

CAMBRIDGE

Advanced Grammar in Use

A self-study reference and practice book
for advanced students of English

Second Edition

with answers



CD-ROM

Martin Hewings

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To the student

Who the book is for

The book is intended for advanced students of English. It is written mainly as a self-study book, but might also be used in class with a teacher.

How the book is organised

There are 100 units in the book. Each one looks at a particular area of grammar. Some sections within each unit focus on the particular use of a grammatical pattern, such as *will be* + *-ing* (as in *will be travelling*). Others explore grammatical contrasts, such as whether to use *would* or *used to* to report past events, or when we use *except* or *except for*. The 100 units are grouped under a number of headings such as *Tenses* and *The future*. You can find details of this in the Contents pages.

Each unit consists of two pages. On the left hand page are explanations and examples; on the right are practice exercises. The letters next to each exercise show you which sections of the left hand page you need to understand to do that exercise. The Grammar Review presents examples and explanations on areas of grammar that you are likely to have studied already at earlier stages of learning English. Although terms to describe grammar have been kept to a minimum some have been included, and you can find explanations of these terms in the Glossary. Four Appendices tell you about passive verb forms, basic question forms, quotation, and irregular verbs. A number of Additional Exercises are included for further practice of particular areas. You can use the Study Guide to help you decide which units to study and which areas of grammar to revise in the Grammar Review. You can check your answers to the practice exercises, Additional Exercises and Study Guide in the Key. The Key also comments on some of the answers. To help you find the information you need there is an Index at the back of the book.

How to use the book

It is not necessary to work through the units in order. If you know what grammar points you have difficulty with, go straight to the units that deal with them, using the Contents or Index to help you find the relevant unit. If you think that it would be useful to revise more basic information before you read the reference material in a unit and do the exercises, many units have links at the bottom of the reference page pointing you to the section of the Grammar Review where you can find this. In some units you will also find links to the Grammar Review in the explanations; for example '(see GR:B1)'.

You can use the units in a number of ways. You might study the explanation and examples first, do the exercises on the opposite page, check your answers in the key, and then look again at the explanations if you made any mistakes. If you just want to practise an area of grammar you think you already know, you could do the exercises first and then study the explanations for any you got wrong. You might of course simply use the book as a reference book without doing the exercises.

To the teacher

Advanced Grammar in Use was written as a self-study grammar book but teachers might also find it useful for supplementing or supporting their classroom teaching.

The book will probably be most useful for advanced level students for reference and practice. The Grammar Review towards the back of the book is a reference-only section which presents basic knowledge on a number of areas of grammar. This will be useful for students who wish to revise a particular area before moving on to the more advanced material in the units.

No attempt has been made to order the units according to level of difficulty. Instead you should select units as they are relevant to the syllabus that you are following with your students, or as particular difficulties arise.

There are many ways in which you might use the book with a class. You might, for example, present the explanations on the left hand page of a unit, and use the exercises for classroom practice or set them as consolidation material for self-study. Alternatively, you might want to begin with the exercises and refer to the left hand page only when students are having problems. You could also set particular units or groups of units (such as those on *Articles* or *The future*) for self-study if individual students are having difficulties.

There is a set of Additional Exercises, most of which can be used to provide practice of grammar points from a number of different units.

A 'classroom edition' of *Advanced Grammar in Use* is also available. It has no key and some teachers might prefer to use it with their students.

Advanced English Grammar in Use Second Edition

If you have already used the first edition of *Advanced Grammar in Use*, you will see some major changes in this new edition. The more basic areas of grammar have been moved out of the units into a reference section at the back, called the Grammar Review. All of the reference pages have been revised, some substantially, and some new units have been added. Most of the exercise pages have entirely new exercises or many new questions.

The book is now available with or without a CD-ROM. On the CD-ROM you will find more exercises on all of the units (different from those in the book). There are also hundreds of test questions, and you can make your own tests. The CD-ROM can also be bought separately.

Advanced Grammar in Use

Unit 1

Present continuous and present simple (1)

A

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

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

State verbs which we rarely use with the present continuous include **believe, consist of, doubt, own**. (For more examples see **GR:A4**.)

B

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

- ☐ The new treatment for influenza **doesn't appear** to work. (appear: *state* = seem) *and*
- ☐ Madonna **is currently appearing** in a musical on Broadway./ She often **appears** in musicals. (appear: *action* = take part)
- ☐ **Do you think** it's a good idea? (think: *state* = about an opinion) *and*
- ☐ **I'm thinking** of going in August./ Your trouble is you **think** too much. (think: *action* = consider)

Other verbs like this include **anticipate, cost, expect, feel, fit, have, imagine, measure, weigh**.

C

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

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

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

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

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

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

D

We use the present simple with verbs which perform the action they describe:

- ☐ I **admit** I can't see as well as I used to.
- ☐ We **apologise** for not replying earlier.

Other verbs like this (sometimes called *performatives*) include **acknowledge, advise, beg, confess, congratulate, declare, deny, forbid, guarantee, name, order, permit, predict, promise, refuse, remind, request, thank, warn**. Some verbs used as performatives in affirmative (= positive) sentences (**apologise, deny, guarantee, promise, suggest**) have a similar meaning with either the present simple or the present continuous in negative sentences:

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

Note that we can use modals with performatives, often to make what we say more tentative or polite:

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

Exercises

Unit 1

- 1.1 Complete the sentences with the verbs given, using negatives or questions where necessary. Use the same verb for each sentence in the pair. Choose the present continuous if possible; if not, use the present simple. Use \wedge to add any words outside the space and use contracted forms where appropriate, as in 1. (A & B)

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

- 1 a I hear you're having your house repainted. How \wedge it ^s looking? (or How \wedge it ^{does} look?)
b I bought this new dress today. How \wedge it ^{does} look?
- 2 a A: What are you doing with that ruler? B: I the area of the kitchen.
b The garden 12 by 20 metres.
- 3 a I whether I'll get another chance to retake the exam.
b I suppose she might be at home tonight, but I it.
- 4 a The new science museum currently 10,000 visitors a month.
b Flowers bees with their brightly coloured petals.
- 5 a Mike won't work at the top of the 20-storey building because he heights.
b A: How's the new job? B: Well, at the moment, I it at all.
- 6 a My car's in the garage today. They new brakes.
b I bought this jumper for Sue, but it her so I'll have to take it back.
- 7 a What's your shirt made from? It like silk.
b I won't be coming to work today. I very well.
- 8 a The roof of the house only plastic sheets nailed down in a few places.
b Their school uniform black trousers and a dark green jumper.
- 9 a Simon has been practising the song for days. It quite good, but he doesn't think he's ready yet to perform it in public.
b A: What's that noise? B: It like a bird stuck in the chimney.
- 10 a I had a postcard from Joanne on holiday in Spain. It sounds like she a really good time.
b My sister long blonde hair. You're bound to recognise her.

- 1.2 Cross out any improbable answers. (C & D)

- 1 *I'm understanding/ I understand* biology a lot better now that we've got a new teacher.
- 2 I went to see a Formula One race last week, but *I admit/ I'm admitting* that I don't know much about cars.
- 3 *Do you find/ Are you finding* it difficult to concentrate on your work with this music on?
- 4 We'll do our best to get the computer repaired by next week, but *we're not guaranteeing/ we don't guarantee* it.
- 5 I've just started to learn how to drive. Now *I'm knowing/ I know* how difficult it is, I'll never criticise your driving again.
- 6 She says that she wasn't in the kitchen when the bottle smashed, but *I refuse/ I'm refusing* to believe her.
- 7 *I'm certainly agreeing/ I certainly agree* with you that people shouldn't drink and drive.
- 8 I know the company has made a loss this year, but *I'm not apologising/ I don't apologise* for that.
- 9 It's very difficult for us to get jobs here, so *we're considering/ we consider* emigrating to Canada.

Unit 2

Present continuous and present simple (2)

A

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

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

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

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

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

B

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

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

C

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

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

D

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

QUAKE HITS CENTRAL IRAN

FOREIGN MINISTER RESIGNS

SCIENTISTS FIND BRIGHTEST STAR

FIRE BREAKS OUT IN HOTEL ROOM

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

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

E

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

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

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

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

- At 8 o'clock I'm usually **driving** to work, so phone me on my mobile.
- 7 o'clock is a bit early. We're generally **eating** then.

F

We can use the present (or past) continuous rather than the present (or past) simple with the verb **wonder** if we want to be especially friendly or polite, particularly if we are unsure about the other person's feelings towards something or how they will react to what we say:

- You said that there were only 50 books in the boxes. I'm just **wondering**/ I **was** just **wondering** whether you counted them all? (*more polite than* 'I just wonder...?')




Exercises

Unit 2

2.1 Complete these sentences using the verbs in brackets. Choose the present simple or present continuous. (A & B)

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

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

- 1 **Government gives health service billions** I see the government's giving the health service a lot more money.
- 2 **Vegecorp to sack 1000 workers.** Vegecorp are going to
- 3 **In a surprise move yesterday President Cartman announced a new public holiday on his birthday, August 6th. He made the announcement...** we're going to have
- 4  Did you hear that Tony's crashed his car again? Tony's
- 5  I've got a new job. she's
- 6  Scientists from Newtown University claim to have produced a vaccination to prevent malaria. they've found

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

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

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

2.4 Complete the sentences with appropriate verbs, using negatives or questions where necessary. Use the same verb for each sentence in the pair with either the present continuous or the present simple. Use / to add any words outside the spaces. (D–F)

- 1 a I whether you could help me. You see, my car's broken down outside your house and I need to phone a garage.
b 'Do you think Philip would be good at the job?' 'Hmm, I'
- 2 a 'Shall I phone at 6.00?' 'No, we usually dinner at that time.'
b I lamb, thanks. I'm a vegetarian.
- 3 a Gielman Henry V in the latest production at the Royal Theatre.
b They constantly loud music until the early hours of the morning.
- 4 a I normally the children to school at half eight. Perhaps we could meet at nine.
b In his 1954 book, Wall a controversial view of Britain's role in the war in Europe.

Unit 3

Past simple and present perfect

- A** Time expressions that refer to the present, such as **this morning/week/month** and **today**, can be used with either past simple or present perfect verbs. If we think of **this morning** (etc.) as a past, completed time period, then we use the past simple; if we think of **this morning** (etc.) as a time period which includes the present moment, then we use the present perfect. Compare:

- ☐ I **didn't shave** *this morning*. (= the morning is over and I didn't shave) *and*
- ☐ I **haven't shaved** *this morning*. (= it is still the morning and I might shave later)

- B** In news reports, you will often read about or hear recent events introduced with the present perfect, and then the past simple or other past tenses are used to give details:

- ☐ 'The film star Jim Cooper **has died** of cancer. He **was** 68 and **lived** in Texas...'
 - ☐ 'The US space shuttle Atlantis **has returned** safely to earth. It **landed** in Florida **this morning**...'



- ☐ 'A teacher from Oslo **has become** the first woman to cross the Antarctic alone. It **took** her 42 days to make the crossing with her dog team...'

- C** In a sentence which includes a time clause with *since*, we generally prefer a past simple verb in the time clause and a present perfect verb in the main clause. The time clause refers to a particular point in the past:

- ☐ *Since* Mr Hassan **became** president, both taxes and unemployment **have increased**. (*rather than ...has become...*)
- ☐ She **hasn't been able** to play tennis *since* she **broke** her arm. (*rather than ...has broken...*)

Notice, however, that we use the present perfect in the time clause if the two situations described in the main clause and time clause extend until the present:

- ☐ **Have** you **met** any of your neighbours *since* you've lived here? (*not ...you lived...*)

- D** After the pattern **It/This/That is/will be the first time...** we generally use the present perfect in the next clause:

- ☐ *That's the first time* I've seen Jan look embarrassed. (reporting a past event)
- ☐ *It won't be the first time* she **has voted** against the government in her long career. (talking about a future event)

Notice, however, that after **It/This/That was the first time...** we generally use the *past* perfect (see [Unit 5](#)):

- ☐ *It was the first time* I'd talked to Ella outside the office.

- E** With time clauses introduced by **after**, **when**, **until**, **as soon as**, **once**, **by the time** and the time expressions **the minute/second/moment** the past simple refers to past, completed events and the present perfect refers to future events. Compare these examples:

- ☐ *After* she **left** hospital (past), she **had** a long holiday. *and*
- ☐ *After* Dominic **has left** school (future), he **will be spending** six months in India.
- ☐ *The minute* I **got** the news about Sue (past) I **telephoned** my parents. *and*
- ☐ I'll contact you *the minute* I've got my exam results. (future)

In the time clause in sentences like this it is possible to use the past perfect instead of the past simple (e.g. *After* she **had left**...) and the present simple instead of the present perfect (e.g. *After* Dominic **leaves**...) with the same meaning (see also [Unit 5](#)).

Exercises

Unit 3

3.1 Choose a verb to complete the sentence. Use the present perfect or past simple. (A)

have go oversleep read spend wear

- 1 I a lot this week, but I have to get the book completely finished by this weekend.
- 2 A: Shall I make us some dinner? It's already 8 o'clock. B: No thanks. I to the dentist this afternoon and my mouth hurts too much to eat anything.
- 3 I three lectures today and I still have two more later this afternoon.
- 4 It was so hot today that I shorts and a T-shirt at work.
- 5 We £200 on food this month and there's another week to go before I get paid.
- 6 A: Do you want a lift home? B: No, I this morning because my alarm clock didn't go off, so I need to work late.

3.2 Complete the sentences with these pairs of verbs. (Note that the verb pairs are not always in sentence order.) Choose the most appropriate tense – present perfect or past simple. (C)

be able – feel happen – speak improve – be not want – fall rescue – be
work – not have

- 1 Maria to go swimming since she in the river.
- 2 Since she at the company she a day off through illness.
- 3 Since he the girl from the frozen pond, he on TV almost every day.
- 4 A lot since I last to you.
- 5 Since I to drive I much more independent
- 6 Robert's reading enormously since he at school.

3.3 Choose a verb that can complete both sentences in each pair. Use the present perfect in one and the past simple in the other. Use / to add any words outside the spaces. (E)

finish get hear sign

- 1 a Remember that after you the contract you won't be able to change your mind.
b Carlo's injury only became apparent after he to play for Real Madrid.
- 2 a As soon as I college I want to travel around Australia.
b I didn't have time to check the composition. I handed it in as soon as I it.
- 3 a By the time Sarah to work the meeting had finished.
b I'll probably have finished breakfast by the time the children up.
- 4 a I recognised her the moment I her laugh.
b I'll tell you what time we're coming the moment I from Frank.

3.4 Here are some extracts from a television news report. Choose the more appropriate tense – present perfect or past simple – for the verbs given. (B & D)

- 1 In tonight's World Cup match, France are currently beating Germany 2–1 with five minutes of the match to go. If the score remains the same it will be the first time Germany (lose) to France since 1998.
- 2 The Victoria Hospital in Milltown (close) to new patients after more cases of food poisoning. Three elderly patients (die) last week in the outbreak.
- 3 In last night's final Mark Peters (defeat) Ed Myers in three sets. It's the first time in six attempts that Peters (beat) the world champion.
- 4 Nearly 600 laptops (steal) from Ministry of Defence staff over the past five years. However, a spokesperson (insist) that there had been no security problems as none of the computers (hold) secret information.

Unit 4

Past continuous and past simple

A

When we talk about two events or activities that went on over the same period of past time, we can often use the past continuous or the past simple for both:

- ☐ Sally **was reading** to the children while Kevin **was washing up**. (*or ...read...washed up.*)

Using the past continuous emphasises that the event or activity ('was reading') was in progress during the past period of time ('while Kevin was washing up'). Compare:

- ☐ When I **was learning/ learned** to drive I was living with my parents.

Was learning emphasises that the activity was in progress ('I had lessons during this time') and **learned** emphasises completion ('I passed my test during this time').

When we talk about two or more past completed events that followed one another, we use the past simple, not the past continuous, for both (see also **Unit 5C**):

- ☐ She **got up** when the alarm clock **went off**.
- ☐ He **jumped** out of bed and **ran** to see who the parcel was for.

B

We usually use the past simple rather than the past continuous to talk about repeated past actions:

- ☐ We **went** to Spain three times last year.
- ☐ Did you **drive** past her house every day?

However, we can use the past continuous, particularly in spoken English, when we want to emphasise that repeated actions went on for a limited and temporary period of past time:

- ☐ When Carlo was in hospital, we **were visiting** him twice a day. (*or ...we visited...*)
- ☐ To lose weight before the race, I **wasn't eating** any sweets or biscuits for weeks. (*or ...I didn't eat...*)

or to talk about something that happened surprisingly often:

- ☐ Last week I **was having to** bring work home every night to get it all done. (*or ...had...*)
- ☐ When the builders were here I **was making** them cups of tea all the time. (*or ...made...*)

C

We often use the past simple in a narrative (e.g. a report or a story) to talk about a single complete past event and the past continuous to describe the situation that existed at the time. The event might have interrupted the situation, or happened while the situation was in progress:

- ☐ Erika **dropped** her bag while she **was getting** into her car.
- ☐ She **was shaking** with anger as she **left** the hotel.

D

We can use either the past continuous or past simple (or past perfect; see **Unit 5E**) to talk about things we intended to do but didn't:

- ☐ We **were meaning** to call in and see you, but Jane wasn't feeling well. (*or We meant...*)

Other verbs used like this include: **consider + -ing; expect to; hope to; intend to; plan to/on + -ing; think about + -ing/of + -ing; want to**. These verbs (with the exception of **mean** and **expect**) and **wonder about** can also be used with the present and past continuous to report what we might do in the future. The past continuous is less definite than the present continuous:

- ☐ I **was thinking of** going down to London next weekend, but it depends how much money I've got. (*less definite than I'm thinking of going...*)
- ☐ We **were wondering about** inviting Kay over tomorrow. (*less definite than We're wondering about...*)

Exercises

Unit 4

- 4.1 Complete the sentences using these pairs of verbs. Use the past simple in one space and the past continuous in the other. (A-D)

come – show ~~get – go~~ hope – give live – spend look – see play – break
start – check in

- 1 Just as I was getting into the bath all the lights went off.
- 2 I to go away this weekend, but my boss me some work that I have to finish by Monday.
- 3 When I in Paris, I three hours a day travelling to and from work.
- 4 A friendly American couple chatting to him as he at the hotel reception.
- 5 I bumped into Mary last week. She a lot better than when I last her.
- 6 My boss into the office just as I everyone my holiday photos.
- 7 I badminton four times a week before I my ankle.

This time, use the **same** tense in both spaces.

add – taste go off – light not listen – explain push – run not watch – dream

- 8 The smoke alarm when he a cigarette underneath it.
- 9 I can't remember how to answer this question. I must confess that I while the teacher it to us.
- 10 She more salt to the soup, and then it much better.
- 11 Although the television was on, I it. Instead I about my holidays.
- 12 She open the door and into the room.

- 4.2 Look again at numbers 1, 4, 7 and 11 in 4.1. Which of these could *also* be in the past simple? What difference in meaning, if any, would there be?

- 4.3 Complete this text with either the past simple or the past continuous form of the verbs in brackets. Where alternatives are possible, think about any difference in meaning. (A-C)

Send Now Send Later Save as Draft Add Attachments Signature Options Rewrap

I (1) (buy) a new alarm clock the other day in Taylor's the jewellers, when I actually (2) (see) somebody shoplifting. I'd just finished paying for my clock and as I (3) (turn) round, an elderly woman (4)
 (slowly put) a silver plate into a bag that she (5) (carry). Then she
 (6) (walk) over to another part of the shop and (7) (pick up)
 an expensive-looking watch a number of times. When she (8) (think) that
 nobody (9) (look), she (10) (drop) it into the bag. Before I
 (11) (have) a chance to tell the staff in the shop, she (12)
 (notice) that I (13) (watch) her and (14) (hurry) out.
 Unfortunately for her, two police officers (15) (walk) past just at that
 moment and she (16) (run) straight into them.

Unit 5

Past perfect and past simple

A When we give an account of a sequence of past events we usually put these events in chronological order using the past simple. If we want to refer to an event out of order – that is, an event which happened *before* the last event in the sequence we have written or spoken about – we can use the past perfect. Study the use of the past perfect and past simple in the text on the right:

Don José was a wealthy Cuban landowner who **emigrated** to Mexico in 1959. The agricultural reforms **had begun** a few months before this. He **moved** again in 1965 and made his home in the United States. He **had made** his fortune in growing sugar cane as a young man in Cuba, and he brought his expertise to his new home.

Order of events:	1 made fortune 2 reforms began 3 emigrated to Mexico 4 moved to U.S.
Order events are mentioned:	1 emigrated to Mexico 2 reforms had begun (<i>out of order</i>) 3 moved to U.S. 4 had made fortune (<i>out of order</i>)

B When we understand that we are talking about events before another past event, we don't have to continue using the past perfect:

- ☐ We **bought** a new car last month. We'd **driven** my parents' old car for ages, but it **started** (*or had started*) to fall apart. We **put** (*or had put*) a new engine in it, but that **didn't solve** (*or hadn't solved*) the problems we were having.

C If the order of past events is clear from the context (for example, if time expressions make the order clear) we can often use either the past perfect or the past simple:

- ☐ *After* Ivan **had finished** reading, he put out the light. (*or ...Ivan finished...*)
- ☐ They were given help and advice *before* they **had made** the decision. (*or ...they made...*)
- ☐ The two leaders agreed to meet, even though *earlier* talks **had failed** to reach an agreement. (*or ...talks failed...*)

D The past perfect is often used in reporting what was originally said or thought in the present perfect or past simple (see also Unit 35):

Talking about a past event	Reporting this past event
<input type="checkbox"/> 'I have met him before.' <input type="checkbox"/> 'The village hasn't changed much.'	<input type="checkbox"/> I was sure that I had met him before. (<i>not ...I met him...</i>) <input type="checkbox"/> On my last visit to Wixton I found that the village hadn't changed much. (<i>not ...the village didn't change...</i>)
<input type="checkbox"/> 'Smithers drowned in the recent floods.' <input type="checkbox"/> 'She stole the watch.'	<input type="checkbox"/> Police were convinced Smithers had drowned in the recent floods. (<i>or ...drowned...</i>) <input type="checkbox"/> She admitted that she had stolen the watch. (<i>or ...stole...</i>)

E We can use either the past perfect or past simple (and often past continuous and past perfect continuous; see Units 4 and 7) when we talk about things that we intended to do, but didn't or won't now do in the future:

- ☐ I **had hoped** to visit the gallery before I left Florence, but it's closed on Sundays. (*or I hoped..., I was hoping..., I had been hoping...*)
- ☐ Bill **planned** to retire at 60, but we have persuaded him to stay for a few more years. (*or Bill had planned..., Bill was planning..., Bill had been planning...*)

Other verbs used like this include: consider + -ing; expect to; intend to; mean to; think about + ing/of + -ing; want to.

Grammar review: past perfect → A14–A15; past simple → A6–A8