

1A describing past and present habits

REFERENCE ◀ page 10

used to/would

We use *used to* and *would* to talk about past habits. These are repeated past actions and events that took place in the past, but which don't happen now.

We used to meet up on Saturdays and cycle into town.

Joe would stop by on his way home from work.

We also use *used to* to talk about past states, but NOT *would*.

I used to have longer hair.

Notice that we use *get used to* to say that we are becoming familiar with something. We use *be used to* to say we are already familiar with something and it is no longer new to us.

I've got used to working the night shift.

I'm used to having just six hours' sleep a night.

will

We use *will* to describe present habits.

He'll get up early every morning and go for a run.

When we stress the word *will*, it expresses our annoyance with the habit. We can do the same with *would*.

She will go to bed late and then moan about being tired.

Past and present continuous

We can use the past and present continuous to talk about past and present habits. The meaning is usually one of annoyance. We often use these tenses with adverbs of frequency, e.g. *always, often, frequently, constantly*.

They were constantly competing against each other.

She's always calling me.

tend to/have a tendency to

We use *tend to* (+ infinitive) and *have/have got a tendency to* (+ infinitive) to describe present and past habits.

Jess tends to be quite quiet in the mornings.

He's got a tendency to stay out quite late in the evenings.

We had a tendency to fight about the silliest of things.

keep on/kept on

We use *keep (on)* (+ *-ing* form) to describe present habits and *kept (on)* (+ *-ing* form) to describe past habits. These forms often describe annoyance.

You keep on calling me by my sister's name!

We kept on making the same mistakes over and over again!

Other phrases

We use *be prone to* (+ *-ing* form) and *be inclined to* (+ infinitive) to describe likely negative past or present behaviour.

I was prone to accidents when I was a kid.

He's inclined to act now and think later.

We use *As a rule* or *Nine times out of ten* with the past or present simple to describe past or present typical behaviour.

As a rule, I don't socialise much during the week.

Nine times out of ten, we lost our matches.

PRACTICE

1 Complete the sentences with *would* where possible. Use *used to* if not.

- I have lots of friends but not these days.
- When I was young, my aunt bring me a gift every time she visited.
- I live in a flat up the road, but I moved here last year.
- Every day after school, my friends and I cycle to the park.
- Zach be a real party animal, but not now he's got kids.
- My friend Toluwani and I meet up once a week when we lived near each other.

2 Choose the correct words to complete the sentences. Which sentences express annoyance?

- When my parents were out, I 'd / 'll put on some music and dance around the house.
- Erik **will** / **would** stare at his phone instead of talking to me these days!
- At primary school, I 'd / 'll call my teacher 'mum' by mistake! Embarrassing!
- My friend Jen **will** / **would** often complain about her job when we're together.
- I 'd / 'll sometimes think of things to get from the supermarket but forget them again two minutes later.
- My parents **will** / **would** always come into my room without knocking and it drove me mad!

3 Use the prompts to write sentences using either the present continuous or the past continuous.

- Anna / always / forget / my birthday / these days
- One of my friends / always / get / into trouble / when / younger
- I / always / get told off / for talking / when / I / at school
- My little brother / always / steal / my stuff / when / we / kids
- I / always / leave / my phone / in strange places
- My friends and I / always / struggling / think of things to do

4 Match the sentence beginnings (1–6) with the endings (a–f).

- We're all prone
 - I'm inclined
 - I have a tendency to
 - Nine times out of ten,
 - Annoyingly, I keep on
 - My family and I tend not
- dropping my phone and breaking it.
 - to do my homework in the mornings.
 - bite my bottom lip when I'm stressed.
 - I sleep through my alarm.
 - to losing things in our house.
 - to speak much during the week.

1B reduced relative clauses

REFERENCE ◀ page 12

We can 'reduce' relative clauses by using present and past participles (participle clauses) instead of a relative pronoun and a full verb form.

The people living in the slums were offered new flats.
(The people **who were living** in the slums ...)

Some of the houses built near the river were prone to flooding.

(Some of the houses **which were built** near the river ...)

Present participles (-ing forms)

We use a present participle in the reduced relative clause when the verb in the original clause has an active meaning and the noun before the participle is the subject of the verb.

I recognised the man sitting in the café.

(... the man **who was sitting** in the café.)

The present participle can refer to the present, past or future.

There is plenty of information for people intending to buy one of the new flats.

(... for people **who are intending** ...)

People studying at university in the past didn't have to pay such high fees.

(People **who studied** ...)

Students taking their exams next year will notice some changes to the exam papers.

(Students **who will take** ...)

We can use the present participle for a state as well as an action.

People wanting to buy one of the new flats must pay a deposit in advance.

(People **who want** ...)

Past participles (-ed forms)

We use a past participle in the reduced relative clause when the verb in the original clause has a passive meaning and the noun before the participle is the object of the verb.

The buildings destroyed in the fire will be rebuilt.

(The buildings **which were destroyed** ...)

The past participle can refer to the present, past or future.

She lives in an apartment owned by her parents.

(... an apartment **which is owned** ...)

The programme, broadcast last week, showed the impact that climate change is having.

(The programme, **which was broadcast** last week, ...)

Any applications received after the deadline will not be considered.

(Any applications **which are received** ...)

PRACTICE

1 Choose the correct participle to complete the sentences with reduced relative clauses.

- They are creating a new area **designed** / **designing** to encourage people to socialise.
- The streets **led** / **leading** up to the square have lots of small shops and cafés.
- The materials **used** / **using** to build the new school are all environmentally friendly.
- People **employed** / **employing** by the company often live some distance away.
- Candidates **applied** / **applying** for the job must have suitable qualifications.
- The guests **stayed** / **staying** at the resort all made positive comments about the food.

2 Complete the sentences with the correct present or past participle form of the verbs in the box.

attract contact destroy live use work

- People in this style of office are usually more productive.
- It's a career which appeals to people by high salaries and lots of travel.
- Residents close to the factory often complain about the noise.
- Some of the buildings by the fire were over 200 years old.
- The witnesses by the police were all able to provide useful information.
- The app is perfect for people public transport in the city.

3 Complete the second sentence so it means the same as the first sentence. Use a reduced relative clause.

- There are plenty of active edges. These are designed to slow people down as they walk past.
There are plenty of slow people down as they walk past.
- People live in the slums. They suffer from mental and physical health problems.
People mental and physical health problems.
- Some of the rooms were modernised last year. We stayed in one of them.
We stayed in one of the last year.
- Some people want to buy their tickets in advance. They can do this online.
People in advance can do so online.
- A building company will restore the old theatre. They will try to keep its original features.
The building company to keep its original features.
- The local authority has proposed a new public space. It will include a fountain.
The new public space include a fountain.

1C How to ... talk about hypothetical preferences

REFERENCE ◀ page 15

We can use a range of different expressions to talk about things we would or wouldn't like to do.

Expressing a preference between two or more options

Given the choice, I'd ...

If it was up to me, I'd ...

I'd rather ...

I'd sooner ...

I'd go for ... (noun or -ing form)

Talking about things you are very keen to do

I'd jump at the chance to ...

I'd give my right arm for a chance to ...

Talking about things you aren't keen to do

I'd probably give ... (noun or -ing form) a miss.

I wouldn't choose to ...

Expressing a strong feeling of not wanting to do something

No way would I ever ...

I'd run a mile at the thought of ... (-ing form)

You wouldn't catch me ... (-ing form)

Nothing would make me ... (infinitive without to)

PRACTICE

1 Choose the correct phrases to complete the conversations.

- 1 A: Shall we cook something this evening or do you want to go out to eat?
B: **I'd sooner / I wouldn't choose to** eat out, to be honest. I don't really feel like cooking.
- 2 A: I've put my name down for an obstacle race in June. Do you fancy doing it with me?
B: You're joking! **Nothing would make me / I'd jump at the chance to** crawl through mud and climb over stupid obstacles!
- 3 A: We could watch a crime drama if you want. Or there are plenty of comedy shows.
B: **Given the choice, I'd / No way would I ever** watch the comedy. I could do with cheering up.
- 4 A: Have you heard? Jake's gone on a rock-climbing holiday.
B: I know, I can't believe it! **You wouldn't catch me / I'd go for** doing something dangerous like that!
- 5 A: I'm going to New York in the summer.
B: You're so lucky! **I'd run a mile at the thought of / I'd give my right arm for a chance to** go there!

2 Complete the sentences with the words in the box. There are two words you do not need.

arm catch choice make miss rather up way

- 1 I don't mind going to a karaoke bar to listen to the rest of you, but I'll probably give the singing a
- 2 If it was to me, I'd go to a live concert rather than watch one on TV.
- 3 No would I ever go swimming with sharks!
- 4 I'd give my right for a chance to play tennis at Wimbledon!
- 5 Given the, I'd go to India – it's such an interesting country.
- 6 You wouldn't me performing on a stage!

3 Rewrite the sentences using the words in brackets.

- 1 I hate the idea of climbing Mount Everest! (catch)
- 2 I would really love to go to Mexico. (jump)
- 3 I would prefer to stay in this evening. (up to)
- 4 I don't think I would choose the sightseeing tour. (miss)
- 5 I would love the chance to be in a reality TV show. (arm)
- 6 If I could choose, I'd buy a sports car. (choice)

2A cleft sentences

REFERENCE ◀ page 21

We use cleft sentences to emphasise particular information in a sentence. We use the cleft structure at the beginning of the sentence to emphasise the information that comes after it.

The players slow the game down to waste time. (a 'normal' sentence, with no added emphasis)

What the players do is slow the game down to waste time. (a cleft sentence, which emphasises the information after the cleft structure)

To make a cleft structure, we can use *What* + subject + verb + *be*.

They want to win the competition. → **What they want is to win the competition.**

We enjoy competing against other teams. → **What we enjoy is competing against other teams.**

We can use a cleft structure to emphasise the object of a verb.

He faked an injury. → **What he faked was an injury.**

I'll send you the link for the website. → **What I'll send you is the link for the website.**

They changed their kit. → **What they changed was their kit.**

If we want to emphasise the whole action (verb and object), we can add the correct form of the auxiliary verb *do*.

He faked an injury. → **What he did was fake an injury.**

I'll send you the link for the website. → **What I'll do is send you the link for the website.**

They changed their kit. → **What they did was change their kit.**

Notice that in structures with the auxiliary verb *do*, the auxiliary verb is in the same tense as the main verb in the normal sentence. The main verb in the cleft sentence is in the infinitive form.

She dived in the penalty area. → **What she did was dive in the penalty area.**

We'll watch them carefully to see if they are cheating. → **What we'll do is watch them carefully to see if they are cheating.**

When the main verb in the normal sentence is in a continuous form, the form of the auxiliary *do* and main verb in the cleft sentence become an *-ing* form.

They are playing for time. → **What they are doing is playing for time.**

She was pretending to be injured. → **What she was doing was pretending to be injured.**

We don't use *do* with verbs that describe feelings or states.

I love competitive games. → **What I love is competitive games.** (a feeling) NOT **What I do is love competitive games.**

She has a lot of talent. → **What she has is a lot of talent.** (a state) NOT **What she does is have a lot of talent.**

PRACTICE

1 Complete the cleft sentences by adding one word.

- 1 He enjoys playing football with his friends.
What he enjoys playing football with his friends.
- 2 They complained to the referee.
What they was complain to the referee.
- 3 He borrowed my phone.
What he was my phone.
- 4 He faked an injury.
What he did was an injury.
- 5 She pretends to be injured.
What she is pretend to be injured.
- 6 We noticed someone cheating.
What we noticed someone cheating.

2 Read the pairs of cleft sentences. What is emphasised in each one – the object of the verb (O) or the whole action (A)?

- 1 She broke her ankle.
a What she broke was her ankle.
b What she did was break her ankle.
- 2 They won the tennis tournament.
a What they won was the tennis tournament.
b What they did was win the tennis tournament.
- 3 I'll make a chocolate cake.
a What I'll do is make a chocolate cake.
b What I'll make is a chocolate cake.
- 4 He stole some jewellery.
a What he did was steal some jewellery.
b What he stole was some jewellery.

3 Complete the cleft sentences. Emphasise the bold part of the normal sentence.

- 1 He lied about **his qualifications**.
What his qualifications.
- 2 They **robbed** a supermarket.
What a supermarket.
- 3 She planted **an apple tree**.
What an apple tree.
- 4 They watched **a horror movie**.
What a horror movie.
- 5 She **threatened to tell the police**.
What the police.
- 6 I love **swimming in the sea**.
What in the sea.



2B ellipsis and substitution

REFERENCE ◀ page 24

Ellipsis

Ellipsis means omitting words. We often omit words, especially in informal English, because the listener or reader can still understand what we mean from context. We tend to omit subjects (sometimes with *a/an*), auxiliary verbs and modal verbs.

We identified a potential partner and (we) contacted them. (subject)

We've been researching and (we've been) developing this product for some time. (subject + auxiliary verb)

We should form an alliance and (we should) combine our resources. (subject + modal verb)

We sometimes omit verb phrases to avoid repeating them. When we do this, we include an auxiliary verb.

Not many people have one, but I do (have one).

We haven't got the technology, but they have (got the technology).

They were hoping to complete it by today, but they haven't (completed it).

Ellipsis is particularly common in conversational English, whether it's spoken or written (e.g. in social media messages).

(That's) Interesting!

(That's a) Good idea!

(It's) Nice to meet you.

(That's) Not true.

(That) Sounds good to me.

(Did you have a) Fun day?

(It's) Nice weather today.

Substitution

We sometimes replace a word or phrase with another word or phrase in order to avoid repetition. We tend to use *one, do/did, so, do so, not, the same* and determiners (e.g. *some, many*) for this.

I didn't have a job last year, but I've got one (a job) now.

My brother went into the car industry and so I did the same (went into the car industry).

There are a few people here but not many (people are here).

A: Do you think it'll happen?

B: I expect **so** (it will happen).

C: I hope **not** (it won't happen).

Notice that we use a form of *do + so* in place of a verb phrase we omit to avoid repetition. It means 'do it'. It tends to sound more formal.

We were asked to partner with the company and we did so (partnered with the company).

He says he'll leave, but we don't think he'll do so (leave).

PRACTICE

1 Decide which words have been omitted or substituted.

- Ready yet?
- Should we stay or go?
- I've never tried this product, but I'd like to do so.
- Do you like this brand or do you prefer that one?
- Sounds like a good plan.
- Sorry I'm late.
- A: Do you think it'll all go to plan?
B: I hope so!
- I didn't like it very much, but everyone else did.

2 Cross out the words you can omit from the sentences.

- We can give up or we can try once more.
- Did you have a good weekend?
- I called the company and I complained.
- They hadn't been here before yesterday, but I had been here before.
- We'll invite you to our house and we'll cook for you.
- Dani called and she said she'll be late.

3 Substitute the words in bold to avoid repetition.

- I don't have that exact jacket, but I have a similar **jacket**.
- We haven't achieved our goal yet, but we hope to **reach our goal** soon.
- It's predicted that it'll rain during the day, but I hope **it won't rain during the day**.
- I didn't send the gift. Melanie **sent the gift**.
- A: Do you think you'll be there tonight?
B: I expect **I'll be there tonight**.
- My brother climbed over the wall, so I **climbed over the wall**, too.



2C How to ... compare and evaluate ideas

REFERENCE ◀ page 27

We can use a number of different phrases to compare and evaluate. When comparing, we may want to describe a big difference, a small difference or no difference.

Comparing	Evaluating
A big difference Informal way/miles/loads more ... than ... Neutral much/a lot/far (more) ... than nowhere near as ... as nothing like as ... as Semi-formal/formal considerably/significantly/infinitely (more) ... than ...	Effective be valuable to (someone) be invaluable to/for (someone) be effective for (someone) be useful for (someone) be effective in (doing something) be useful in (doing something)
A small difference Neutral a little/slightly/a bit (more) ... than almost as ... as Semi-formal/formal marginally (more) ... than	Not effective be useless for (someone) be useless at (doing something) be a waste of time/energy (for someone) be ineffective for (someone) be ineffective in (doing something) be unhelpful for (someone)
No difference just as ... (as) every bit as ... (as) equally ... (as)	

Comparing

It's **much easier** to give a bonus **than** create a whole new pay system.
 A minimum salary scheme would take **way** longer to set up. I think option 1 is **marginally more** interesting than option 2.
 A four-day week is **infinitely** better than a five-day week.
 This computer seems to be **every bit as** useless as the last one!

Evaluating

The mentor programme is **invaluable for** people who need some support.
 It would be **effective in** helping junior members of staff. It'll be **useful in** making people feel appreciated.
 It's **a waste of time** and effort **for** the company.
 The scheme would be **ineffective in** achieving what it wants to achieve.

PRACTICE

1 Put the words into the correct order to complete the sentences.

- than / more effective / a free lunch / Being thanked / miles / is / by your boss
- equally / beneficial / is / as / working in an office / as / Working from home
- nowhere / as / Wearing a suit / comfortable / wearing jeans / near / as / is
- way / expensive / taking the bus / than / Driving to work / more / is
- waste / is / Going home for lunch / energy / a / of
- Non-financial incentives / every bit / important / as / are / financial incentives / as

2 Use the prompts to write sentences.

- Jobs with promotional opportunities / far / motivating / those without
- Great colleagues / just / important / a great salary
- Financial incentives / effective / rewarding hard work
- My bonus this year is / nowhere / much as my bonus last year
- Free childcare / useless / staff without children
- There are / loads / people in your department than mine
- My salary is / marginally / lower / your salary
- Free gym memberships / useful / sporty people

3 Complete the conversation with the phrases (a-f).

A: What do you think of the new pension scheme?
 B: It's ¹..... as the old one.
 A: I know. The company contributes ²..... it used to. A whole five percent! It'll be ³..... persuading people to save.
 B: I agree. But then again, our annual bonus has increased by a lot, so we'll be getting ⁴..... money at the end of the year, which is great.
 A: True. I guess when you look at it like that, overall we'll end up with only ⁵..... than we did before.
 B: Yes, we'll have ⁶..... much, but not quite.

- a loads more
- b nowhere near as good
- c useless at
- d almost as
- e far less than
- f marginally less

3A *as if/as though*

REFERENCE ◀ page 34

We use *as if* and *as though* after verbs such as *act, be, feel, look, seem, sound* and *taste* and to make a comparison and say how something appears, feels, seems, etc. They are followed by a clause. Although *as if* and *as though* have the same meaning, *as if* is more commonly used.

It's as though he's not really here.
You look as if you're really stressed.
I felt as if I hadn't eaten for a week!

We can use the simple present tense after *as if* or *as though*. This means that the comparison is real or probable.

She acts as if she is very important. (She probably is important.)

He talks as if he knows which way to go. (He probably does know which way to go.)

They behaved as though they like the hotel. (They do like the hotel.)

We can use the simple past tense after *as if* or *as though*. This means the comparison is unreal or improbable.

She acts as if she was/were* so important. (She is not important.)

He talks as if he knew which way to go. (He probably doesn't know which way to go, or we don't know whether he knows or not.)

They behaved as though they liked the hotel. (But they do not.)

*We can use *I/he/she/it* with *was* or *were* when describing something unreal or improbable. *Were* is more common in written English.

We can use the past perfect after *as if* or *as though* for comparisons in the past. This means the comparison is real or imaginary. The verb before *as if/as though* can be in the present simple or the past simple with no difference in meaning.

It sounds as though you'd really hurt yourself./It sounded as though you'd really hurt yourself. (You had hurt yourself.)

She talks about the competition as if she'd won./She talked about the competition as if she'd won. (She didn't win the competition.)

I feel as if I'd heard the story before./I felt as if I'd heard the story before. (I probably had heard the story before.)

It seems as if he'd had a shock./It seemed as if he'd had a shock. (He probably had had a shock.)

We might follow *as if* and *as though* with an infinitive or prepositional phrase.

Tom moved his lips slightly as if to smile.

I screamed as if in pain, but really I was just frustrated.

In informal communication, we sometimes use *like* instead of *as if/as though*. This is particularly common in British English.

You look like you've been swimming. Why are you wet?

They seem like they're a nice family.

PRACTICE

1 Choose the correct options to complete the sentences.

- Look at this mess! It looks as if nobody ever **cleans / will clean** in here.
- When I saw Jack yesterday, he looked as if he **is / was** really stressed.
- It seems as though nothing **opening / opens** before 8 a.m.
- You act as if you **'d been / were** in charge, but you aren't!
- It seemed as though everyone **already heard / had already heard** about the news except me.
- I felt as if I **'ve / 'd** been dragged through a hedge backwards!

2 Complete the sentences using the prompts in brackets.

-, doesn't he? (He / always / look / as if / he / be / down in the dumps)
- They seemed a lot of experience, but in fact they didn't. (though / have)
- When he turned away, (it appear / as if / he / not hear / me)
- with her sister at the moment. (She / feel / as if / something / be / not right)
- It looked a hundred times before. (if / he / make / the cake)
-, but there's a big problem. (Right now / you / act / as though / nothing / be / wrong)

3 Complete the second sentence with *as if/as though* so it means the same as the first sentence.

- It looked cold outside. It wasn't.
It looked outside, but it wasn't.
- He looked at me. He hadn't noticed me before.
He looked at me for the first time.
- She looks worried. Maybe she's worried about the exam.
She looks about the exam.
- They spoke like experts on the subject. They weren't.
They talked on the subject.
- We felt that we weren't seeing this film for the first time.
It felt this film before.

3B *no matter*

REFERENCE ◀ page 37

We use *no matter* + a relative pronoun + clause to say that something is true whatever the situation is. It means the same as *It doesn't matter*, but it gives more emphasis to the idea that the information is true.

It doesn't matter when we leave. It'll be fine.

No matter when we leave, it'll be fine.

We use relative pronouns *who, whose, what, which, where, when, why* and *how*.

No matter whose pen I steal, I quickly lose it again!

No matter what time it is, we'll eat something when we arrive.

No matter how tired I am, I always manage to do some exercise after work.

We use a present tense after *no matter* whether it refers to general habits or the future. When it refers to the future, the other clause will use a future form.

No matter where you live, I come and visit you. (general habit)

No matter where you live, I'll come and visit you. (future promise)

Notice that when we use *no matter*, it has two clauses. The clauses can be reversed. When we use *it doesn't matter*, we use one clause.

No matter which dessert you pick, I'll want some!

I'll want some of your dessert, no matter which one you pick!

It doesn't matter which dessert you pick. I'll want some!

We can also use *no matter* with *that* to say something is not important and won't affect a situation.

No matter that you can't come tomorrow. I'll see you next week.

No matter that we've got no food in the house. We'll order a takeaway.

We sometimes use *no matter what* at the end of a sentence.

I'll always support you, no matter what.

I will definitely leave work by 6 p.m. and meet you tonight, no matter what.

PRACTICE

1 Put the words in the correct order to complete the sentences.

- where / I am / No matter / stay / in the world, / in touch / we'll
- you are, / still be / No matter / you can / how old / adventurous
- times / forgot / she still / how many / reminded her, / No matter / I
- learn from / how / We can / mistakes, / small / no matter / all
- the washing-up / how / I'll do / I am, / No matter / tired
- no matter / drive me / They / they do / up the wall, / what
- I expect / team / No matter / we'll win / we play, / which
- to go inside / you chose / I refuse / No matter / this restaurant, / why

2 Complete the sentences with the correct form of the verbs in brackets.

- No matter who he (ask), no one seems to know the answer.
- No matter how I (feel) later, I (give) you a call.
- I promise that we (not / give up), no matter how difficult it (get).
- I (buy) this dress, no matter how much it (cost).
- No matter how often we (tidy) this room, it (be) messy again in just a few minutes.
- Becky (do) the wrong thing yesterday, no matter what her intention (be).
- No matter how late you (get) home, I (make) dinner for you.
- No matter what the weather (be) like, I (go) for a walk every day.

3 Complete the second sentence so it has a similar meaning to the first.

- He calls me by the wrong name, but I know who he means.
No matter by the wrong name, I know who he means.
- Rafael will help tonight, even if he's really tired.
Rafael will help tonight, no matter how
- We try hard, but our team never wins.
No matter, our team never wins.
- I love a good story. The genre doesn't matter to me.
I love a good story, no matter
- I'll always cycle everywhere, even when I'm old.
No matter
- I try hard to remember people's names. I always forget their names.
....., no matter



3C How to ... engage with other people's views

REFERENCE ◀ page 39

Engaging with someone else's view

During a discussion, we often disagree with other people's views. It is still important to engage with their views to show that we are listening to their ideas, even though we may not agree.

That's a (very) good point.

That makes sense.

I can see where you're coming from.

I can see the logic in that.

I can see why you're suggesting ...

That's quite a neat idea.

That's a really good/neat idea.

Making a countersuggestion

When we have engaged with the other person's view, we often go on to express our own opinion, for example by making a countersuggestion.

On the other hand, ...

But on a practical level, ...

It might be more effective to ...

One disadvantage of that would be ...

Alternatively, what about ... ?

Engaging and making a countersuggestion

A: Personally, I think we should hand out big fines to people who drop litter.

B: **I can see where you're coming from, but on a practical level, it might be difficult to force people to pay.**

A: I think we should put up our prices.

B: **I can see the logic in that, but one disadvantage of that would be** that we may lose some of our customers.



PRACTICE

1 Match the opinions (1–5) with the responses (a–e).

- 1 I think we should add tips to the bill automatically, so people can't avoid giving one.
- 2 I think the library should definitely fine people who return books late.
- 3 If we want to discourage car use, we could offer incentives like free coffee to students to come to college by public transport.
- 4 Why don't we offer free meals to kids, as a way of encouraging families into the restaurant?
- 5 I think if we see people dropping litter on the beach, we should ban them from going there.

- a I can see where you're coming from. But it might be more effective to offer an incentive if they return them on time.
- b I can see why you're suggesting that. On the other hand, customers might resent being forced to be generous.
- c I can see the logic in that. But on a practical level, it would be quite hard to catch people in the act.
- d That's quite a neat idea. Alternatively, we could simply close the car parks, which would force them to find other forms of transport.
- e That's a really good idea. But one disadvantage of that would be that not charging them would clearly be expensive for us.

2 Complete the conversations with one word in each gap.

- 1 A: I think we should ban phones in all school classes. They're just a distraction!
B: I can see where you're from. But on a level, it would be quite hard to stop kids smuggling their phones in.
- 2 A: I suggest we reduce the price of healthy meals in the cafeteria, to encourage people to eat them.
B: I can see the in that. But one of that would be that it would reduce our profits.
- 3 A: We could simply ban all dogs from the park. That would solve the problem.
B: I can see why you're that. On the other, some people need their dogs, for example if they have a disability.
- 4 A: Why don't we all sit down together once a month and work out which bills are due and how much we each need to pay?
B: That makes , , what about paying a fixed amount of money each month into an account? Then one person could just pay the bills as they come in.

3 Work in pairs. Engage with the opinions and make a countersuggestion.

- 1 We should stop using any plastic in the cafeteria.
- 2 I think all cars should be banned from the city centre.
- 3 Students who hand work in late should have marks taken off.
- 4 Supermarkets shouldn't be allowed to sell unhealthy snacks.
- 5 People who behave in an aggressive way online should be banned from the internet.
- 6 Drivers who break the speed limit should have their licence taken away.

4A uses of should

REFERENCE ◀ page 44

We use *should* in a variety of ways. There are different forms.

	Active	Passive
Present/Future	<i>should(n't) + infinitive without to</i>	<i>should(n't) be + past participle</i>
At this time	<i>should(n't) be + -ing form</i>	–
Past	<i>should(n't) have + past participle</i>	<i>should(n't) have been + past participle</i>

We use *should* to give advice and suggestions.

You should take a photo of us all.

They shouldn't take photos in here.

We use *should* to say what is ideal or desired, or to express obligation. Notice that sometimes 'they' is the subject. 'They' often refers to 'people in charge'.

They should give us a day off.

You should put your seat belt on.

We use *should + infinitive without to* to talk about likelihood/possibility.

I've changed the settings. It should work better now.

We should see you all later.

We use *should have + past participle* to talk about regrets.

I shouldn't have said that.

We should have done more to help.

We use *shouldn't* to criticise.

She shouldn't be working so hard.

You shouldn't have put that photo online.

In formal contexts, we can use *should* after *if* in conditional sentences to talk about possible and hypothetical (unlikely) situations in the present or future, i.e. in first and second conditional sentences.

If someone should see me take a photograph here, I could be in trouble.

If is sometimes omitted in conditional sentences, and *should* is inverted, i.e. *Should + subject + infinitive without to*. This is very formal in tone.

If you need further information, call this number. →

Should you need further information, call this number.

If you take a photo in here, you'll be arrested. → Should you take a photo in here, you'll be arrested.

PRACTICE

1 Match the first lines (1–6) to the second lines (a–f).

- 1 You should have tried harder.
- 2 The rain should clear up later.
- 3 If the team should lose, they would not continue in the tournament.
- 4 I shouldn't have sent Donal that message.
- 5 You should all get outside for some fresh air.
- 6 They should provide free lunches for us.

- a I really regret it now.
- b That's my advice for you anyway.
- c Sorry to criticise, but it's how I feel.
- d It would be impossible.
- e That would be ideal for everyone.
- f That's what's predicted.

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 We shouldn't (talk) about this right now.
- 2 We should (leave) home earlier this morning. We're going to be late.
- 3 You should (see) the look on your face. It's so funny!
- 4 The plane should (take off) around now.
- 5 This awful photo of me should never (share) with anyone now or in the future!
- 6 Should you (experience) any problems, please contact us immediately.
- 7 We should (give) a pay rise last month, but weren't.
- 8 If our situation should (improve), we shall amend our plans.

3 Complete the second sentence so it means the same as the first. Use *should* or *shouldn't*.

- 1 We're watching a film instead of studying. It's not ideal.
We instead of watching a film.
- 2 You sometimes ride your bike without a helmet.
You when you ride your bike.
- 3 It's possible that you will have doubts. In this situation, contact us.
If you, please contact us.
- 4 We were given a really hard essay to write.
We such a hard essay to write.
- 5 The decision was made too fast.
The decision so fast.
- 6 If the door is locked, guests must call reception.
....., guests must call reception.

4B the continuous aspect

REFERENCE ◀ page 48

There are three aspects of verb forms: simple, perfect and continuous.

The simple aspect in the past emphasises that an action is complete, e.g. **We visited** Dublin last week.

The perfect aspect in the past emphasises that an action is completed before another action, e.g. **Tom had already left**.

The continuous aspect focuses on the action and its duration, rather than the completion of the action and its result.

We can use the continuous aspect to talk about actions in the past, present and future. All the continuous forms use the appropriate form of *be* and the *-ing* form of the verb.

Verb form	Examples
Present continuous	I'm working at the moment. Where are you living now?
Past continuous	It was raining hard. What were they doing ?
Present perfect continuous	He's been sitting there all afternoon. Have you been waiting long?
Past perfect continuous	I could see that she had been crying . We hadn't been expecting any visitors.
Future continuous	I'll be seeing Jack tomorrow. Where will you be staying ?
Future perfect continuous	By next month, I'll have been working here for three years.
Continuous infinitive	My phone seems to be working now.

We can use the continuous aspect to talk about:

- actions in progress at a particular time.
She's working at the moment.
He was watching TV when we arrived.
- temporary situations.
I'm staying with friends at the moment.
We were living in Rome at that time.
- situations that are changing.
My French is getting better.
The weather was getting colder.
- actions that continue over a period of time.
I've been studying all afternoon.

In contrast to the continuous aspect, we use the simple tenses to talk about facts, permanent situations, finished actions and habits.

I visited my brother in New York last year. **He works** for a bank and **goes** to the gym every day.

Remember that some verbs are state verbs and we don't use them in continuous forms.

I don't understand what you're saying.
I've always loved this restaurant!

PRACTICE

- 1 Choose the correct verb forms to complete the text. Sometimes both are possible.

Green branding

Not all towns and cities ¹have / are having beautiful buildings or historic monuments to help them create a powerful brand. However, in recent years, interest ²has grown / has been growing in branding cities as sustainable or green. Nowadays, people ³become / are becoming more and more committed to the idea of fighting climate change, so an increasing number of cities ⁴begin / are beginning to sell themselves as environmentally friendly. Twenty years ago, Hamburg, in northern Germany, ⁵had / was having a reputation as an industrial centre. Pollution in the city ⁶was increasing / increased at this time and the local authorities realised that they ⁷had been focusing / had focused too much on jobs and industry and not enough on the environment. The local government ⁸introduced / was introducing a series of green initiatives to focus on making the city greener and their initiatives ⁹have transformed / have been transforming the city into one of the greenest cities in Germany. A green roofs policy was introduced in 2015, which means that soon some of the early roofs ¹⁰will have been growing / will have grown for ten years, keeping the air clean and reducing pollution. Waste heat from copper production is now being used to supply energy for the city and it is hoped that in the future such schemes ¹¹will be providing / will provide even more of the city's energy needs.



- 2 Complete the questions with the correct continuous form of the verbs in brackets.

- Where do you think you (work) in five years' time?
- Do you like the place where you live? How long (you / live) there?
- What (you / do) last Saturday at midday?
- What book (you / read) at the moment?
- By next summer, how long (you / learn) English?

- 3 Work in pairs. Ask and answer the questions in Ex 2.

4C How to ... steer a conversation towards a topic

REFERENCE ◀ page 50

Giving yourself time to think

During an interview, we may be asked a difficult question that we don't really want to answer because the answer might not give a good impression. We can use a phrase to give us time to think of what we can say.

That's a good question.

That's an interesting question.

I've thought about this quite a lot.

This is something I feel quite strongly about.

That's quite a broad topic.

Steering the conversation

Instead of answering the difficult question directly, we can change direction in the interview and steer the conversation to a topic which we want to talk about because it gives a good impression of us.

The most important point here is ...

What I can say is ...

Perhaps I could just talk about ...

Can I just say that ... ?

Maybe I can give you an example of ...

Giving yourself time to think and steering the conversation

We can use these two groups of phrases individually or we can use them together, giving ourselves time to think first and then changing direction and steering the conversation.

A: What qualities are important when you have to deal with an emergency situation?

B: **That's an interesting question. Maybe I can give you an example of** a time when I was in an emergency situation. It happened about six months ago and ...

A: Do you find it difficult to accept negative feedback?

B: **That's quite a broad topic. Perhaps I could just talk about** my last job and the kinds of feedback I had from my manager. In general, the feedback was very positive, but on a few occasions, ...

PRACTICE

- 1 Complete the conversations with one word in each gap.

- A: How important do you think ongoing training is in a job?
B: This is something I feel quite about. The most important here is that I'm always looking for opportunities to improve my skills and learn new ones, so that I can perform well at work.
- A: Do you think you have the qualities you need to be a travel representative?
B: I've about this quite a lot. What I say is that I've always been praised for my people skills and my colleagues have always found me very easy to work with.
- A: How important was good communication in your last job?
B: That's quite a(n) topic. Perhaps I could talk about one particular incident where communication was especially important and I was able to demonstrate my good communication skills.
- A: What's the best way to deal with a conflict situation?
B: That's a(n) question. Maybe I can just give you a(n) of a time when a conflict arose and I managed to deal with it successfully.

- 2 Work in pairs. Take turns to ask and answer the questions (1–4). When you answer, give yourself time to think, then steer the conversation to focus on the information in brackets.

- A: How important is it to keep learning new skills in a job?
B: (Focus on a particular skill you learnt during your last job.)
- A: What qualities do you think you need to be a successful team worker?
B: (Focus on a time when you worked successfully in a team.)
- A: You don't have any formal management qualifications. Do you think this will be an issue for you?
B: (Focus on an example of when you were in charge at work.)
- A: What's the best way to deal with customers who are dissatisfied?
B: (Focus on a situation in which you successfully dealt with someone who was angry.)



5A mixed conditionals

REFERENCE ◀ page 58

We use a mixed conditional when we want to talk about a hypothetical (imaginary) situation in the past and a hypothetical present result of that situation.

If we'd chosen to travel by train rather than by car, we'd be there by now.

You wouldn't feel so sick if you hadn't decided to eat all that cheese.

The verb in the *if* clause is in the past perfect form (as it would be in a third conditional) and *would(n't)/might (not)/may (not) + infinitive* without *to* or *be + -ing* form features in the other clause (as it would in the second conditional).

If I'd gone to university, my life might be very different to now.

Deli would still not be talking to me if I hadn't apologised.

Rather than a present result, the result might be in the future. Here, we might use *would(n't) be + -ing* form.

If you hadn't told me about the concert, I wouldn't be going.

Penny would be starting her new job on Monday if she hadn't rejected the offer.

We can also use a mixed conditional when we want to talk about the hypothetical past result of a hypothetical present situation or state.

If I weren't so afraid of planes, I'd have flown with you to Brazil.

If flats weren't so expensive to buy around here, we'd have bought something ages ago.

The verb in the *if* clause is in the past simple form (as it would be in a second conditional) and *would(n't)/might (not)/may (not) have + past participle* features in the other clause (as it would in the third conditional).

If I weren't so indecisive, this whole situation would have ended weeks ago.

I wouldn't have called you if it wasn't so important.

PRACTICE

1 Match the sentence beginnings (1–6) with the endings (a–f) to form mixed conditionals.

- 1 If you weren't my best friend,
- 2 You might not be so tired if
- 3 If I didn't love food so much,
- 4 If she'd explained it more clearly,
- 5 She'd be eating with us now if
- 6 I wouldn't be where I am today if

- a I would have only had a starter.
- b I'd understand what to do better.
- c I would've been offended by your comment!
- d I hadn't worked really hard.
- e you hadn't stayed up watching films all night.
- f her train hadn't been delayed.

2 Complete the sentences with the correct form of the verbs in brackets to make mixed conditional sentences.

- 1 If I hadn't had a pay rise, I (not / be) able to afford this holiday.
- 2 If Matt (spend) less time on social media every day, he'd have found a job by now.
- 3 You (not / fall) over this morning if you didn't look at your phone all the time!
- 4 You wouldn't need me to pay for lunch if you (not / buy) me flowers earlier.
- 5 If I hadn't used all my holiday up, I (go) with you to Portugal next week.
- 6 I'd have told you if you (can / keep) a secret, but you can't!

3 Rewrite the sentences as one sentence, using mixed conditionals.

- 1 You're so stubborn. We didn't come to an agreement for a long time.
If to an agreement ages ago.
- 2 I didn't listen to your advice. I regret my decision.
If my decision.
- 3 I didn't charge my phone battery. I've got no battery left.
If some battery left.
- 4 I get seasick. I didn't go on a cruise with my friend last year.
If on a cruise with my friend last year.
- 5 I'm not good with my hands. I didn't make you a gift.
If you a gift myself.
- 6 I got up early. I'm tired now.
If tired now.
- 7 I didn't study medicine. I'm not a doctor.
If a doctor right now.
- 8 I didn't know you were such a good cook. I'm cooking dinner right now.
If I dinner right now.

5B the perfect aspect

REFERENCE ◀ page 61

The perfect aspect looks back from one time to another and emphasises that an action is completed before another time. In some cases, the exact time may be unimportant/unknown. Sometimes the action is incomplete, started in the past and is still relevant now.

Verb form	Active	Passive
Present perfect	The animals have learnt to change their behaviour.	The project has been praised by environmentalists.
Past perfect	She had studied the animals for years before the trip.	In the past, a lot of animals had been killed by poachers.
Future perfect	By next year, they will have trained the animals to behave in a different way.	If we don't act now, the ecosystem will have been destroyed by 2050.
Perfect infinitive	The project didn't appear to have caused any problems.	The cameras seemed to have been accepted by the animals.

Present perfect

We use the present perfect for an action that was completed in the past when we don't know or don't say exactly when. We often use it to talk about our experiences.

I've seen gorillas in the wild. I haven't been to New York.

Compare this to the past simple, where we usually state the time the action took place.

I saw gorillas in the wild last year.

We also use the present perfect with *for* or *since* for an action that started in the past and still continues, or has a present result.

I've lived here for two years. (I still live here.)

I've known Ali since we were at school. (I still know him.)

Bats have been protected for many years. (They still are.)

I can't play tennis because I've hurt my arm. (a past action with a consequence in the present)

Past perfect

We use the past perfect to look back from a time in the past to a time before that.

I couldn't call you because my phone had been stolen.

Future perfect

We use the future perfect to look back from a time in the future to a time before that.

In ten years' time, we will have saved these animals.

In six months, we hope the animals will have been trained.

Perfect infinitive

We use the perfect infinitive after verbs like *seem* and *appear* and modals like *need* and *ought* to look back to a previous period.

He appeared to have forgotten us.

Some of the elephants seem to have been killed.

PRACTICE

1 Choose the correct words to complete the sentences.

- 1 How many animals have **killed / been killed** this year?
- 2 We hope **we arrested / to have arrested** the poachers before long.
- 3 We're pleased because we **had reduced / have reduced** the number of bear attacks.
- 4 The project failed because it **hadn't been planned / hadn't planned** carefully enough.
- 5 A lot of their natural habitat seems **it was destroyed / to have been destroyed**.

2 Complete the sentences and questions with the correct active or passive perfect form of the verbs in brackets.

- 1 They used methods which they a few years earlier. (develop)
- 2 Don't worry – I the flat before you get home. (clean)
- 3 Where's my tablet? It seems! (disappear)
- 4 We walked past the old school which by fire a few years before. (destroy)
- 5 I don't think there will be much cake left – I'm guessing it by now! (all / eat)
- 6 The elephants appeared by poachers. (shoot)

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

Biologists ¹ nudging techniques to help protect grizzly bears in a national park in Canada. They were concerned that a large number of the animals ² by trains. They installed a system of flashing lights and alarm bells which were triggered by an approaching train and acted as an early warning. The project seems ³ a success. Scientists found that the warning system ⁴ the grizzlies to move off the tracks before the trains arrived. Other animals seem ⁵ by the warnings, too, as scientists found that the number of deaths of elks, wolves and small mammals ⁶ The project ⁷ interest from other countries. Supporters of a similar scheme in India hope that in a few years' time it ⁸ the number of deaths caused by collisions between elephants and trains.

- 1 A have used B have been used C had used
- 2 A will have been hit B have hit C had been hit
- 3 A has been B to have been C had been
- 4 A had prompted B will have prompted C seems it has prompted
- 5 A to have influenced B have influenced C to have been influenced
- 6 A had fallen B had been fallen C seems to fall
- 7 A has attracted B had attracted C had been
- 8 A has reduced B will have reduced C will have been reduced



5C How to ... summarise

REFERENCE ◀ page 63

We summarise when we want to check we've understood what a speaker said or inferred, or when we just want to give the key points of something, e.g. a concept or what has been discussed previously. When we summarise, we paraphrase what has been said before.

So, what you mean is that you tried it before and it worked to a degree. (check understanding)

So what you're saying is that you don't think this idea will work. (check inference)

Basically, a petition involves getting people's signatures. (summarise a concept)

In a nutshell, we've got two very different ideas to choose between. (summarise discussions)

Checking understanding of what a speaker said or inferred

So what you're saying is (that) ...

So what you mean is (that) ...

To put it another way, ...

In other words, ...

Summarising key points

In brief, ...

In a nutshell, ...

Basically, ...

To recap, ...

So to summarise, ...

So what we're saying is (that) ...

Notice that *to recap* and *to summarise* are slightly more formal than the other phrases.

Notice that in spoken English, a speaker may begin with *to put it another way*, *in other words*, *in a nutshell*, *basically*, but they may also end with these words/phrases.

Basically, it's something you use to filter unclean water.

It's something you use to filter unclean water, **basically**.

To put it another way, it's not something you want to use.

It's not something you want to use, **to put it another way**.

PRACTICE

1 Match the sentence beginnings (1–5) with the endings (a–e). Which sentences are checking understanding? Which summarise key concepts?

1 So what you're

2 OK, so in a

3 In other

4 Well, to put it

5 So to

a another way, you think we need to do more.

b saying is that you don't think it'll work.

c words, you support it.

d summarise, we all like the idea but it's time-consuming.

e nutshell, it's a quick, easy and cheap solution.

2 Add a necessary word to each sentence.

1 So what you mean a petition is more likely to gain interest online than offline.

2 So what you saying is that we need to get the support of a non-profit organisation.

3 In nutshell, it's a way of gaining support from the public while also raising money.

4 To put another way, it's not good to irritate the people whose support you need.

5 Brief, the problem is getting worse and we need to do something about it.

6 So summarise, the majority of us support the proposal.

3 Read the quotes and then write a summary using the word in brackets.

1 'We don't really want celebrities turning this event into a demonstration about social issues, but at the same time, outfits which highlight these issues do get attention from the press, which we do want. We just don't want it to take away from the art, which should be the real focus of the event.'

(saying)

2 'I'm not convinced by protests about climate change. We see them all the time, but nothing seems to change except people's perceptions towards the protestors when they disrupt people's journeys to work and so on. That can't be what the demonstrators really want.'

(nutshell)

3 'It's all very well people doing silly things to get attention for some kind of issue, but all it does is get people's attention for a few days. As soon as the interest dies down, people forget about it. I'm just not sure it's worth the effort.'

(words)

4 'It's hard to raise people's awareness of an issue when there are so many problems for us to worry about. I think sometimes the number of issues is so overwhelming and the thought of us solving them seems so difficult that it's easier just to pretend none of them exist. But we have to keep going with this. We can't give up.'

(put)

6A inversion

REFERENCE ◀ page 70

When we use some negative adverbials at the beginning of a sentence, we change the order of the subject and auxiliary verb. This is called inversion. We use these structures in more formal language, to emphasise the point we are making.

I have never seen such a wonderful sight! ('normal' word order)

Never have I seen such a wonderful sight! (inversion)

We use inversion with these adverbials:

Never (before)

Under no circumstances

Not only ... , but also ...

Only + time expression

In no way

I had never been so scared before. → **Never before had I been so scared!**

You should not give your bank details to anyone under any circumstances. → **Under no circumstances should you give your bank details to anyone.**

He was not only handsome, but also rich. → **Not only was he handsome, but he was also rich.**

It was only clear to me later that he had been lying. → **Only later was it clear to me that he had been lying.**

I was not happy with the decision in any way. → **In no way was I happy with the decision.**

We can invert the auxiliary verbs *have* and *will*, and also modal verbs such as *can* and *should*.

I will never go there again. → **Never will I go there again!**

She can't complain about the decision in any way. → **In no way can she complain about the decision.**

You shouldn't lie to the police under any circumstances. → **Under no circumstances should you lie to the police.**

Where the normal affirmative sentence has no auxiliary verb, we use *do* or *did* in the sentence with inversion.

They only met the landlord three months later. → **Only three months later did they meet the landlord.**

She not only plays the piano, but she also sings. → **Not only does she play the piano, but she also sings.**

PRACTICE

1 Put the words in the correct order to make sentences with inversion.

1 no / circumstances / I / agree / will / to this deal / under

Under no circumstances will I agree to this deal.

2 never / had to process / before / we / so much information / have

3 not only / the decision / quick / was / but / also / was / it / correct

4 later / learn / I / only / the truth / did

5 acceptable / is / in / way / no / this behaviour

2 Choose the correct words to complete the sentences with inversion.

1 Not only **I have forgotten** / **have I forgotten** his address, but I've also forgotten his name!

2 In no way **should she be** / **she should be** in charge of this project!

3 Only when he had left **realised I** / **did I realise** that he had been telling the truth.

4 Under no circumstances **they must be** / **must they be** allowed into the venue.

5 Never **have I seen** / **saw I** such a mess!

3 Complete the second sentence so it means the same as the first sentence. Use inversion.

1 I have never had such amazing food before!
Never amazing food!

2 This doesn't change my opinion in any way.
In my opinion.

3 I only began to feel ill after the meal.
Only to feel ill.

4 He was not only arrogant, but also rude.
Not, but he was also rude.

5 You should not tell anyone about this research under any circumstances.
Under about this research.

6 I will never forget their kindness.
Never their kindness.



6B passive structures

REFERENCE ◀ page 72

We use the passive form when we want to focus on the action, not on the person who does the action (the agent). This may be because:

- we do not know who the agent is.

It was delivered yesterday.

- it's clear who the agent is to both speaker and listener from the context or a previous mention of the agent.

The man was arrested yesterday.

- it's 'people in general'.

English is spoken around the world.

- we want to maintain the same subject and this forces the use of the passive.

They ordered six chairs but they were sent only five.

- we want to avoid blaming someone or admitting our own wrongdoing.

He broke a glass. → A glass was broken.

The passive is used in all contexts, but is often a key feature of formal English as it helps to maintain objectivity.

Passive and perfect infinitive

We use a passive infinitive form after modal verbs and verbs that are followed by the infinitive (e.g. *need, want, hope*). We might also use it as the subject of a sentence. It is formed with *to be* + infinitive, although *to* is omitted after modal verbs such as *may, might, will*.

You could be given a promotion if you keep doing what you're doing.

I want the meeting to be finished by 4 o'clock today so I can leave early.

To be sent shoes for a child when you ordered shoes for an adult is annoying!

When we want to refer to the past, or a completed action at a future time, we use a **perfect infinitive**. It is formed with *to have been* + past participle. The *to* is omitted after modal verbs such as *may, might, will*.

I might have been sent the wrong item.

My birthday seems to have been forgotten by my brother.

Passive and perfect -ing form

We use a passive -ing form (*being* + past participle) after verbs which are followed by a gerund (e.g. *avoid, keep, enjoy*), prepositions and as a subject of a sentence.

I avoid being tagged in photos by not being on social media!

I'm really looking forward to being taken on a tour of the city.

Being given an end-of-year bonus was unexpected but welcome.

When we want to refer to the past, we use a **perfect gerund**. It's formed with *having been* + past participle.

We don't mind having been missed off the list once, but twice is annoying.

I resent having been ignored for much of the meeting.

After having been promised a pay rise, I was disappointed when I didn't get one.

We can also use a perfect -ing form to form a participle clause when we want to refer to the past.

Having been awarded a prize for her work, Sally was delighted.

Having been born in Australia, I've got an Australian passport.

PRACTICE

1 Choose the correct verb forms to complete the sentences.

- 1 We appear to **have misled** / **have been misled**.
- 2 You may **be sent** / **to send** an interesting email later.
- 3 I should **be given** / **have been given** an apology yesterday.
- 4 I don't enjoy **being called** / **to call** in the middle of the night.
- 5 I might **have told** / **have been told**. I don't remember.
- 6 He denied **to be** / **having been** given the job by mistake.

2 Complete the sentences with the correct passive form of the verb in brackets.

- 1 Ben hopes (give) a pay rise by the end of the year.
- 2 I appear (send) the wrong documents.
- 3 The cake needs (cut) into eight pieces.
- 4 We should (warn) about this last week.
- 5 I don't mind (miss) the party last Friday, but I'm sad I didn't get to see Musa.
- 6 I always avoid (give) too much work to do by pretending to be very busy!

3 Rewrite the second sentence with a passive or perfect infinitive or -ing form, so it means the same as the first.

- 1 The shirt I ordered didn't fit – it's possible I was sent the wrong one.
I might the wrong shirt, because it didn't fit.
- 2 We won't need to do any more work on the project.
No further work on the project.
- 3 It's possible for the customer to request a refund.
A refund by the customer.
- 4 I possibly sent our client the wrong information.
The wrong information may to our client.
- 5 I'd worked hard for weeks, so I was disappointed with my grade.
I was disappointed with my grade, after hard for weeks.
- 6 I'm looking forward to the HR manager showing me around the building.
I'm looking forward to around the building by the HR manager.

6C How to ... negotiate in a dispute

REFERENCE ◀ page 75

We can use a number of different phrases when negotiating a dispute. We use phrases to complain about a situation, make an offer and accept the offer.

Complaining

When we complain about something, we usually add a reason for the complaint, e.g. we suggest that something is not reasonable or acceptable.

It isn't reasonable to expect me to (live without a washing machine).

I don't think it's fair that (I have to put up with noisy building works).

(There's still no hot water, and) **this isn't really acceptable**.

Making an offer

When we make an offer, we often use a phrase to emphasise that we are offering something.

What I can do is (reduce the rent for two months).

Maybe we could come to an arrangement about (the rent).

I can offer you (alternative accommodation while the building works take place).

Accepting the offer

When we accept an offer, we often add a phrase to confirm that it is acceptable, or to give a reason.

(Yes, a rent reduction of fifty percent is fine.) **That's acceptable to me**.

(I like the idea of alternative accommodation for a month.) **That sounds like a good compromise**.

(Yes, getting the flat redecorated would be good.) **I'd be happy with that**.

PRACTICE

1 Complete the sentences with one word in each gap.

- 1 Yes, that sounds a good compromise.
- 2 I can do is get an electrician in to look at the heating.
- 3 I don't think it's that you leave your bike next to the lift.
- 4 Maybe we could to an arrangement about the rubbish.
- 5 I'd be happy that.
- 6 I'm sorry, but this isn't really

2 Look at the sentences in Ex 1 again. Decide if each one is complaining (C), making an offer (M) or accepting an offer (A).

3 Choose the most suitable response to each sentence (a or b).

- 1 I can offer you a refund on your rent.
 - a Yes, that's acceptable to me.
 - b It isn't reasonable to expect me to pay that.
- 2 I don't think it's fair that you have a party every week!
 - a I agree. That's acceptable to me.
 - b What I can do is make sure the party always finishes at midnight.
- 3 What I can do is help you decorate your flat, to make up for the inconvenience.
 - a I don't think it's fair that I have to do that!
 - b I'd be happy with that.
- 4 It isn't really acceptable to leave your bike in the entrance hall.
 - a Leaving it there sounds like a good compromise.
 - b Maybe we could come to an arrangement about where I can leave it.



7A adverbials

REFERENCE ◀ page 81

Adverbials add extra information to a sentence about time, frequency, manner, etc. They can be a single word or a phrase.

Adverbials of manner

These describe how something happens. They usually come after the verb and object, but they can also come before the verb or at the beginning of a sentence, for emphasis. When they are used at the beginning of a sentence, they are followed by a comma.

Words can fall out of fashion **quickly**.

She usually drives **carefully**.

It's important to spend your money in a **sensible way**.

She **quietly** closed the door.

Carefully, she put the lid back on the box.

Time adverbials

These describe when something happens, or how long it happened for. They usually come after the verb and object, but can come at the beginning of a sentence, for emphasis. When they are used at the beginning of a sentence, they are followed by a comma.

I saw Sam **last week**.

We moved to London **in 2010**.

We sat outside in the garden **for a while**.

Two weeks ago, I saw him in the city centre.

Frequency adverbials

These describe how often something happens. Frequency adverbs usually come before the main verb, but after the verb *be*. Adverbial phrases of frequency usually come after the verb and object, but can come at the beginning of a sentence, for emphasis. When they are used at the beginning of a sentence, they are followed by a comma.

I **often** go shopping there.

She's **usually** at the gym in the morning.

I walk that way to work **pretty much every day**.

From time to time, I wonder how much I really enjoy my job.

Intensifying adverbs

These modify an adjective and make the meaning of the adjective stronger or weaker. They come before the adjective.

She looked **extremely** happy.

It was **quite** warm outside.

He was **incredibly** angry.

Sentence adverbials

These show the speaker's attitude and make a comment about the sentence. They usually come at the beginning of the sentence and are followed by a comma.

Surprisingly, there was no charge for the service.

Interestingly, there weren't many people there.

To my delight, I bumped into two of my friends in the restaurant.

PRACTICE

1 Underline the adverbials in the sentences.

- We played computer games all afternoon.
- Every once in a while, we meet up for a chat.
- She looked at me in a suspicious manner.
- Unfortunately, the restaurant had to close.
- The city centre was incredibly busy.
- To my astonishment, she announced that she had quit her job.
- I still go to visit them on a fairly regular basis.
- He was quietly reading his book.

2 Look at the adverbials in Ex 1 and decide what kind of adverbial each one is: manner, time, frequency, intensifying or sentence.

3 Choose the correct words to complete the sentences.

- I opened **the door silently** / **silently the door**.
- We **at the end of the day returned home** / **returned home at the end of the day**.
- She was **every day** / **incredibly** interested in my work.
- In a **disappointing way** / **Disappointingly**, they didn't make it to the final of the competition.
- We should follow the map **carefully** / **always**.
- She looked **slightly shocked** / **shocked slightly** when I told her what had happened.
- A **few days ago** / **In a friendly way**, we met up for a coffee and a chat.
- He is **unsurprisingly** / **usually** at his desk by eight o'clock in the morning.

7B fronting: reasons, causes and explanations

REFERENCE ◀ page 85

We can use *as/because/since*; *because of*; *seeing as*; *as a result of* + object; and *-ed* participle clauses to introduce the reason or cause of something.

As Italian cuisine is popular around the world, it's often people's favourite food.

As a result of globalisation, we can all buy the same type of coffee.

Impressed by the local cuisine, I tried my best to learn all about it.

As the most important information is often given in the second part of a sentence in English, we may introduce the reason or cause at the start of the sentence in order to focus on the result or effect at the end. We may also place it at the start in order to connect it to what came before.

Because you've never tried Ethiopian cuisine, I'm going to take you to an Ethiopian restaurant later. (focus on going to the restaurant)

You've never tried mocha coffee? Well, because of that, we're going to have a cup right now. (relates to information that came before).

as/because/since

We use *as/because/since* + clause, and *because of* + object, to introduce a reason or cause. A comma then separates it from the second clause which gives the result or effect. Note that the two clauses can change, with the reason or cause second.

Since you like Vietnamese food, I'm sure you'd enjoy Cambodian food.
I'm sure you'd enjoy Cambodian food, since you like Vietnamese food.

seeing as

We use *seeing as (how)* + clause in the same way we use *as/because/since*. Note that it tends to be used informally and is more common in British English than in other types of English.

Seeing as you've never tried Indonesian food, we should order some.

Seeing as how it's dinner time, we should eat.

as a result of + object

We use *as a result of* + object to introduce a reason or cause when we're being more formal. The object might be a noun or noun phrase. The noun phrase may be short or long.

As a result of the cultural exchange of foods, we learnt a lot about each other's culture.

As a result of visiting several countries in Southeast Asia, Tara developed a love of spicy dishes.

As a result of what can only be considered to be a terrible mistake by the manufacturer, a key ingredient of the dish was omitted.

-ed participle clauses

We can use an *-ed* participle clause to introduce a reason or cause.

Annoyed by the lack of salt in her soup, she complained to the waiter. (Because there was a lack of salt in her soup ...)

Forced to eat the same food every day for a week, Laura was looking forward to trying something new. (Because Laura had been forced to eat the same food ...)

in light of/in view of (the fact that)

We can use *in light/view of* + noun/noun phrase or *in light/view of the fact that* + clause to introduce a reason or cause. They mean 'considering'.

In light of concerns about the impact of almond milk on the environment, I've stopped drinking it.

In view of the fact that trends come and go, the restaurant menu changes twice a year.

PRACTICE

1 Find and correct one error in each sentence.

- Because health issues, I decided to go vegetarian.
- As result of seeing a recipe online, they decided to make *nasi goreng*.
- Frustrating by the lack of choice, we went to a different restaurant.
- Since that I don't eat meat, I can't have this dish.
- As a result of burn the food, I decided not to make the recipe again.
- Because of I'd never tried such an unusual dish, I ordered it immediately.
- See as it's getting late, we should eat.
- In the view of the fact that 3D printers can print food, we may all print our own dinner in the future.

2 Link the sentences together. Use the words in brackets.

- I don't eat bread. I have a wheat allergy. (since)
- We're interested in vegan food. We decided to try some. (interested)
- The restaurant had robot servers. We decided to give it a try. (because)
- The dessert menu looked impressive. Everyone ordered something. (by)
- We were pleased that strawberries were in season. We bought some. (pleased)
- We're not hungry. Let's miss lunch. (seeing)
- The demand for local ingredients is growing. Farmers' markets are growing in popularity. (view)
- People are consuming alternative types of milk. Cow's milk is losing popularity. (because of)

3 Complete the sentences with a reason or cause. Use your own ideas.

- As I love _____, I often eat _____.
- Because of a dislike for _____, I tend not to eat _____.
- Curious about _____ food, I'd love to try _____.
- As a result of never eating out at a _____ restaurant, I'd like to visit one.
- Seeing as I'm not keen on _____ food, I usually avoid _____ restaurants.
- In view of the fact that _____, I don't usually drink _____.



7C How to... exaggerate

REFERENCE ◀ page 87

We sometimes exaggerate an action or state, the size or quantity of something, or make comparisons in order to emphasise a point and/or create a more dramatic effect. We tend to do this in more informal situations. Notice that when we make comparisons or describe likenesses, the comparison or likeness is exaggerated.

Exaggerated actions or states

- My (feet) are killing me.
- I'm starving. (I could eat a horse.)
- I'd die of (embarrassment/shame).
- I wouldn't be seen dead in (a pair of shoes like that).

Exaggerated size or quantity

- You take/It takes (forever/hours) to (do it). (I bet) they cost a fortune.
- They're about ten sizes too small.
- I've told you (a million) times, (I don't like denim jackets).
- It looks like (it's been around for centuries).

Comparisons or likenesses

- There's nothing better than (shopping at a vintage store).
- It's like trying to find a needle in a haystack.
- You'll (literally) be green with envy.

PRACTICE

- 1 Match the sentence beginnings (1–8) with the endings (a–h).
- | | |
|----------------------------|-------------------------------------|
| 1 This jacket is ten times | a better than an old vintage bag. |
| 2 I'd die of | b an absolute fortune. |
| 3 These sunglasses cost | c killing me. |
| 4 I wouldn't be seen | d takes forever. |
| 5 I've told you | e embarrassment if I wore that. |
| 6 My back is | f a million times before – no! |
| 7 My journey to work | g dead in those trainers. |
| 8 There's nothing | h smaller than it was. It's shrunk! |

2 Complete the exaggerations with the words in the box.

a hundred centuries hours needle shame ton

- 1 At the end of a shopping trip, my bags weigh a
- 2 Trying to find my phone in this house is like trying to find a in a haystack.
- 3 This old T-shirt looks like it's been around for a few
- 4 I'd die of if that happened to me.
- 5 You've bought times more apples than we need.
- 6 Why does it take you to get ready?

3 Change a word or phrase in the sentences to exaggerate.

- 1 My knees are hurting me.
- 2 The taxi took a long time to arrive.
- 3 Those shoes look like they cost a bit.
- 4 I'd be embarrassed if I made that mistake.
- 5 Come on, it's easy. You've done it lots of times before.
- 6 Why does it always feel like the food takes a while to arrive?

8A concession

REFERENCE ◀ page 93

We use adverbials to admit that an opposing point of view has merit or is true.

Although utopias are idyllic, dystopian worlds provide more interesting stories.

Dystopian stories can be quite depressing, but at the same time the endings often give us hope.

These adverbials often form concession clauses, i.e. with *although*, *while* and *even though*.

While dystopian fiction is popular amongst all age groups, it's particularly popular amongst young adults.

Even though the world can be quite depressing at times, there is a lot to enjoy.

Concession clauses can come at the start or end of a sentence, but they usually come at the start of the sentence, as we want to admit that an opposing point of view is true, but then quickly move onto expressing a counterargument which expresses our true beliefs. Alternatively, the concession may refer to something another speaker said, so we refer to it first and then give our own view. Compare the impact of putting the concessive clause at the start and the end:

Although books encourage us to use our own imaginations, films are more visual and less time-consuming.

Films are more visual and less time-consuming, although books encourage us to use our own imaginations.

We can use *however*, *at the same time* and *that said* to show a contrasting point of view, but these phrases come before our own belief or our counterargument, and not the opposing point of view we are admitting is valid or true. Note that these start a new sentence.

Tales of struggle can be uplifting. However, utopias give us something to aspire to.

New stories are published every day. At the same time, they're all versions of stories from history.

E-books are convenient. That said, there's nothing better than a paper book.

We can use the adverbial phrase *admittedly ... but* to introduce an opposing viewpoint.

Admittedly, there have been some excellent sci-fi stories, but I prefer romance.

Admittedly, what you said is true, but I don't believe it's always the case.

We also use *though* to provide an alternative viewpoint. In spoken or informal written communication, we often add it to the end of our point.

Though the ending was disappointing, I enjoyed the show.

The story was good, though the acting was pretty terrible.

The book was brilliant. The film was rubbish, though.

We can use the structure *adjective + though/as* to make a concession, e.g. *True though that is*, *True though that may be*, *Interesting as that seems*, *Clever though he may be*, *Horrible as that is*, *Brilliant as she may seem*.

True though that is, I would argue that it's different for everyone.

True though that may be, it's not the most interesting story.

Clever though he is, he's not always 100 percent correct about everything.

Interesting as that is, it doesn't support your argument.

PRACTICE

1 Put the words in the correct order to make sentences.

- 1 a long time. / it was fun. / It took / same time, / At the
- 2 useful. / see it's / I don't / While / I can / like it,
- 3 she is, / she / serious. / Funny / can be / though
- 4 it's easy. / hard though. / The last part / Most of / is
- 5 better resources. / Although / there are / helpful, / it's
- 6 I don't / True / may be, / agree. / that / though

2 Link the sentences together using the word in brackets and correct punctuation. The first sentence is the concession. More than one answer might be possible.

- 1 The characters are strong. The story line is weak. (while)
- 2 I don't appreciate your tone of voice. I understand your point. (at the same time)
- 3 I'm strong. It's too heavy for me to lift. (though)
- 4 It wasn't their best match. They're still the best in the world. (admittedly)
- 5 She's generally happy. She has some challenges in her life. (that said)
- 6 You said it's expensive. It tastes delicious. (true)

3 Complete the sentences with an opposing viewpoint. Compare your ideas with a partner.

- 1 Although, it's very popular.
- 2 It's not easy to, At the same time, it's not impossible.
- 3 Depressing as dystopian stories are,
- 4 Admittedly,, but I think it's great!
- 5, You can't get much better though.
- 6 While, there are better places to visit.



8B future forms

REFERENCE ◀ page 96

will

We use *will* to make general predictions about the future.

This technology **will become** much more widely used in the future.

I don't think the product **will succeed**.

be going to

We use *be going to* to express a plan or intention.

The company **is going to try** to improve the device.

Researchers **are going to explore** the possibility of creating energy from clouds.

We also use *be going to* for predictions based on evidence in the present.

Look at the sky. **It's going to rain!**

She can't carry all those drinks. **She's going to drop them!**

Future continuous

We use the future continuous to talk about an action that will be in progress in the future.

In ten years' time, **we'll be using** a lot more renewable energy.

I probably **won't be living** here in five years.

Future perfect

We use the future perfect to talk about an action that will be finished at a particular time in the future.

In ten years' time, **researchers will have found** a solution to this problem.

There's no point calling him at midnight – he'll have gone to bed!

We can also use the future perfect in the passive form.

The project **will have been completed** by next year.

Do you think the problem of climate change **will have been solved** by 2050?

Future perfect continuous

We use the future perfect continuous to talk about the length of an action as seen from a particular time in the future.

Next year, **I'll have been studying** English for ten years.

By 2050, **people will have been using** electric vehicles for ages!

Modal verbs

We can use *might*, *may* and *could* instead of *will* in future forms to show that we feel less certain about a future event.

I think the lecture **might be interesting**.

I **may be working** in Paris next year.

Experts **could have found** a solution to the energy crisis by next year.

Some of these problems **may have been solved** in a few years' time.

PRACTICE

1 Read the sentences. Match the verb forms in bold with the descriptions (a–e).

- I think our diet **will be** healthier in future.
- I can't come for lunch tomorrow – **I'll be travelling** to London then.
- Don't worry. The party **will have finished** by midnight.
- Next summer, I **will have been working** here for three years.
- It **might rain** tomorrow.

- an action in progress in the future
- an action that will have continued for a particular amount of time, at a point in the future
- an action that will be finished at a particular time
- a general prediction about the future
- a prediction that is less certain

2 Choose the correct verb forms to complete the sentences.

- Do you think their meeting will **finish** / **have finished** by now?
- I'm so excited – this time tomorrow, we'll **be flying** / **have been flying** to Florida!
- I'm picking my car up at four this afternoon. Hopefully, it will **have repaired** / **have been repaired** by then.
- I'll call you at eight if I'm free, but I **may still work** / **may still be working**.
- Next March, we **'ve been living** / **will have been living** here for ten years!
- Why don't you phone the lost property office again tomorrow? Your bags **might have found** / **might have been found** by then.

3 Complete the second sentence with the correct future form of the verb in brackets so it means the same as the first sentence.

- The train leaves at 10.30.
The train (leave) by 11.00.
- We're going to watch a film this evening. It starts at 7.30 and finishes at 10.00.
At 8.30, we (watch) a film.
- They're delivering the parcel at 11.00.
The parcel (deliver) by lunchtime.
- It's possible that I will have a job in Spain next year.
I (work) in Spain next year.
- I started waiting in this queue forty-five minutes ago!
In fifteen minutes I (wait) for an hour!
- We will inform you of our decision on Monday morning.
By Monday afternoon, you (inform) of our decision.

8C How to ... maintain and end a discussion

REFERENCE ◀ page 99

We can use a number of different phrases in order to maintain a discussion or bring it to an end. When we want to maintain a discussion, we use phrases to agree or disagree with what other people have said. When we want to end a discussion, we often use a phrase to summarise the discussion.

Expressing an opinion

We can use different phrases to express opinions in slightly different ways.

Frankly, I think the idea of never going on holiday is crazy! (This is a strong and definite opinion.)

As I see it, the time to enjoy yourself is when you're young. (This is my personal opinion, but I understand that others might not agree.)

I dare say I could save a small amount of money each month. (I accept that this is true, but it is not a strong opinion.)

It seems to me that it's more important to use the money you earn to have fun. (This is my personal opinion, based on my experience.)

Agreeing

We can use different phrases to express agreement in slightly different ways.

'I'm hopeless at saving money.' **'That makes two of us.'** (Exactly the same is true for me.)

I can definitely see what Mia is saying. She's got a good point. (I can understand Mia's point of view, although I don't necessarily agree with it strongly.)

Yes, **I can see what you're saying.** That makes sense. (I can understand your point of view, although I don't necessarily agree with it strongly.)

I'm with Tom here. You need to plan for the future. (I completely agree with Tom.)

Disagreeing

When we disagree with someone's opinion, we often express recognition of their opinion or point of view first, before we present a different opinion or point of view.

Yes, I probably waste quite a lot of money. **But the other side of the coin is** that I work hard and don't want to spend all my free time worrying about money!

I guess that's one way of looking at it, but on the other hand, you might actually enjoy travelling more when you're a bit older.

Yes, we all want to have fun. **But another way of looking at things is that** you can actually have more fun, and for longer, if you save money when you're young.

Summarising and ending a discussion

We often summarise at the end of a discussion, and comment on how much we have enjoyed the discussion, and how similar or different our opinions are.

Well, **it's been great talking to you** about this.

It's surprising. **We seem to have quite similar ideas.**

I don't think we'll ever agree. But **I guess we're all different.**

PRACTICE

1 Complete the sentences with one word in each gap.

- Yes, that makes two us!
- I guess that's one of looking at it, but ...
- I say I could be a bit more careful with my money!
- As I it, the more money people have, the more they want!
- I'm Jack on this point. I completely agree with him.
- I don't think we'll ever agree, but I we're all different.

2 Complete the conversations with the correct phrases in the boxes.

I guess that's one way of looking at it, but
As I see it I dare say I'm with

- Ada: What do you think of the idea of becoming as rich as you can, so you can give most of your money away?
Max: I think it's a crazy idea! You could end up doing a job you absolutely hate! ¹....., you should do what you can to help others, but you shouldn't ruin your own life in the process! ²..... I could probably give more to charity than I do, but I also think it's fine to just enjoy the money you have.
Ada: ³..... don't you admire wealthy people who use their wealth to help others?
Zoe: ⁴..... Max here. I think it's fine to just earn money and spend it on yourself!

But another way of looking at things is
Frankly, I think I guess we're all different
That makes two of us

- Casper: I read an article the other day arguing that all jobs in a company should be paid the same salary. What do you think of that idea?
Joe: ⁵..... it's ridiculous! I mean, some jobs are clearly more challenging than others, so they should definitely be paid more.
Casper: ⁶..... that if everyone works the same number of hours, they're all making the same effort, so they should get equal reward. I definitely think that there shouldn't be such a big gap between the best-paid and worst-paid jobs.
Eva: ⁷..... We should definitely aim for a more equal society.
Joe: Well, I don't see it that way, but ⁸.....