

- ☐ **It is reported** *that* the damage is extensive. (*compare* The damage is extensive, according to government sources.)
- ☐ **It was decided** *that* the meeting should be cancelled. (*or* It was decided to cancel the meeting.)

**Also: allege, announce, assume, believe, calculate, claim, consider, demonstrate, discover, establish, estimate, expect, feel, find, know, mention, recommend, reveal, say, show, suggest, suppose, think, understand**

These verbs can also be followed by a **to-infinitive clause**: agree, decide, hope, intend, plan, propose

Note that many other verbs connected with reporting are *not* used with **it + passive verb + that-clause**, but can be used as in A:

- ☐ We **have been informed** that we have to leave.  
(*but not* It has informed us ...)

**Also: encourage, persuade, reassure, remind, tell, warn**

These verbs need a personal object before the **that-clause** in an active form (e.g. They have informed **us** that ...)

C

An alternative to **it + passive verb + that-clause** is to use **subject + passive verb + to-infinitive** if we want the subject to be the topic of the sentence (see Unit 22C). Compare:

- ☐ **It is reported** *that* the damage is extensive. *and*
- ☐ **The damage is reported** *to be* extensive.

Most of the verbs listed in the first white box in B can also be used in this pattern except for **announce, decide, mention, propose, recommend, suggest**.

We can only use **tell** in this pattern when it means 'order'. So we can say:

- ☐ **I was told** (= ordered) **to go** with them to the railway station.

but not 'The accident was told (= said) to have happened just after midnight'.

D

With some verbs we can also use **it + passive verb + wh-clause** to report information given or found out:

- ☐ **It has now been revealed** *who* was responsible for the accident.
- ☐ The decision to build the bridge was taken before **it was established** *whether* it was actually needed.

**Also: discover, explain, find, know, reveal, show, understand**

E

When a **that-clause** begins **that + there ...**, we can make a corresponding passive form **there + passive verb to be** (present) / **to have been** (past). Compare:

- ☐ **It is thought** (that) **there are** / **were** too many obstacles to peace. *and*
- ☐ **There are thought to be** / **to have been** too many obstacles to peace.

We can use the same verbs in this pattern as with **subject + passive verb + to-infinitive** (see C).

## Exercises

**25.1** Which of the verbs in brackets can complete the sentence? Underline one or both. **B & D**

- 1 It was ..... to hold new negotiations next month. (*agreed / announced*)
- 2 It has been ..... that the crash was the result of pilot error. (*proposed / shown*)
- 3 It was ..... that Mrs Ho would chair the meeting. (*hoped / explained*)
- 4 It has been ..... to appoint Dr Ahmadi as head teacher. (*decided / suggested*)
- 5 It has not yet been ..... who was responsible for the error. (*claimed / explained*)
- 6 It has now been ..... that half of cancer cases are lifestyle-related.  
(*established / revealed*)
- 7 It is ..... to create 500 more jobs in the factory. (*expected / intended*)
- 8 It is ..... to close the library permanently from next April. (*planned / recommended*)
- 9 It is ..... that another moon landing will take place next year. (*assumed / thought*)
- 10 It has been ..... how spiders are able to travel across the sea. (*discovered / said*)

**25.2** If possible, rewrite these newspaper headlines as passive sentences with **it**. If not, write **X**.  
**A & B**

1 **AGREEMENT THAT UN WILL SEND IN TROOPS**  
*It has been agreed that the UN will send in troops.*

2 **PATIENTS REASSURED ABOUT HOSPITAL SAFETY**

3 **WATER DISCOVERED ON MARS**

4 ***TERRORISTS BELIEVED TO BE OPERATING IN BERLIN***

5 **MOON ASTRONAUTS EXPECTED TO RETURN TODAY**

6 **EX-PRESIDENT JULIUS REVEALED AS SPY**

7 **WARNING GIVEN ABOUT COMPUTER VIRUS**

8 **KING SAID TO BE MAKING GOOD RECOVERY**

9 **RESTAURANT ESTABLISHED AS SOURCE OF FOOD POISONING OUTBREAK**

10 **POLICE TOLD TO WORK LONGER HOURS**

**25.3** Write two new sentences for each numbered sentence below, using **it + passive verb + that-clause** in one sentence and **subject + passive verb + to-infinitive** in the other. (The second pattern may not always be possible.) **C**



(1) We have discovered that a mechanical fault caused the problem. (2) We don't think that the fault is serious. (3) We expect that it will take several weeks to correct the fault. (4) We have decided to postpone the next rocket launch, and (5) we suggest that the next launch should take place in May.

- 1 *It has been discovered that a mechanical fault caused the problem. / A mechanical fault was discovered to have caused the problem.*

# Wh-questions with **who**, **whom**, **which**, **how** and **whose**

A

**Who** refers to people, and can be used as subject, object or complement:

Reminder → Section E

- ☐ **Who** owns that car?    ☐ **Who** did you meet?    ☐ **Who** was her father?

**Whom** is used as a formal alternative to **who** as object, and also directly after prepositions:

- ☐ **Whom** did you meet?    ☐ **To whom** were you talking?

**Which** is used to refer to people or things when we want to identify one of a group:

- ☐ '**Which** is your brother?' 'The one next to Luka.' (talking about a photograph)  
and we can use **which** instead of **who** to talk about particular classes of people:  
☐ **Which** do you think earns more, a teacher or a police officer? (or **Who** do you think ...?)

B

We usually use **which**, rather than **who** or **what**, in questions before **one(s)** and **of**, as **which** is commonly used to ask or talk about a choice between one or more things:

- ☐ I've decided to buy one of these jumpers. **Which** one do you think I should choose?  
☐ **Which** of you would like to go first? (*rather than Who of ...?*)

C

When we use **who** or **what** as *subjects*, the verb that follows is usually singular, even if a plural answer is expected:

- ☐ **What** is there to see in the town? (expects an answer giving a number of things to see;  
*not* What are there to see in the town?)

However, the verb can be plural in echo questions (see Unit 27E) after a plural subject or a subject consisting of two or more noun phrases joined by **and**:

- ☐ 'Mr Almeida and his family are here to see you.' '**Who** are here?' (or **Who's** here?)  
and when **who** and **what** function as *complements*:  
☐ **Who** are those people over there?    ☐ **What** are the consequences of the decision?

D

## How or what?

### How

- ☐ **How** was the journey?  
(asking a general opinion)  
☐ **How** is your brother?  
(asking about general health)  
☐ **How** do you like your coffee?  
(asking about food and drink preferences)

### What

- ☐ **What** was the journey like?  
(asking a general opinion)  
☐ **What** do you like about the job?  
(asking for details)  
☐ **What if** your plan doesn't work?  
(asking about consequences)  
☐ **What's** it called? (asking about a name)

### How / What (about)

- ☐ **How / What about** a swim? (making a suggestion)  
☐ 'He's a bit scary sometimes.' '**How / What** do you mean?' (asking for more information)

E

We can use **whose** to ask about the person that owns or is responsible for something. **Whose** can be used either before a verb (as a pronoun):

- ☐ **Whose** are these boots?

or before a noun or noun phrase (as a determiner) introducing direct or indirect questions:

- ☐ **Whose** boots are these?    ☐ She asked me **whose** coat I was wearing.

In formal contexts we can use a preposition before **whose** (see also Unit 55B):

- ☐ *In* **whose** desk was it found? (*less formally* **Whose** desk was it found *in*?)

However, in questions without a verb a preposition comes before **whose**:

- ☐ 'We're meeting at nine.' '*In* **whose** house?' (*not* Whose house *in*?)

## Exercises

## 26.1 Underline the correct option (or both if possible). A &amp; B

- 1 To *whom* / *who* should the documents be sent?
- 2 *Which* / *Who* of you is Dr Hansen? I have a message for you.
- 3 A: Here's a photo of our children at the fancy dress party. B: *Who* / *Which* is Isabella?
- 4 A: Is your sister at home? B: *What* / *Which* one do you want to speak to?
- 5 *Whom* / *Who* do you hold responsible for the damage?
- 6 *Who* / *Which* will captain the team if Zeinab isn't available?
- 7 *Which* / *Who* would you rather be – a doctor or a vet?
- 8 *Who* / *Whom* translated the book?

## 26.2 Complete the sentences with an appropriate present simple form of the verbs in brackets. C

- 1 What ..... those cakes made from? (*be*)
- 2 Who ..... you for Maths and English? (*teach*)
- 3 What ..... there to see on the island? (*be*)
- 4 Who ..... the major decisions in the company? (*make*)
- 5 A: The Turners are in France. B: Who ..... in France? (*be*)
- 6 Who ..... their textbook with them? Put your hands up. (*have*)

26.3 First, complete the sentences with **how**, **what**, or **how / what** if both are possible. Then choose an appropriate answer for each question. D

- |  |                                       |
|--|---------------------------------------|
| 1 ' <u>What</u> ..... do you like about your new job?' <input checked="" type="checkbox"/> | a 'It's really boring.'               |
| 2 '..... if Omar calls while you're out?' <input type="checkbox"/>                         | b 'I'd love one.'                     |
| 3 '..... about a coffee?' <input type="checkbox"/>   | c 'I mean you've got to wear a suit.' |
| 4 '..... are your parents these days?' <input type="checkbox"/>                            | d 'Tell him I'll call back.'          |
| 5 '.....'s your boss like?' <input type="checkbox"/>                                       | e 'It was great.'                     |
| 6 '..... do you like your new job?' <input type="checkbox"/>                               | f 'Lucía García.'                     |
| 7 '..... was the camping trip?' <input type="checkbox"/>                                   | g <del>'It's never boring.'</del>     |
| 8 '.....'s your boss called?' <input type="checkbox"/>                                     | h 'Quite well, thanks.'               |
| 9 '..... do you mean, "Smart clothes"?' <input type="checkbox"/>                           | i 'We had an excellent time.'         |
| 10 '..... was the camping trip like?' <input type="checkbox"/>                             | j 'She works us really hard.'         |

## 26.4 Correct any mistakes in the italicised words or, if necessary, suggest ways of making the sentence more natural. If the sentence is already correct, write ✓. B, C &amp; E

- 1 *Who's* caravan were you staying in? .....
- 2 *Whose are* all these books? .....
- 3 He asked us *who's* car was parked in front of his house. ....
- 4 A: *Who live* in the flat upstairs? B: The Thompson family. ....
- 5 *Whose* going with you to Canada? .....
- 6 *About whose* travels in Nepal did Liam Wilson write a book? .....
- 7 *What* one of the following statements is true? .....
- 8 *Who* of us has not told a lie at some time in our lives? .....
- 9 A: Can you post the books to us? B: *Whose address to?* .....
- 10 A: Ants have got into the fridge! B: *What has* got into the fridge? .....

## A Negative questions

Reminder → E5– E7

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

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

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

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

B We sometimes use negative words instead of **-n't** such as **never, no, nobody, nothing, nowhere**:

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

or less emphatically or more informally:

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

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

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

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

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

## D We use negative question forms with falling intonation for exclamations when we expect agreement:

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

## E Echo questions

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

- ☐ 'Tala's lost her job.' 'Tala's lost her job?'

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

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

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

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

## F Questions with that-clauses

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

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

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

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

## Exercises

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

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

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

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

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

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

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

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



## Verbs, objects and complements

A

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

Reminder → F1– F3

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

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

B

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

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

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

C

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

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

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

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

D

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

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

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

E

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

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

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

F

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

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

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

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

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

## Exercises

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

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

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

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

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

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

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

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

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



## Verb + two objects

A

Some verbs can be followed by two objects. Usually the first object (= the *indirect object* (IO)) is a person or group of people and the second object (= the *direct object* (DO)) is a thing:

- ☐ Can you **bring me** (= IO) *some milk* (= DO) from the shops?
- ☐ He **made himself** (= IO) *a cup of coffee*. (= DO).

Many verbs that can have two objects may also be used with a DO only (e.g. I read a story). With many verbs that can have two objects, it is possible to reverse the order of the objects if we put **for** or **to** before the IO (this is then called a *prepositional object*). Compare:

- ☐ I **built** my daughter a doll's house. *and*  
I **built** a doll's house **for** my daughter.
- ☐ Can you **pass** me that bandage? *and*  
Can you **pass** that bandage **to** me?

Other verbs with **for** + object: **book, buy, catch, choose, cook, fetch, find, get, make, order, pour, save**

Other verbs with **to** + object: **award, give, hand, lend, offer, owe, show, teach, tell, throw**

We often use this pattern if we want to focus particular attention on the object after **for** / **to**. We also use it if the IO is a lot longer than the DO:

- ☐ Jasmin taught music **to** a large number of children at the school. (*not* Jasmin taught a large number of children at the school music.)

If the DO is a pronoun, a pattern with **DO** + **preposition** + **IO** is usual. Patterns without a preposition are avoided because they are considered to be bad style:

- ☐ I gave them **to** Isa. (*rather than* I gave Isa them. / I gave them Isa.)
- ☐ We bought it **for** them. (*rather than* We bought them it. / We bought it them.)

B

Some verbs can be used with either **for** or **to**. Often there is a difference in meaning: **to** suggests that there is a transfer of something to someone, and **for** suggests that someone benefits from something. Compare:

- ☐ I hadn't got time to visit Mira, so I **wrote** a letter **to** her. *and*
- ☐ Mira had broken her wrist, so I **wrote** a letter **for** her.

Also: **bring, leave, pay, play, post, read, sell, send, sing, take**

Sometimes, however, the meaning is very similar:

- ☐ He **played** the piece **to** (or **for**) me.
- ☐ Can you **sing** that song again **to** (or **for**) us?

Note that when **object** + **object** is used after these verbs it usually has a similar meaning to the verb with **object** + **to** + **object**. For example:

- ☐ I sold him the car. (*means* I sold the car **to** him, *not* I sold the car **for** him.)

C

Some verbs that are followed by two objects cannot have their objects reversed with **for** / **to**:

- ☐ We all **envied** him his lifestyle. (*but not* We all envied his lifestyle **for** / **to** him.)

Also: **allow, ask, cost, deny, forgive, guarantee, permit, refuse**

D

Some verbs, such as **describe** and **fix**, can *only* have a second object if this is a prepositional object –

☆ with **to** (see also Unit 23A). Compare:

- ☐ She **described** the situation (**to** me). (*but not* She described me the situation.) *and*
- ☐ She **told** this joke (**to** me). *or* She **told** me this joke.

Also: **admit, announce, demonstrate, explain, introduce, mention, point out, prove, report, say, suggest**

☆ with **for**. Compare:

- ☐ He **fixed** the tap (**for** me). (*but not* He fixed me the tap.) *and*
- ☐ I **booked** a room (**for** her). *or* I **booked** her a room.

Also: **collect, mend, repair**

## Exercises

**29.1** Complete each sentence with a suitable form of a verb from the box and insert **to** or **for** in an appropriate place. Write **to** / **for** if either can be used. **A & B**

choose offer pass ~~pay~~ post read save sell take teach

- 1 Elias hasn't got any money so I'll have to pay the bill <sup>for</sup> him.
- 2 Kaspar hates going shopping. I have to ..... his clothes him.
- 3 You're staying with Dimitra at the weekend, aren't you? Can you ..... this present her?
- 4 I can't reach the salt. Could you ..... it me, please?
- 5 When Mr Durand bought the house, we ..... all the carpets him as well.
- 6 He's got a very rewarding job. He ..... sports disabled children.
- 7 I haven't got my glasses. Can you ..... these instructions me, please?
- 8 Jane ..... the letter me on her way to work because I had flu and couldn't go out.
- 9 I ..... my old bike him, but he said he wanted something more modern.
- 10 I'll be in late tonight. Can you ..... some dinner me, please?

**29.2** If necessary, correct these sentences. If the sentence is already correct, write ✓. **C & D**

- 1 He kindly collected me some library books.
- 2 He admitted his error for his colleagues.
- 3 I have to prepare a report for the meeting.
- 4 Can I ask a favour to you?
- 5 A special ticket allows entry for people to all the museums in the city.
- 6 I'd like to introduce you to my sister.

**29.3** Complete these texts with objects chosen from the box. Give all possible word orders and add prepositions where necessary. **A-D**

the problem / our teacher	her photograph / me	the glass / him
another half an hour / us	his sister / me	three bedtime stories / him
<del>an email / him</del>	his broken car / him	the money / me
a drink / Ben	a paper aeroplane / him	<del>the problem / him</del>
a fortune / you		

- 1 A: Samuel phoned. He wants to come and stay with us at the beginning of September.  
B: But that's when my parents will be with us. I'll have to send  
him an email / an email to him to explain the problem to him.
- 2 When he described ..... I didn't think I knew her, but when he showed  
..... I realised that I had seen her at work.
- 3 The clock on the wall was wrong. When we pointed out ..... ,  
she allowed ..... to finish the exam.
- 4 My three-year-old nephew, Luis, always keeps me busy when I babysit. Last night I first had to  
make ..... , then I had to  
mend ..... and after that he  
insisted that I read .....
- 5 A: Your new motorbike must have cost .....  
B: Well, actually, my parents lent .....
- 6 I poured .....  
and gave .....