

Inversion (1)

A

In statements it is usual for the verb to follow the subject, but sometimes this word order is reversed. We can refer to this as *inversion*. There are two main types of inversion: when the verb comes before the subject (inversion is often optional), and when the auxiliary comes before the subject and the rest of the verb phrase follows the subject (inversion is usually necessary):

- *Her father stood in the doorway.* → In the doorway **stood her father.** (or ... her father stood.)
- *He had rarely seen such a sunset.* → Rarely **had he** seen such a sunset. (*not* Rarely he had seen...)

Inversion brings about *fronting*, the re-ordering of information in a sentence to give emphasis in a particular place. Often this causes an element to be postponed until later in the sentence, focusing attention on it.

B

In conversation we use **Here comes + noun** and **There goes + noun**, with inversion of verb and subject, to talk about things and people moving towards or away from the speaker:

- Here comes the bus.
- There goes Nigel Slater, the footballer.

Here comes... is also used to say that something is going to happen soon, and **There goes...** is used to talk about things (particularly money) being lost and to say that something (such as a phone or door bell) is ringing:

- Here comes lunch.
- My bike's been stolen! There goes £100!
- There goes the phone. Can you answer it?

We also put the verb before the subject when we use adverbs expressing direction of movement, such as **along, away, back, down, in, off, out, up** with verbs such as **come, fly, go**. This pattern is found particularly in narrative, to mark a change in events:

- The door opened and **in came the doctor.** (*less formally* ... and the doctor came in.)
- As soon as I let go of the string, **up went the balloon, high into the sky.** (*less formally* ...the balloon went up...)
- Just when I thought I'd have to walk home, **along came Miguel** and he gave me a lift. (*less formally* ... Miguel came along and gave me...)

For more on inversion after adverbs of place and direction, see Unit 76A.

C

We can use clauses with inversion instead of certain kinds of *if*-clause (see Unit 83). Compare:

<ul style="list-style-type: none"> □ It would be a serious setback, if <i>the talks were to fail</i>. □ If you <i>should need</i> more information, please telephone our main office. □ If <i>Alex had asked</i>, I would have been able to help. 	<ul style="list-style-type: none"> □ It would be a serious setback, <i>were the talks to fail</i>. □ <i>Should you need</i> more information, please telephone our main office. □ <i>Had Alex asked</i>, I would have been able to help.
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The sentences with inversion are rather more formal than those with 'if'. Notice that in negative clauses with inversion, we don't use contracted forms:

- *Had the plane not been diverted*, they would have arrived early. (*not* Hadn't the plane...)

D

In formal written language we commonly use inversion after **as** and **than** in comparisons:

- The cake was excellent, *as was the coffee.* (or ...as the coffee was.)
- I believed, *as did my colleagues*, that the plan would work. (or ...as my colleagues did...)
- Research shows that parents watch more television than *do their children.* (or ...than their children do.)

Notice that we don't invert subject and verb after **as** or **than** when the subject is a pronoun:

- We now know a lot more about the Universe than *we did* ten years ago. (*not* ...than did

Exercises

99.1

- Complete the sentences with an appropriate adverb and a form of either come or go. (B)
- 1 We'd just got to the top of the hill when down came the rain and we got thoroughly soaked.
 - 2 Just when you've bought a computer that you think will last a lifetime, some new software that needs an even bigger hard disk.
 - 3 Whenever I ask the class a question, their hands and they sit patiently until I choose one of them to answer.
 - 4 I asked Dave to get three kilos of potatoes from the supermarket and he only bought one, so he to get some more.
 - 5 After I'd been waiting for an hour, the door opened and the nurse, who said the dentist would be able to see me now.
 - 6 We'd given up hope of getting the car out of the tree, when a man with a ladder.
 - 7 As soon as I'd given Jo some pocket money, she to buy sweets from the shop.

99.2

- Match the most likely sentence halves and then make new sentences beginning **Were...**
- Should... or Had... (C)
- 1 If McGrath had not resigned as party leader, ...
 - a it would cut the journey time from New York to Tokyo by 4 hours.
 - b there are less expensive models in the range.
 - c ~~he would have been sacked.~~
 - d I would have no hesitation in accepting.
 - e he would be writing novels about the homeless in London.
 - f it is unlikely that the country would have supported the government.
 - 2 If you do not wish to receive further information about our products, ...
 - 3 If the plane were ever to be built, ...
 - 4 If United win again today, ...
 - 5 If I were to be asked to take the job, ...
 - 6 If a car had been coming in the other direction, ...
 - 7 If there had been a referendum on the issue, ...
 - g it will be their tenth consecutive victory.
 - h put a tick in the box.
 - i I might have been seriously injured.
 - 8 If you are not able to afford the Rombus 2000, ...
 - 9 If Charles Dickens were alive today, ...
- 1 + c Had McGrath not resigned as party leader, he would have been sacked.

99.3

- Write new sentences using **as** or **than** + **be** or **do**. (D)
- 1 Compared with their counterparts 20 years ago, the highly educated now receive vastly higher salaries.

The highly educated now receive vastly higher salaries than did their counterparts 20 years ago.
 - 2 I was opposed to the new road being built. Everyone else in the village was opposed to it, too.

I was opposed...
 - 3 Karen went to Oxford University. Her mother and sister went there, too.

Karen went...
 - 4 Compared with people in developed nations, people in poorer countries consume a far smaller proportion of the earth's resources.

People in poorer countries...
 - 5 Compared to 5 years ago, he is a much better teacher.

He is...
 - 6 Don is a keen golfer. His wife is a keen golfer, too.

Don is...

Had better It's time ...

Had better (I'd better / you'd better etc.)

I'd better do something = it is advisable to do it. If I don't do it, there will be a problem or a danger:

- I have to meet Ann in ten minutes. I'd better go now or I'll be late.
- 'Shall I take an umbrella?' 'Yes, you'd better. It might rain.'
- We'd better stop for petrol soon. The tank is almost empty.

The negative is **I'd better not** (= I had better not):

- 'Are you going out tonight?' 'I'd better not. I've got a lot to do.'
- You don't look very well. You'd better not go to work today.

Remember that:

The form is 'had better' (usually 'I'd better / you'd better' etc. in spoken English).

Had is normally past, but the meaning of had better is present or future, *not* past.

- I'd better phone Carol, hadn't I?
- I'd better go to the bank now / tomorrow.
- We say 'I'd better do' (*not* to do).
- It might rain. We'd better take an umbrella. (*not* We'd better to take)

Had better and should

Had better is similar to should but not exactly the same. We use had better only for a specific situation (not for things in general). You can use should in all types of situations to give an opinion or give advice:

- It's late. You'd better go. / You should go. (a specific situation)
- You're always at home. You should go out more often. (in general – *not* 'had better go')

Also, with had better, there is always a danger or a problem if you don't follow the advice. Should only means 'it is a good thing to do'. Compare:

- It's a great film. You should go and see it. (but no problem if you don't)
- The film starts at 8.30. You'd better go now or you'll be late.

It's time ...

You can say **It's time (for somebody) to ...**:

- It's time to go home. / It's time for us to go home.
- But you can also say:

Here we use the past (went), but the meaning is present, *not* past:

- It's 10 o'clock and he's still in bed. It's time he got up. (*not* It's time he gets up)

It's time you did something = you should have already done it or started it. We often use this structure to criticise or to complain:

- It's time the children were in bed. It's long after their bedtime.
- You're very selfish. It's time you realised that you're not the most important person in the world.

You can also say **It's about time ...**. This makes the criticism stronger:

- Jack is a great talker. But it's about time he did something instead of just talking.

35.1 Read the situations and write sentences with had better or had better not. Use the words in brackets.

- 1 You're going out for a walk with Tom. It looks as if it might rain. You say to Tom: (an umbrella) *We'd better take an umbrella.*
- 2 Michael has just cut himself. It's a bad cut. You say to him: (a plaster)
- 3 You and Kate plan to go to a restaurant this evening. It's a popular restaurant. You say to Kate: (reserve) We
- 4 Jill doesn't look very well – not well enough to go to work. You say to her: (work)
- 5 You received the phone bill four weeks ago, but you haven't paid it yet. If you don't pay soon, you could be in trouble. You say to yourself: (pay)
- 6 You want to go out, but you're expecting an important phone call. You say to your friend: (go out) I
- 7 You and Liz are going to the theatre. You've missed the bus and you don't want to be late. You say to Liz: (a taxi)

35.2 Put in had better where suitable. If had better is not suitable, use should.

- 1 I have an appointment in ten minutes. I *'d better* go now or I'll be late.
- 2 It's a great film. You *should* go and see it. You'll really like it.
- 3 I *get up* early tomorrow. I've got a lot to do.
- 4 When people are driving, they *keep their eyes* on the road.
- 5 I'm glad you came to see us. You *come more often*.
- 6 She'll be upset if we don't invite her to the wedding, so we *invite her*.
- 7 These biscuits are delicious. You *learn a foreign language*.
- 8 I think everybody *learn a foreign language*.

35.3 Complete the sentences. Sometimes you need only one word, sometimes two.

- 1 a I need some money. I'd better *go* to the bank.
- b John is expecting you to phone him. You *better phone him now*.
- c 'Shall I leave the window open?' 'No, you'd better *it*'
- d We'd better leave as soon as possible, *we?*
- 2 a It's time the government *something about the problem*.
- b It's time something *about the problem*.
- c I think it's about time you *about other people instead of only thinking about yourself*.

35.4 Read the situations and write sentences with It's time (somebody did something).

- 1 You think the children should be in bed. It's already 11 o'clock. *It's time the children were in bed.*
- 2 You haven't had a holiday for a very long time. You need one now. *It's time I*
- 3 You're sitting on a train waiting for it to leave the station. It's already five minutes late. *It's time I*
- 4 You enjoy having parties. You haven't had one for a long time. *It's time you*
- 5 The company you work for has been badly managed for a long time. You think some changes should be made. *It's time the company*
- 6 Andrew has been doing the same job for the last ten years. He should try something else. *It's time he*

Virtual Insanity

by Jamiroquai

Oh yeah, what we're living in (let me tell ya)
 It's a wonder man can _____ at all
 When things are big that _____ small
 Who can tell what magic _____ we'll be
 doing for us
 And I'm giving all my love to this _____
 Only to be told
 I _____, I can't _____
 No more will we be
 And nothing's going _____ the way we
 live
 Cos' we can always take but never _____
 And now that things are changing for the
 worse,
 See, its a _____ world we're living in
 And I just can't see that half of us immersed
 in _____
 Is all we have to give these -
 _____ made of virtual insanity now
 Always _____ to, be govern'd by this love
 we have
 For useless, twisting, our new technology
 Oh, now there is no _____ - for we all live
 underground
 And I'm thinking what a _____ we're in
 Hard to know where to begin
 If I could slip the sickly ties that _____
 man has made
 And now every mother, can choose the colour
 Of her _____
 That's not nature's way
 Well that's what they said
 There's nothing _____ to do but pray
 I think it's time I _____ a new religion
 Waah - it's so insane
 To synthesize another strain

There's _____ in these
 Futures that we have to be told.

_____ made of virtual insanity - now
 Always _____ to, be govern'd by this love
 we have
 For useless, twisting, our new technology
 Oh, now there is no _____ - for we all live
 underground
 Now there is no _____
 If we all live underground
 And now it's virtual insanity
 Forget your virtual _____
 Oh, there's nothing so bad.
 I know yeah
 Of this virtual insanity, we're _____.
 Has got to change, yeah
 Things, will _____ the same.
 And I can't go on
 While we're livin' in oh, oh virtual insanity
 Oh, this _____, has got to change
 Cos I just, I just can't keep going on, it was
 virtual.
 Virtual insanity that we're livin' in, that we're
 livin' in
 That virtual insanity is what it is
 _____ made of virtual insanity - now
 Always _____ to, be govern'd by this love
 we have
 For useless, twisting, our new technology
 Oh, now there is no _____ - for we all live
 underground
 Living - Virtual Insanity
 Living - Virtual Insanity
 Living - Virtual Insanity
 Living - Virtual Insanity
 Virtual Insanity is what we're living in

TOP TEN GLOBAL ENVIRONMENTAL PROBLEMS

1 Here is a list of top ten global environmental problems. Which of them are on your list?
 Which of them have you not thought about?

- | | |
|------------------------------------|------------------------------|
| 1. Human greed | 6. Unsustainable agriculture |
| 2. Poverty in the developing world | 7. Desertification |
| 3. Growing human population | 8. Industrial pollution |
| 4. Global warming | 9. Nuclear waste |
| 5. Lack of fresh water | 10. Biodiversity loss |

2 Do you know the meaning of the following words?
 Which of them can be related to the problems stated above?

- | | | |
|------------------|-----------------|----------------------------|
| Bad sanitation | Overfishing | Animal and plant species |
| Melting glaciers | Contamination | Exploitation |
| Floods | Disposal site | Deforestation |
| Droughts | Irrigation | Greenhouse gas |
| Fertilisers | Overcultivation | Genetically modified crops |
| Pesticides | Carbon dioxide | Overgrazing |

3 Here is a list of top ten global environmental problems. Which of them are on your list?
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4 Do you know the meaning of the following words?
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- | | | |
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| Droughts | Irrigation | Greenhouse gas |
| Fertilisers | Overcultivation | Genetically modified crops |
| Pesticides | Carbon dioxide | Overgrazing |

3 Read the following texts. Complete them with the words in brackets. Does the text mention any more problems which are on your list of global environmental problems?

- Human greed**
It is us, people, who are the _____ of most environmental problems below. Human _____ and disrespect for the rest of the world combined with uncontrolled resource and energy _____ and armed conflicts and wars are the most serious _____ to nature locally, regionally and globally.
(threats, cause, greed, consumption)
- Poverty in the developing world**
More than one billion people, i.e. one-sixth of the world's _____, live in extreme poverty in slums or in rural areas of _____ countries. Bad sanitation and lack of _____ water, food and wood for cooking lead to _____ environmental destruction.
(developing, serious, drinking, population)
- Growing human population**
Today over 6 billion people live on the Earth and the _____ is huge pressure on the world's _____. Over the next 25 years, the global population will _____ by another 2 billion.
(resources, grow, result)
- Global warming**
Global warming is becoming a critical _____ with wild weather occurring all over the world. The _____ are drastic: melting glaciers, frequent hurricanes, floods and _____ are only some of them.
(issue, consequences, droughts)
- Lack of fresh water**
Lack of fresh water could become one of the biggest _____ in the 21st century. There is already not _____ clean fresh water in the Middle East and in many _____ of Africa.
(parts, issues, enough)
- Unsustainable agriculture**
We all need to eat, but the way we _____ our food today raises a number of questions about the environment. Water is _____ by fertilisers and pesticides; agriculture _____ about 25 % of carbon dioxide; the main greenhouse gas. Genetically modified crops are also highly _____.
(polluted, produce, controversial, produces)
- Desertification**
Currently many deserts are _____ much faster than they have in the past. The main reasons for desertification are overgrazing, over-cultivation, _____ irrigation methods, deforestation and _____ climate change.
(incorrect, expanding, global)
- Industrial pollution**
Air, water and _____ contamination are the major forms of pollution _____ by industry and _____.
(caused, transportation, soil)
- Nuclear waste**
The disposal of nuclear waste is one of the most problematic issues related to nuclear power. Governments _____ are spending large amounts of money on finding a long-term _____, but so far no _____ disposal site has been created.
(worldwide, safe, solution)
- Biodiversity loss**
The _____ of _____ for wood, _____ and agricultural land has led to massive deforestation. Deforestation is a major contributor to the fast loss of plant and animal species. Similarly life in oceans which _____ the greatest variety of life on earth is _____ by overfishing. Petrochemicals, coastal development, the effects of climate change and many other factors. *(supports, forests, fuel, exploitation, threatened)*

4 Match two halves of each sentence.

- | | |
|---|--|
| 1. A great number of environmental problems | A. live in rural areas. |
| 2. More than 1 billion people in the world | B. threatened by overfishing. |
| 3. Soon there will be lack of | C. pressure on resources. |
| 4. Life in oceans is | D. live in extreme poverty. |
| 5. Lack of fresh water is | E. caused by deforestation. |
| 6. The fast loss of species is | F. waste must be solved. |
| 7. The major contributor to air | G. are caused by people. |
| 8. The growing human population puts | H. clean fresh water in some regions of the world. |
| 9. A lot of poor people | I. pollution is industry. |
| 10. The problem with nuclear | J. one of the biggest issues of the 21st century. |

Sources:
<http://www.bbc.co.uk/sn>, <http://www.canadianwild.ca>

TOP TEN GLOBAL ENVIRONMENTAL PROBLEMS

<p>Statement A</p> <p>Deforestation is the major contributor to the loss of endangered species across the planet. For example, the rate of destruction of the Amazonian rainforest increased by 40 % between 2001 and 2002. More than 25,000 sq km were cleared in a year, mainly for farming. That represents an area of land larger than Russia.</p> <p>True: Go to H False: Go to I</p>	<p>Statement I</p> <p>Meat production continues to increase. As a country, China now consumes more meat than the USA (although its consumption per person is much lower). One of the arguments for eating less or no meat is the inefficient use of resources. It takes 1,000 litres of water to produce 1 kg of beef but only 500 litres for 1 kg of potatoes.</p> <p>True: Go to F False: Go to E</p>
<p>Statement H</p> <p>"There is enough for everyone's need but not enough for everyone's greed," George W. Bush.</p> <p>True: Go to E False: Go to K</p>	<p>Statement G</p> <p>Irrigation allows wastage on a huge scale, with around 10 % of the water getting away or evaporating before it can do any good.</p> <p>True: Go to L False: Go to H</p>
<p>Statement I</p> <p>In the last 50 years we have lost 300,000 species. Species are disappearing between 100 and 1,000 times as fast as they were before humans arrived.</p> <p>True: Go to B False: Go to K</p>	<p>Statement D</p> <p>Fossil fuels still provide almost 80% of the world's total energy needs and more than six billion tonnes of carbon emissions are produced annually from burning fossil fuel.</p> <p>True: Go to F False: Go to B</p>
<p>Statement F</p> <p>By the year 2032, more than 70 % of the Earth's land surface is likely to be destroyed, fragmented or disturbed by cities, roads, mines and other infrastructure of human civilisation. The present level is about 50 %.</p> <p>True: Go to J False: Go to C</p>	<p>Statement K</p> <p>The Green revolution of the 1960s combined better varieties of wheat and rice with pesticides and chemical fertilisers. This brought great benefits to production in countries such as India but at extreme environmental costs.</p> <p>True: Go to G False: Go to A</p>
<p>Statement C</p> <p>The amount of pesticide sprayed on crops around the world has increased 26 times in the last 50 years.</p> <p>True: Go to D False: Go to I</p>	<p>Statement E</p> <p>By 2025, the number of people who do not have enough water is expected to reach 2.5 billion.</p> <p>True: Go to C False: Go to A</p>
<p>Statement J</p> <p>Some 50 billion people a year already have to deal with flooding caused by storm surges. If the sea rises by one metre, it will flood 1 % of Egypt's land, 6 % of the Netherlands and 17.5 % of Bangladesh.</p> <p>True: Go to D False: Go to L</p>	<p>Statement B</p> <p>The main greenhouse gas is carbon dioxide, which is produced by burning of fossil fuels. Levels in the atmosphere have increased by a third since the industrial revolution started in the 1760s.</p> <p>True: Go to G False: Go to J</p>