

1A present perfect simple and continuous

REFERENCE ◀ page 9

We use both the present perfect simple and the present perfect continuous to talk about situations or actions which started in the past and continue into the present.

Sometimes there is no important difference between the two tenses, particularly with verbs such as *work*, *live* and *study*.
Mauro has lived/has been living in Bologna since 2010.

However, there are also some important differences between the two.

Focusing on the result of the activity

We use the present perfect simple to focus on the result of a completed activity.
He's passed all of his exams. (Focuses on the result – passing the exams)
We use the present perfect continuous to focus on the activity itself.
He's been studying for his exams. (Focuses on the activity of studying)

How many? vs. How long?

We use the present perfect simple to answer the questions: 'How many?', 'How much?' or 'How far?'
We've interviewed more than 100 applicants (How many?)
He's raised €1,000 for charity. (How much?)
They've driven over 3,000 kilometres. (How far?)

We use the present perfect continuous to answer the question: 'How long?' and to emphasise that an action has continued for a long time (using *for* and *since* to describe the duration), or is repeated. We often use the present perfect continuous with verbs that describe long actions, such as *wait*, *stay*, *play*, *sit*, *stand*, *write*, etc.
We've been waiting for over forty minutes now!
He's been sitting on that bench since this morning.

Completed vs. unfinished actions

We use the present perfect simple to describe completed actions.
We use the present perfect continuous to describe actions that are unfinished or in progress.
Oh no, I've missed the bus!
(The bus has gone, so the action is completed.)
I'm afraid she's left the office.
(She isn't here now, so the action is completed.)
I've been learning Mandarin.
(I'm still learning, so the action is not completed.)
She's been trying to speak to you.
(She still hasn't spoken to you, so she's still trying.)

State verbs, experiences and habits

We use the present perfect simple, NOT the present perfect continuous, with state verbs, to talk about states or situations that started in the past and are in progress.
How long have you known Jessica?
I've owned this car since 2009.

We also use the present perfect simple with the words *always*, *ever* and *never* to talk about experiences and habits.
He's never driven to work, he always goes by bike.
I've always baked my own bread.

PRACTICE

1 Choose the correct word(s) to complete the sentences.

- 1 I've **watched** / **been watching** this amazing series recently.
- 2 I've **been** / **been going** to the gym twice already this week.
- 3 We've **known** / **been knowing** them for about ten years.
- 4 You've **worked** / **been working** on that report all morning!
- 5 He's **stayed** / **been staying** with me whilst they finish repainting his flat.
- 6 I've probably **seen** / **been seeing** that film about twenty-five times!

2 Complete the sentences with the correct present perfect simple or continuous form of the verb in brackets.

- 1 Oh, no! I think he (break) his foot.
- 2 I (cook) all morning, but I've still got a lot to do!
- 3 I never (try) skiing.
- 4 How many invitations you (send) so far?
- 5 all the guests (arrive) yet?
- 6 I'm worried about Piotr. He (work) so hard recently.
- 7 How long you (know) Natasha?
- 8 She (study) for her exams for weeks.

3 Use the answers and the verbs in bold to write questions in the present perfect simple or continuous. If both forms are possible, use the continuous form.

- 1 I **teach** at the university.
How long there?
- 2 I **know** Johanna really well.
How long her?
- 3 I'm **developing** a new website.
How long it?
- 4 I **play** golf on Saturdays.
How long ?
- 5 I **live** in Krakow.
How long there?
- 6 He **wins** a lot of awards.
How many ?

1B infinitive and -ing forms

REFERENCE ◀ page 11

Some verbs can be followed by a *to* infinitive or an *-ing* form, but with a change in meaning.
If you *try to do* something, you make an attempt to do it.
If you *try doing* something, you test it to see if it is suitable, useful or works.
I tried to fix the roof.
(I attempted it, but I failed.)
Try drinking green tea if you have a stomachache. (Test it to see if it works.)

If you *remember to do* something, you remember it and then do it.
If you *remember doing* something, you have a memory of doing it in the past.
Remember to feed the dog! (Don't forget!)
I remember going to school for the first time when I was five.

If you *forget to do* something, you don't do it because you don't remember.
If you *forget doing* something, you have no memory of it.
I forgot to feed the dog! (I didn't remember.)

If you *stop to do* something, you pause what you are doing in order to do something else.
If you *stop doing* something, you finish, and no longer do it.
I stopped to call my mother. (I stopped doing something so I could call her.)
I stopped watching TV two years ago.
(I no longer watch TV.)

Infinitive after the verb be

We can use a *to* infinitive after the verb *be*.
My idea is to build an app.
The purpose of the call was to choose a design.

Infinitive to express a purpose

We can use a *to* infinitive to express a purpose.
To make the perfect cup of tea, leave the bag in the water for three minutes.
You should practise every day to get better.

We can use *so as (not) to* as a formal alternative to a *to* infinitive, to express a purpose.
The house was built with big windows so as to let in lots of light.
She ran to school so as not to be late.

-ing form after a preposition

We use an *-ing* form, not a *to* infinitive, after a preposition.
I passed my exams by working hard.

PRACTICE

1 Find the mistakes and correct them. One sentence is correct.

- 1 For improve your memory, you need to make emotional connections with the subject.
- 2 The purpose of this article is show how memory is connected to our personalities.
- 3 She prepared for her exam by revise every day with a friend.
- 4 I try to remember all my students' names, but it's difficult.
- 5 He worked all morning except for when he stopped taking a coffee break.
- 6 If your computer freezes, try to switch it off and on again.
- 7 I remember to play in the back garden when I was six years old.
- 8 Don't forget buying snacks for the party tomorrow!

2 Complete the second sentence using the correct form of the verb in brackets and an -ing form or a to infinitive.

- 1 Oh no! I didn't switch on the alarm before we left.
Oh no! I the alarm on before we left. (forget)
- 2 I experimented with drinking more water, but I still get headaches.
I more water, but I still get headaches. (try)
- 3 It's important that we take our medicine tomorrow.
We must our medicine tomorrow. (remember)
- 4 I took a break from my work because I wanted to talk to Jack.
I because I wanted to talk to Jack. (stop)
- 5 The memory of singing on TV will always be with her!
She'll never on TV! (forget)
- 6 Because of his injury, he doesn't cycle anymore.
Because of his injury, he (stop)

3 Choose the correct verb forms to complete the text.

When professional chess players play against amateurs, they sometimes make it more challenging for themselves by playing several games at once, while blindfolded, so they can't see the boards. Their opponents have to tell them where they are moving their pieces, and the professionals play by '**remember** / **remembering** where everything is on the board. Of course, it's not only chess players who need good memories. Some judges have to remember thousands of laws. Actors must learn their lines but also remember ²**to take** / **taking** a step to the left, turn around, and take a pace to the right. How can people like this prepare so as not ³**to forget** / **forgetting** the information they need? One technique is ⁴**by create** / **to create** a memory palace. ⁵**Remembering** / **To remember** lists of objects, you can imagine a huge building. Inside it, you put each imaginary object in its special place. ⁶**So as not to forget** / **Not forgetting** the location, you imagine the objects somewhere meaningful. So a hat might hang above a door, a book might be placed by a bed. ⁷**Recalling** / **To recall** the objects, you enter the imaginary building and walk around 'seeing' the objects in the places where you have put them.

Occasionally, teachers ask students to ⁸**try creating** / **try for creating** memory palaces to help them remember important facts. My advice? Try ⁹**put** / **to put** the objects somewhere significant to you. And don't forget ¹⁰**closing** / **to close** the door to the building. Opening it is a vital part of the remembering process.

1C How to ... express personal preferences

REFERENCE page 15

We use *really into* something to say we like something a lot.
I'm really into Polish films.

We use *passionate about* something to talk about something we really love.
I'm passionate about Mexican music.

We can use the idiom *It's not my cup of tea* to say that we generally don't like something.
Sorry, football just isn't really my cup of tea.

- Expressing likes and dislikes
- I'm really into/I'm passionate about** + noun/-ing form
 - I'm (not) keen on/I'm (not) a big fan of** + noun/-ing form
 - I love/hate/can't stand** + noun/-ing form
 - It's not my cup of tea.**
 - What I like/love about ... is ...**
 - The thing I love about ... is ...**

We use *would rather* to express a preference. Notice that it is followed by the infinitive without *to*.
I'd rather have rice than pasta.

Would prefer is an alternative to *would rather*. Notice that it is followed by the infinitive with *to*.
We'd prefer to travel on Tuesday.

We can use *given the choice* to talk about hypothetical options, to say that you would like to do something, if it was possible.
Given the choice, I'd go to Malawi for my holiday.

- Discussing options
- I'd rather (not)** + infinitive without *to* ...
 - I'd (much) rather** + infinitive without *to* ...
 - I'd prefer (not)** + infinitive with *to* ...
 - Given the choice, I'd ...**

When we can't agree completely on what to do, we compromise. This means we agree to do some things that the other person wants to do and some things that we want to do. This keeps both sides happy.

We can use *I'd be happy to ... , but I don't want to ...* to compromise.
We'd be happy to visit the gallery, but we don't want to go to the museum.

We can also use *how about if we ... /what if we ... , then we can ...* to compromise.
How about we spend the morning shopping, then we can go to the castle in the afternoon?

- Compromising
- I'd be happy to ... , but I don't want to ...**
 - How about if we ... (do your idea), then we can ... (do my idea)?**

PRACTICE

- 1 Choose the correct words to complete the conversations.
- 1 A: I **can't stand** / **rather not** getting caught in traffic jams in big cities. It's awful.
B: Me neither! **What** / **Thing** I like about going by bicycle is you can avoid them.
- 2 A: I'm not a big **passionate** / **fan** of museums and art galleries.
B: Oh, I'm the opposite. I'm really **keen** / **into** modern art.
- 3 A: How **about** / **to** if we go to the beach first, then go shopping?
B: I'd much **prefer** / **rather** spend all day on the beach.
- 4 A: **Thing** / **The thing** I love about this city is the historical monuments.
B: Really? I'm not keen **on** / **about** all those statues myself.
- 5 A: **If** / **Given** the choice, I'd just wander around the city centre.
B: Oh no. I'd prefer **not to** / **don't** do that because it's too tiring.
- 6 A: I'm so **keen** / **passionate** about the food! Shall we try the jollof rice?
B: Sorry, I'd rather **not** / **no**.

- 2 Complete the email with the words in the box.
- about choice into keen
passionate prefer rather stand

Hi Mostafa,

Thank you for the suggested itinerary for my upcoming trip to Cairo. Given the ¹....., I'd spend several days with you, but unfortunately I only have twenty-four hours!

I'm ²..... about history and ancient monuments, so I'm really looking forward to seeing the pyramids. I'm also really ³..... trying new experiences, so I'd love to sail down the Nile in a felucca! I love all kinds of boats, so that should be interesting.

Normally, I'd much ⁴..... walk around the city because you see more when you walk, but if it's going to be really hot, as you suggest, I'd ⁵..... to be driven. How ⁶..... we see how hot it is on the day?

I agree it would be nice to spend the late afternoon buying souvenirs. I can't ⁷..... modern shopping centres, so I like your idea of going to Khan el-Khalili. I've heard lots about this market, and of course I'm ⁸..... on seeing locally made goods.

Thanks again and see you soon,

Dieter Hentschel

1D while, whereas and whilst

REFERENCE page 17

We can use *while*, *whereas* and *whilst* to link two ideas in the same sentence that contrast with each other.



I love listening to jazz, whilst my partner can't stand it. While I used to be quite optimistic when I was younger, nowadays I think I'm more of a realist. My wife comes from a big family, whereas mine is quite small.

We can use *while/whilst* or *whereas* at the beginning of the sentence or in the middle.

If we use *while/whilst/whereas* at the beginning of the sentence, we put a comma at the end of the first statement, before the contrasting statement.

When we use *while/whilst* and *whereas* in the middle of the sentence, we put it directly after the comma.

Whilst Emil enjoys a good steak, I'm a vegetarian. Emil enjoys a good steak, whereas I'm a vegetarian.

Notice that *while* and *whilst* can also be used to introduce a time clause, to describe when two things happen at the same time.

Tim made supper whilst I went upstairs for a shower. While I was stuck in bed, everyone else was enjoying the holiday.

PRACTICE

- 1 Match the sentence beginnings (1–6) with the endings (a–f).
- 1 Whilst I like Carl as a person,
 - 2 While Marta is very sociable and outgoing,
 - 3 Whereas the unemployment rate in Spain was fourteen percent,
 - 4 Whilst she generally enjoyed his company,
 - 5 Hiro usually enjoys going out in the evening,
 - 6 While I generally remember where I put things,
- a there were times when he made her angry.
 - b her sister is quiet and shy.
 - c I completely forgot where my keys were.
 - d whereas I prefer staying in.
 - e I wouldn't like to work for him.
 - f it was much higher in other parts of Europe.
- 2A Use the prompts to write sentences using *while*, *whereas* or *whilst*.
- 1 an active imagination ✓
often daydream ✗
- Whilst I have an active imagination, I don't often daydream.**
- 2 always well prepared for things ✓
good at organising other people ✗
 - 3 enjoy going to parties ✓
talking to new people ✗
 - 4 like to follow a schedule ✓
also happy to make changes at the last minute ✗
 - 5 generally feel comfortable around people ✓
being the centre of attention ✗
 - 6 interested in people ✓
good at listening to other people's problems ✗
 - 7 usually in a good mood ✓
sometimes get stressed easily ✓

- B Write sentences comparing your own personality to that of people you know. Use *while*, *whilst* or *whereas*.
- Whilst I've always been very arty, my brother Felipe isn't creative at all.**



2A future probability

REFERENCE ◀ page 22

We use *will/won't* + infinitive without *to* to make predictions about the future, based on our opinions.
I'm pretty sure Italy will win tomorrow.
VR won't replace real holidays anytime soon.

We can use adverbs like *definitely/certainly/possibly/probably* with *will/won't*, to say how certain we feel about a prediction.
I'll definitely be there tomorrow.
We probably won't come to the party.

Notice that the adverb usually comes after *will* but before *won't*.
We will probably come ...
We probably won't come ... We won't probably come ...

We can also use *will/won't* for things that are sure to happen.
I'll be twenty-two next year.

Use *be going to* for predictions when there is evidence in the present.
It's going to rain! Look at those black clouds!

Use *be certain to* when we are sure that something will happen.
Prices are certain to rise.

Use *be likely to* when we think that something will probably happen. We use *unlikely to* or *not likely to* when we think that something probably won't happen.
My team is likely to reach the next round.
We are unlikely to go on holiday this year.
She isn't likely to win that competition.

We use *might, may* and *could* + infinitive without *to* when we think that something is possible, but not certain.
Notice that we can use the negative forms *might not* and *may not* to talk about the future, but we can't use ~~*could not*~~ in the same way.
We might go to Japan next year.
They could make a lot of money with that.
She may not be able to see us today.
We use *be due to* when something is scheduled to happen.
He is due to retire next year.
The train is due to depart at 6 p.m.

PRACTICE

- 1 Choose the correct words to complete the sentences.**
- 1 Researchers are due **announce / to announce** the findings tomorrow.
 - 2 Virtual reality is unlikely **for / to** affect my industry.
 - 3 This ambitious study is **certain to / certain** have a big impact.
 - 4 My sister is seventeen now, so she **could / will** be eighteen on her next birthday.
 - 5 That tech company **may not / could not** invest in VR in the future.
 - 6 Machines **won't probably / probably won't** replace human workers for many years.
 - 7 Unfortunately, the lab where I work **likely / is likely** to close.
 - 8 We **will definitely be / will be definitely** at the conference tomorrow, so see you there.

- 2 Choose the correct options (A–C) to complete the text.**
- 1..... robots likely to replace teachers?
- The best teachers have personal qualities and communicative skills that robots 2..... acquire any time soon. For this reason, robots 3..... replace teachers completely. But according to futurist Dr Bill Sethers, humans and robots 4..... work well side by side in the classroom of the future. Sethers believes robots 5..... be used more and more as teaching assistants. 'They 6..... be ready to comfort a crying child or laugh at students' jokes, but they are good for boring tasks like cleaning the board and checking homework. Also, they're reliable: they never get sick and they're 7..... ask for a pay rise!' The other surprising advantage of robots 8..... be motivation. Robots that sing and play games are incredibly popular with young children. Several Japanese companies and one Korean company 9..... bring out a new generation of robot language teachers in the near future. Judging by the success of the earlier models, these 10..... be a big hit in schools.

- | | | |
|-----------------------|-------------------|--------------------|
| 1 A Might | B Are | C Will |
| 2 A aren't going to | B will | C are due to |
| 3 A won't probably | B could | C definitely won't |
| 4 A might not | B are unlikely to | C could |
| 5 A are unlikely to | B certain to | C will |
| 6 A may not | B might | C are going to |
| 7 A certain to | B unlikely to | C due to |
| 8 A might | B won't | C is due to |
| 9 A might not | B probably won't | C are due to |
| 10 A definitely won't | B will probably | C are unlikely to |

- 3 Complete the second sentence using the words in brackets.**
- 1 Some employees will probably work beyond retirement age. Some employees beyond retirement age. (likely)
 - 2 The rainstorm is predicted to arrive at any moment. The rainstorm at any moment. (due)
 - 3 I don't think we'll get there tonight because of airport delays. We tonight because of airport delays. (unlikely)
 - 4 It's possible Jan won't meet us tonight because she isn't feeling well. Jan us tonight because she isn't feeling well. (might)
 - 5 I'm sure the report will back up the findings of our research. The report the findings of our research. (certain)
 - 6 Be careful! Don't spill that coffee! Be careful! You that coffee! (going)

2B quantifiers

REFERENCE ◀ page 23

We use quantifiers with singular, plural and uncountable nouns to specify an amount or number.

	100%	A large amount	A small amount	0%
Uncountable or plural nouns	all any	the majority of in a majority plenty of	hardly any a lack of	no not any
Uncountable nouns		a good deal of	little/a little	
Plural nouns		a large number of	few/a few several a minority of in a minority a handful of	
Singular nouns	every each			no not any

We use *a few* and *a little* to talk about a small amount or number.
There are a few tickets left.
I try to spend a little bit of time in nature every day.

We use *few* and *little* when there are not as much or as many as we would like.
I have few opportunities to get away from the city.
There is little chance of me leaving before 6 p.m.

We use *the majority of* to talk about more than 50 percent, and *the minority of* to talk about less than 50 percent. We can also talk about people or things being *in a majority* or *in a minority*.
The majority of people feel more relaxed when they are in the countryside.
I spend the majority of my working day sitting at a desk.
Those against the decision were in a minority.
We can use *a lack of* to talk about something which there is not enough of, or is missing completely.
There is a lack of affordable housing in the city.
We can use *a good deal of* or *plenty of* to talk about when there is a large amount or number of something.
We had a good deal of help from the government.
There are plenty of opportunities for improvement.

We use *several* or *a handful of* to talk about a small number.
A handful of us went to the concert.
Several of them talked about the importance of downtime.

PRACTICE

- 1 Choose the correct words to complete the sentences.**
- 1 It was cold, but there was very **little / a little** snow.
 - 2 Spending **the little / a little** time in a green space can improve your mood.
 - 3 I recently bought **few / a few** plants for the office.
 - 4 There are **few / a few** things I enjoy more than going for an early morning walk.
 - 5 I spend **a good deal of / a handful of** time outdoors.
 - 6 There are **several / a good deal of** ways you can improve your mental health.
 - 7 **A few / A little** of us are going for a walk later if you want to join us.
 - 8 I would say there has been **a lack of / a minority of** focus on the issue.
 - 9 **The majority of / Several** people in major cities use public transport.
 - 10 We are so busy that we have **no / every** time to just sit and relax.

- 2 Complete the text with the quantifiers in the box.**
- a few (x2) a little each handful in a minority
lack of no plenty the majority of

Ways to feel closer to nature even if you live in the city

There are 1..... of ways to feel closer to nature, even if you live in a busy city and spend 2..... your time working or commuting to work. It only takes 3..... minutes 4..... day to do something that will help you to feel refreshed. Adapt your routine so that even when you think you have 5..... time to spare, you can still enjoy nature. There are a 6..... of different ways to do this. Get up 7..... earlier and spend 8..... minutes outside enjoying the fresh air before you have breakfast or start work. Watch the stars before you go to bed, or go for a walk in your lunch break. Admittedly, people who can spend hours relaxing in nature will be 9..... . For most people working long hours, there will be a 10..... opportunities. Maybe you'll just have to watch a virtual fish tank on your phone instead and see if that makes a difference.

2C How to ... speculate

REFERENCE ◀ page 27

We use the following phrases when we are speculating, or making guesses about a situation based on the information or evidence we have.

How to speculate

- I'd guess .../I'd have thought .../I'd imagine ...
- I suppose .../I reckon .../I doubt ...
- There's no way ...
- She's clearly/obviously ...
- He/She's bound to ...
- I'm fairly certain/sure that ...
- I'm not 100 percent sure, but I'd say ...
- I know for a fact that ...
- I bet ...
- I get the impression that ...

When we are very sure about something, we use:
I'm fairly certain that ...
I'm fairly sure that ...
I know for a fact that ... (this is 100 percent)
I'm not 100 percent sure, but I'd say ...
I'm fairly certain that living in the Antarctic is tough.
I know for a fact that being at sea on your own is not easy.

We use *There's no way that ...* if we're talking about something we think is impossible.
There's no way that they can actually enjoy living there!

If we want to talk about what we think, we can say:
I suppose ... , I reckon ... , I'd have thought ... , I'd imagine that ...
I reckon life on the Space Station must be a bit boring.

When we talk about what we think based on the evidence we have, we can say:
I get the impression that ...
She/He's clearly .../obviously ...
She/He's bound to ...
I bet ...
I bet the sea's pretty cold at that time of year!

PRACTICE

1 Complete the conversations with the words in the box.

clearly impression reckon sure thought way

- 1 A: We're thinking of cycling across France.
B: Really? There's no I would even consider doing that!
- 2 A: When Joe gets back from Chile, he's planning to travel across India on a motorbike.
B: Wow! He's very adventurous, isn't he?
- 3 A: Did you get that job you applied for?
B: Well, I'm not 100 percent, but I'm feeling pretty confident about it.
- 4 A: Have you met Tommy's girlfriend yet?
B: No, but I'm under the that she's great company.
- 5 A: I suggest we call in a consultant to help us deal with the issue.
B: Really? I'd have that we could come up with a solution ourselves.
- 6 A: Do you know when the meeting is due to end?
B: I we'll be finished by six.

2 Complete the sentences using the prompts in brackets.

- 1 she might be leaving the company next year. (not 100 percent sure / think)
- 2 the temperature in the Antarctic can go as low as -50 degrees Celsius. (know / fact)
- 3 she could have run all the way around the world. (no / way)
- 4 he enjoys being alone. (get / impression)
- 5 life on the International Space Station isn't always as much fun as it looks. (fairly / certain)
- 6 With all that running, she's get through lots of pairs of shoes! (bound)
- 7 wanted to be an explorer since he was a child. (clearly)
- 8 I'd sailing around the Mediterranean would be quite idyllic. (thought)



3A relative clauses

REFERENCE ◀ page 33

Defining relative clauses

We use defining relative clauses to give essential information about a noun in a sentence. Defining relative clauses tell us which person or thing we are talking about.

I think that's the festival where Alt-J played years ago.

We don't use commas before or after defining relative clauses. We can use *that* instead of *who* or *which*.

Fuji Rock uses chopsticks which/that are made from local wood.

We can omit the relative pronoun when it is the object of the relative clause.
The organiser (who) we usually talk to is not available.

Relative pronouns

We use relative pronouns in relative clauses. We use: *who/that* for people, *which/that* for things, *whose* for possession, *when* for time and *where* for place.

I met some people whose tent collapsed in the night!

We can also use *whose* to refer to cities, countries and other nouns which suggest a group of people.

It's a city whose ambition is to be more sustainable.

We omit nouns or pronouns which have been replaced by the relative pronoun.

She's someone who I know well. NOT ~~She's someone who I know her well.~~

Non-defining relative clauses

We use non-defining relative clauses to give extra or non-essential information.

The festival, which was started by a small group of volunteers, has run for more than twenty years.

We use commas to separate this clause from the rest of the sentence. We cannot use *that* instead of *who* or *which* in non-defining relative clauses.

The concert, which attracted thousands of people, was a huge success,
NOT ~~The concert, that attracted thousands of people, was a huge success.~~

We cannot omit the relative pronoun.

Splendour in the Grass, which I attended last year, will be held in July.
NOT ~~Splendour in the Grass, I attended last year, will be held in July.~~

We can use *which* to refer to the whole of a previous clause.
I got sick, which meant I could no longer do the job.

Prepositions in relative clauses

In informal English, prepositions usually come at the end of a relative clause.
This is the song which she's most famous for.

In formal written English, prepositions often come before the relative pronoun. For people, we use *whom*, NOT *who* after the preposition.

He's the person to whom I have spoken. (formal)

He's the person who I have spoken to. (informal)

Where can be replaced by *which ... in* in informal English. In more formal English, we use *in which*.

The tent which we slept in is broken. (informal)

The tent in which we slept is broken. (formal)

PRACTICE

1 Combine the sentences using a relative clause. Add commas where the relative clause is non-defining.

- 1 WOMAD is an international arts festival. It was founded in 1982 by rock musician Peter Gabriel.
WOMAD is an international arts festival.
- 2 Caterers are invited to the festival. They must use solar power.
Only to the festival.
- 3 Some plastic is used on site. All of it is recyclable.
All recyclable.
- 4 We went to a festival last summer. It was the best festival I've ever been to.
The festival I've ever been to.
- 5 I discussed the problem with someone. She was very understanding.
The person was very understanding.
- 6 The exhibition features paintings by local artists. The exhibition opened last week.
The exhibition local artists.
- 7 The hotel overlooks the beach. The hotel was opened in 1886.
The hotel the beach.
- 8 You should play us a song on your guitar. This is that sort of occasion.
This is the a song on your guitar.

2 Look at the relative clauses in Ex 1. In which can you omit the relative pronoun?

3 Join the sentences with a relative clause. Use the relative pronoun in brackets.

- 1 You're the person. We always rely on you to sort things out. (who)
- 2 London is the city. I grew up there. (which)
- 3 They are colleagues. I spend a lot of time with them. (whom)
- 4 These are places in Laos. You can ride elephants there. (where)
- 5 This is the album. The band are most famous for this album. (which)
- 6 We stayed in a hotel. They recycled a lot there. (where)
- 7 We stopped at a museum. We had never visited the museum before. (which)
- 8 This is the lady. I was talking to you about this lady. (who)

3B cleft sentences

REFERENCE ◀ page 36

We can use a cleft sentence to emphasise information. *Cleft* means ‘divided’. In cleft sentences, one sentence is divided into two parts, each with its own verb.

Juanita works with Magdaleno.

(one verb)

It’s Magdaleno that Juanita works with.

(two verbs, emphasises Magdaleno)

The following structures are used in cleft sentences.

Cleft sentences with <i>It</i>	Cleft sentences with <i>What</i>
It is/was ... who ...	<i>What</i> + subject + present tense + <i>is</i> ...
It is/was ... that ...	<i>What</i> + subject + past tense + <i>was</i> ...

We can use *It + be + that/who* to emphasise a part of a sentence. In this structure, we emphasise the part of the sentence after the verb *be*.

It was Jim who lost his wallet.

(not Paul)

It was his wallet that he lost.

(not his bag)

It was yesterday that he lost his wallet.

(not two days ago)

We can also use *What + subject + verb + be*. In this structure, we emphasise the part of the sentence after *what*, before the verb *be*.

What I’d like to know is where it came from!

What you need to do is talk to your manager.

Notice that we use the singular form of *be* after *It* and *What* in cleft sentences.

It was my parents I had to thank.

NOT ~~It were my parents~~ ...

What is most impressive are the songs he recorded at home.

NOT ~~What are most impressive~~ ...

PRACTICE

1 Match the sentence beginnings (1–8) with the endings (a–h) to make cleft sentences.

- 1 It was Nikolai

2 What worries me

3 It’s singing in public

4 What’s interesting is

5 It was in Belgium

6 What you need to do is

7 It was last week that

8 What I like about
- a that really scares me.

b she went for her interview, not yesterday.

c London is the music scene.

d that they got married, not France.

e speak to your manager.

f the local culture.

g who wrote the book, not Fyodor.

h is the lack of planning for this project.

2 Complete the conversation with one word in each gap.

- Luisa: Did you watch *The Loved Ones* last night?

Rejane: Of course! It’s my favourite soap opera!

Luisa: Wasn’t it brilliant? ¹..... I want to know is who stole the laptop!

Rejane: Really? But it’s obvious! ²..... was Julio who stole it!

Luisa: No way! It ³..... Lena who stole it, not Julio! Why do you think it was Julio?

Rejane: Whenever there’s a mystery in *The Loved Ones* ⁴..... you need to do is see who looks the most innocent. Then you know they’re the guilty one.

Luisa: But what’s strange ⁵..... that the laptop reappeared at the end.

Rejane: True, but it ⁶..... Julio who always does clever things like that. He returned it before he got caught.

Luisa: Hmm, maybe ...

3 Rewrite the sentences using the words in brackets.

- 1 The singer messed up, not the guitarist. (it, who)
It was the singer who messed up, not the guitarist.

2 You need to practise a lot before performing. (what, do)
.....

3 Taking deep breaths works for me. (what, is)
.....

4 I like acting in public the most. (what, is)
.....

5 I’m studying music, not theatre. (it’s, that)
.....

6 The low salary put me off, not the hours. (it, that)
.....

3C How to ... use vague language

REFERENCE ◀ page 39

Vague language is very common, especially in spoken English. We often add words and phrases such as *kind of*, *sort of*, *that kind of thing* to make what we’re saying sound less factual and direct.

I watch a lot of crime drama and that kind of thing.

We use vague language when:

- we are not very sure of the precise details of something.
- we can’t remember the exact word or information.
- we are having an informal conversation and want to talk generally and sound less direct.

Vague nouns and phrases

We use *thing/things* to refer to something without saying its name.

There are a few things I don’t like about that film.

We use *bit* to refer to a small piece of something.

I love the bit where the animals escape.

We use *stuff* to refer to more than one object, or an uncountable noun.

In the end, they move all their stuff into a new flat.

We use *what’s her name?* or *what’s it called?* when we can’t remember the name of someone or something.

The hero is played by that actress – what’s her name?

Numbers

We use *around* and *about* to give a vague idea of a number.

There are around ten episodes in the series.

We use *-odd* after a number, to mean ‘about’.

There are 200-odd dancers in the final scene.

We use *or so* after a number, to show that the number is not completely accurate.

The storm lasted for two days or so.

Adjectives and ages

We use *-ish* to make either an adjective or an age more vague.

She’s about twenty-ish.

Making a statement less certain

We use *sort of* and *kind of* to make a statement slightly more vague and less certain.

I sort of understood what the film was about. (I didn’t understand very well.)

It’s kind of like a modern version of *Groundhog Day*.

Avoiding a long list

We can use phrases such as *and stuff*, *and everything*, *and so on*, *and that kind of thing*, or *something* instead of finishing a list.

We organised a movie night at home with pizzas, crisps, drinks and so on.

He’s basically a superhero, so he can fly and everything.

PRACTICE

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

- 1 I think the films starts at

2 There are we should discuss.

3 There are people coming to the dinner.

4 There’s a lot of action and violence and

5 Where have you put ?

6 I think we should wait for before speaking to them.

7 Her hair has turned a colour.

8 I watch all kinds of different things, like drama, mystery, comedy, thrillers
- a around seven-ish

a stuff

a kind of twenty

a that kind of thing

a my stuff, or something like that

a a week or so

a grey and so on

a and stuff
- b sort of seven o’clock

b kind of things

b twenty-odd

b something like that

b my stuff or so

b kind of a week

b grey-odd

b and kind of
- c seven o’clock and so on

c a couple of things

c twenty and everything

c sort of that

c all my stuff

c a week-ish

c grey-ish

c and something

2 Complete the sentences with the words in the box.

bit four-ish name of
so something sort stuff

- 1 I never usually eat chocolates, or sweets or like that.

2 We expect it to take two years or to finish the project.

3 They were of planning to leave once he’d found a job.

4 Did you turn the lights out, lock all the doors and that kind thing?

5 Do you remember the near the beginning of the film, where they first meet?

6 We’re meeting Justina at

7 We need to come up with some kind of a plan or

8 You know the film I’m talking about, the one with what’s his ?



3D *do* and *did* for emphasis

REFERENCE ◀ page 41

We can use *do*, *does* or *did* in affirmative sentences to emphasise that what we are saying is true, especially when we are making a contrast with different information or a different opinion.

I *do* really want to go to the concert.

(Perhaps you think I don't want to go.)

I *did* really enjoy their last album.

(I didn't think I would enjoy it.)

He *does* enjoy playing the drums.

(He hates playing the guitar.)

Notice that when we use *do*, *does* or *did* for emphasis, we stress the auxiliary.

I *can't* stand opera, but I *do* like classical music.

A: He *doesn't* like jazz music, *does* he?

B: No, he *does* like jazz, but he *doesn't* like R&B.

A: You said you would call them.

B: I *did* call them, but they *didn't* answer.

We can also use *do*, *does* and *did* to emphasise that we feel strongly about something.

I *do* love eating out in expensive restaurants.

He *does* look amazing in that new suit.

We can also use *do*, *does* and *did* to confirm something we think is true, by adding a question tag.

You *do* like spicy food, *don't* you?

He *doesn't* still work there, *does* he?

You *did* remember the passports, *didn't* you?

PRACTICE

1 Choose the correct options to complete the conversations.

- 1 A: You **do** / **don't** really like jazz music, do you?
B: I **do** / **don't** like it. I'm just not very keen on this album.
- 2 A: We're going to see The Underwater Crew this weekend. Do you want to come?
B: I **do** / **don't** want to come, but I'm not sure I can afford it.
- 3 A: I hear Francesco is enjoying his new job.
B: He **doesn't** / **does** enjoy it, but he'd like to be paid a bit more.
- 4 A: You got here on time! I thought you were going to be late.
B: Yes, I **do** / **did** have to run a bit though!
- 5 A: I don't have any plans for the weekend, but I **do** / **don't** think we should go somewhere. You don't want to watch the football match, do you?
B: No, I **do** / **don't**.
- 6 A: Hey, are you still coming for dinner?
B: Er, yes. But I **do** / **don't** have to finish this report first.
- 7 A: Did you check that the music room is free?
B: I **did** / **didn't** send a message, but I haven't heard back yet.
- 8 A: Have you decided whether to sell your car or not?
B: We **did** / **didn't** discuss it, but we're going to keep it for now.

2 Complete the sentences with *do*, *don't*, *does*, *doesn't* or *did*.

- 1 Nearly everyone had gone by the time I got there, but I manage to see Jasmin.
- 2 I play the guitar much now, but I play in a few different bands when I was younger.
- 3 He enjoy living in Spain – it's so sunny all the time and the people are so friendly.
- 4 tell me you forgot to bring the passports! We'll have to go home and get them.
- 5 He's a very difficult manager to work for, but they all try to keep him happy.
- 6 I see Angela very often anymore, but I see her brother quite a lot.
- 7 Liv have a lot of time for playing music at the moment, but she still play the occasional gig at the weekend.
- 8 Are you still OK to drive us to the festival? You offer to the other day.

4A future continuous and future perfect

REFERENCE ◀ page 46

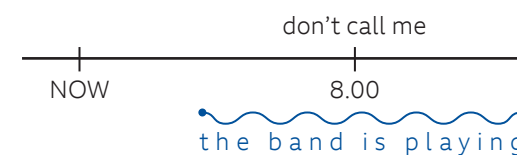
Future continuous

We form the future continuous with *will + be + ing*. We use it for an action or event that will be in progress at a specific time in the future.

I *can't* meet at 1.00 because I'll *be taking* Tom to the airport.

This time next week you'll *be swimming* in the Caribbean Sea.

Don't call me at 8.00 because the band *will be playing*.



Future perfect

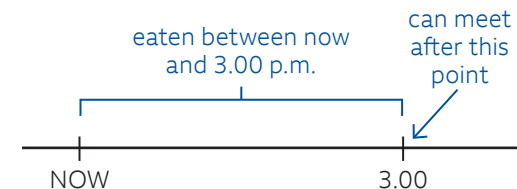
We form the future perfect with *will + have + past participle*. We use it for an action or event that will be finished before a specific time in the future.

We often use the future perfect with *by + a time*, meaning *at some time before*.

You *can borrow* the book next week. I'll *have finished* it by then.

You *can't* come at 2.00 because we'll *have left* by then.

We'll *have eaten* by 3.00, so we can meet you after that.



It is possible to use other modal verbs instead of *will* with the future continuous and future perfect.

She *might be travelling* at that time.

This time next week I *could be relaxing* on a beach in Thailand!

I'll call again tomorrow. He *may have forgotten* we'd arranged to meet now.

We *should have completed* the project by the end of next week.

PRACTICE

1 Choose the correct verb forms to complete the sentences.

- 1 Don't call me at 5 a.m. I'll **be sleeping** / **have slept**!
- 2 No, I can't do 2 p.m. I won't **be finishing** / **have finished** by then.
- 3 The driver will **be waiting** / **have waited** for you at the airport.
- 4 Good luck tomorrow. I'll **be thinking** / **have thought** of you.
- 5 Call me on Friday. I'll **be speaking** / **have spoken** to Amy by then, so I'll know her plans.
- 6 He can't meet at 7 p.m. because he'll still **be travelling** / **have travelled**.

2 Complete the second sentence so it has the same meaning as the first. Use the future perfect or continuous form of the verb in brackets.

- 1 The meeting ends at 3.30.
The meeting by 3.45. (end)
- 2 This time next year we'll be in Germany permanently.
This time next year we in Germany. (live)
- 3 Come over on Saturday, as I'll be free.
Come over on Saturday as I anything. (do)
- 4 Do you need the car later or can I borrow it?
..... the car later, or can I borrow it? (use)
- 5 We can't go to the gym at 5 a.m. It will still be shut.
The gym by 5 a.m. (open)
- 6 Their football match starts at 2 and finishes at around 4.
The girls football at 3.30. (play)

3 Look at the information and complete the sentences (1–6) with the future perfect or future continuous form of the verb in brackets.

4 p.m. – Jack's train arrives. Get there a few minutes before to meet him on the platform. Drive back.

4.10 p.m. – Home!

- 1 At 3.55, we on the platform. (wait)
- 2 By 4.30, we back at the house. (arrive)

10 p.m. bed time!

(the next day) 6 a.m. early start! 6.45 leave for airport.

- 3 At 11 p.m., I (sleep)
- 4 By 6.45 a.m. the next day, I breakfast. (had)

This afternoon – meet Jack and his new girlfriend!

Tomorrow morning – go to British Museum.

- 5 By tonight, I Jack's new girlfriend for the first time. (meet)
- 6 Tomorrow at 10, I the British Museum. (visit)



4B passives

REFERENCE ◀ page 48

Passives

In general, we use the passive to focus on the person or thing affected by an action rather than the person or thing doing the action.

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

- isn't obvious.
- is unknown.
- isn't important.

The theory has since been disproven.
(We don't know who disproved it and it isn't important.)

General beliefs and opinions

We can also use the passive to talk about general beliefs and opinions. This use is more common in formal writing.

To talk about present beliefs, we use *It is + thought/expected/believed/reported + that + clause*. We can omit *that* in less formal English.

It is thought (that) a lack of sleep can lead to health problems.

It is believed (that) many children do not get enough sleep nowadays.

To talk about beliefs in the past, we can use the same structure with the past simple or present perfect form of *be*.

In the 4th century BCE, it was thought that the Earth was at the centre of the solar system.

It was expected that she would be made CEO within the next year.

It has been suggested that people who have a varied diet have a lower risk of getting cancer.

It has been reported that a huge number of people regularly sleep fewer than six hours a night.

PRACTICE

- 1 Put the words into the correct order to complete the sentences.
- 1 the / has / population / It / that / reported / thirty percent / been / of
..... suffers from poor sleep.
 - 2 need / thought / most / is / that / It / people
..... about eight hours' sleep a night.
 - 3 get / if / is / you / It / expected / too little / that / sleep
....., you will not be able to work effectively.
 - 4 1800s / is / the / that / It / believed / in
..... people used to sleep in two blocks of four hours.
 - 5 company / suggested / has / the / that / It / been
..... should allow people to start work later in the morning.
 - 6 reported / it / Last / that / children / week / was
..... had started the fire.
 - 7 In / that / it / Ancient Egypt / believed / was
..... wearing a necklace protected you from bad health.
 - 8 is / It / proportion / that / a / reported / large
..... of people are now out of work.
- 2 Complete the article with *it* and the correct passive form of the verbs in brackets.

Sleep habits from around the world

Siestas

¹..... (think) that the Spanish tradition of having a sleep in the afternoon dates back thousands of years. In the past, ²..... (believe) that a siesta was necessary to give farmers time to rest and restore their energy in the hot climate. Nowadays, ³..... still (expect) that many people will go home and enjoy a long lunch and rest with their family.

Late bedtimes for kids

⁴..... (report) recently that parents in countries like New Zealand and Australia put their young children to bed by about 7 p.m., whereas in countries like Spain and Argentina it's common to see young children staying up until late in the evening, after 11 p.m. ⁵..... (think) that children in Asian countries sleep less on average than children who live in the USA, Canada and New Zealand.

Alfresco naps

In a recent study, ⁶..... (report) that in Scandinavian countries including Norway and Sweden, parents often leave their babies outside to sleep, even in the middle of winter. In these countries, ⁷..... (believe) that the fresh air is good for children's health and being outside helps to prevent them from getting sick.

Napping in public

The Japanese practice of *inemuri*, or 'sleeping while present', allows people to multitask. In many Japanese companies, ⁸..... (expect) that people will work long hours and might be tired. As a result, ⁹..... (considered) quite normal that workers might fall asleep on a park bench or a commuter train, at a dinner party or even during a work meeting.

4C How to ... express agreement and disagreement

REFERENCE ◀ page 51

Giving opinions

We can use a range of phrases for expressing personal opinions, and for expressing agreement and disagreement.

Expressing personal opinions

Personally, I think/feel/believe that ...

In my opinion/view, ...

From my perspective/my point of view, ...

As far as I'm concerned/aware, ...

If you ask me, ...

Expressing agreement and disagreement.

We use these phrases for expressing agreement and disagreement.

Agreeing

I couldn't agree more.

That's a good/fair point.

I take/see your point.

That makes sense.

Disagreeing

I'm not sure.

But on the other hand, ...

I completely disagree with you.

Concession

Sometimes you may agree with part of what someone says, but not all of it.

A: People should be responsible for their own health. It's not up to the government to tell them what to do.

B: I agree with you up to a point, but the government also has a duty to look after its people – and health is part of that.

You might also want to show that you acknowledge or understand someone's argument, even if you don't agree with it. This is called concession.

A: Yoga is fun, but it doesn't help you with cardio.

B: I understand what you're saying, but it does help you with strength and flexibility.

We use these phrases to express concession, or to partially agree with someone.

Partially agreeing

I agree (with you) up to a point, but ...

I agree to some extent, but ...

I suppose so, but ...

I understand what you're saying, but ...

That's a fair point, although it could also be argued that ...

PRACTICE

- 1 Match the sentence beginnings (1–8) with the endings (a–h) to make phrases for agreeing, disagreeing or partially agreeing.
- | | |
|---------------------------------|---|
| 1 I couldn't agree | a disagree with you. |
| 2 In my | b concerned, you're right. |
| 3 I agree with you up | c opinion, he's correct. |
| 4 That's a fair point, although | d to a point, but ... |
| 5 I see your | e it could be argued that the opposite is true. |
| 6 As far as I'm | f hand, they could be right. |
| 7 I completely | g point. |
| 8 True, but on the other | h more. |
- 2 Complete each conversation with the words in the box. There are two extra words in each box.
- disagree opinion perspective point sense suppose
- Conversation 1**
- A: In my ¹....., to coach a team you need to know everything about the sport.
- B: I completely ²..... with you. Your relationship with the players is more important.
- A: I take your ³....., but you need to know the game.
- B: I ⁴..... so, but it's not the most important thing.
- agree ask fair hand perspective point
- Conversation 2**
- A: If you ⁵..... me, it's important to have a new challenge in your life.
- B: That's a ⁶....., point, although it's good to take it easy, too!
- A: True, but on the other ⁷....., life is about expanding your horizons.
- B: I couldn't ⁸..... more, as long as it's not too much effort!

- 3 Complete the second sentence so it has the same meaning as the first. Use the word in brackets.
- 1 I think it's good to be active.
In, it's good to be active. (opinion)
 - 2 The opposite view is that running is bad for your knees.
....., running is bad for your knees. (hand)
 - 3 I agree with that.
That (sense)
 - 4 You're 100 percent correct!
..... more! (couldn't)
 - 5 My point of view is that sport should be free to watch.
....., sport should be free to watch. (perspective)
 - 6 You might be right.
Yes, I (suppose)
 - 7 I partly agree with you.
I agree with you up (point)
 - 8 In my view, it's easy to get motivated to exercise.
As, it's easy to get motivated to exercise. (concerned)



5A past perfect simple and continuous

REFERENCE ◀ page 56

Past perfect simple

We form the past perfect simple with *had* + past participle. We use the past perfect simple to talk about a completed action in the past that happened before another action.

When I got to the airport, the plane **had already left**.
By the time we arrived, the party **had finished**.



We often use the past perfect simple after ‘thinking’ verbs such as *realise*, *remember*, *forget*, *think* and *find out* when we thought or learnt about something that happened earlier.

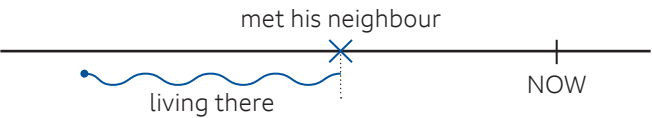
I **suddenly remembered I hadn’t called my mother**.
I **found out they had offered the job to someone else**.

Past perfect continuous

We form the past perfect continuous with *had* + *been* + *-ing* form. We use the past perfect continuous to talk about actions or situations which started before a specific time in the past and were still in progress up to that point.

She **retired last year. She’d been working at the company since 1972**.

We often use the past simple with the past perfect continuous to show that one action interrupted or stopped another.
She’d **been waiting for two hours when Joe appeared**.
He’d **been living there for three months before he met his neighbour**.



We can also use the past continuous to described an action which started before a specific time in the past and has finished, but the effects or results were still important.
I **was exhausted because I’d been studying all night**.

Notice the difference between the past perfect simple and past perfect continuous.
I **was proud of myself because I’d cleaned the whole flat**. (The action was completed.)
I **was tired because I’d been cleaning the flat**. (The action was not completed.)

Notice that we use the past perfect simple, NOT the past perfect continuous, with state verbs such as *like*, *love*, *hate*, *know*, *own*, etc.
I’d **known Sam since we were at college**.
I’d **always loved sailing**.

PRACTICE

1 Choose the correct verb forms to complete the story.

Last day at work

When I finally retired three years ago, it was both a sad and a happy day. I ¹**had worked / had been working** at the same rugby club for forty years as the team physiotherapist. I ²**had treated / had been treating** some of the most talented athletes in the world and, in a few cases, seen their children become professional players and treated them, too. The day itself was special. I ³**had looked / had been looking** after one of our injured players, as usual, when there was a knock on the door. It was the coach. He asked me to come to the changing room for a moment. I ⁴**hadn’t finished / hadn’t been finishing** working with the player, so I told the coach I’d be there in ten minutes. When I got to the changing room, I realised the whole squad – over forty players – plus fifteen members of staff ⁵**waited / had been waiting** for me! The coach ⁶**made / had been making** a speech thanking me and presented me with the shirt our captain had worn the day we won the cup in 1997. Then the players ⁷**sang / had sung** a song. I was so surprised! I ⁸**didn’t expect / hadn’t expected** any of this. It was a great way to finish, and I’m still in touch with many people at the club.

2 Complete the sentences using the correct past simple, past perfect or past perfect continuous form of the verbs in brackets.

- Mohamed was very excited because he (never / visit) Paris before.
- She was tired because she (paint) the dining room all day.
- I didn’t go to the theatre with them because I (already / see) the play twice.
- What (you / think) of the new biology professor yesterday?
- When I opened the door, everything was white; it (snow) all night.
- As soon as Marta saw the teacher, she realised she (meet) him before.
- We (drive) across Australia for eight weeks when the car broke down.
- They (not / know) each other for long before they got married.
- It was clear he (run) because he was sweating and out of breath.
- Jack made fish for dinner because his guest (not / eat) meat.

5B past plans and intentions

REFERENCE ◀ page 60

We use the following phrases and past verb forms to talk about past plans or intentions which changed and didn’t come true.

Compare:

I **had arranged to meet** Stefan after the show, and we went for a meal together. (I had a plan, and it didn’t change.)
I **was planning to meet** Stefan after the show, but I **was too tired, so I went straight home**. (I had a plan, but it changed.)

Forms followed by the infinitive

We can use *I was meant to ...*, *I was supposed to ...*, *I was going to ...*, *I was planning to ...*, *I was hoping to ...*, *I was expecting to ...* + infinitive without *to*. The plural form uses *were* instead of *was*.
We **were meant to meet in the park, but it was raining, so we met in a café instead**.
I **was supposed to call her to arrange an appointment, but I forgot**.
I **was going to study law, but I switched to history instead**.
He **was planning to meet us at the venue, but his car broke down**.
Martina **was hoping to study physics at university, but her grades weren’t good enough**.
Raj **was expecting to join his father’s company, but his father took on someone else instead**.

Forms followed by the -ing form

We can use *I was thinking of ...*, *I was considering ...* and *I was planning on ...* + *-ing* form. The plural form uses *were* instead of *was*.
I **was thinking of applying for that job, but I didn’t think I had the right qualifications**.
She **was considering switching careers, but she changed her mind**.
They **were planning on staying in a hotel, but they found a holiday cottage instead**.
Notice the difference in form between:
I **was planning to meet some friends**.
I **was planning on meeting some friends**.

PRACTICE

- Complete the sentences with the correct form of the verbs in brackets.
 - She was supposed (check) all the details before we left.
 - Arjun was thinking of (join) us this evening, but he’s not feeling great.
 - I was meant (go) to Art School, but my parents didn’t approve.
 - I’ve been considering (retrain) as a physiotherapist.
 - I was planning (tell) you as soon as I had confirmation.
 - We were expecting (see) you at the conference.
 - Jason was planning on (stay) for an extra couple of days.
 - We were supposed (sign) the new contract today.
 - I’ve been thinking of (apply) for a new position.
 - We were going (visit) Canada, but we couldn’t get a visa.
- Cross out the option that is NOT possible in each sentence.
 - What are you doing here? We were **meant to meet / supposed to meeting / going to meet** you at 8 p.m.
 - He was **thinking of / supposed to / hoping to** set up his own business, but then the economic crisis made it impossible.
 - I was **thinking of inviting / planning to invite / meant to inviting** a few people to dinner, but I don’t know what to cook.
 - We were **expecting to have / going to having / meant to have** the appointment on Friday but it’s been cancelled.
 - She was seriously **considering to resign / considering resigning / thinking of resigning** when they offered her a transfer.
- Complete the responses using the prompts in brackets.
 - A: I thought he was going to be a doctor.
B: He (think / study) medicine, but now he’s decided to do biology instead.
 - A: I thought you were going to stay in and have an early night.
B: Yes, I (plan / stay in), but then Anna invited me to a house party.
 - A: Didn’t you meet Jeremy?
B: No, we (hope / see) him at the restaurant, but he never showed up.
 - A: Congratulations! I heard you won a prize at the exhibition.
B: Thanks. I was so surprised. I wasn’t (expect / win) anything.
 - A: Have you seen Gabriella? She’s not here yet.
B: No, she (suppose / meet) us at 3 p.m., but she hasn’t arrived yet.
 - A: Have you decided where to go on holiday?
B: Yes, we (consider / take) a trip to Hawaii, but in the end we decided on Thailand.
 - A: I can’t believe you didn’t tell me Juan was coming to dinner.
B: I (plan on / tell) you, but I must have forgotten.
 - A: Did you make it to the beach?
B: No, we (going / have a swim), but then it started to rain.

5C How to ... describe problems and suggest solutions

REFERENCE ◀ page 63

Describing problems

We use *I can't get the ... working/to work* to say we don't know how to start using a machine.

I can't get the webcam to work.

We use *keep + -ing* form to say that a problem happens repeatedly.

The image keeps disappearing.

The sound keeps cutting out.

Describing problems

I can't get the ... working.

There seems to be a problem with ...

There's something wrong with my ...

The ... isn't working.

It keeps + -ing form (crashing/disappearing/stopping).

Every time I ... , it ...

Suggesting solutions

We use *perhaps + you could* and *maybe + you could* to make suggestions. They have the same meaning.

Maybe you could open a new window.

Perhaps you could log off and on again.

We use *try + -ing* form to suggest a solution.

Try switching off your camera.

Why don't you try using different headphones?

Suggesting a solution

Perhaps you could try + -ing form.

Maybe you could + infinitive without to.

Why don't you try + -ing form?

It might be worth + -ing form.

Have you checked the .../(tried + -ing form)?

Explaining why a solution would work

We use *that might work* and *it's worth a try* to suggest that it's possible a solution will work.

Shall we switch hosts? It's worth a try because it worked yesterday.

Shall we try logging in again? That might work.

We use *It sometimes helps if you + infinitive without to* to show an action has been tried successfully before.

It sometimes helps if you turn down the volume.

It sometimes helps if you move away from the mic.

Explaining why a solution would work

That might work because ...

It's worth a try because ...

It sometimes helps if you + infinitive without to because ...

PRACTICE

1 Match the sentence beginnings (1–10) with the endings (a–j).

- | | |
|-------------------------------|--------------------------------------|
| 1 My laptop keeps | a checked the microphone? |
| 2 It might be worth | b wrong with my picture. |
| 3 There seems to be a problem | c off and on again. |
| 4 Have you | d checking your internet connection. |
| 5 There's something | e try sending a link. |
| 6 I can't get the | f you turn off the video. |
| 7 It's worth a try because it | g sometimes fixes itself. |
| 8 Maybe you could log | h crashing. |
| 9 It sometimes helps if | i sound working. |
| 10 Perhaps you could | j with your sound. |

2 Complete the conversations with the phrases in the boxes.

every time have you tried maybe you could
there seems to be worth a try

Conversation 1

- A: ¹..... a problem with my washing machine. ².....
I switch it on, it overflows.
- B: Oh. ³..... unplugging it and plugging it in again?
- A: Yes, I tried that. It still didn't work.
- B: Well, ⁴..... call Steve and tell him about the problem.
- A: Yes, that's ⁵..... Thanks.

I can't get it keeps it sometimes helps if
there's something wrong

Conversation 2

- A: ⁶..... with my phone.
- B: Oh dear. What's the issue?
- A: ⁷..... the camera working. ⁸..... shutting down.
- B: ⁹..... you restart the phone.
- A: Really? I'll try that.

isn't working it might work because
why don't you try

Conversation 3

- A: My TV remote ¹⁰..... I can't seem to change channel.
- B: That's annoying. ¹¹..... replacing the batteries?
- A: Do you think that'll work?
- B: ¹²..... you probably haven't changed them for years!
- A: Yeah, that's true.

5D non-defining relative clauses for comments

REFERENCE ◀ page 65

We use defining relative clauses to explain exactly which person or thing we are talking about.

The team that I work with has won several awards.

We use non-defining relative clauses to give extra, non-essential information.

The building, which was built in 1882, is due to be redecorated next month.

(We don't need to know when it was built – this is extra information.)

To introduce a non-defining relative clause, we use the following relative pronouns – *which* (for things), *who* (for people), *whose* (for possession), *where* (for places) and *when* (for times).

Yuki, who joined the company last year, has had a really positive impact on the team.

Poland, where our next meeting will be held, is one of our fastest-growing markets.

Non-defining relative clauses are often used in the middle of a sentence. However, we can also use them at the end of a sentence to make a comment or give an opinion about what we've just said.

I worked with Tim on the Greenway project, which was an absolute pleasure.

(We don't need to know the speaker enjoyed working with Tim – this is an extra comment/opinion.)

They introduced me to Nicky Laird, whose books I've loved for years.

(We don't need to know the speaker likes Nicky Laird's books – this is an extra comment/opinion.)

The company just appointed Felix Schulz, who is a really nice guy.

(We don't need to know the speaker likes Felix – this is an extra comment/opinion.)

PRACTICE

1 Match the main information (1–6) with the comments (a–f) to make sentences.

- | | |
|--|---|
| 1 They've just returned from Cambridge, | a who live in Scotland. |
| 2 I spent the weekend with my cousins, | b which were delicious. |
| 3 They cooked some home-made pizzas, | c whose cooking skills are amazing! |
| 4 He left the company without telling anybody, | d which was quite a shock. |
| 5 Let's get together in the summer, | e when the weather's usually better. |
| 6 If you want ideas for recipes, talk to Matt, | f where they had a lovely week's holiday. |

2 Read the sentences and the comments in brackets. Rewrite them using a non-defining relative clause as a comment.

- 1 Thank you for the T-shirt. (lovely!)
Thank you for the T-shirt, which is lovely!
- 2 We worked in a small office. (not very comfortable)
- 3 I've got a new boss. (great to work with)
- 4 When I told her my plans, she was very understanding. (didn't expect that)
- 5 My first year has gone really well. (quite a relief)
- 6 I'm much happier working on my own. (quite surprising)
- 7 He offered everyone a promotion except Dennis. (seems a bit unfair)
- 8 He sits around all day doing nothing. (drives me crazy)
- 9 The worst part of the job is over. (really pleased about this)
- 10 We were delayed on the way to the airport. (I found this really annoying)



6A necessity, prohibition and permission

REFERENCE ◀ page 70

Necessity

We can use structures with *need* to express necessity, when the focus is on the action, not the person who does the action.

We can use *need* + *-ing* form. This is often used to talk about chores or things we haven’t had time to do yet.

The lightbulb in the kitchen **needs changing**.

Your nails **need redoing**.

We can also use *need* + the passive infinitive.

The TV **needs to be repaired**.

The meat **needs to be cooked** for a bit longer.

We can also use *must*, *need to* and *have to* to express necessity, when the focus is on the person who does the action.

You **need to apply** for a visa before you travel.

You **have to speak** to the manager if you want a refund.

Prohibition

We use *be* + *not* + *allowed to* when someone does not have permission to do something or it is against the rules or illegal. We can use it with different forms of *be*, to talk about the present or the past.

You’re **not allowed to park** there.

We **weren’t allowed to stay out** after midnight.

We can use *forbid* or *be forbidden* in formal sentences. It is often used in the passive form.

The museum **forbids** photography.

Feeding the animals **is forbidden**.

We can also say that something *is not* or *was not permitted* in formal sentences.

Liquids **are not permitted** inside hand luggage.

Phones **were not permitted** in the classroom.

We can also use *mustn’t*, *can’t* and *couldn’t* to express prohibition.

You **mustn’t talk** during the exam.

Without a credit card, you **can’t rent** a car.

Permission

We use *allow* and *be allowed to* to express permission. In the active form, we use *allow* + object + infinitive with *to*.

I **allowed her to borrow** my car.

We **were allowed to retake** the exam.

We can use *permit* and *be permitted to* in more formal sentences. In the active form, we use *permit* + object + infinitive with *to*.

The rules **permit players to take** a ten-minute break between games.

Dogs **are permitted** inside the building.

PRACTICE

1 Read the pairs of sentences. Does each pair have the same (S) or a different (D) meaning?

- 1

a Your passport needs to be renewed this year.
b You have to renew your passport this year.
- 2

a You aren’t allowed to use a dictionary in the exam.
b Dictionaries are permitted in the exam.
- 3

a Mobile phones were forbidden.
b You mustn’t use your mobile phone.
- 4

a We could do what we wanted in our free time.
b We were allowed to do what we wanted in our free time.
- 5

a The law forbids graffiti on public buildings.
b The law allows graffiti on public buildings.
- 6

a The clothes needed ironing.
b The clothes needed to be ironed.

2 Choose the correct words to complete the sentences.

- 1

Were you **allowed do** / **allowed to do** experiments in the lab?
- 2

Our employees didn’t need **retraining** / **being retrained**.
- 3

They **permitted us to enter** / **permitted that we enter** the gallery and we loved it.
- 4

With that visa, having a part-time job **is forbid** / **is forbidden**.
- 5

The essay is fine and doesn’t **need be rewritten** / **need to be rewritten**.
- 6

The children are **forbidden to play** / **forbid to play** outside.
- 7

We **couldn’t go** / **couldn’t going** inside the museum without a ticket.
- 8

Food **isn’t allow** / **isn’t allowed** in the library.

3 Complete the second sentence so it means the same as the first sentence. Use the word in brackets.

- 1

We must do several tasks this morning.
Several tasks this morning. (doing)
- 2

We had to replace our pipes.
The pipes replaced. (need)
- 3

The teacher didn’t let us use our phones in class.
We our phones in class. (allowed)
- 4

The document has already been edited.
The document doesn’t (edited)
- 5

You can’t play ball games here.
Ball games here. (permitted)
- 6

She let me stay in her flat.
She in her flat. (allowed)
- 7

You aren’t allowed to take photos in this building.
Taking photos in this building. (forbidden)
- 8

The law says that parents can make decisions for their children.
The law decisions for their children. (permits)

6B reported orders, requests and advice

REFERENCE ◀ page 71

Reported orders, requests and advice

We can use *order*, *tell*, *ask* and *advise* to report orders, requests and advice. The verb pattern for all the verbs is the same: verb + object + infinitive with *to*.

We use *order* and *tell* to report orders.

‘Shut the door!’ → She **ordered me to shut** the door.

‘Sit down!’ → He **told us to sit** down.

We use *ask* to report requests.

‘Can you open the door?’ → I **asked him to open** the door.

We use *advise* to report advice.

‘You should change jobs.’ → He **advised me to change** jobs.

Tense changes, pronouns and time references

When we report speech, the verb often goes back further into the past. Pronouns and time references, etc. also change.

Direct speech	Reported speech
present simple ‘I’m really tired!’	past simple She said she was really tired.
present continuous ‘I’m working on a new project.’	past continuous She told us she was working on a new project.
past simple ‘I enjoyed reading your book.’	past perfect She said that she had enjoyed reading my book.
past continuous ‘I was hoping to apply for the job.’	past perfect continuous He said that he had been hoping to apply for the job.
<i>will/would/can/could/should</i> ‘We’ll help you find somewhere to stay.’ ‘You can stay with me.’	<i>would/could/should</i> They said they would help me find somewhere to stay. She said I could stay with her.
<i>now/yesterday/here</i> He arrived yesterday.	<i>then/the day before/there</i> He arrived the day before .

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. We use the present form of a reporting verb.

‘I think the meeting is finishing now.’ → Paolo **says** he thinks the meeting **is finishing** now.

Reported questions

When we report questions, 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.

‘What does Imogen think?’

They **asked me what Imogen thought**.

NOT They **asked me what did Imogen think**.

With *yes/no* questions, use *if* or *whether*.

‘Are you coming to the party?’

She **asked me if I was coming** to the party.

PRACTICE

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

- 1

‘Complete the report by Monday.’
Monday / report / to / me / the / ordered / by / He / complete
- 2

‘Do you think you could open the door for me?’
door / me / for / open / her / the / She / to / asked
- 3

‘Can you arrange a meeting for Wednesday?’
for / They asked / arrange / me / Wednesday / a / meeting / to
- 4

‘Could you please organise a taxi to collect me?’
taxi / to / a / asked / her / me / to / She / organise / collect
- 5

‘I think you should try not to work at the weekend.’
weekend / work / me / She / to / at / the / not / advised

2 Read the comments (1–5). Then complete the reported speech (a–e). Use the pronoun in brackets.

- 1

‘Do you think you could help me move the chairs?’
- 2

‘I think it would be a good idea for you to leave early.’
- 3

‘Put the files on my desk and leave immediately.’
- 4

‘Can you give me a lift to the station?’
- 5

‘I suggest you take some time off work to recover.’
- a

He **asked me to move** the chairs. (me)
- b

She early. (him)
- c

He the files on his desk and leave immediately. (me)
- d

She her a lift to the station. (me)
- e

She some time off work to recover. (them)

3 Complete the stories with the correct form of the pairs of verbs in the box.

advise/arrive order/wait advise/not call
ask/allow tell/go ask/stop

I was interviewing a candidate when she ¹..... the interview for a few minutes because she had forgotten to lock her car. I said yes. She left and never came back.

I once had an interview with a twenty-two-year-old student who turned up with his mother! Even worse, he ²..... her to answer any questions he wasn’t sure about! I ³..... back home and grow up!

A young woman came into my office for an interview. She arrived late and was wearing dirty jeans and a ripped T-shirt. She told me she’d had a lot of interviews but nobody had given her a job. I ⁴..... on time and dress smartly for her next interview.

I flew from San Francisco to New York for a job interview. When I arrived, the manager ⁵..... in the hotel lobby while he finished his game of solitaire on his laptop because he was about to win!

One interviewee gave me a list of references but then ⁶..... two of them because they would say bad things about him.

6C How to ... ask for advice and give advice tactfully

REFERENCE ◀ page 75

Asking for advice

- What do you think I should do?
- What would you do?
- What do you think?
- Can you give me some advice about ... ?
- What would you recommend/suggest?

Giving advice tactfully

When we are giving sensitive advice (which could be embarrassing for the person who receives it), we use phrases to prepare the listener. These help to soften the message. Several of these phrases focus on how the listener should view the advice.

I hope you don't take this the wrong way, but you can sometimes come across as slightly rude.

I don't want you to get the wrong idea, but I'm not sure I want to be in the band anymore.

Don't take it personally, but the clothes you wear to work aren't always suitable for the office.

Preparing the listener for sensitive advice

- I hope you don't take this the wrong way, but ...
- I don't want you to get the wrong idea, but ...
- Don't take it personally, but ...
- I'm telling you this as a friend.
- To be honest, ...

When giving advice tactfully, we often use modal verbs like *could* and *might* to soften the message.

- It might be a good idea to spend a bit more time preparing before you go for interviews.**
- You could try paying a bit more attention in meetings.**

We also use *perhaps* and *maybe* to make it clear that our advice is only a suggestion, not an order.

- Maybe you should go to bed earlier.**
- Perhaps you should talk to your manager.**

Giving advice tactfully

- My advice would be to** + infinitive without *to*
- If you want my advice, you should ...**
- You should definitely ...**
- Perhaps you should/ought to ...**
- It's probably/It might be a good idea to** + infinitive without *to*
- Have you thought about/considered** + *-ing* form
- If I were you, I'd ...**

PRACTICE

- Complete the second sentence so it has the same meaning as the first using the words in brackets.
 - Get rid of it!
My be to get rid of it. (advice)
 - You ought to write to him.
Have to him? (consider)
 - Listen to what she's saying!
I think you her advice. (ought)
 - I've told you this before: your dad was right!
Please don't take this your dad was right. (wrong)
 - I completely disagree.
I don't want you to get I disagree. (idea)
 - What should I do?
What ? (recommend)
 - You should ask for help!
It might be a ask for help. (idea)
 - No doubt about it – you got this wrong.
....., I think you got this wrong. (honest)
- Choose the correct words to complete the conversations.
 - A: I can't believe the teacher gave me a B. I'm the best student in class!
B: Look, I hope you don't ¹**consider / get / take** this the wrong way, but you aren't. You're always forgetting to do your homework.
A: Not always!
B: My ²**advise / advice / reason** would be to not take it personally. Just study more next time!
 - A: My flatmates are so messy, I don't know what I can do about it.
B: I don't want you to ³**make / get / do** the wrong idea, but it isn't only them.
A: What do you mean? Are you saying that *I'm* messy, too?
B: Look, if I ⁴**were / would be / am** you, I'd draw up a schedule so everyone shares the cleaning.
 - A: I accidentally texted my boss instead of my partner. What do you think I ⁵**would / will / should** do?
B: It ⁶**might / must / should** be a good idea to just admit you made a mistake.
A: But it's so embarrassing!
B: ⁷**When / If / As** you want my advice, you should apologise and hope they forget about it.

7A past modals of deduction

REFERENCE ◀ page 82

We use modal verb + *have* + past participle to speculate or make deductions about past actions or situations.



I must have left my phone in the café.

We use *must have* to say we feel certain that something happened or is true, based on the evidence.

I must have deleted the email. I can't find it anywhere.

We use *might/could/may have* to say we think it is possible that something happened or is true, based on the evidence.

They may have missed their train. The traffic near the station was terrible.

We use *can't/couldn't have* when we are almost certain that something is not true, or impossible, based on the evidence.

He can't have taken the car because I've got his car keys.

We use modal verb + *have* + *been* + *-ing* form to speculate or make deductions about continuous actions or states.

They can't have been living there very long. You must have been waiting for ages!

We use modal verb + *have* + *been* + past participle to speculate or make deductions using the passive.

- Her bag must have been stolen while we were sitting at the bus stop.**
- Their flight might have been delayed because of the bad weather.**

PRACTICE

- Choose the correct verb forms to complete the sentences.
 - You're very good on the violin. You must have **practise / practised** a lot!
 - She's very good at painting. I guess she **might / can't** have gone to art college, but I'm not sure.
 - He **can't / must** have finished all that work already. It's impossible!
 - It's a very old building. It might have **built / been built** in the early 1800s.
 - Her bag must **have stolen / have been stolen** while she was in the marketplace.
 - Try calling again – they **might / can't** not have heard you the first time.
- Rewrite the sentences in bold using a past modal of deduction.
 - He's a highly talented musician. **It's possible that he got the talent from his mother.**
He **might have got the talent** from his mother.
 - He's a world-famous author. **It's almost certain that you've read his books.**
You his books.
 - I lost all the work that I did yesterday. **It's impossible that I saved it properly.**
I properly.
 - She fell down the stairs and broke her foot. **I'm quite certain than it was painful.**
It painful.
 - We haven't heard back from Frank yet. **It's possible that he phoned while we were out.**
He while we were out.
 - He built the house entirely by himself. **I'm almost certain it was not easy.**
It easy.
- Complete the conversations with a past modal of deduction and the correct forms of the verbs in the box.

be break cost give look offer

 - A: Oh, no! Look what's happened to my necklace.
B: It when you were swimming. I saw a piece like that in the swimming pool.
 - A: Do you like my new coat?
B: It's gorgeous! That you a fortune!
 - A: I've finally finished my novel after years of hard work.
B: Congratulations! That easy.
 - A: What's happened to Giorgio? I haven't seen him recently.
B: I'm not sure, but I think he a new job in another department.
 - A: I've lost my boarding pass!
B: You properly. I saw you put it in your bag just now.
 - A: Where did you get that from? It's lovely.
B: I can't quite remember, but it to me by my sister.

7B wish, if only, should have

REFERENCE ◀ page 83

	Present	Past
wish	wish + past simple or <i>could</i>	wish + past perfect
if only ...	<i>if only</i> + past simple or <i>could</i>	<i>if only</i> + past perfect
should(n't) have		<i>should(n't) + have</i> + past participle

wish

We use *wish* + past simple or *could* to talk about things we would like to be different in the present, when these things are impossible or unlikely to change.

I wish I had more time. (But I don't have more time.)

I wish you were here. (But you aren't here.)

We use *wish* + object + *would* to talk about something you want to stop happening in the present because it annoys you.

I wish they would be quiet at night.

(But I don't think they will.)

I wish you wouldn't call me at weekends.

(But I know you probably will continue to do it.)

Notice that we don't use this structure to talk about ourselves.

NOT I wish I wouldn't be so poor.

We use *wish* + past perfect to talk about things that happened or didn't happen in the past, which we now regret and would like to change.

I wish I'd gone to university when I was younger.

(I didn't go to university and now I regret it.)

I wish they hadn't moved away. I really miss them!

(They moved, and now I feel sad about this.)

if only

We can use *if only* instead of *wish* in the structures above to show more emotion.

If only we lived by the sea!

If only the car would start!

If only he would be quiet!

If only I'd listened to my mother!

should have

We can also use *should(n't) have* + past participle to talk about things in the past that we regret.

We should have arrived earlier. Now there are no seats.

I shouldn't have spoken to you like that. I'm sorry.

PRACTICE

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

- 1 I wish you would

2 If only I wasn't

3 I should have

4 If only I

5 I wish

6 You shouldn't
- a learnt it by heart.

b I'd taken advantage of my opportunities.

c terrified of heights.

d have switched careers.

e be a bit more adventurous!

f hadn't taken my friend's stupid advice!

2 Choose the correct options (A–C) to complete the anecdotes.

I wish ¹..... started learning the piano earlier. I only started when I was in my twenties and I discovered I had a talent for it. My sister already played and she told me I should try it. I ²..... listened to her. ³..... I'd taken her advice earlier: I might have become a professional musician. (Pauline)

⁴..... I hadn't left school at sixteen! That's my biggest regret. I wish ⁵..... to university. I love studying, but at that age I didn't know any better and I ended up in a boring job instead. I wish I ⁶..... change career now, but it's too late. (Eugenia)

I don't really have any regrets. Maybe I ⁷..... gone to so many parties as a teenager, but it was fun at the time and that's how I made a lot of friends. Looking back, there's nothing I really wish I ⁸..... . (Pavel)

- 1 A I would

2 A should have

3 A I should

4 A I should have

5 A I hadn't gone

6 A would

7 A shouldn't have

8 A would do
- B I

B should

B I should have

B I wish you

B I'd gone

B had

B should go

B did
- C I had

C wish I

C I wish

C If only

C I went

C could

C would have

C hadn't done

3 Complete the second sentence using the word in brackets.

- 1 I wish I'd learnt to swim when I was a child.

2 I think buying that phone was a big mistake.

3 I didn't listen to my mother, and now I regret it.

4 It's so annoying that my car won't start!

5 She dropped out of university, which was a bad idea.

6 I can't remember her number, and I need it now!

7 Unfortunately, I have very little time to work on this.

8 Alberto talks so much! It really annoys me.
- when I was a child. (should)

..... that phone. (wish)

..... to my mother. (only)

..... start. (would)

..... of university. (shouldn't)

..... her number! (only)

..... more time to work on this. (wish)

..... talk so much! (wish)

7C How to ... describe a process

REFERENCE ◀ page 87

When we describe a process, it is helpful to break it down into stages. We can use different phrases to introduce each stage. These prepare the listener to focus on the information that comes next.

To begin with, put the ingredients in a bowl.

The next step is to mix the ingredients.

The final stage is to let the dish cool for five minutes.

Describing stages in order	
First stage	To begin with, you'll want to ...
Middle stage	The next stage/step is to ... Once you've done ... , (you) ...
Last stage	The final stage involves + <i>-ing</i> form

Some stages in a process are more important than others. It is helpful to indicate which stages are necessary, and which are not completely necessary.

It's essential to book early.

Choosing your seats is optional.

Giving instructions according to necessity	
100% necessary	It's essential that you ... It's essential to ...
a good idea but not 100% necessary	I would recommend + <i>-ing</i> form
not necessary, but maybe nice to do	This is optional. If you want, you can ...

When describing a process, it is useful to give warnings about common problems or mistakes.

Avoid taking selfies with your back to the light.

Be careful not to hold the camera too close.

Warning about potential problems
Be careful not to ...
Avoid + <i>-ing</i> form
One common mistake is to ...
Watch out for ...

PRACTICE

1 Choose the correct words to complete the conversations.

- 1 A: How can I apply for a work visa?

2 A: Do I have to buy travel insurance when I book my ticket?

3 A: But would you recommend

4 A: Yes, I'd avoid
- B: 'To begin / For begin with, you'll need to fill out this form.

B: No, it's

B: Yes, I'd avoid

B: Yes, I'd avoid
- A: OK. What's the next

A: But would you recommend

B: Yes, I'd avoid

B: Yes, I'd avoid
- ²movement / step?

⁴essential / optional.

⁶to travel / travelling without insurance.

⁶to travel / travelling without insurance.

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

Writing exams: Tips

¹....., make sure you prepare well by practising writing in the weeks before the exam. I'd ²..... doing at least three timed practice tests. ³..... this, you'll feel more confident that you can write the essays in the time given.

When you take the real exam, ⁴..... read the instructions. Go over each point and plan the essay before you write. ⁵..... that you think of some ideas first and know what points you want to get across. One common ⁶..... write everything you know about the subject instead of writing to a plan. ⁷..... doing this because marks are given for organisation, not just content. The ⁸..... checking your work for silly mistakes and making sure your writing is accurate.

- 1 A It's essential

2 A recommend

3 A To begin

4 A be careful to

5 A The next step

6 A problem is

7 A I'd recommend

8 A final stage involves
- B To begin with

B avoid

B If you want

B I'd recommend

B It's essential

B stage is to

B Avoid

B next step is to
- C Be careful

C want

C Once you've done

C it's essential

C If you want

C mistake is to

C It's optional

C common mistake is

3 Complete the second sentence so it has the same meaning as the first using the word in brackets.

- 1 You must buy a ticket before you enter.

2 It's a good idea to check in early, but not 100 percent necessary.

3 The last thing you do is pour the mixture into a jar.

4 Bumps in the road are a potential problem!

5 Don't overcook the pasta.

6 You can bring your own food, but it's not necessary.
- It's a ticket before you enter. (essential)

I early. (recommend)

The pouring the mixture into a jar. (final)

..... bumps in the road! (watch)

Be the pasta. (careful)

You can bring your own food if you want to, but (optional)

7D adverbials of concession

REFERENCE ◀ page 89

however

We use *however* to introduce information which contrasts with something that has just been said. We put a comma after *however*.

Our house was very comfortable. **However**, it was too small for our growing family.

We usually put *however* at the beginning of a sentence, but it can also go at the end. This sounds a little more formal.

The trip was very long. **However**, it was fun.

The trip was very long. It was fun, **however**.

We cannot use *however* to join two clauses in the same sentence. We need to make two sentences.

She always did really well at school. **However**, she struggled when she went to university.

NOT ~~She always did really well at school, however, she struggled when she went to university.~~

though/although

We use *though* or *although* to introduce a contrasting idea or piece of information. We often use it to introduce another side of an argument or opinion.

We can use *though* or *although* between two clauses. We usually use a comma before them.

The film is never boring, **though** it's really long.

My flat looks nice from outside, **although** it's dark inside.

We can also use *though* or *although* at the beginning of a sentence. We use a comma at the end of the first clause.

Although Jo doesn't practise much, she's good at the guitar.

Though I said 2 p.m. earlier, let's meet at 3 p.m.

Unlike *however*, we don't use *although* at the end of a sentence. Use *though* instead.

Although the weather was bad, we enjoyed the holiday.

We enjoyed the holiday, **although** the weather was bad.

We enjoyed the holiday. The weather was bad, **though**.

Though and *although* are different from *however* in that they join two clauses together in one sentence.

I like swimming, **though** it's not my favourite activity.

I like swimming. **However**, it's not my favourite activity.

on the other hand

We use *on the other hand* to contrast a second piece of information with the first. We often use it to introduce another side of an argument or opinion. We put a comma after *on the other hand*.

It's difficult. I do think it's important to think about your future. **On the other hand**, you also need to enjoy what you're doing now.

We can use the full phrase *on the one hand ... on the other hand ...* to give both sides of an argument or opinion.

On the one hand, we'd love to move somewhere greener.

On the other hand, we love being in the city.

PRACTICE

- 1 Choose the correct options to complete the sentences.
- 1 **Though / However** she's a talented musician, she never plays in public.
 - 2 I didn't recognise her. **On the one hand / However**, we'd met before.
 - 3 **Although / On the other hand** there was a loud noise, she didn't wake up.
 - 4 The train was late. **Though / However**, we managed to arrive on time.
 - 5 **On the one hand / Though** it was freezing, I wasn't wearing a coat.
 - 6 It's true you'd have to move away. **On the other hand / Although**, it's a great opportunity.
 - 7 **Although / However** both his parents are scientists, he hates physics and chemistry.
 - 8 I don't usually watch horror films. **On the one hand / However**, I enjoyed this one.
- 2 Match 1–8 with a–h.
- | | |
|---|--|
| 1 I've known Chen for twenty years. | a On the other hand, this one is cheaper. |
| 2 Though the picture is frozen, | b although I wish it were nearer the sea. |
| 3 On the one hand, this flight time looks good. | c However, we aren't close friends. |
| 4 I broke my foot. | d I think it's usually closed on Sundays. |
| 5 It's a lovely house, | e I can hear you fine. |
| 6 Her paintings are brilliant. | f However, the rest were terrible. |
| 7 His first two films were amazing. | g However, it was a blessing in disguise. |
| 8 Though we could try that restaurant, | h On the other hand, I don't think much of her sculptures. |
- 3 Complete the article with one word in each gap.

The talented Mr Robeson

It's hard to say which of Paul Robeson's many talents was his finest. On the ¹ hand, he was a world-class singer; on the ² hand, his most important work was arguably his human rights activism.

³ he is best known as a singer and actor, Robeson was also incredibly talented in other fields. He was outstanding at American football, winning an athletic scholarship to Rutgers University. He also earned a law degree from Columbia University Law School, ⁴ he didn't work as a lawyer for long.

At the time, few Americans spoke more than one or two languages. ⁵ , Robeson was familiar with over a dozen, including Mandarin Chinese, German, Spanish and Arabic, several of which he picked up on his many travels.

For decades, he was one of the world's most famous men. ⁶ , after a series of illnesses, he retired in his sixties and died in 1976, largely forgotten by the public.

8A participle clauses

REFERENCE ◀ page 92

We can use participle clauses to join two actions together in the same sentence.

She was sitting in the waiting room. She thought about her father.

→ **Sitting** in the waiting room, she thought about her father.

They finished their meal. Then they left the restaurant.

→ **Having finished** their meal, they left the restaurant.

We use a present participle (*-ing* form) when the two actions happen at more or less the same time.

I walked into the room, and I noticed everyone was busy.

→ **Walking** into the room, I noticed everyone was busy.

We use a past participle clause (*having* + past participle) when one action happened before the other.

I read through all the information, then I decided to sign the contract.

→ **Having read** through all the information, I decided to sign the contract.

The two actions in the sentence must have the same subject.

Ana finished her talk, then she left. (same subject)

→ **Having finished** her talk, Ana left.

Ana finished her talk, then everyone left. (different subjects)

NOT ~~Having finished her talk, everyone left.~~



PRACTICE

- 1 Choose the correct verb forms to complete each second sentence.
- 1 She was working long hours. She usually felt tired in the evening. **Working / Having worked** long hours, she usually felt tired in the evening.
 - 2 He finished his exams and then he considered whether to apply for university. **Having finished / Finishing** his exams, he considered whether to apply for university.
 - 3 They visited all the important sights and then went back to their accommodation. **Visiting / Having visited** all the important sights, they went back to their accommodation.
 - 4 She was standing at the window as she watched the cars drive past. **Standing / Having stood** at the window, she watched the cars drive past.
 - 5 She read all the books in the house and then went to the library for more. **Reading / Having read** all the books in the house, she went to the library for more.
 - 6 As she opened her office door, she saw Max disappearing down the corridor. **Opening / Having opened** her office the door, she saw Max disappearing down the corridor.
- 2 Complete the sentences with the correct participle form of the verbs in the box. More than one answer might be possible.
- clean complete leave move promise sit visit work
- 1 several co-living spaces, she eventually decided to look for an apartment of her own.
 - 2 to the city for the first time, he found that it was difficult to meet people.
 - 3 at her desk, she tried to focus on her essay.
 - 4 her degree, she was keen to find her first job.
 - 5 with an experienced artist every day, Sara had the confidence to try new techniques.
 - 6 the entire apartment, he sat down to enjoy a cup of tea.
 - 7 for work in the mornings, they often bumped into each other.
 - 8 to take Natalia on holiday, he searched for a suitable villa.
- 3 Rewrite or combine the sentences using participle clauses.
- 1 Young people start new jobs and often find they need to work long hours. **Starting new jobs, young people often find they need to work long hours.**
 - 2 He is living in Lisbon. He enjoys his job and has the chance to surf.
 - 3 They considered the various options and then they decided to move into the co-living space.
 - 4 She was walking through the park when she realised that she had forgotten her laptop.
 - 5 He'd lived with someone who didn't pay the rent, and was now looking for a different solution.
 - 6 They cooked meals together and got to know each other better.
 - 7 They looked at the available workshops and then they chose the pizza-making course.
 - 8 She finished her work and then she went to the beach to swim.

8B conditionals with conjunctions

REFERENCE ◀ page 96

Zero conditional
We use the zero conditional to talk about things that are always or generally true.
We form the zero conditional with *if/when* + present simple + present simple.
When you mix blue and yellow, you get green.

First conditional
We use the first conditional to talk about the future consequences of a present situation.
We form the first conditional with *if* + present simple + *will/won't* or *could/can/may/might*.
We might go to the cinema if there's a good film showing.

Second conditional
We use the second conditional to talk about imaginary or unlikely situations in the present or future.
We form the second conditional with *if* + past simple + *would/wouldn't*.
If I was a billionaire, I'd buy a private island.

In the second conditional, we can use *were* instead of *was* when the subject is singular. This is slightly more formal.
If I were taller, I'd be better at basketball.

Third conditional
We use the third conditional to talk about imaginary situations in the past.
We form the third conditional with *if* + past perfect + *would/wouldn't have*.
If we'd left on time, we wouldn't have been late.

Conjunctions
We use *provided (that)*, *providing (that)* and *as long as/so long as* to mean *only if*.
I'll buy the food as long as you do the cooking.
(I'll **only** buy the food **if** you do the cooking.)
We'll be there in ten minutes provided that the traffic is OK.
(We'll **only** be there in ten minutes **if** the traffic is OK.)
The car will last for years providing you maintain it properly.
(The car will **only** last **if** you maintain it properly.)

We use *on condition that* with a similar meaning. The meaning is stronger, and it is often used to talk about rules.
You can work from home on condition that you attend online meetings.
(We agree that you can work from home, but **only if** you attend online meetings.)
Unless means if not.
We'll miss our flight unless we leave at 6.
(We'll miss our flight **if** we don't leave at 6.)
I won't go to the party unless you go with me.
(**If** you don't go with me, I won't go to the party.)

PRACTICE

- 1 Read the pairs of sentences. Does each sentence have the same (S) or a different (D) meaning?
- 1 a You'll get the job provided that you have the right qualifications.
b If you don't have the right qualifications, you won't get the job.
 - 2 a We won't have a picnic outside unless it's sunny.
b We'll have a picnic outside as long as it's sunny.
 - 3 a You can borrow the money on condition that you promise to pay it back.
b You can borrow the money unless you promise to pay it back.
 - 4 a If he doesn't get here soon, we'll have to go without him.
b Unless he gets here soon, we'll have to leave without him.

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

condition don't provided
that unless will wouldn't

1 that trends remain the same, India will overtake China as the country with the largest population sometime in the 2030s. This will be the big demographic change in the future, and 2 India builds huge numbers of skyscrapers, it will lead to more overcrowding.

Many issues, such as housing, literacy and civil rights, are connected to poverty. Generally, if your country is poor, your numbers 3 be worse in all of these categories. Providing 4 the world comes together to fight poverty, these figures can change for the better.

Many global issues are closely tied together. If you 5 have a functioning education system, you don't have widespread literacy. You only manufacture large numbers of cars on 6 that your government invests in building roads. This has been the case for centuries. If the Romans hadn't known how to build bridges and roads, they 7 have conquered the world.

3 Rewrite the sentences using the word in brackets.

- 1 We need to act fast or these languages will die out. These languages fast. (unless)
- 2 Do your best and you'll be OK. You your best. (long)
- 3 To accept the job offer, I require a company car. I'll get a company car. (condition)
- 4 We'll be there at midday unless our plans change. We change. (providing)
- 5 If we keep quiet, we won't get into trouble. We quiet. (unless)

8C How to ... develop an argument

REFERENCE ◀ page 99

When we structure an argument, we usually use the following structure:

- 1 Make a claim, stating that something is true.
- 2 Present evidence and examples to support our claim.
- 3 Present ideas or information that show the impact of what we are saying.

We can use the following words and phrases to help structure an argument.

Making a claim

I'd like to start off by saying ...
The first point I'd like to make is that ...
Secondly, Thirdly, etc.; Most importantly, ...
As far as I can see, ...
One thing we can be sure of is ...

Presenting evidence and examples

This is true for three main reasons. Firstly, ...
A good example of this is ...
For instance, ...
Apparently, ...
The evidence suggests that ...

Showing the impact of what we are saying

As a result, ...
The obvious impact of this is ...
This would lead to ...



PRACTICE

- 1 Choose the correct words to complete the sentences.
- 1 I'd just like to start off **to say / by saying** that I completely disagree with that comment.
 - 2 The first point **I like / I'd like** to make is that it really depends on the situation.
 - 3 **This / One** thing we can be sure of is that social media is here to stay.
 - 4 This is true for three main **reasons / arguments**. Firstly, everybody is busy.
 - 5 The obvious impact **of / on** this is that prices would go up.
 - 6 This would **lead / leads** to mass disruption.
- 2 Choose the correct options (A–C) to complete the argument.
- 1 that 2, social media has killed the art of conversation. If you look at a group of teenagers who get together, the first thing you'll see is that they're all looking at their screens instead of having conversations with each other. I think this is really sad. Furthermore, 3 it's making people feel lonely, too.
- 4, we can see that people often choose to text or message each other, rather than using the phone and talking to someone. Nowadays, people even finish their relationships by text. 5 is in companies. Lots of office workers talk to their colleagues through messages even when they work in the same office. Some companies even use text messages to fire their staff! I think 6 that the more we use messaging instead of talking to people, the harder it becomes to have real conversations because we simply can't remember how to do it. We haven't had enough practice. And 7 the younger generation never even learning the art of conversation in the first place.
- 1 **A** This would lead to
B I'd like to start off by saying
C The evidence suggests
 - 2 **A** as far as I can see
B as a result
C the obvious impact of this is
 - 3 **A** this is true for three main reasons
B the evidence suggests
C as a result
 - 4 **A** This is true for three main reasons
B As far as I can see
C Secondly
 - 5 **A** As a result
B Another good example of this
C Apparently
 - 6 **A** the obvious impact of this is
B a good example of this is
C as a result
 - 7 **A** the first point I'd like to note is that
B I'd like to start off by saying
C this leads to

- 3 **GB8.01** | Listen and check your answers.