

1A narrative tenses

REFERENCE ◀ page 9

When we tell a story, we often use a variety of tenses. These are called ‘narrative tenses’ and they include the past simple, the past continuous and the past perfect. It is important to use the correct tense as this gives us information about the sequence of events and the most important details of the story.

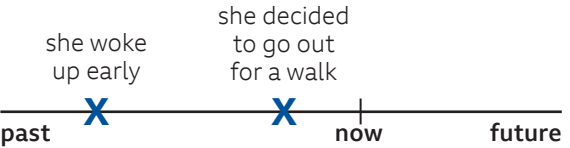
It was a cold, wet day and the wind was blowing. Josh was walking down the road when suddenly, he heard a terrible crash. He turned around and saw that a woman had crashed her moped. Luckily, the woman was fine, but the moped had been badly damaged.

Past simple

We use the past simple to talk about the main events of a story and other completed actions.

Suddenly, he heard a terrible crash.

She woke up early and decided to go out for a walk.



Past continuous

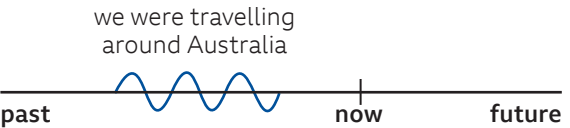
We use the past continuous:

- to give background information to a story.
- to refer to temporary or changing past states and situations.

The sun was shining. The wind was blowing. (background information)

He was living in Brazil. (at the time of the story, temporary)

We were travelling around Australia. (temporary)

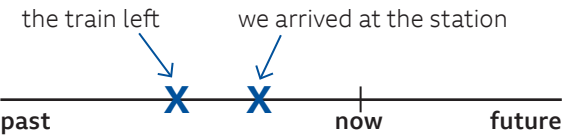


Past perfect

We use the past perfect to talk about an action which happened before the main events.

When I got to the top floor office I realised I had left my phone in the car.

When we arrived at the station, the train had already left.



The past perfect links a past point (*we arrived at the station*) to a point further back in time (*the train had left*).

PRACTICE

- 1 Choose the correct words to complete the sentences.
- I **was jogging / jogged** along the beach when suddenly, I **realised / had realised** I didn't have my wedding ring. I **was dropping / had dropped** it on the beach somewhere.
 - I **was looking / looked** for my ring when an old lady **came / had come** up to me. She **was finding / had found** my ring on her morning walk.
 - My granddad **was fishing / fished** when he **was catching / caught** an old wallet with his fishing rod. He was amazed to see it was his own wallet, which he **was losing / had lost** in the same lake twenty years earlier!
 - I **was studying / had studied** at university in California when my sister suddenly **decided / was deciding** to come and visit me from Hong Kong. I was so surprised because she **hadn't said / wasn't saying** anything about her plans.

- 2 Complete the stories with the words and phrases in the boxes.

arrived gave had just returned hadn't seen
opened was carrying were staying

This old leather suitcase is very special to me. It belonged to my father and it's a bit damaged now. I remember when I was a child, my mother and I ¹ at my grandmother's house. I ² my father for a long time. When he ³ at the house, he ⁴ this old suitcase, and it had all these labels on it from around the world. He ⁵ from a trip across Asia. When he saw me, he sat down and ⁶ the suitcase. He pulled out a beautiful doll and ⁷ it to me. It's one of my earliest memories, and I've always kept the doll and the suitcase.

bought crashed drove had always loved
had completely broken realised was going
was laughing were staying

When I was six years old, my parents ⁸ me a large, red, toy car for my birthday. I ⁹ cars and I was so excited to try out my new present. We ¹⁰ at my grandparent's house for the summer holidays and I asked if I could try the new car outside. I ¹¹ it down the hill outside their house. I remember I ¹² and the car ¹³ faster and faster down the hill. Suddenly, I ¹⁴ that I didn't know how to stop. I ¹⁵ into the tree at the bottom of the hill. Luckily, I wasn't hurt, but when I got out of the car I realised I ¹⁶ the new car.

- 3 Complete the stories with the correct form of the verbs in brackets.
- One morning I ¹ (look) for my car keys and I couldn't find them anywhere. Eventually, I ² (find) them in my son's bedroom. He ³ (hide) them because he didn't want me to go to work.
- When I ⁴ (study) at high school, my friends ⁵ (spend) a lot of their time skateboarding. I ⁶ (not try) it before and I ⁷ (think) it looked fun. I ⁸ (buy) myself a really cool skateboard and I was so excited to use it. Unfortunately, the first time I went out, I ⁹ (fall) and broke my arm. I ¹⁰ (not realise) how difficult it was! My skateboard stayed in my room after that.

1B verb patterns

REFERENCE ◀ page 12

Sometimes we put two verbs together.

They hope to learn Spanish.

I like playing ball games.

When the first verb takes a preposition (except *to*), the second verb is usually in the *-ing* form.

You should think about doing that course.

I finally succeeded in finding a job.

We believe in telling the truth.

You should concentrate on passing your exams.

I dream about playing for that team.

She apologised for getting angry.

He struggles with working at night.

I care about saving the environment.

When a phrasal verb is followed by a verb, the second verb is usually in the *-ing* form.

We carried on driving for another hour.

I look forward to reading your new book!

She gave up studying at night.

We put off making that decision.

Some phrasal verbs can be followed by an infinitive or an *-ing* form, but with a change in meaning.

Compare the two sentences.

She went on dancing even after her accident.

She went on to be a great dancer.

Go on + -ing means 'continue'.

Go on + to infinitive means 'end up'.

He grew up watching his father play football.

He grew up to be a great footballer.

Grow up + -ing means 'do something while changing from being a child to an adult'.

Grow up + to infinitive describes what a person becomes as an adult.

Some verbs (without prepositions) can be followed by a *to* infinitive or an *-ing* form, but with a change in meaning.

I stopped to talk to Felipe.

I stopped listening to rock music years ago.

Stop + to infinitive means 'paused an action in order to do a different action'.

Stop + -ing means 'change a habit or finish a repeated/extended action'.

I must remember to set the alarm.

I remember playing with those toys when I was five or six.

Remember + to infinitive means you have a responsibility which you must not forget.

Remember + -ing means you have a memory of something that happened in the past.

PRACTICE

- 1 Complete the sentences with the correct form of the verb in brackets.
- She's never cared about (have) lots of possessions.
 - After university, Ahmed went on (become) a TV presenter.
 - I gave up (collect) treasure years ago.
 - That house we rented turned out (be) ideal for my family.
 - Yoko apologised for (arrive) late.
 - I'm looking forward to (start) my dream job.
- 2 Match each pair of sentence beginnings with the endings (a–b).
- Kim went on to play
 - Kim went on playing
 - a his guitar even after a string broke.
 - b the guitar at several famous venues in London and Paris.
- 3 Pete remembers calling
- 4 Pete remembers to call
- a his grandmother every day to check she's OK.
 - b me, but he's forgotten what we talked about.
- 5 She stopped drinking
- 6 She stopped to drink
- a soda because it's unhealthy.
 - b water halfway through the run.
- 3 Choose the correct options (A–C) to complete the text.

Three signs you have too much stuff

- 1 **You buy things not realising you already have them**
- Problem:** You'd always dreamed about ¹ that book or dress or vase. You order it online, open the package and realise you already own it.
- Solution:** Stop ² attention to advertisements and new trends. Concentrate on ³ the things you already have.
- 2 **There's nowhere to sit down or eat**
- Problem:** You have chairs, a table and a sofa, but they are full of stuff. 'I can't carry on ⁴ like this,' you say. But you do.
- Solution:** Before you go to bed, remember ⁵ everything in its place, so every surface has some space on it.
- 3 **You can never find what you're looking for**
- Problem:** This happens with clothes. You have piles of them, but can't find what you want. Eventually you give up ⁶ and just buy something new.
- Solution:** Go through your clothes. Throw away anything you haven't worn for over 18 months. It might turn out ⁷ the most important thing you do in the house.

- | | | |
|-------------------|--------------|----------------|
| 1 A owning | B own | C to own |
| 2 A paying | B to pay | C pay |
| 3 A to appreciate | B appreciate | C appreciating |
| 4 A live | B living | C to live |
| 5 A to put | B put | C putting |
| 6 A to look | B looking | C look |
| 7 A being | B be | C to be |

1C How to ... leave phone messages

REFERENCE ◀ page 15

Direct requests

We can make a direct request by using *Can you/Could you ... ?* or *Will you/Would you ... , please?*

Can/Could you call me back?

Will/Would you (look for it/pick some up), please?

Indirect requests

We can soften a request to make it sound less direct by using phrases like:

Do you think you could/you'll be able to ... ?

I wonder if you could/would ...

I wonder if you'd mind ... + -ing

Do you think you could have a look for it for me?

I wonder if you'd help me set the alarm.

I wonder if you'd mind helping me lock up.

Notice with indirect requests, the word order is the same as for affirmative statements.

Do you think you could NOT ~~Do you think could you~~

Leaving a phone message

We use particular phrases when speaking on the phone or leaving a phone message. For example, we say:

It's Max speaking./It's Max here./This is Max speaking/calling about ... NOT ~~I'm Max.~~

things you'll hear on a recorded message

You've reached (Riccardo's) **mobile.**

Please leave a message and **we'll get back to you.**

Thank you for calling (Dr Singh's office). **Our (office) hours are** (8 a.m. to 6 p.m.).

I can't take your call right now, but if you leave a message with your name and number, I'll get back to you as soon as I can.

starting a message

It's (John) **here.**

This is (Marcelo Fagundes). **I'm calling about ...**

I'm calling to (ask for/request) ...

I was ringing to (see if/find out if) ...

making a polite request

Can you/Could you (call me back/check) ... ?

Will you/Would you (look for it/explain ...), please?

Do you think you could (have a look at it for me)?

I wonder if you would mind (having a look/helping me) ... ?

giving detailed information

You'll need to (open the ... /speak to ...).

It's the (one) **that's** (sitting on the desk).

You'll find it (on the table next to the ...).

The event starts at ... , (so you have to be there at ...).

asking for further phone actions

Can you call me back?

You can reach me on (this number/0775867435).

PRACTICE

1 Match 1–6 with a–f to make phone messages.

- 1 Hi you've reached Miguel's number. I can't take your call right now, but
- 2 Thank you for calling ElectroStars Ltd. Our hours
- 3 Hi, it's Ivan here.
- 4 Hi, this is Pete Sciberras. I'm calling about
- 5 Can you call
- 6 You can

- a me back on this number?
- b I'm calling about tomorrow night.
- c are 9 a.m. to 5 p.m. Monday to Friday.
- d reach me on 0886537564. Thanks.
- e please leave a message and I'll get back to you.
- f my appointment on Monday.

2 Choose the correct words to complete the requests.

- 1 Hi Sara. Could you please **arrange** / **arranging** for the plumber to come and fix the kitchen sink?
- 2 **Would you** / **You would** be able to help me tidy up the sitting room?
- 3 Do you think **could you** / **you could** be here by 7?
- 4 I wonder if you would be able to **look** / **looking** after Sammy for me?
- 5 **Would** / **Could** we try to finish the meeting on time?
- 6 I wonder if you would mind **go** / **going** to the shop to pick up some sandwiches.
- 7 **Will you** / **Do you think you will** please hang up your clothes before you leave?
- 8 I wonder if you would mind **to stay** / **staying** behind to help me clear up afterwards?

3 Complete the phone messages with the words in the boxes.

can here message reached think this to

- A: Hello. You have ¹..... Denbells Alarm Systems. Please leave a ².....
- B: Hello, ³..... is Monika Ingham ⁴..... I'm calling ⁵..... ask for your help. My alarm system is faulty and the alarm keeps going off. Do you ⁶..... you could send somebody round to look at it for me? ⁷..... you call me back on 03544 82212? Thanks.

could get it's ringing take wonder you'll

- A: Hi this is Sally. I'm sorry I can't ⁸..... your call right now, but please leave a message and I'll ⁹..... back to you as soon as I can.
- B: Hi Sally, ¹⁰..... Gabriel here. I was ¹¹..... to see if you could do me a favour. I left my bicycle downstairs and I think I forgot to lock it. I ¹²..... if you could go and check it for me? ¹³..... find the lock in the kitchen, near the door. ¹⁴..... you let me know when you get this message?

1D *except for, apart from, (not) even*

REFERENCE ◀ page 16

except for

We use *except for* + noun to say that something is not included.

The school teaches most ball sports except for golf.

We use *except for* to introduce the one person/thing that means a statement isn't 100 percent true.

All the children are here except for Leila. (Leila is the only child who isn't here.)

I like vegetables, except for onions. (Onions are the only vegetables I don't like.)

When *except for* follows a noun, we can omit *for* with no change in meaning.

She loves ball games except (for) golf.

They speak all the Latin-based languages except (for) Romanian.

When we use *except* as a conjunction that joins two clauses, it cannot be followed by *for*. The meaning is the same as *except for*.

My dogs are similar except for the oldest one is bigger.

The books look good except for the covers are slightly damaged.

apart from

Apart from + noun means the same as *except for*.

We're open every day apart from Sunday.

Apart from Kenzo, the whole family came to the wedding.

I like all types of films apart from documentaries.

Apart from the sound of the clocks, the house was silent.

even

We use *even* to emphasise that something is surprising or unusual.

John doesn't usually watch TV, but even he liked that programme!

I'll help you with the project. I'll even stay with you after work to finish it.

not even

We use *not even* to emphasise a surprising negative point.

Not even Jo, whose English is very good, could understand what he was saying.

She'd changed so much I didn't even recognise her!

PRACTICE

1 Are the meanings of sentences a and b the same (S) or different (D)?

- 1 a I enjoy reading all types of books apart from romance novels.
b I enjoy reading all types of books except for romance novels.
- 2 a Not even Juan likes that film.
b Even Juan likes that film.
- 3 a She eats everything except for seafood.
b She eats everything except seafood.

2 Correct the mistakes in the conversations. One conversation is correct.

- 1 A: I could live without gadgets, for my phone.
B: Me too! I really need it.
- 2 A: The Tora Grande Hotel is completely empty, isn't it?
B: Yes, apart two Spanish tourists.
- 3 A: Dad said the dog refused to eat yesterday.
B: That's right. He even want a bone, which is his favourite food.
- 4 A: She was so kind when you needed help.
B: Yes, she even offered to pay my rent.
- 5 A: From History, what other school subjects do you like?
B: I quite like Maths.

3 Choose the correct options (A–C) to complete the text.



The Social Media-Free Teen

For seventeen-year-old Soumaya Hart, it was a special moment on a boat that did it. She was with a group of ten friends on the trip of a lifetime off the coast of Sicily. 'It was the most beautiful place I'd ever seen. ¹..... Rome could compare with this. I looked at my friends. ²..... one person, they were all checking their phones. They'd posted photos on social media and were counting their "likes". They weren't ³..... looking at the view.'

At that moment, Soumaya decided to stop using social media. 'Apart ⁴..... calling my family, I don't use my phone. I've seen what it does to people my age. We don't appreciate the things that are important. Half the time we don't ⁵..... see them.'

Everyone in Soumaya's family ⁶..... her grandmother was on social media. What did they think of her decision?

'At first, they thought it was strange. ⁷..... my dad, who's hopeless with technology, is on social media. But after a while, they saw I was spending my time doing really interesting things like volunteer work and sports. ⁸..... from my younger brother, who still thinks I'm strange, the family realises it works for me.'

- | | | | |
|---|--------------|----------|------------|
| 1 | A Except | B Apart | C Not even |
| 2 | A Except for | B Even | C Apart |
| 3 | A apart | B for | C even |
| 4 | A for | B from | C even |
| 5 | A even | B except | C apart |
| 6 | A apart | B except | C for |
| 7 | A Apart | B Except | C Even |
| 8 | A Except | B Apart | C Even |

2A present perfect continuous

REFERENCE ◀ page 22

We use the present perfect continuous to talk about actions and situations which started in the past, but are not finished. They continue until now.

I've been studying Mandarin since last year. (I'm still studying Mandarin.)

He's been living in the UK for ten years. (He still lives in the UK.)

We use the past simple when the action or situation is finished.

I studied Mandarin last year. (I'm not studying it now.)

He lived in the UK for ten years. (He's not living there now.)

We form the present perfect continuous with *have/has + been + -ing* form.

+	I've	been	reading a book.
	She's		
-	They haven't	been	listening to me.
	He hasn't		
?	Have you	been	working here for a long time?
	Has she		

We use the present perfect continuous with *for* or *since* to talk about the length or duration of an activity, or when it started.

We use *since* to refer to a point in time.

They've been living in New Zealand since 2020.

She's been waiting for you since 2 p.m.

We use *for* to talk about a period of time.

We've been working together for over twenty years.

We use *How long ... ?* to ask about the length of time.

A: How long have you been playing the drums?

B: I've been playing since I was six years old.

We use the present perfect continuous with *recently/lately* to talk about actions and situations that are relevant now.

I haven't been sleeping very well recently. (I look tired.)

She's been working very hard lately. (She deserves a promotion.)

We often use the present perfect simple or the present perfect continuous (with little change in meaning) especially for verbs such as *live, work, teach, study*.

I've lived here for years.

I've been living here for years.

We do NOT use the present perfect continuous with state verbs (e.g. *love, hate, like, have, enjoy, know, understand, believe*, etc.). With these verbs we use the present perfect simple.

I've known him for ages. NOT ~~I've been knowing him for ages.~~

I've had this car for three years. NOT ~~I've been having this car for three years.~~

PRACTICE

1 Complete the sentences with the present perfect continuous form of the verbs in the box.

do get up live rain run study try watch

- A: How long he in Berlin?
B: About two years. He's just bought an apartment.
- I haven't been outside yet – it all day!
- you that new crime series? It's brilliant!
- They together at the same university for the last two years.
- She's exhausted. Lately, she very early for work.
- A: You look really fit!
B: Thank you. I five kilometres every morning since the beginning of the year.
- I didn't know you sang in a band! How long that?
- A: I thought you'd stopped drinking coffee.
B: I to give up, but I just can't resist.

2 Choose the correct words to complete the text.

¹I **work / I've been working** in a small tech company for about five years. My business partner, Salman, and I ²**have been knowing / have known** each other since we were children and we're best friends. We ³**have been starting / started** the company when we were university students. Our main product is digital games, although ⁴**we develop / we've been developing** educational tools for about a year, too. Recently, ⁵**we get / we've been getting** a lot of attention from the media, which is great. The only problem is that we work far too much. This ⁶**began / has been beginning** in the early years of the company. When we were just starting, we ⁷**have been having / had** to work long hours because it's a very competitive industry. But in the last two years, ⁸**we work / we've been working** very long days and it's become too much. We're trying to change our working habits!

- 3 Look at the a and b sentences. Tick the ones that are possible. Sometimes both are possible.
- a She's always liked music since she was very young.
b She's always been liking music since she was very young.
 - a How long have you lived in Turkey?
b How long have you been living in Turkey?
 - a I've known my friend Waleed Bakri for sixteen years.
b I've been knowing my friend Waleed Bakri for sixteen years.
 - a What have you done this morning?
b What have you been doing this morning?
 - a They haven't worked here for long.
b They haven't been working here for long.
 - a I've understood everything so far.
b I've been understanding everything so far.

2B relative clauses

REFERENCE ◀ page 24

We use defining relative clauses to give essential information about a person, a thing, a place, a time or a possessive.

We use relative pronouns *who, which, where, when, whose* to introduce the relative clause.

A specialist is someone who knows a lot about a subject.

Do you remember the time when we went on holiday together?

Once there was a girl whose name was Lilibet.

In defining relative clauses we can use *that* to replace *who, which* or *when*.

Swimming is something that always makes me feel better.

We can leave out *who, which* and *that* when the relative clause already has a subject.

Rob Jenkins was a teacher (who) I knew at college.

I is the subject of the verb *knew*. *Who* is the object of the verb, so can be left out.

Rob Jenkins was a teacher who taught me maths.

Who is the subject of the verb *taught*, so we must keep *who*.

We can replace a defining relative clause with verb + *-ing*.

The winner is the person ending up with the most points. = The winner is the person who ends up with the most points.

We can replace a defining relative clause with *to + infinitive*. We often use *to + infinitive* with *the first, the last, the only* and superlative adjectives.

Who was the last person to see John? = Who was the last person who saw John?

Rob Jenkins was a teacher who taught me maths.

Who is the subject of the verb taught, so we must keep who.

We can replace a defining relative clause with verb + -ing.

The winner is the person ending up with the most points. = The winner is the person who ends up with the most points.

We can replace a defining relative clause with to + infinitive. We often use to + infinitive with the first, the last, the only and superlative adjectives.

Who was the last person to see John? = Who was the last person who saw John?

PRACTICE

1 A Join the sentences with defining relative clauses. Use the relative pronouns in the box.

when where which (x2) who (x2) whose (x2)

- That's the town. I grew up there.
- Have you got the book? I lent it to you last month.
- Is this the actor? You were talking about him yesterday.
- Monday is the day. I start my new job then.
- Patrizia is the Italian girl. Her painting won a prize.
- The film was fantastic. We saw it yesterday.
- Students usually do well. They do lots of practice.
- The man is a good friend of ours. His mother lives next door.

B In which sentences can you use *that* instead of another relative pronoun?

C In which sentences can you leave out the relative pronoun?

2 Choose the correct words to complete the text. In some cases both options are possible.

Watch your behaviour

Some of the patterns of behaviour ¹**scientists / which** have found over the last hundred years are interesting. In one famous experiment, scientists asked people to hold a warm cup of coffee ²**which belonged / belonging** to someone before they were introduced to that person. They found that people ³**who / that** had been holding a warm drink often had a more positive view of the people ⁴**they / that** met soon after. The reason is that the part of the brain ⁵**judges / which judges** the warmth of something is next to the part ⁶**measures / that measures** a person's personality – how friendly they are as a person.

One of the most interesting studies ⁷**to show / that showed** people's behaviour was a visual test. Students had to identify a line ⁸**that / who** was the same length as a target line. Students who worked alone were very accurate, but students ⁹**who / that** worked with other people often got the answer wrong. The students ¹⁰**taking / took** part didn't know that other people in the experiment were actors ¹¹**who's / whose** answers were incorrect. It was an important experiment and it wasn't the last one ¹²**to find / found** how easy it is to get people to change their behaviour when they are in a group.

2C How to ... talk about things that annoy you

REFERENCE ◀ page 27

We use these phrases to talk about things that annoy us.

I can't stand it.
I can't bear it.
It really annoys me.
It gets on my nerves.
It bugs me.
It drives me crazy/nuts/mad.

Don't get me started on (people who never say thank you).

Notice *It bugs me* and *It drives me nuts* are informal.

With all the phrases above we can continue with *when* and a clause.

I can't bear it It gets on my nerves It drives me nuts	when that happens. when people drop litter. when people don't answer my messages.
---	--

We can also use a relative clause or *-ing*.

Children that misbehave in restaurants really bug me.
I can't stand people shortening my name.

We can use other short phrases to agree or disagree.

Yes, so annoying.
I don't mind that.
That doesn't bother me.

Verbs in the continuous form

We can use the present and past continuous with *always, constantly, continually, forever* to describe a habit which we find annoying.

You're always losing your phone!
My dad's forever complaining about noise.
Our car was continually breaking down.

We also sometimes use this structure to show a positive emotion.

Children at this age are so cute. They're constantly laughing!

PRACTICE

1 Complete the conversations with the words in the box. There are three extra words in each box.

Conversation 1: TV

annoyed annoying bugs constantly drives sometimes when why

A: I can't bear it ¹..... Karly's looking at her phone and keeps asking me what's happening.
B: Yes, Milo does that too. It ²..... me nuts.
A: And she's ³..... taking control of the remote and changing channels without asking.
B: You know what ⁴..... me about TV? When you can hardly hear the TV show but then the adverts are really loud.
A: So ⁵.....! And you have to keep changing the volume on the remote.

Conversation 2: Work

make on putting reading stand started talking under

A: The job's OK, but there are some things about my workplace that I really can't ⁶.....
B: For example?
A: Well, I'm in an open-plan office and it really gets ⁷..... my nerves when people use their phone right next to me.
B: Yes, or people ⁸..... their phone on speaker so you can hear the whole conversation.
A: And don't get me ⁹..... on people ¹⁰..... my phone or computer over my shoulder.

Conversation 3: Cars

always drive is it so who they travelling

A: That car just turned left without giving a signal. I can't stand ¹¹..... when people do that.
B: Yes, ¹²..... annoying and dangerous! Why do people think it's OK to do that? And then there are the people ¹³..... never turn off their indicators.
A: Maybe they just forget. But you know what I can't stand? People ¹⁴..... at half the speed limit in the fast lane.
B: I agree. I have a friend who ¹⁵..... forever doing that.

2 Correct two mistakes in each conversation.

- 1 A: It gets my nerves when people play loud music out of their apartment windows.
B: Yes, and in my block the guy next door is continually sing along with his favourite songs.
- 2 A: This light above my desk is drives me mad. It's constantly buzzing.
B: It bother me. I guess I've stopped noticing.
- 3 A: Oh no! I've lost one of my earrings. I'm usually doing that.
B: Yes, so annoyed! I always buy two pairs of earrings so that I have a spare pair.
- 4 A: I really hate this zip in my bag. It's for getting stuck.
B: Yes I have a bag like that. And don't make me started on zips which come undone above and below the zipper.

3A conditional structures: *unless, even if, in case (of)*

REFERENCE ◀ page 34

unless

We use *unless* to mean *if not*.

Unless you hurry up, we're going to leave without you. (If you don't hurry up, we're going to leave without you.)
Please don't park here unless you're a member of staff. (Please don't park here if you're not a member of staff.)

When the *unless* clause is first in a sentence, we use a comma at the end of the clause.

Unless she speaks slowly, I can't understand Liz.

When the *unless* clause is second, we don't usually use a comma before it.

I can't understand Liz unless she speaks slowly.

even if

We use *even if* for emphasis, to say that something will not change a situation.

Even if the company pays me twice as much, I'm going to leave.
I'll never speak to her again even if she says sorry.

When the main clause and the *even if* clauses are long, we use a comma to divide them.

in case

We use *in case* to talk about being prepared for the possibility that something might happen.

Take your umbrella in case it rains.

We often use it with *just*.

I'll make some sandwiches just in case we get hungry later.

The *in case* clause is usually second in a sentence.

We don't use commas before or after the clause.

in case of

We use *in case of* + noun in formal situations to mean 'if something happens'. It is often about a bad or dangerous situation.

In case of fire, break the glass.
In case of bad weather, the ceremony will be held indoors.

We often use it in formal written information.

The *in case of* clause usually comes first in a sentence.

We use *unless, even if* and *in case* + present tenses to speak about the present or the future.

I can't help you unless you tell me the problem. NOT unless-you'll-tell-me-the-problem.

We can also use *unless, even if* and *in case* + past tenses when we are speaking more hypothetically.

Even if I won a million euros, I wouldn't change my job.

PRACTICE

- 1 A Choose the correct words to complete the sentences. In two cases both are possible.
- 1 You'll be in trouble **unless** / **if** you don't stop making all that noise.
2 I'm not going to the party **in case** / **even if** Denise asks me.
3 Careful! You'll hurt yourself **unless** / **in case** you get down from there.
4 **In case of** / **In case** a heart attack, follow these instructions.
5 **Even if** / **Unless** it's really cold, I'm not going to wear a coat.
6 Shall I bring some spare socks **in case** / **if** we get wet?
7 I can't help you **in case** / **unless** you tell me what is wrong.
8 I wouldn't lend Kirk any money **even if** / **in case** he promised to give it back.
9 **In case of** / **In case** I forget later, here's my phone number.
10 Nothing will change **unless** / **even if** the government changes its mind.
11 We won't get a seat **even if** / **if** we get to the festival late.
12 **In case of** / **If** a power cut, use the stairs.

B In the two cases where both are possible, how is the meaning different?

- 2 Rewrite the sentences using the word in brackets.
- 1 You need to read Max a story or he won't go to sleep. Max won't go to sleep a story. (unless)
2 It might rain, but we're definitely going to have a picnic. have a picnic. (Even if)
3 Always check things you've bought online. They might be damaged. Always check damaged. (in case)
4 Sometimes I'm in a really bad mood, but I always try to smile. I always try mood. (even if)
5 Carol needs to stick to her plan or she'll probably fail. she'll probably fail. (Unless)
6 If there's an emergency, push the red button. button. (In case of)
7 I need to leave now or I might miss the last train. I need to leave now train. (in case)
8 I might have to tell Sigrid, but I really don't want to. I really don't want have to. (unless)
9 There's a possibility that I'll have problems with my phone so I'll bring my laptop. I'll bring my laptop phone. (in case of)
10 Don't stand near the edge. You might fall. Don't fall. (in case)



3B necessity, obligation and permission

REFERENCE ◀ page 36

Necessity and obligation

Many phrases can express both necessity and obligation, depending on the context.

I need to take some time off. (It's important that I take time off. It's a necessity.)

I need to finish this report by tomorrow. (Someone, for example my manager, expects me to finish the report. It's an obligation.)

We use *be necessary to*, *be essential to* and *needs to be done* when the focus is on the action.

We use *be necessary to* + infinitive to say that you must do or be something.

It's necessary to have a driving licence. ([You] must have a driving licence.)

We use *be essential to* + infinitive to say that something is necessary and important.

It's essential to take her to hospital immediately. ([We] must take her to hospital immediately. It's very important.)

We can also use *need to* + *be* + past participle to say something is an obligation or a necessity.

This job needs to be done by tomorrow morning.

We use *have got to* and *be supposed to* when the focus is on the **person**.

We use *have got to* + infinitive for obligation and necessity. It means *must* or *have to*.

It is a little more informal than *must* or *have to*.

I've got to get home by ten.

In informal spoken English this is often pronounced *gotta*.

She's gotta think about it.

We use *be supposed to* + infinitive for something which is an obligation, but which we don't always do.

I'm supposed to wear a hat when I deliver food, but I don't.

Robbie's not supposed to call customers by their first names, but he often does.

Permission

We use *be (not) allowed to* + infinitive to say that something is OK, you can do it, or it's not OK, you can't do it.

Our children are allowed to play computer games for two hours at the weekends.

I'm not allowed to go to bed after midnight.

We can also use *be (not) permitted to* to mean the same thing. It is more formal than *be allowed*.

Office workers here are permitted to wear casual clothes on Fridays.

Drivers are not permitted to drive more than eight hours without a break.

Other forms of the phrases

We can use most of these phrases in the future and past as well as with modal verbs (*might*, *could*, etc.).

It will be necessary to take your passport with you.

In my first job it wasn't essential to speak English.

The apartment might need to be painted.

We can use *be supposed to* in the past.

We were supposed to go straight home, but we didn't.

We often use *had to* for the past of *have got to*.

This morning I had to get up at 4.30 to catch the early train.

PRACTICE

- 1 Correct the mistakes in the sentences. One sentence is correct.
- 1 Is essential to print your name after your signature.
 - 2 The video doesn't need to be finish until next Wednesday.
 - 3 Don't do that! You aren't supposed jumping the queue!
 - 4 I got to make a real effort to stop eating chocolate.
 - 5 Is it necessary wear a uniform in your job?
 - 6 Are we allowed to take photos here?

- 2 Complete the text with the words and phrases in the box.

are not don't need essential got to
is necessary is supposed not to permitted

Proposed rules for our new neighbourhood social media group

- It is ¹ to introduce yourself when you join this group.
- People are not ² to add other people to the group without contacting the administrator.
- You ³ permitted to change the group photo unless you are an administrator.
- This ⁴ to be a friendly group, so always be polite to each other.
- Even if you are in a bad mood, it's essential ⁵ lose your temper.
- Take responsibility! If you see a message which could upset people, you've ⁶ say something.
- Don't feel it ⁷ to reply to each message. It isn't!
- Emojis are fine, but they ⁸ to be sent with every message!

- 3 Use the prompts to make sentences and questions.

- 1 At your first school, / you / allowed / wear / own clothes / or / have / wear / a uniform?
- 2 If you / selling / something / on our site, / essential / be / honest about / its condition.
- 3 What time / we / supposed / arrive / at the party / this evening / and / we / got / wear / anything special?
- 4 When / this report / need / be / finish / by?

3C How to ... take part in an interview

REFERENCE ◀ page 39

typical interviewer questions

Tell me a bit/something about yourself/ your current job/your last job.

Why do you want/Why are you interested in this job/position?

What will/would you bring to the company?

What questions do you have for me about the job/position?

How long have you been working/did you work at ... ?

Why have you decided/did you decide to leave your current/last job?

phrases to check

We use these phrases to check we understand the question and how we need to answer:

Where should I start?

How do you mean?

Can I use an example from university?

Are you asking what criticisms they might have?

What do you mean by 'researching new flavours'?

interviewee's answers

I've done some research about the company.

One of my main strengths is that I ...

I think I have a lot to offer.

I think people/my colleagues would say (that) I ...

I've always loved/worked ...

It's important for me to ...



PRACTICE

- 1 Put the words in the correct order to make sentences.
- 1 strengths / I / that / am / very / is / of / my / One / main / flexible .
 - 2 mean / you / How / do ?
 - 3 have / me / to / challenges / important / It's / for / new .
 - 4 me / bit / a / current / Tell / about / position / your .
 - 5 highly / say / I'm / that / people / would / think / I / professional .
 - 6 the / company / you / will / to / What / bring ?
 - 7 Where / I / start / should ?
 - 8 in / you / this / are / Why / job / interested ?

- 2 Complete the conversation with the words in the box. You do not need three of the words.

a about be been done is it
me say ~~take~~ tell to would

take

A: Good morning. I'm Danica Harding. Please ~~a~~ seat.

B: Hello. Nice to meet you.

A: So, I have your CV, but can you tell something about your recent experience?

B: Yes, over the last few months I've working as a manager at the local railway station.

A: So this would be quite a change for you. Why have you decided leave your current job?

B: Well, I've loved working for the railways, but is important for me to find a new challenge.

A: And why a hotel? What you bring to the company?

B: Well, I think I have lot to offer.

A: For example?

B: One of my main strengths that I'm very good at handling unexpected problems.

A: Yes, I can imagine, with the trains!

B: And colleagues would that I'm flexible and willing to help out with anything that needs to be done.

(twenty minutes later)

A: So, Vineeta, do you have any questions for me the company or the position?

B: Well, I've some research about the company and I have a few questions about your management training programme.

A: Please go ahead.

- 3 Complete the conversations with phrases to check. Sometimes more than one answer is possible.
- 1 A: So, what work have you done in this area in the past?
B: Where ?
 - 2 A: What can you bring to the company?
B: what skills do I have?
 - 3 A: Tell me about a time when you had to give someone negative feedback.
B: Can I sport?
 - 4 A: We start early here. Would that be an issue for you?
B: if I'm reliable?

3D expressing preferences

REFERENCE ◀ page 40

would rather

We use *would rather* + infinitive + *than* to talk about:

- our general preferences.
Zayan would rather cook with electricity than with gas.
- specific situations.
I'd rather pay by phone if that's all right.
- hypothetical situations.
I'd rather be happy than (be) rich.
Would you rather spend a night in an aquarium or a library?

To make the negative, we use *would/'d rather + not* + infinitive.
I'd rather not answer that question.

We use *would much/far rather* to show a strong preference.
We'd much rather go skiing than surfing.
I'd far rather cycle to work than go by underground.

prefer, would prefer

We use *prefer* + noun/-ing form + *to* to talk about:

- our general preferences.
I prefer cats to dogs.
In general he prefers working alone to working with other people.

We use *would prefer* + *to* + infinitive to talk about:

- specific situations.
I'd prefer to get a takeaway tonight.
- hypothetical situations.
Would you prefer to live in the Arctic or the Sahara Desert?

To make the negative, we use *would/'d prefer not* + *to* + infinitive.
I'd prefer not to meet today. Tomorrow is better.

We use *much prefer* and *definitely prefer* to show a strong preference.
I much prefer playing tennis to watching it on TV.
I definitely prefer cats to dogs.
I'd much/definitely prefer to go by train.

We can also use *would go for* to mean *would choose/prefer*.
Which would you rather be, a teacher or a doctor?
I'd go for a teacher.

PRACTICE

- 1 Choose the correct words to complete the sentences.
- A: In general, ¹**would** / **do** you prefer going on holiday in the summer or winter?
B: Definitely summer. I prefer hot weather ²**to** / **than** cold weather.
A: And ³**do** / **would** you rather stay in a hotel or an apartment?
B: I'd ⁴**more** / **much** rather rent an apartment.
A: Why's that?
B: I think apartments are better value and I prefer ⁵**cook** / **cooking** to ⁶**eat** / **eating** out.
- A: Would you prefer ⁷**have** / **to have** ordinary milk, oat milk or soya milk?
B: I ⁸**wouldn't rather** / **'d rather not** have any milk thanks. I prefer my coffee black.
A: And would you rather ⁹**sit** / **to sit** inside or outside?
B: We'd prefer ¹⁰**being** / **to be** outside. Is there a free table?
A: Where would you rather ¹¹**sit** / **sitting**? There's a table in the sun and one in the shade.
B: I'd ¹²**far rather** / **rather far** sit in the sun, if that's OK, Jan.
- 2 Use the prompts to complete the answers.
- 1 A: How about a drink?
B: I / rather / have / something / eat.
2 A: Shall we stop now?
B: I / prefer / carry on / until / we / finish.
3 A: Do you have anything to say?
B: I / rather / not / make / comment / this moment.
4 A: Which car shall we buy?
B: I / go / first / one / we / saw.
5 A: So, Italy or Spain?
B: Where / you / rather / go?
6 A: When can you give us your answer?
B: I / prefer / wait / few / days.
- 3 Rewrite the sentences so they mean the same. Use the words in brackets. For some questions you will need to change the form of the word in brackets.
- 1 I don't want to talk about it right now. (prefer)
2 Would you like to stay in or go out on Saturday? (rather)
3 Hu Min likes walking more than running. (prefer)
4 We'd rather not miss our deadline. (prefer)
5 I'd prefer to avoid an argument with the manager. (rather)
6 Kanye doesn't like football as much as rugby. (prefer)
7 Most people like being early more than being late. (prefer)
8 We don't feel like queueing. (rather)
9 Do you want to go on your own to see Luke? (prefer)
10 Do they like going sightseeing more than relaxing on the beach? (rather)
11 They definitely enjoyed living in the country more. (prefer)
12 Sven likes being a student less than being a teacher (rather)

4A past plans and intentions

REFERENCE ◀ page 45

We use *was/were going to* to talk about a planned action in the past that didn't happen.
I was going to call you, but I was too busy.
They were going to visit the museum, but it was closed.

The negative is *wasn't/weren't going to*.
The negative is wasn't/weren't going to.

We can also use *planned to* and *hoped to* as alternatives. These have a similar meaning to *was going to*. We can use these in the past simple or past continuous.
I planned to visit last week, but I couldn't in the end.
I was planning to take you to the new café, but we didn't have time.
I hoped to finish my project yesterday, but something went wrong.
I was hoping to meet your father, but he wasn't there.

The negative of *planned to* is *wasn't planning to*.
I wasn't planning to go anywhere this summer. (But maybe this changed.)

We can use other verbs in the past continuous to describe past intentions:
I was expecting to go to Turkey that year.
They were waiting to finish university before they got married.

We can also use *meant to* to talk about a planned action in the past that didn't happen. We use it more in the simple than the continuous.
I meant to introduce you to Xavier, but he left early.
We meant to invite you, but we couldn't find your phone number.

The negative is *didn't mean to*. We usually use this to describe when someone does something by accident.
Sorry – I crashed the car! I didn't mean to!
She didn't mean to cause trouble. She was trying to help.

We use *intend to* to show a planned action in the past. This sounds more formal than *meant to*, *hoped to*, etc. We use it more in the simple than the continuous.
The doctor intended to see me last week, but he had to cancel.

We often use *intend* to focus on the reasons for an action.
He bought the ring because he intended to ask her to marry him.

The negative is *didn't intend*.
She didn't intend to do it. It was an accident.

We use *thought it would be* to talk about the reason for a planned action in the past.
I brought you because I thought it would be nice if you met my parents.

PRACTICE

- 1 Choose the correct options (a–c) to complete the sentences.
- 1 They didn't live a lie for so long.
a meant to **b** mean to **c** mean
2 He thought possible to deceive everyone with his scheme.
a there would be **b** it will be **c** it would be
3 He to become rich and famous, but it all went wrong.
a was planning **b** plans **c** was planned
4 They pretend to be other people.
a were going **b** were to be **c** were going to
5 I meet my deadline, but I couldn't cope.
a was expecting to **b** was expected **c** am expecting to
6 The manager offer me a permanent contract.
a was intend to **b** intended **c** intended to
7 We were get stuck in traffic again.
a hoping that not to **b** hoping not to **c** not hoping
8 She to be rude.
a intend not **b** wasn't intended **c** didn't intend
- 2 Complete the sentences using *was/were going to* and the verbs in the box.
- arrive make send tell visit walk watch wear
- 1 We a film about a hoax at the cinema, but there were no tickets left.
2 the truth about their scheme or carry on living a lie?
3 They up a ridiculous excuse, but in the end they came clean.
4 I my jeans, but my friend told me to dress formally.
5 or take a taxi home? I can give you a lift.
6 My mother me this weekend, but she was too busy to come.
7 I you the information by text, but it seems you already have it.
8 at the airport today? I think they'll be stuck. The airport's closed because of the bad weather!
- 3 Match the sentence beginnings (1–10) with the endings (a–j).
- 1 Sorry. I didn't mean to **a** to do after graduating?
2 We were going to **b** to university, but I changed my mind.
3 I was going to go **c** expecting to wait six hours at the airport.
4 We thought it **d** would be a good idea to buy tickets in advance.
5 I meant to call **e** to do your project with before it got cancelled?
6 She planned **f** do this afternoon?
7 They weren't **g** you before I left, but I didn't have time.
8 What did you intend **h** visit my friend, but she's ill.
9 What were you planning to **i** to become a doctor.
10 Who were you going **j** break your watch. It was an accident!

4B indirect and negative questions

REFERENCE ◀ page 47

Direct questions

To make direct questions we usually use the word order: (question word) + auxiliary verb + subject + main verb (infinitive).

question word	auxiliary verb	subject	main verb (infinitive) + phrase
What	do	you	know about the situation in ... ?
Where	does	he	work?
Where	should	we	put these bags?

Indirect questions

We use indirect questions to sound more polite (and less direct). After the opening phrase (*Could you tell me ... ? Can I ask you ... ? Do you know ... ?*) we use the affirmative form.

Direct: **Where do I have to go?**

Indirect: **Could you tell me where I have to go?**
NOT **Could you tell me where do I have to go?**

Negative questions

We can also use negative questions to sound polite. For negative questions we use the negative form instead of the affirmative form.

Wouldn't you like a drink/something to eat?

Don't you want to take your coat off?

Instead of:

Would you like a drink/something to eat?

Do you want to take your coat off?

We use negative questions when we want to check or confirm information (we think we know the answer). We can also use negative questions to show surprise.

Didn't she win an award? (I think she won an award, so I'm checking the information/confirming my belief.)

Isn't it time to go? (I think it's time to go, and I'm surprised that you are not ready yet.)

Did you see that documentary? (genuine question – I don't know the answer.)

Didn't you see that documentary? (I expected the answer to be yes, and by using a negative question I show my surprise that I now think you didn't.)

We can use negative questions to try to persuade people that our idea is the best.

Don't you think that we should take a taxi? (I think we should take a taxi.)

Wouldn't you say that this film is more interesting? (I think this film is more interesting.)

Negative questions can be confusing to answer. To help with this, we can answer a negative question with a short sentence instead of *yes/no*.

A: **Wouldn't you like a drink?**

B: **Thank you, that would be lovely.**

PRACTICE

1 Choose the correct options (a–c) to complete the questions.

- 1 Do you know who ?
a is the film-maker b the film-maker is c was the film-maker
- 2 a documentary recently about the Arctic?
a Didn't he make b Didn't he made c Did he made
- 3 that we should do something about the problem?
a You don't think b You would think c Don't you think
- 4 Can you tell me where a taxi rank?
a can I find b I can find c find
- 5 Do you know how expensive ?
a is it b is this c this is
- 6 watch it on Netflix recently?
a We didn't b Didn't we c We did

2 Rewrite the direct questions as indirect questions.

- 1 What time does it start? Can you tell me ?
- 2 Do you think it will make a difference? Don't ?
- 3 Would you say that this is his best film? Wouldn't ?
- 4 Have you ever seen one of these before? Can I ask if ?
- 5 What's the problem? Do you know ?
- 6 What do you think of the idea? Could you tell me ?

3 Choose the correct alternatives to complete the interview.

- A: Could you tell us what **'you thought / do you think** of the documentary *I am Belmaya*?
- B: Yes, of course. I thought it was brilliant, really powerful. It's a wonderful documentary about a young Nepali woman who dreams of being a film-maker.
- A: ²**It didn't / Didn't it** just win an award?
- B: That's right. It won several media awards.
- A: ³**Can I ask you / Can I tell you** what the story is about?
- B: It's the extraordinary story of a young Nepali woman, Belmaya, who wants to become a film-maker. However, living in poverty, she has a lot of struggles to overcome in order to achieve her dreams.
- A: Do you know how ⁴**she fell in love / did she fall in love** with film-making?
- B: Yes, she took a photography workshop when she was a young girl.
- A: ⁵**Wasn't / Didn't** she an orphan?
- B: Yes, she lost her parents and didn't get a very good education. Her camera was taken away from her and she lived in difficult circumstances.
- A: Later, ⁶**didn't / wasn't** she have a husband who also discouraged her from being a film-maker?
- B: That's right. But she was very determined and eventually succeeded. Now her film is winning awards.
- A: ⁷**Do you would / Wouldn't you** agree that we are seeing more and more documentaries like this being made by women?
- B: Absolutely. Films like *He named me Malala*, *I am Greta* and now *I am Belmaya* all show us how powerful young women in all parts of the world are taking control of their futures. It's inspirational.

4C How to ... talk about the news

REFERENCE ◀ page 51

We can use the following phrases to help us talk about a news story.

initiating a discussion about a news story

Have you heard about/seen ... ?
Did you hear the news about ... ?
Are you following the news/story about ... ?

describing/summarising the news story

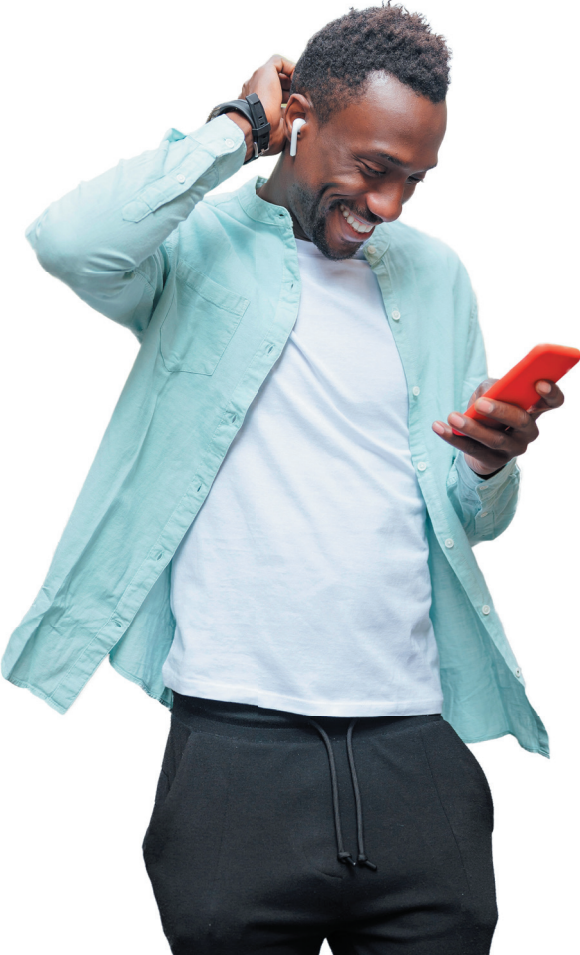
So, basically, what happened was ...
I can't remember the details, but, basically, ...
It seems/appears ...
Apparently, ...

commenting on the story

It's all over the news.
I saw it on the news/on TV.
It's on all the news channels.
It's received a lot of coverage.

responding to a news story

Really? I had no idea.
I can hardly believe it.
Oh no! That's (terrible/awful/unbelievable/really funny/sad, etc.).
That's a relief.
That sounds scary.



PRACTICE

1 Choose the correct words to complete the conversations.

- A: Did you hear the ¹**new / news** about the woman whose taxi driver drove her into a canal?
- B: No, what ²**happens / happened**?
- A: I saw it on the ³**news / coverage**. So, ⁴**awfully / basically**, what happened was she was in a taxi and the driver was following his sat-nav because he didn't know where to go. Luckily, he was driving really slowly, at about five miles an hour. And ⁵**apparently / seems**, he drove into the canal.
- B: Oh no! That sounds ⁶**scary / sad**. Were they OK?
- A: Yes, they both escaped unhurt.
- B: That's a ⁷**relief / shame**.
- A: But ⁸**it / that** seems that the taxi driver still tried to make her pay £30 for the journey.
- B: ⁹**Terrible / Really**? That's ridiculous.
- A: Are you ¹⁰**following / hearing** the news story about the couple who accidentally vandalised a \$400,000 painting in South Korea?
- B: No. What happened?
- A: It's on all the news ¹¹**coverage / channels**. Apparently, they saw the huge canvas covered with big swirls of paint and there were some pots of paint and brushes on the floor in front of the painting.
- B: Really? What happened?
- A: Well, I can't remember all the ¹²**details / news**, but ¹³**it seem / basically**, they thought that it was a 'participatory painting' where anybody can add some paint. So they picked up the brushes and started painting.
- B: ¹⁴**Really / Apparently**? How funny.
- A: I know. Basically, it ¹⁵**appears / seem** that the paint and the brushes were part of the original painting, and had been used by graffiti artist JonOne when he created the painting in front of a live audience.
- B: Oh no. I can hardly ¹⁶**believe / read** it.

2 Correct two mistakes in each conversation.

- 1 A: Have you listened the news about the student protest?
B: Yes, it's received a lot of cover.
- 2 A: Do you follow the story about the woman who disappeared?
B: Yes, it's all on the news.
- 3 A: So, basic, what happened was a cat got stuck on the roof of the office and firefighters had to rescue it.
B: Oh no! That's awfully!
- 4 A: I can't remember the detailed, but police have arrested lots of the protesters.
B: I know, I saw it on the new.
- 5 A: Apparent, the singer Katie has quit the band.
B: It's really? I had no idea.
- 6 A: It seem that a tiger escaped from the zoo and it has been seen walking around the streets.
B: That sound scary.

5A clauses of purpose: to, so as to, in order to/that, so that

REFERENCE ◀ page 57

Clauses of purpose with to infinitive

We use clauses of purpose to talk about our reason for doing something.
(I'm organising a party) (to celebrate my birthday.)
the action the purpose

We use *to* + infinitive and *in order to* + infinitive to introduce purpose clauses.
I'm going downstairs to lock up.
I often turn off my phone in order to avoid distractions.

We can also use *so as to* + infinitive. We often use this for more formal situations.
The police put up barriers so as to stop people entering the building.
Notice The subject of the main clause and the clause of purpose is always the same.

(She is studying English) (in order to get a better job).
She is studying and *she* wants to get a better job.

Clauses of purpose with that

We can use *so that* + subject + verb or *in order that* + subject + verb to talk about purpose.
We use these when the subject of the two clauses is the same or different.
I'd like to move closer to the stage so that I can hear better.
The school is changing the exam date in order that students have more time to prepare.

Remember: when the subject of the two clauses is different, we use *so that* or *in order that* but NOT *in order to*, *to* or *so as to*.
I'm going to send you all the information so that you can make a decision. NOT ~~...in order to make a decision~~

Clauses of purpose in the negative

We put *not* before *to* in negative clauses of purpose: *in order not to*, *so as not to*.
He set his alarm for 7 a.m. in order not to oversleep.
I check my 'to do' list every day so as not to forget anything.

We can use *not to*, but it is not common except as a contrast.
I eat a lot of vegetables, not to lose weight but to improve my health.

We use a normal negative after *so that* and *in order that*.
Let's check this very carefully so that we don't make a mistake.
The company gave us our money back in order that we wouldn't post a negative review.


Clause order

The clauses of purpose usually come after the main clause, but they can come first.
When they come first, they are followed by a comma.
In order to buy a car, I had to save up for a year.
So that the team could take a break, all matches in August were cancelled.

PRACTICE

- 1 Choose the correct words and phrases to complete the sentences.
- 1 Valeria had to stand on a chair **to / so that she** reach the shelf.
 - 2 In order **to / that** save money, we're giving up buying coffee from coffee shops.
 - 3 I put the cake in the oven on a low heat in order **not to / that it wouldn't** burn.
 - 4 You have to stick at things **in order to / so as** achieve your goals.
 - 5 Haruto will do almost anything **avoiding / to avoid** an argument.
 - 6 Dilara moved to Istanbul **so that / in order** Emre could see her more often.
 - 7 Repeat the vocabulary to yourselves in order **to not / not to** forget it.
 - 8 It is essential to practise regularly **not so as to / so as not to** fall behind.

- 2 Complete the email with one word in each gap.

Hi Mel, 

Great to hear all your news! You asked about Ladislav's wedding last week. Well, we had a great time. We'd bought our rail tickets six months in advance in ¹..... to get the lowest price and to be sure of getting a ticket on the train.

We took the night train in order ²..... Krystina (my new sister-in-law) could pick us up from Krakow station early the next morning. We also wanted to have a day in the city ³..... that Milan could visit an old friend. I managed to find some lovely plates and also bought a doll, ⁴..... to give as a present but ⁵..... keep for myself. In order ⁶..... to be late for the wedding the next day, we had an early night. We had breakfast at eight in the morning so that there was ⁷..... any chance of missing our taxi. And yes, the wedding was fabulous! Photos attached.

Love Katarina xxx

- 3 Rewrite the sentences using the words in brackets.
- 1 I need better light so that I can take a good photo. (to)
I need better light to take a good photo.
 - 2 Could you contact the marketing department to arrange a meeting? (in order)
 - 3 I always use this app in order not to get stuck in a traffic jam. (so that)
 - 4 Let's open the window so that we can let in some fresh air. (to)
 - 5 We often have to work late so that we don't fall behind schedule. (so as)
 - 6 I always take a hat with me so that I don't get cold. (in order)

5B comparative and superlative structures

REFERENCE ◀ page 61

Comparatives

We use comparative adjectives to compare nouns, and comparative adverbs to compare most verbs.
My new company is busier than my old one.
Could you speak more quietly, please?

We use a comparative adjective with verbs of the senses and feelings (e.g. *look, taste, smell, feel, sound, seem*).
It seems quieter here than I remember.

We often use (*not*) *as* + adjective/adverb + *as*
My chair isn't as comfortable as yours.
I don't speak Spanish as well as you do.

We use quantifiers (*a bit, a little, slightly, much, a lot*) with adjectives and adverbs to talk about how much difference there is.
This desk is slightly more expensive than that one, but it's much better.
Dimitris is writing a lot more confidently now than he used to.

Superlatives

We use superlative adjectives and adverbs to compare something with the rest of the group.
This is the least expensive way to send the package.
Mateo and Luciana have travelled the furthest to get here today.

We use quantifiers (*much, by far*) with superlative adjectives and adverbs to talk about how much difference there is.
Hyun Woo is by far the most talented young actor I've ever seen.
She talked much more clearly than I'd expected.

Emphasising

We can repeat a comparative adjective or adverb to emphasise change.
The situation is more and more dangerous every day.
As we left the city, Bianca drove faster and faster.

We use *than ever* with comparative adjectives and adverbs for emphasis.
The new series is better than ever.
Hillary is working harder than ever.

It means the same as *than before*, but gives more emphasis. We can also use *ever* or *ever before*.
We've had more forest fires this year than before/ever/ever before.

We also use *ever* with superlative adjectives. We don't use *before* with superlatives.
We've built a lot of hotels, but this is the tallest ever.

Other structures with comparatives and superlatives

We use parallel phrases with *the* + comparative adjective/adverb, *the* + comparative adjective/adverb.
The bigger the car, the more expensive it is, usually.
The more you practise, the better you'll become.
Notice The comparative begins each clause.
NOT you practise the more, you'll get the better.

We often use *one of, some of, among* with superlative adjectives.
This model is among our most expensive cars.

PRACTICE

- 1 Correct the sentences. Add a comparative or superlative form of the word in brackets. Some adjectives need to be changed to adverbs.
- 1 Rihanna is much ~~than~~ her sister. (shy) shyer
 - 2 I've been going to the gym every day and I feel a lot than I used to. (fit)
 - 3 Samuel is always losing his temper. He needs to become. (patient)
 - 4 We're going to be late. Can you drive? (fast)
 - 5 Mohammed is great! He's student I've ever taught. (enthusiastic)
 - 6 The price of petrol is slightly than it was last week. (cheap)
 - 7 The government will need to take the housing problem. (serious)
 - 8 In my opinion, this is Petrov's novel so far. (successful)

- 2 Correct the mistakes in the sentences. One sentence is correct.
- 1 Self-driven cars are becoming more more reliable.
 - 2 Natalie is one most intelligent people in the company.
 - 3 The customer service department wasn't helpful as I would expect.
 - 4 The calmer you are, the effective your complaint will be.
 - 5 My new computer is far the most powerful I've ever had.
 - 6 The more dramatic the opening of the film, the better.
 - 7 The new James Bond film is the exciting than ever.



5C How to ... summarise information from different sources

REFERENCE ◀ page 63

We use these phrases to summarise information from information that we read or hear.

saying where we got an idea from

From what X say(s), ...
From what everyone says, it's a very reliable company.

According to X, ...
According to the reviews, the film is the best ever in the series.
Notice that we use a comma after these phrases.

summing up ideas

Long story short, ...
Long story short, no-one seems to agree which is better value for money.

It's a matter/question of (whether / how much / when, etc.) ...
So, it's a matter of whether I want to wait a long time.

All in all, ...
All in all, there seem to be a lot of problems with that model.

Taking everything into account / If we take everything into account, ...
Taking everything into account, I've decided to stick with my current broadband supplier.

In the end, ...
In the end, I decided not to buy a new phone.

Notice We use a comma after these phrases.

focusing on a specific point

Just because something is (+ adjective), it doesn't mean (that) it is (+ adjective).
Well, just because something's expensive, it doesn't mean it's better.

It all comes down to (the price / the colour / whether / how much, etc. ...)
It all comes down to the colour.

Notice After question words we use normal sentence order, not a question form.
It all comes down to when it would arrive. NOT It all comes down to when would it arrive.
It's a question of how much it costs. NOT It's a question of how much does it cost.

focusing on a specific problem

The (only) thing is (that) ...
The thing is the watch isn't waterproof.
The only thing is that Piotr advised me not to choose a hybrid.

PRACTICE

1 Choose the correct words to complete the conversations. In two cases, both are possible.

Conversation 1
A: Have you decided on a hotel?
B: Well, taking ¹all / **everything** into account, I think the Sunshine is better.
A: Why's that?
B: From ²what do / **what** the reviews say, it's quiet, the pool is beautiful and the food's great, too.
A: What about the price?
B: It's a lot more reasonable than the other hotel. But ³simple / **just** because something's cheaper, it doesn't ⁴mean that / **mean** it's worse.
A: That's true. And ⁵in the end, / **it all comes down** you have to make a choice and see what it's like.
B: Yeah, basically.

Conversation 2
A: How was the trip?
B: Well, ⁶all in all / **long short story**, it was fine. ⁷Only a thing / **The only thing** is that there wasn't a sauna.
A: Seriously? Is that a real problem?
B: ⁸According to / **From what says** the hotel brochure, there was a sauna. But there wasn't.
A: So did you complain?
B: Well, I don't like to do that. ⁹It's a matter / **It's question** of how much time and energy I want to spend. ¹⁰Long story short / **In end**, everything else was fine. We enjoyed it.
A: ¹¹It all comes down to that / **It's a matter of that**, doesn't it? How much you enjoyed it.
B: Yes, and ¹²if you take / **taking** everything into account – the food, the atmosphere, the rooms – it really was OK.

2 Use the prompts to complete the conversation.
A: Shall / have / dinner / somewhere new tonight?
B: How about the Stagecoach Inn? According / the reviews, / food / be / superb.
A: But just / the reviews / be / positive, / it / not / mean / the restaurant / be / good.
B: you / heard / something / negative?
A: One / my colleagues / eat / there last week. From / she / say, / I / be / not so sure about it.
B: Why, / what / she / say?
A: Basically, / food / be / excellent. / only / thing / be / that / service / bit slow.
B: So, / be / question / whether / we / be / prepared / wait for a good meal.
A: All / all, / I / rather / stay / at home / and order / a takeaway.
B: Let / do / that.

5D causative have and get; reflexive pronouns

REFERENCE ◀ page 64

Causative have
We form the causative *have* with *have* + object + past participle.
I have my hair cut every six weeks.
Use the causative *have*:
• to say when you arrange for someone else to do something for you. You usually pay them for the service.
We're having our apartment painted at the moment. (Someone else is painting our apartment, not us.)
When did you have your bike repaired? (Someone else repaired the bike, not you.)

Be careful with the word order. The causative *have* is different from:
• the present perfect.
I have cut my hair. Do you like it? (I have done it (recently) myself.)
I have my hair cut every month. (Someone else does it every month.)
• the past perfect.
He had repaired his bike so it was safe to ride. (He did it himself.)
He had his bike repaired yesterday. (Someone else repaired it.)

Causative get
We use *get* + object + past participle:
• often in speaking more informally.
You need to get your eyesight checked.
• to emphasise that it is difficult to have something done.
I got my computer fixed, but it took a week to find someone.

We can also use *get* + *somebody* + *to* infinitive:
• when we ask somebody to do something and they do it.
I got a friend to take me to the airport.
I got my hairdresser to cut it shorter than usual.
• we use this both for unpaid or paid work.
We need to get someone to fix this gate.

Reflexive pronouns
We can use reflexive pronouns to emphasise that we have done something alone with no help.
Do you like this necklace? I made it myself.
Did you organise the wedding yourselves?

The reflexive pronouns are:

subject pronoun	reflexive pronoun
I, you	myself, yourself
he, she, it	himself, herself, itself
we, you, they	ourselves, yourselves, themselves

PRACTICE

1 Put the words in the correct order to make sentences. Use the causative *have* or *get*.
1 month / I / once / hair / cut / a / get / my .
2 repaired / do / your / Where / have / car / you ?
3 to / the / fixed / heating / We / winter / before / need / get .
4 on / new / house / the / put / having / a / We're / roof .
5 furniture / have / delivered / should / the / You .
6 having / her / Zara / photo / taken / hates .
7 you / tested / ever / had / Have / ears / your ?
8 get / needs / before / suit / his / dry-cleaned / tomorrow / to / Nicolás .

2 Complete the sentences with one word. Use the past participle or a reflexive pronoun.
1 Who painted their house?
a They painted it
b They got it by a local firm.
2 Your window needs to be fixed.
a I'm fixing it next Tuesday.
b I'm having it next Tuesday.
3 Your apartment looks really clean!
a We've just cleaned it
b We've just had it
4 Where did you get your nails done?
a I did them
b I got them at the nail counter in the shopping centre.
5 I've got a problem with my car. Is that new garage any good?
a No, you should try and repair it
b Yes, you should get it there.
6 Who's making Anya's wedding dress?
a She's making it
b She's having it in town

3 Correct the mistakes in the sentences. Two sentences are correct.
1 Sharon got myself to clean her car.
2 I'm going get a colleague to phone Head Office for me.
3 Could you get your lawyer to check this?
4 We'll get Mike make copies of the report.
5 You need to get to one of your parents to sign this.
6 You should have get a professional jeweller to fix your ring.
7 I'll get someone to come up and check your shower.
8 I can never get Patrizia tidy her room.

6A so and such

REFERENCE ◀ page 69

So and **such** have similar meanings. We can use *so* + *adjective/adverb* to show emphasis or strong feelings about something. Without *so* the sentence would still be complete.
That part of the city is beautiful. → **That part of the city is *so* beautiful!**
She played the guitar brilliantly. → **She played the guitar *so* brilliantly!**

We can also use *so* + adjective/adverb + *that* clause to describe something that leads to a result. In this use, without *so*, the sentence would not be complete.
It was *so* cold that we needed coats. NOT ~~It was cold that we needed coats.~~
The restaurant was *so* busy that we couldn't get a table. NOT ~~The restaurant was busy that we couldn't get a table.~~

We can use *such* + *a/an* (+ adjective) + singular noun to show emphasis or strong feelings about something. An adjective often comes before the noun. Without *such*, the sentence would still be complete.
We had *such* a nice day walking around the city.
The hotel was *such* a long way from the station.
It's *such* a wealthy area.
The house was *such* a mess!

We can use *such* + uncountable or plural nouns.
It's *such* bad weather.
The café serves *such* good coffee.
They're *such* friendly people.
We had *such* fun.

We can also use *such* + (*a/an*) + adjective + noun + *that* clause to describe something that leads to a result. In this use, without *such*, the sentence would not be complete.
They had *such* a good time that they went back the next day. NOT ~~They had a good time that they went back the next day.~~
It was *such* a boring job that she decided to change companies. NOT ~~It was a boring job that she decided to change companies.~~
I had *such* heavy bags that I couldn't walk very far. NOT ~~I had heavy bags that I couldn't walk very far.~~
He gave us *such* good advice that we had no problems at all. NOT ~~He gave us good advice that we had no problems at all.~~

In spoken and informal language we sometimes omit *that* from *so/such* sentences with a clause.
I was *so* tired (that) I fell asleep.
It was *such* a boring film (that) we left before the end.

PRACTICE

1 Match the sentence beginnings (1–8) with the endings (a–h). Add *so/such* to the sentences for emphasis.

- | | |
|------------------------------|---------------------------------------|
| 1 It's an exciting | a that I have to eat soon. |
| 2 I'm hungry | b was delicious. |
| 3 It was a terrible waste | c that he never wakes up on time. |
| 4 The food in the restaurant | d of time. |
| 5 The views were | e city to visit. |
| 6 He's a heavy sleeper | f you remember to take this with you. |
| 7 It's a peaceful place | g beautiful to look at. |
| 8 It's important that | h to go for a walk. |

2 Rewrite the sentences using the prompts in brackets.

- The music was too loud for us to chat. (*so / couldn't*)
The music was
- The hotel was a long way from the station, so we got a bus. (*such / decided*)
The hotel was
- The book was brilliant. I read it twice. (*such / that*)
It was
- The nightlife was very lively. We couldn't get to sleep. (*so / that*)
The nightlife was
- The market had a lot of different food from around the world. I couldn't decide what to eat. (*such / that*)
The market had
- The area by the river was very calm and peaceful. It didn't feel like you were in a city. (*so / that*)
The area by the river
- The murals are very colourful. I couldn't stop taking photos. (*so / that*)
The murals are
- I took too many photos. I'll have to delete some of them. (*so many / that*)
I took

3 Correct the mistakes in the sentences.

- He was angry so that he couldn't think properly.
- It was such good idea to visit the museum early in the morning.
- We waited so a long time for our meal to arrive.
- It was such generous offer that we couldn't refuse.
- They were such surprised to see us.
- The neighbourhood had so a friendly atmosphere.
- She was so that excited about visiting Rome she forgot to call home.
- It was such lively area that at night we didn't get much sleep.

6B be/get used to

REFERENCE ◀ page 72

We use *be used to* + noun/*-ing* to talk about something you are accustomed to doing. It is usual for you to do this.
I'm a pilot, so I'm *used to* flying.
The weather is hot, but we live in southern Spain, so we're *used to* it.
The negative is *be not used to*.
I'm *not used to* working at weekends.

We use *get used to* + noun/*-ing* to talk about something you become accustomed to. It is no longer unusual or strange.
At first I didn't like the food, but I soon *got used to* it.
I don't think I'll ever *get used to* their accent. It's difficult to understand.
The negative is *not get used to*.
We *never got used to* the pollution in the city.
Notice *be/get used to* are different from *used to*.

We use *used to* + infinitive to talk about a habit or state in the past, which is usually something you don't do now or is no longer the case.
We *used to* live on a boat. Now we live in a house.
I *didn't use to* like climbing. Now I love it.

PRACTICE

1 Choose the correct words to complete the conversations.

- A: You lived on a boat for years, didn't you?
B: Yes, it was hard to **get / be** used to staying in a house.
- A: I don't think the climbers are ready to go up the mountain.
B: I agree with you. They're still **used / getting used** to the altitude.
- A: You said that now you're back in England, you never go to cities.
B: That's right. After spending so much time in the desert, I **get / 'm** used to silence.
- A: How was the experience of living in Siberia?
B: It was tough. We **weren't / don't get** used to living in such a cold climate.
- A: Do the children find anything difficult about living in a new country?
B: The food here is very different, but they'll **get / be** used to it.
- A: Will it be challenging for you to do this trip alone?
B: I'm not worried about spending months on my own. I **used / 'm used** to being alone.
- A: What was the toughest thing for her when she moved to the UK from the US?
B: She had to **be / get** used to driving on the left.
- A: I like going on long walks.
B: Me too! When I was younger I **was used / used** to hike every day.
- A: Was it difficult for Jimmy in Switzerland?
B: Living in a mountain village was challenging, but eventually he **wasn't / got** used to it.
- A: Working under a manager is hard for her.
B: I know. She **isn't / doesn't get** used to being told what to do.

2 Complete the text with one word in each gap.



When I was a child, my parents used ¹..... take me on long car rides. I loved these journeys. I got ²..... to sitting in enclosed spaces and staring out of the window for hours on end. When I turned twenty, I went on a road trip across Europe. Travelling alone was challenging at first, but I soon ³..... used to it. Another thing I had to get ⁴..... to was not being able to speak the languages of the countries I visited. I ⁵..... used to having difficulties communicating, and it felt strange. What I loved was exploring unfamiliar places and waking up alone in a different hotel room every night. I also had no problem ⁶..... used to the food everywhere I went.

3 Read the situations and complete the sentences with *be/get used to*. Write three words in each gap.

- Your friend has just moved to a place where it rains all the time.
She'll need to **get used to** the rain.
- A friend moved to a small town. He'd lived in a big city all his life.
He wasn't in a small town.
- Your new home is different to your old one, but you're starting to feel more comfortable.
I'm it.
- You ate a huge plate of pasta. Now you're too full.
I'm not so much!
- Your friend left his job because he didn't like working at night.
He couldn't the schedule.
- You now have to work twelve hours a day. For you this is no problem. You did it before.
It's fine! I it!
- A friend did her first yoga class with you. She's worried it's too difficult to continue.
You'll be OK! You'll it!
- You went to a party and only slept for two hours last night. Your friend says you look exhausted.
You're right. I'm not for only two hours!

6C How to ... ask for and confirm information

REFERENCE ◀ page 75

confirming understanding or asking for clarification

So you're saying ...
So what you mean is ...
In other words, ...
If I've got this right, ...
So have I got this right, ...?
So let me (just) check ...
I don't get what you're saying.
If I've understood correctly, what you're saying is ...

asking someone to repeat a specific point

Can you (just) say that last bit again?
Could you (just) go through those options again please?
I didn't catch/understand what you said about ...
Can you (just) repeat the bit about ... ?

In a request, we often use the word *just* to sound more polite, or less direct. It is not essential and it doesn't change the meaning of the sentence.

Can I **just** ask you ...?
Could you **just** tell me ...?
Can you **just** say that last bit again, please?

PRACTICE

1 Complete the conversations with the words in the box.

catch check correctly get
options repeat right words

- 1 A: There are four different types of tickets you can get: a 24-hour pass, a family ticket, a hop-on, hop-off ticket or a seasonal ticket.
B: Sorry, could you just go through those again please?
- 2 A: It costs £20 and it's a four-hour non-stop tour.
B: I didn't what you said about the cost.
- 3 A: The guide is downloadable and comes in eleven different languages.
B: Can you just the bit about how many languages?
- 4 A: The tour starts at 20.00.
B: So, have I got this ? It leaves at 8 p.m.
- 5 A: You can't buy food or drink on the boat.
B: So in other, we have to bring our own food.
- 6 A: You can buy a ticket or just use your bank card, although you might be charged an extra fee for that.
B: I don't what you're saying about the extra fee.
- 7 A: The boat leaves promptly at 7 a.m., but you need to be here thirty minutes before.
B: So, if I've understood, we have to be here by 6.30 a.m.
- 8 A: There are no stops on the way.
B: So let me just, the tour is non-stop. Is that right?

7A reported speech

REFERENCE ◀ page 81

When we report what someone said earlier, we use a past reporting verb.

We also often make changes to the original sentence.

'I'm in a hurry.'
Feisal said that **he was in a hurry**.

Reporting verbs include *agreed, answered, complained, explained, promised, realised, replied, said, told*.

Tense and pronoun changes: revision

After a reporting verb, the original verb often moves one tense back into the past.

We change the personal pronouns and adjectives (e.g. *he, his, she, her*, etc.)

direct speech	reported speech
present simple 'I speak Spanish.'	past simple Heidi told me that she spoke Spanish.
present continuous 'I'm working from home.'	past continuous Bianca explained that she was working from home.
past simple and present perfect 'We went to the same school.' 'My new phone has just broken !'	past perfect Alan said that they had gone to the same school. Hakim complained that his new phone had just broken .
past continuous 'We were planning to go to Japan.'	past perfect continuous They said that they'd been planning to go to Japan.
will/would 'I'll call you back later.'	would You said you would call me back later.
can/could 'I can't help you.'	could Bao replied that he couldn't help me.

We can use *that* after the reporting verb or we can leave it out.

We agreed **that** the dinner had been terrible. OR We agreed the dinner had been terrible.

We don't need to change the verb form into the past when we are reporting something that is still true now, or was said recently. In this situation, we usually use the present form of a reporting verb.

'There are over 7,000 languages in the world.'
Our lecturer **tells us that there are over 7,000 languages in the world**.
'I'm on my way to meet you.'
Han **says he's on his way to meet us**.

Time phrases and place references

We usually change time phrases and place references in reported speech.

direct speech	reported speech
now	then/at that time
yesterday	the day before
two months ago	two months before
tomorrow	the next day/the following day
this afternoon	that afternoon
here	there

Reported questions

When we report *yes/no* questions, we add *if* or *whether* after reporting verbs/phrases like *ask*, and *want to know*. We keep the word order the same as for statements. We don't use the auxiliary verb *do/does/did*, and we don't use a question mark.

Do you speak English?
She asked me **if I spoke** English. NOT ~~She asked me did I speak~~ English?

PRACTICE

1 Complete the reported statements.

- 1 'I really appreciate good food.'
Gina told me that
- 2 'My mother has thrown out my favourite T-shirt!'
Ali complained that
- 3 'You can go to the zoo with me next weekend.'
Our cousin Tom promised us that
- 4 'I was pretending to be in a bad mood yesterday.'
Katy explained that
- 5 'We'd like to organise a goodbye party for Stefan this afternoon.'
We told our teacher that
- 6 'You're right. I'm not really enjoying my time here.'
Ariana agreed with me that

2 Write the conversation in reported speech. Use the reporting verbs in brackets.

- A: Have we met before? (ask)
B: I'm not sure. (reply)
A: Were you at Sam's party a few weeks ago? (want to know)
B: I don't know anyone called Sam. (tell)
A: Wait, I think I saw you on a bus last week. (say)
B: I never take the bus. (tell)
A: I know! We went to the same school ten years ago! (realise)
B: I still don't remember you. Sorry. (say)
I met my husband in the funniest way. It was about five years ago. He walked up to me in a café and asked me if ...

7B passives

REFERENCE ◀ page 85

We use the passive to focus on the person or thing which is affected by an action rather than the person or thing doing the action.

The app **has been downloaded** over a million times.
(The main focus is on the app. We are not interested in who downloaded it.)

We use the passive when the person or thing that does the action:

- is obvious.
Jude **was arrested** at the festival last week.
- is unknown.
The museum **was built** in the 1980s.
- isn't important.
The winner **will be announced** tomorrow.

In a passive sentence, we are usually not interested in who or what did the action. When it is important, we use *by*.
The play **was written by Shakespeare** in 1609.

We often use the passive in more formal situations, for example, in academic or scientific writing or in public information. It is also often used in news reports.
The liquid **was kept** at room temperature overnight.
Her name **has been linked** to the new film.

We make the passive with *be* + past participle.

tense	passive
present simple	English is spoken in most cities.
present continuous	I'm being helped by two assistants.
past simple	It was made over a thousand years ago.
future: <i>going to</i>	We're going to be met at the station.
future: <i>will</i>	The school will be completed next year.
present perfect	The Taj Mahal has been called the most beautiful building ever.

We often use *just*, *yet*, *still* and *already* with the present perfect passive.

Notice The position of these adverbs.
My train **has just been** cancelled.
The report **has already been** signed, but it **hasn't been sent yet**.
I **still haven't been** paid for last month's work.

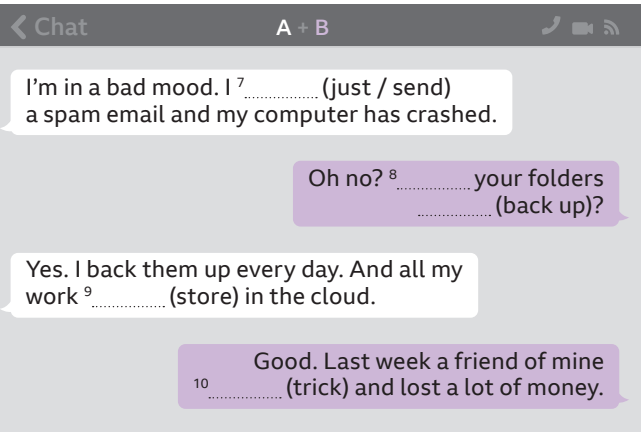
We can also use *get* + past participle informally when something is dramatic or unexpected. We often use it for negative situations.
I **got stopped** by the police last night! One of my lights **wasn't working**.

PRACTICE

- 1 Choose the correct words to complete the active or passive sentences.
- She **forwarded** / **was forwarded** / **has been forwarded** this email to me last night.
 - Nadya's wedding **will be held** / **is going to hold** / **will hold** next June in a hotel near us.
 - That desk **is using** / **is being used** / **has been used** at the moment.
 - The company **was organised** / **is organised** / **organises** conferences.
 - People **convinced** / **are convincing** / **are convinced** that the information is true.
 - A lot of work **was done** / **has done** / **has been done** since 2010 to develop a cure.
- 2 Choose the correct place (a or b) for the word in brackets. In two cases both are possible.
- Simon (a) has (b) been accepted for university. (just)
 - I (a) haven't been given (b) a definite answer about the job. (still)
 - Over a million pounds has (a) been spent by the local council (b). (already)
 - The perfect Bluetooth speaker hasn't been (a) designed (b). (yet)
 - Monica (a) hasn't been told (b) the truth. (still)
 - The book title has (a) been chosen (b). (already)

3A Complete the texts with the correct passive form of the words in brackets.

We take great care with the preparation of the vaccine. As part of the process, the water ¹..... (measure) exactly before it ²..... (add) to the mixture. The final liquid ³..... (test) regularly so as to check for any problems. A new formula ⁴..... (recently / discover) and tests ⁵..... (carry out) at the moment. The test results ⁶..... (publish) in a paper next year.



B Find a maximum of two places in the texts where it would be natural to use *get* instead of *be*. Why?

7C How to ... keep a conversation going

REFERENCE ◀ page 87

starting conversations and topics
We use these phrases for starting conversations or to introduce new topics in a conversation:

How do you know (name)?
Are you at all interested in (cooking)?
Can you recommend } a/any (good café/
Do you know } good restaurants)
near here?

That's such a great (T-shirt)!
Nice (ring)!

follow-up questions
We can use these follow-up questions to keep the conversation going:

How did you get into that?
What do you mean by ('researching new flavours')?
How does/did that make you feel?
Where did you get it?
Can you recommend a/any (good café/
good restaurants) near here?
What's it like?
What was she like?

short (two or three-word) follow-up questions

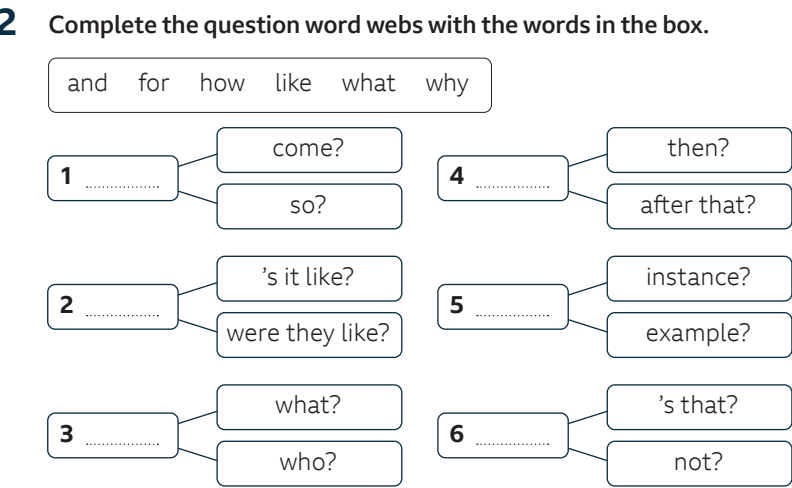
We use these short questions to ask for examples:
Such as?
For instance/example?
Like what/who?
We use these short questions to ask about reason or purpose:
Why's that?
Why not?
How come/so?
Because?

We use these short questions to ask what happened next:
And then?
And after that?

commenting and showing interest
We use these words and phrases to comment on what the other person is saying and to show interest.
Oh (yes).
Really?
Are you? Do you? Did you? Have you?
That sounds/Sounds (amazing/fantastic/
interesting/lovely/terrible/awful/wonderful)!

PRACTICE

- 1 Correct seven mistakes in the conversations.
- A: Hi, I'm Reggie.
B: I'm Amal. Nice to meet you.
A: How you know Philomena?
B: We worked together a few years ago.
A: You did really? Was it when she was working in London?
B: That's right. We were both starting out.
A: So you're a graphic designer, too.
B: I do user interface animation, actually.
A: Sounds are interesting. What exactly mean you by that?
B: Are you all at interested in graphic design?
A: Yes, very much so. I'm not just being polite.
B: OK, you know the animations you see when you're using a website? That's UI animation.
A: Fascinating. How did you get that into?
B: It was at college actually. Philomena and I both applied for the app design course. She got accepted, but I didn't.
A: How did that made you felt?
B: Terrible of course. But anyway there was only space on the animation course, so I took that. So what do you do?
A: I'm a ...



- 3 Complete the conversations with a question or comment from Ex 2. There may be more than one possibility for some answers.
- A: Nice scarf!
B: Thanks. I got it from that new market.
A: I haven't been there. ¹..... ?
B: It's OK. There are some really interesting shops.
A: ²..... ?
B: The food stalls are really good, but I didn't think much of the clothes stalls.
A: ³..... ?
B: The clothes were badly made. I bought a T-shirt, saw it was badly made and tried to take it back.
A: ⁴..... .
B: Well, they wouldn't take it back. But maybe they were right.
A: ⁵..... .
B: Because by then I'd worn it several times already.

7D avoiding repetition: so, to, not, be

REFERENCE ◀ page 88

When we want to avoid repetition, we can use a different word to take the place of other words or we can leave out words.

Auxiliary verbs

We use *do*, *does* or *did* to take the place of a verb in the present simple or past simple.
Q: I think you know John? **A: Yes, I do.** (Yes, I know John.)
Susan thinks Ben doesn't like jazz, but he does. (but he likes jazz)
I didn't see John, but Mary did. (but Mary saw him)

so and not

We use *think so*, *hope so* and *tell (someone) so* to avoid repetition. We use these phrases to give a positive answer.
A: Are you going to the party?
B: I think so. (I think that I'm going to the party.)
A: And is Elena going?
B: I hope so. (I hope that she's going.)
A: It's important for her to get out more.
B: Yes, I told her so. (I told her that it's important for her to get out more.)

We can also use *suppose so* and *guess so* when we give a positive answer but we don't really want to agree.
A: Can I borrow your phone?
B: I suppose so, but I'll need it back in half an hour. (I suppose that you can borrow my phone, but I'm not happy about it.)

For negatives we use *hope not*, *suppose not* and *guess not*.
A: Has Angus gone home?
B: I hope not. (I hope that he hasn't gone home.)
A: We're not going to catch the plane.
B: I guess not. (I guess we're not going to catch it.)

With *think*, we prefer to use *don't/doesn't think so*.
A: Did Elena finish the video?
B: I don't think so. (I don't think she finished it.)

Verbs with to

We often use *want to*, *would like to* and *try to* to avoid repetition, particularly of a verb.
A: Would you like to go out for a meal tonight?
B: Yes, I'd love to. (I'd love to go out for a meal tonight.)
My parents expected me to go to college, but I didn't want to. (I didn't want to go to college.)
A: You need to register online.
B: I've tried to, but the website keeps crashing. (I've tried to register.)

be

With *be*, we use *want to be*, *would like to be* and *try to be*.
A: Do you want to be a professional actor?
B: I'd like to be, but it's not easy. (I'd like to be a professional actor.)

Negatives

For negatives, we use *don't want to* and *try not to* or *don't want to be* and *try not to be*. *Wouldn't like to (be)* is less common.
A: Don't work too hard.
B: I'll try not to. (I'll try not to work too hard.)
A: Shall we invite Terry?
B: I don't really want to, but I suppose we must. (I don't really want to invite Terry.)
A: Sometimes you're too strict.
B: OK, in future I'll try not to be. (I'll try not to be too strict.)

PRACTICE

1 Complete the sentences with the words in the box.

be do does did so not to

- 1 I hardly ever go to the gym, but my wife She goes every day.
- 2 Megan promised that she'd send me a video of the wedding and she
- 3 A: Do you think it'll snow?
B: I really hope I have to drive a long way this evening.
- 4 I didn't take up running. I really wanted but I couldn't find the time.
- 5 A: Are you intending to buy that car?
B: I suppose even though it's very expensive.
- 6 A: You seem like someone who is calm in every situation.
B: Well, I'd like to, but I'm not.
- 7 If you see George before I, can you tell him I'm looking for him?

2 Change the conversations to avoid repetition. Use so, not, to and the auxiliary do.

A: Oh no, my computer! I've just lost four hours' work.
B: Did you back it up?
A: ¹I don't think I backed it up.
B: Stay calm.
A: ²I'm trying to stay calm!
B: I'm sure the file will be there somewhere.
A: ³I really hope the file will be there somewhere.
B: You'll have to get IT support.
A: ⁴Yes, I suppose I'll have to get them.

A: Is there a lesson next week?
B: ⁵I hope there isn't a lesson next week. I'll be on holiday.
A: Are you going to Scotland again?
B: No. ⁶Andy wanted to go to Scotland, but I said no.
A: Why not? I thought you liked it there?
B: ⁷I'd like to go somewhere different and I told him that I wanted to go somewhere different. So we're going to Spain.

8A third conditional and should have

REFERENCE ◀ page 94

Third conditional

We use the third conditional to talk about imaginary or hypothetical events in the past. These are unreal or impossible situations. We often use the third conditional to talk about regrets (things we'd like to be different about the past).

conditional clause	result clause
<i>If</i> + past perfect,	<i>would</i> + <i>have</i> + past participle

If I had woken up on time, I wouldn't have missed the bus. (It's impossible to change this because the situation has already happened.)
We would have left early if we'd known about the terrible traffic. (We didn't know about the traffic, so we didn't leave early.)

We can use *could have* + past participle or *might have* + past participle instead of *would have* to talk about alternative actions in the past. We use *could have* and *might have* when we are less certain of the result of something.
Maybe we could have won if we'd played better.
If I'd known she was at the party, I might have come.

should/shouldn't have

We use *should/shouldn't have* to talk about regrets (things we'd like to be different about the past).
I should have bought my ticket yesterday. Now there are none left.
I shouldn't have eaten so much. Now I feel ill.



PRACTICE

- 1 Choose the correct words to complete the sentences.
 - 1 You **had** / **would have** passed your exams if you'd studied more.
 - 2 If they **had listened** / **listened** to their parents, they wouldn't have got into trouble.
 - 3 He **had** / **would have** been a great player if he'd had more opportunities.
 - 4 If I'd known where you were, I **didn't be** / **wouldn't have been** worried!
 - 5 If you **had** / **would have** received the job offer, what would you have done?
 - 6 They wouldn't have **known** / **knew** if she hadn't told them.
 - 7 If you had eaten your breakfast, you **hadn't** / **wouldn't have** been hungry at 11.00.
 - 8 If I **hadn't lost** / **didn't lose** my keys, I would have been home earlier.
 - 9 She **might have** / **had** bought that car if she'd had enough money.
 - 10 If we'd known you needed help, we **could** / **could have** come earlier.
 - 11 If they hadn't been stuck in traffic, they **might have** / **had** arrived on time.
 - 12 We **would meet** / **could have met** for lunch if I'd known you were in town.
- 2 Write a sentence with *should have* or *shouldn't have* for each situation. Include the words in bold in your answer.
 - 1 You didn't listen to the **teacher's advice**.
You should have listened to the teacher's advice.
 - 2 Her ticket was expensive. She didn't buy **it online**.
 - 3 I'm tired. I went **to bed at 4.00 a.m.**
 - 4 She was thirsty. Next time she'll drink **more water**.
 - 5 I was late because of the traffic. It was a bad idea to leave **at 6 p.m.**
 - 6 They came at a bad time. They didn't speak **to us first**.
 - 7 You failed your exam. You needed to work **harder**.
 - 8 It was too expensive. Why did they pay **so much**?
- 3 Complete the texts with one word in each gap. Contractions count as one word.

I brought this beautiful book to the beach and it got completely ruined! I fell asleep and a big wave came and everything got wet. If I ¹..... been awake, I would have seen the wave coming. I ²..... have taken that book to the beach in the first place.

I owned dogs for years, but my last one was a nightmare. I got her from the dog shelter when she was four months old. If I'd got her earlier, she ³..... have been such a bad dog. But it's my fault. I ⁴..... have been stricter with her.

I had two avocado plants outside. I went away for a couple of weeks and they died. I shouldn't ⁵..... left them outside when the weather changed, but I didn't realise it would get so cold. If I'd known, I ⁶..... have brought them inside before I left.

8B *would*

REFERENCE ◀ page 96

would

We can use *would* to talk about past habits. We can also use the past simple.

My father **would** read to me every night. (habit)

My father **read** to me every night.

We don't use *would* to talk about past states.

As a child, I **was** very curious. NOT ~~As a child, I would be very curious.~~

used to

We can use *used to* when talking about past habits or states, which have often changed or are not true now. We can also use the past simple.

As a child, I **used to** love reading. (habit)

As a child, I **loved** reading.

When we lived in New Zealand, I **used to** feel so isolated from my family. (state)

When we lived in New Zealand, I **felt** so isolated from my family.

When we use an adverb of frequency (*often, always, sometimes, etc.*) with *used to* or *would*, the word order is different.

When we use *would* it goes *before* the adverb of frequency.

We would always see them in the afternoon.

We would often visit my grandparents during the holidays.

When we use *used to* it goes *after* the adverb of frequency.

We always used to see them in the afternoon.

We often used to visit my grandparents during the holidays.

PRACTICE

- 1 Complete the sentences with *would* or *used to* and the words in brackets. Where both are possible use *would*.

In the days before mobile phones ...



- ① We didn't have internet banking and apps on our phones – people (go) to the bank in person and queue to get hold of their money.
- ② We (always / get) really bored reading terrible magazines while waiting for the doctor or the dentist.
- ③ When you met someone for the first time, you (ask) for their phone number and write it on a piece of paper, which you quite often lost.
- ④ When we couldn't remember an important name or fact, we (normally / look) it up in a book.
- ⑤ It (be) really difficult to find someone if you arranged to meet them at a music concert or football match. Now, you just call and ask 'Where are you? Oh, there you are. I can see you waving.'
- ⑥ We (call) people and actually speak to them, instead of just sending messages.
- ⑦ We (keep) people's phone numbers written down in a little book. And we (remember) our own and other people's telephone numbers.
- ⑧ People (always / take) a physical map with them to walk around a new city.
- ⑨ We (look) in a newspaper to find out what time a TV programme started on the television.
- ⑩ People (use) an actual alarm clock to wake up in the morning.

- 2 Cross out the alternative which is NOT possible.

- 1 I **used to play** / **played** / **play** a lot of chess when I was younger.
- 2 When I was six, I **would take** / **used to take** / **take** the bus to school every day.
- 3 I **used to live** / **would live** / **lived** in New York.
- 4 When I was at university I always **used to study** / **studied** / **would study** at night.
- 5 As children we **would visit** / **used to visit** / **have visited** our grandparents once or twice a month.
- 6 As a child I **used to love** / **would love** / **loved** eating ice cream.
- 7 I **used to work** / **would work** / **worked** for a big company until I had children.
- 8 When he was a teenager, Frank **used to think** / **would think** / **thought** he would become a lawyer.

8C How to ... give a presentation

REFERENCE ◀ page 99

When we give a presentation, we can use these phrases to help organise our talk. These phrases help the listener(s) to follow the structure of the talk.

starting the presentation

Thanks for coming/joining me ...

Today I'm going to/I plan to talk about/speak about ...

I'm going to/intend to/plan to begin with (a short story/a few facts) ...

To begin with, (I'll describe ...)

Can I just get a show of hands for all the people here who ... ?

going through the main points

The first point I intend to/I plan to/I'm going to talk about is ...

This brings me to my/the first point.

Moving on to my/the next point, ...

Turning now to ...

As a final point, ...

I'd just like to add ...

finishing

I'd like to end with ...

To sum up, ...

Just to recap, ...

Does anyone have any comments or questions?

dealing with difficult questions

I'm not sure I can answer that now, but ...

I'll get back to you on that. / Let me get back to you on that.

That's (an interesting question/a good question/a tricky question) ...

What does everyone else think?

PRACTICE

- 1 Correct the mistakes in the sentences.

- 1 Thanks for join me at today's presentation.
- 2 Can I just get a show of hand?
- 3 Moving in to the next point, I want to discuss the results.
- 4 Turning now on the main problems, let's look at the causes.
- 5 To sum over, this project has been a success for three reasons.
- 6 I'd like for to end with a summary of the main points.
- 7 Let me to get back to you on that.
- 8 That's a question tricky.

- 2 Complete the presentation with one word in each gap.



FRANKENSTEIN FACTS!

Hi, everyone! Thanks ¹ coming. Today I intend to talk ² my favourite story, *Frankenstein*. Can I just get a ³ of hands for all the people here who have read it, or seen a film of the book? Almost everyone! There have been several misunderstandings about the book and its author and there are some facts that I think a lot of people don't know. I'll go through these one by one.

I'm going to begin ⁴ the story of how it was written. This first point isn't a misunderstanding, but it's a surprising fact. Mary Shelley, who was only eighteen, was at a party in Geneva, Switzerland, with her husband, the poet Percy Bysshe Shelley, when another poet, Lord Byron, suggested they have a competition to see who could write the best story. She wrote *Frankenstein* and won.

The next point I'm ⁵ to talk about is a common misunderstanding about the story. Lots of people think *Frankenstein* is the name of the monster, but it isn't. The monster doesn't have a name. Victor Frankenstein was the man who created the monster.

Moving ⁶ to my next point, the book was published when Mary Shelley was just twenty. Because her husband was a famous writer, for decades many people thought he'd written it, but they were wrong.

As ⁷ final point, I want to mention that the book has been popular for over 200 years, with dozens of films, books, comics, art and plays based on it.

Does ⁸ have any comments or questions? ... How many films have been made about the story? That's a good question. I'm not sure. I'd have to check. Let me ⁹ back to you on that.

I'd like ¹⁰ end with a fact you may not know. Mary Shelley didn't only write *Frankenstein*; she wrote other novels, as well as travel books.

