

1A conditional forms

REFERENCE ◀ page 10

Mixed conditionals

We use mixed conditionals to speculate about possible results in the present, past or future of hypothetical situations or actions in a different time.  
To speculate about the possible result in the present of a hypothetical action or situation in the past, we use *if* + past perfect + *would* + infinitive without *to*.

If I'd known about the road closure, I wouldn't be in this traffic jam.

To speculate about the past result of a hypothetical action or situation that is still true in the present, we use *if* + past + *would have* + past participle.  
If I earned more money, I would have bought that car yesterday.

To speculate about the future result of a hypothetical action or situation in the past, we use *if* + past perfect + *would* + infinitive without *to*.  
If I hadn't agreed to work this weekend, I'd go swimming with you.

Alternatives to *if*

*Should* + subject + infinitive without *to* can replace *if* in first conditionals, when something is unlikely or not particularly probable.  
Should we manage to get a ticket, we'll give you a call.

We use *provided/providing (that)*, *on condition (that)* and, less formally, *as long as* to mean *if and only if*, especially where we have reservations.  
We'll sign the contract providing that we can sign today.

*Unless* in conditional sentences means *if not*.

Unless you have a boarding card, you can't get on the plane.

*Unless* can be used formally with a past participle, or to express an afterthought.  
Let's go to see a movie – unless, of course, you want to stay at home.

*Without* + noun or *-ing* form can replace *unless* + verb.

Without a boarding card, you won't be allowed on the plane.

Without having a boarding card, you won't be allowed on the plane.

We use *whether or not* or *even if* to emphasise that something will still be true if another thing happens.

I exercise every day, whether I feel like it or not.

*But for* (+ noun or *-ing*) in written and more formal situations means *if something hadn't happened*.

But for her mother's unstinting support, Lena would have given up.

Alternative forms

We can use *if it + not be + for* in second and third conditionals when someone/something affected or has affected the outcome of a situation.  
If it weren't for my poor French, I'd apply for the job in Paris.

We can use *if I were to* + infinitive without *to* when we want to make a second conditional less likely.

If I were to buy that bike, I know I'd regret spending the money later.

Inversion

We can use inversion in third conditionals to replace *if*.

Had you been at the meeting last week, you'd have heard the news.

We can also use inversion in second conditionals with *were to*.

Were I to retake the test, I'd definitely pass it.

Note: inversion also adds formality to the sentence.

PRACTICE

1 Write mixed conditional sentences about these situations. Start each sentence with *if*.

- 1 I have to go to a conference later. I didn't stay up late last night.
- 2 I didn't learn Spanish at school. I can't communicate with the locals here.
- 3 Lara doesn't enjoy superhero films. She didn't go to see the latest *Avengers* film last night.
- 4 The tap was leaking all night and today the whole floor is wet.
- 5 Oliver has a really good singing voice. He entered the TV talent show.
- 6 We went swimming in cold water yesterday and I'm sneezing a lot this morning.

2 Rewrite the second sentence so that it means the same as the first.

- 1 If the doctor hadn't intervened quickly, the patient would be seriously ill.  
But for .....
- 2 He can't go to the dance if he doesn't have a partner.  
Without .....
- 3 Let him sleep late unless there's an emergency.  
Let him sleep late as long .....
- 4 I'll attend the meeting unless I'm obliged to speak.  
I'll attend the meeting provided .....
- 5 You can't use a TV without a licence.  
Unless .....
- 6 The meeting will go ahead tomorrow if no one contacts you later today.  
Should .....

3 Complete the sentences with the correct words.

- 1 If it ..... for the essay I have to write, I'd come with you to the theatre.
- 2 ..... we listened to the weather forecast before setting out, we wouldn't be soaking wet now.
- 3 If it hadn't ..... for the power cut, we'd have had a much longer video call.
- 4 ..... they to build on the nearby park, many residents would complain.
- 5 If you ..... offer me the position, I would inform my employer today.

1B nominal relative clauses

REFERENCE ◀ page 12

A nominal relative clause is a type of noun clause that is used to express ideas more concisely.  
In a nominal relative clause, a noun/pronoun and another pronoun are 'fused' together into one relative pronoun. Typical relative pronouns are: *what*, *who*, *when*, *where*, *how*, *why*, *whatever*, *whoever*, *whichever*.

I know the things which what I like.

The person who Whoever is elected will serve five years.

Some nominal relative pronouns can be followed by *to* infinitive.

I considered what to say.

The manual illustrates how to troubleshoot problems.

Nominal relative clauses can be in subject or object position.

What other people think is irrelevant.

Did you tell them where we're meeting?

Notice that in subject position, the clause can function as a cleft structure and add emphasis.

We use nominal relative clauses after the phrases *This/That/It + be + just, exactly, precisely*.

This is what I feared would happen.

That's exactly when we're away.

It's just what I wanted!

We don't use *what* in a normal relative clause.

It's a video what I made ages ago.

We use *that/which* or nothing (if the relative pronoun is the object of the verb).

whoever, whenever, whatever, whichever

We use *whoever*, *whenever*, *whatever*, *whichever* in nominal relative clauses to replace *anyone who/any person who, any time that or anything which/that, the one that*.

I'll do whatever you want.

Coffee? Yes please, whenever you're making one.

Whoever wins goes forward to the next stage.

Notice the difference with *who*:

Who we're looking for is a genuine entrepreneur. (the specific person who)

PRACTICE

1 In each sentence (1–8) find a noun + pronoun or a pronoun + pronoun combination and replace it with a single pronoun. Make any other necessary changes.

- 1 I remember the time that we actually enjoyed weekends.
- 2 Anyone who thinks writing a book is easy should try it for themselves.
- 3 If you don't like the way that she treats you, tell her.
- 4 I'll have my eggs any way that you want to make them.
- 5 Don't forget the things that are important to you and you can't go wrong.
- 6 There are two routes to the airport, so you can choose the one that you prefer.
- 7 The person who I like the most is best kept a secret.
- 8 You can have anything that you want, just name it.

2 Complete the replies with a pronoun.

- 1 I meant your cousin Susan, not your classmate Susan.  
a That's exactly ..... I was talking about.  
b ..... you meant, I haven't spoken to either of them this week.
- 2 We've got them some new kitchenware as a wedding gift.  
a That's just ..... we wanted to get them!  
b We're giving cash, then they can get ..... they want.
- 3 The first week of October works for me.  
a That's exactly ..... we were planning to be away.  
b OK, ..... 's good for you.
- 4 Pizza for dinner?  
a That's precisely ..... I was thinking!  
b ..... you want is fine by me.





1C How to ... manage interaction during a discussion

REFERENCE ◀ page 15

The key to a successful discussion is being able to manage the interaction. We may wish to interrupt politely, return to a point previously mentioned or direct the interaction by initiating discussion of certain points and encouraging contributions from others.

Interrupting

- If I can come in here, ...
- Sorry, I didn't mean to cut you off ...
- Could I just make a point here?
- If I could just add that ...

Returning to a previous point

- And going back to what I was saying earlier, ...
- Sorry, you were saying ...
- To go back to my earlier point, ...
- What I started to say was ...
- As we were saying before, ...
- If I could just finish, ...
- Earlier, you raised an important point ...

Directing the interaction

- To get the ball rolling, let's start with ...
- I'd like to hear ...'s thoughts on this.
- Let me pick up on that.
- If I can just bring ... back in, ...
- Let's see what ... makes of this ...
- Would you like to comment on ... ?
- Can we just hear what ... has to say on this?
- I think we might be getting off the topic.
- We're running out of time, so let's move on.



PRACTICE

- 1 Use the prompts to write phrases for managing interaction.
- 1 I / make / point? .....
  - 2 go / back / earlier point .....
  - 3 Earlier / raise / important .....
  - 4 me / pick up / that .....
  - 5 run / time .....
  - 6 If / finish .....
- 2 Complete the first part of a discussion with the correct words.
- Becks: So, today's topic for debate is 'Taking a gap year before university is good for students.' Let's see where we stand on the issue. To <sup>1</sup> ..... the ball rolling, let's <sup>2</sup> ..... with Kenny.
- Kenny: Well for me, taking a break before going to university seems a great idea. Students can get a real taste of ...
- Ashley: If I can <sup>3</sup> ..... in here, surely that breaks the flow of education, doesn't it? They might get used to earning money and not want to return.
- Kenny: What I started to say was that they will appreciate learning more if they've had some work or travel experience.
- Ashley: Sorry, I didn't mean to <sup>4</sup> ..... you off.
- Kenny: No problem. <sup>5</sup> ..... I was saying, a taste of working is really important and, who knows, some might change their mind about the course they were planning to study.
- 3 Put the comments (a–d) into the correct places (1–4) to complete the second part of the discussion. Then complete the comments with the correct words.
- 1 .....  
Becks: I'd like to hear Sara's <sup>1</sup> ..... on this.
- 2 .....  
Becks: Ashley, would you like to <sup>2</sup> ..... on that?
- 3 .....  
Sara: But that's not to say that older people can't still study, is it?
- 4 .....  
a Sara: Yes, let me <sup>3</sup> ..... up on that last point. If they make that decision, then surely that's better than getting onto a university course and dropping out after a few weeks.
- b Becks: I think we might be <sup>4</sup> ..... off the topic somewhat. Earlier, Kenny, you <sup>5</sup> ..... an important point about travel experience. How do you think students can benefit from ... ?
- c Ashley: But <sup>6</sup> ..... back to what I was saying earlier, they might decide not to go to university at all!
- d Ashley: I see your point. I just think it's a shame to break the flow, as I said before. If your brain is in that learning zone, then you should profit from it.

2A advanced ways of comparing

REFERENCE ◀ page 22

**like**

We use *like*, sometimes modified by *a bit*, *a little*, *somewhat*, *rather*, *a lot*, *nothing*, etc. to compare two nouns.

Waiting for an interview is **a bit like** going to the dentist: pretty scary.

Our new museum is **nothing like** the ones I've seen in other cities.

The play we went to see last night was **a lot like** watching paint dry. It was so boring.

**as**

We use (*not*) *as* ... *as* with an adverb or adjective to make equal or unequal comparisons.

The painting was **not as old as** he'd maintained.

For emphasis we can modify a comparative with words such as *easily*, *nothing like*, *nowhere like*, *nowhere near*, *equally*, etc.

The laptop was **nowhere near as expensive as** we'd been led to believe.

The exam was **nothing like as difficult as** I'd been expecting.

The man was **easily as eccentric as** I had imagined.

His talk about the history of the town was **equally as interesting as** his previous talk on its architecture.

We use *so* ... *as to* to replace a result clause.

His handwriting was **so bad as to** be almost indecipherable.

We use *not so much* ... *as* to stress the second element.

It **wasn't so much an interview as** an interrogation.

**Other structures and phrases**

We use *can't/couldn't* + verb + *any (more)* + adverb/adjective + (*than*) to add emphasis.

The story line **couldn't have got any more complicated**.

I **can't work any faster than** I am, so please wait.

The flat is great for getting to work. You **couldn't live any more centrally**.

We use *more* + adjective + *than* + adjective to emphasise one thing.

To be honest, I'm **more nervous than worried about the test**.

Some phrases and verbs reflect similarity and contrast.

The meal cooked by the new chef **wasn't a patch on the delicacies the previous chef produced**.

The twins **differ considerably** in appearance and personality.

What he's saying now about planning is **at complete variance** with what he was saying six months ago.

PRACTICE

- 1 Complete the sentences with *as* or *like*.
- 1 The new series is nowhere near ..... good as the first was.
  - 2 Visiting my childhood home was a lot ..... going back into the past; the owners hadn't changed a thing.
  - 3 The autobiography of the author was equally as interesting ..... the plot of his novel.
  - 4 My passport picture looks nothing ..... I do now – it's nearly eight years old.
  - 5 The road was so heavily covered in snow ..... to be almost impassable.
  - 6 It wasn't so much an invitation to attend the meeting ..... an order.
- 2 Match the sentence beginnings (1–6) with the endings (a–f).
- 1 You couldn't find a location any
  - 2 This holiday cottage isn't
  - 3 To tell the truth, I'm more
  - 4 The cottage and its location are at complete
  - 5 Take whichever room you like. They differ
  - 6 The journey here took nothing
- a a patch on the one we had last year.
  - b more peaceful than this one.
  - c like as long as I'd thought it would.
  - d relieved that we got here safely than disappointed with the place.
  - e variance with how it was described online.
  - f in size a little, but the views are the same.
- 3 Rewrite the second sentence using the word given so that it has the same meaning as the first sentence. Use between four and six words.
- 1 This painting is the most lifelike I have seen.  
**GET**  
You couldn't ..... than this one.
  - 2 My original job description was very different to what I'm having to do now.  
**VARIANCE**  
What I'm having to do at work now is ..... my original job description.
  - 3 His manner irritated me more than his words.  
**SO**  
It wasn't ..... his manner that irritated me.
  - 4 He made some claims that were ridiculous and we almost laughed at them.  
**AS**  
His ..... be almost laughable.
  - 5 We'd been warned that climbing to the top of the tower would be exhausting and it was very true.  
**EASILY**  
Climbing to the top of the tower ..... we'd been warned.
  - 6 You could compare the dry steak we ate last night to cardboard.  
**BIT**  
That steak last night was so dry ..... eating cardboard.

2B reporting

REFERENCE ◀ page 24

When reporting people’s speech, questions, thoughts or beliefs at a later stage, change the pronouns, tenses, auxiliary verbs, time or place references as appropriate.

‘I think the new system will have a profound impact here.’

Paola thought the new system **would have** a profound impact **there**.

Where a situation has not changed, or the present or future situation is still present or future, there is no need to make any changes.

‘There will be storms tonight.’

The forecast said there **will be** storms **tonight**.

Past modal verbs don’t change.

‘You shouldn’t have overstated the case.’

I told them they **shouldn’t have overstated** the case.

We use *whether* (instead of *if*) in more formal reported questions and also after prepositions.

We talked about **whether** to strike or not.

Notice that in spoken English we often just change the words rather than use complicated grammatical rules. The most important thing is to make sure the message is clear.

‘Isn’t he amazing?’

Julia thinks he’s amazing.

**Adding variety to reporting**

We use a range of reporting verbs to summarise the main meaning of an utterance, e.g. *accept, acknowledge, cite, claim, counter, echo, implore, maintain, profess, point out, question, reiterate, stipulate*.

The exam rules **stipulate** that no dictionaries can be used.

He **professed** never to have seen the letter before.

The footballer **echoed** his manager’s comment that he would be match fit by Saturday.

We can also use verb + noun collocations.

He **raised the issue** of traffic congestion.

We **voiced our concerns** about the short deadlines.

We can use adjectives instead of reporting verbs, e.g. *assertive, concerned, confident, fearful, hesitant, hopeful, insistent, regretful, satisfied*.

The politician was **confident** that the law would be passed without delay.

The manager was **satisfied** that the contract was as comprehensive as it could possibly be.

We can use nouns rather than clauses to follow reporting verbs.

She **accepted the difficulty** involved in planning a concert on such a large scale.

He **questioned the manager’s ability** to deal with the problems they were facing.

We can also use phrases to introduce reported speech.

**According to my doctor**, I should be eating far more fruit and vegetables than I currently am.

**As mentioned in the article**, it was not the first time that residents had experienced heavy flooding.

PRACTICE

1 Use the prompts to write sentences. Make changes in tenses only where it is absolutely necessary.

- 1 Valerie / just / tell / she / be / in / hospital / last week / that / why / not / come / my party
- 2 In 1543, Copernicus / publish / his theory / state / the Earth / go / round / Sun
- 3 application form / state / recent photo / must / attach
- 4 When / we / be / young / our father / assure / we / will / never regret / go / college
- 5 Last night / Sue / explain / me / she / travel / a lot / her / current job
- 6 When / he / see / broken / window / Mr Harris / ask / I or my brother / do / it

2 Report the direct statements using appropriate verbs in the box.

accept echo implore maintain  
question reiterate

- 1 ‘That’s fine. I realise that I’m never going to be a teacher.’  
She .....
- 2 ‘I agree with Marty’s point. We’ve been too lenient with students missing deadlines.’  
He .....
- 3 ‘I’m not sure that these records are completely accurate. Can we check?’  
She .....
- 4 ‘As I said before, my view is that we haven’t invested enough in maintaining the buildings.’  
He .....
- 5 ‘The steps I have taken have been in the best interests of the company.’  
She .....
- 6 ‘I would ask you all to please think very carefully about donating more money to the charity.’  
He .....

3 Write what the people being reported might have actually said. Use direct speech and do not use the reporting verbs in the sentences.

- 1 The committee member called for action to improve road safety.
- 2 Kelly raised the issue of students bringing unhealthy snacks into school.
- 3 The chair was hesitant about taking a vote at that time.
- 4 The police were satisfied that my brother had nothing whatsoever to do with stealing the car.
- 5 The politicians pondered the difficulty of introducing new legislation too quickly.
- 6 According to the restaurant owner, a significant number of customers had left without paying their bills in the previous month.

2C How to ... maintain and develop interaction

REFERENCE ◀ page 27

In order to maintain and develop a discussion, rather than simply stating our opinions in a turn-taking style, we can use phrases to say how far we agree or disagree with someone, and also to show our interest.

Expressing agreement

I’m not arguing there.  
OK, I take your point.  
Fair enough.  
I get where you’re coming from.  
I’m with you there.  
I couldn’t agree more.

Expressing disagreement

But surely ...  
I think there’s a flaw in your argument.  
You’re looking at things the wrong way round.  
Maybe we’re talking at cross purposes here?  
I’m afraid I beg to differ.  
I think we have to agree to disagree.

Expressing interest

You make a good point.  
That’s a relevant point.  
You’ve put that really well.  
Really? I’d never considered that.  
That’s an excellent way of putting it.  
It’s clear you both have strong views here.

PRACTICE

- 1 Choose the correct words to complete the sentences.
  - 1 That’s interesting, but I think there’s a **flaw / fault** in your argument.
  - 2 You **put / make** a good point, but I’m still not convinced.
  - 3 I’ve heard that argument before and I couldn’t agree **better / more**, but **certainly / surely** we’ve moved beyond that.
  - 4 Thanks. That’s a really **relevant / reliable** point, and one I’d never **considered / thought** before.
  - 5 Free train travel for students? I’m definitely with you **there / everywhere**!
  - 6 I’ve a feeling we’re talking at **opposite / cross** purposes here. I wasn’t thinking about asking everyone – just our close circle of friends.
  - 7 You express yourself so well – that’s an excellent way of **putting / making** it.

- 2 Match the sentence beginnings (1–5) with the endings (a–e).
  - 1 You’re looking at things
  - 2 I’m afraid I
  - 3 OK, I’m not
  - 4 We’re getting nowhere! I think
  - 5 You have your opinion and that’s
  - a beg to differ.
  - b we have to agree to disagree.
  - c fair enough.
  - d arguing there.
  - e the wrong way round.

- 3 Complete the discussion with the phrases in the box.

a flaw in your argument agree to disagree  
fair enough make a good point surely  
take your point where you’re coming from

Alex: So, what are your feelings about the new leisure centre that the council’s putting so much money into? It’s costing a fortune.

Ben: About time. People need to have access to sports facilities, get healthier and put less strain on the health service.

Alex: <sup>1</sup>..... I <sup>2</sup>..... that the health service is stretched, but what I can’t come to terms with is why people can’t just exercise more. There are plenty of parks and gardens! This leisure centre is being built with my – a taxpayer’s – money, and I’ll probably never use it.

Ben: I think there’s <sup>3</sup>..... You’re talking about taxpayers’ money, but new hospitals will cost the taxpayer a lot more if we don’t become healthier as a nation.

Alex: OK, I get <sup>4</sup>....., but <sup>5</sup>..... just renovating or revamping existing centres would be sufficient? There’s no call for all this latest state-of-the-art sports equipment that the new centre is advertising.

Ben: But that’s what will attract people to the centre, and we all need some encouragement to get exercising or doing sports.

Alex: You <sup>6</sup>....., but I think we’ll have to <sup>7</sup>.....! Getting fit doesn’t need to cost the earth.





3A modal verbs and phrases

REFERENCE ◀ page 33

Modal verbs

We use modal verbs to express the probability or likelihood of a situation.

That **must be** Dave at the door.

We **might be seeing** Rosa at the weekend.

I'm sorry, it **can't be done** in the time you want.

Other phrases

We can use other phrases to show:

- certainty.  
She's **bound to** have prepared carefully.  
It's **guaranteed to** save you money.  
The economy **is undoubtedly** in trouble.  
The decision **will inevitably** lead to tensions.  
It's **a given that** they will get the contract.
- probability/possibility.  
You **may well** be right.  
I **would guess that** she earns about a million.  
In **all probability**, the car will be ready by midday.  
There's **a strong likelihood that** it will rain before the weekend.  
It is **expected/highly likely that** she'll study law at university.  
There's **a chance that** we'll miss the meeting.  
The **odds are that** our teacher will be leaving in a few months.
- improbability.  
It **seems totally unimaginable that** they'll lose.  
It's **highly unlikely that** we'll get any news before tomorrow.
- necessity.  
It's **(absolutely) crucial/vital/essential/imperative that** no one speaks to the media.  
This **needs to** be discussed further.
- obligation.  
We're **expected to** do two hours' homework.  
It's **obviously (my) responsibility to** welcome new trainees.  
Students **are supposed to** leave their mobiles at home.  
A **requirement is that** new staff have a university degree.
- ability.  
Do you think he's **capable of** managing a team?  
He **has an aptitude for** painting and drawing.

PRACTICE

1 Read the sentences from a tourist brochure. Find the mistakes and correct them. Two sentences are correct.

- In probability you will see wildlife that you've never seen before.
- It's a chance that some parts of the park will be closed during the rainy season.
- We should guess that most of our customers come through recommendations from former clients.
- It seems totally unimaginable that a visitor wouldn't find this exhilarating.
- This will undoubtedly be the most memorable experience of your lifetime.
- Visitors are not suppose to tip their guides, but the practice is not overtly discouraged.
- It's essentially absolute that you keep your car windows closed.
- Even the fastest human is not able of outrunning an elephant.
- You guarantee of having a great time!

2 Complete the sentences with the words in the box.

a requirement   able   aptitude  
crucial   expected   likelihood  
undoubtedly   well

- It's ..... that the cabin staff explain emergency procedures before take-off.
- There is ..... that all candidates have a minimum set of qualifications.
- There's a strong ..... that someone will lose their job over this.
- If a child shows a(n) ..... for a particular craft, they should be encouraged.
- It's ..... that everyone involved in the project will be in attendance.
- Being ..... to work in high places without feeling a sense of vertigo is important.
- The staff may ..... know more about the subject than the painters themselves.
- Most passengers will ..... enjoy the services offered on the new trains.

3B passives

REFERENCE ◀ page 37

We use passive structures:

- to keep the focus on a particular subject.  
Robert left at 6 a.m. He **was picked up by** a taxi at 6.10.
- when the agent is unimportant, obvious or unknown.  
The meeting's **been cancelled**.  
Your room **is being cleaned**.  
in formal writing and speaking.  
Taking photographs **is prohibited**.

We use *get* in informal spoken English or in situations where things happen outside our control.

I **got paid** yesterday.

Emma's hat **got knocked off** by a branch.

We use passive infinitives and *-ing* forms in subject or object position in a sentence. Note the position of the negatives.

Being **'liked'** on social media is addictive.

**Not to have been consulted** is unforgivable.

I hate **not being believed**.

He expects **to be promoted** soon.

We use passive with *it* to front a sentence with reporting/thinking verbs.

It **is thought** that the opening of the new hospital will be delayed by up to two months.

It **was decided** not to continue with the new rail links because of the costs involved.

We can also use an alternative impersonal passive structure.

The novelist **is said to** have been born in Portsmouth.

The employee **was thought to** have been suffering from stress for several months before seeking help.

We use modal passives to express necessity, possibility, etc.

Something **must be done**.

It **could have been painted** earlier than we thought.

We use *There is everything/a great deal/a lot/much/not much/very little/nothing + to be + past participle* to talk about amount, often in a slightly formal way.

There's **a great deal to be gained** by talking.

There's **nothing to be said**.

We can use *have + object + past participle* for a (usually paid) service.

I'm **having my car checked** today.

Have you **had your hair straightened**?

We can use *get + object + past participle* to sound less formal.

I **got my teeth fixed** last year.

*Have + object + past participle* can also be used for a negative experience.

She **had her bike stolen**. = Her bike was stolen.

Notice that in the causative there is an emphasis on the situation rather than the person.

PRACTICE

1 Choose the best option (a or b) for continuing the situations and sentences.

- Did you see the story about world famine on TV?  
a Something has to be done.  
b Somebody has to be something.
- Having just discovered that the company is relocating, I wanted to flag how distraught I was  
a that someone didn't tell me how I feel about it.  
b not to have been asked how I feel about it.
- I was at the hairdresser's and  
a I had my hair completely messed up.  
b she completely messed up my hair.
- Excuse me, Madam. Would you please turn off your recording device?  
a Recording this concert is not permitted.  
b You're supposed to record this concert.
- Oh no, my laptop's crashed again.  
a Maybe I should get it repaired by someone different this time.  
b Maybe it should be repaired by someone different this time.
- I'm glad I brought my raincoat.  
a There's a lot that I might say about being prepared!  
b There's a lot to be said for being prepared!

2 Complete the text with the correct form of the verbs in brackets. Use the active or passive voice as appropriate.

Thank you, and goodbye

It's not just employees who <sup>1</sup>..... (catch out) on social media and find their jobs in peril. Company managers need to be wary of who sees their posts and how they <sup>2</sup>..... (might interpret). Managers <sup>3</sup>..... (expose) boasting about getting workers to do overtime without getting paid and competing with other managers for who <sup>4</sup>..... (spend) the fewest hours in the office. In one remarkable example, a department store manager <sup>5</sup>..... (video) himself posing as a shoplifter in the very store he worked in, and <sup>6</sup>..... (make) it into a 'how-to' video uploaded for public viewing. The security department of the store <sup>7</sup>..... (inform) and used the content of the video to <sup>8</sup>..... (improve) their anti-theft measures. The store's owner was appreciative – a thank-you note to the manager <sup>9</sup>..... (include) along with the notice informing him that his employment <sup>10</sup>..... (terminate), effective immediately. There's a great deal <sup>11</sup>..... (gain) by thinking twice before pressing the 'upload' button. <sup>12</sup>..... (sack) for something so obviously irresponsible is perhaps not too high a price to pay.





3C How to ... check understanding by paraphrasing and summarising

REFERENCE ◀ page 39

We use the following phrases to check understanding and respond during a discussion.

Checking understanding

- So, in other words, you're ...
- So, am I right in thinking that ... ?
- Please correct me if I'm wrong, but it sounds like you're talking about ...
- So, what you're basically saying is ...
- If I've got this right, you think ...
- Are you suggesting that ... ?
- Just to clarify, are you saying that ... ?

Responding

- Let me rephrase that.
- OK, I'll put it another way.
- Not at all, what I said was ...
- You're twisting my words.
- No, let me put it another way.
- No, you've got it all wrong.
- Absolutely, that's exactly what I mean.

PRACTICE

- 1 Complete the phrases.
- 1 No, let me put ..... I don't think we should offer to do it for free.
  - 2 You're twisting ..... I never said we should give him all the bad jobs.
  - 3 Absolutely, that's ..... The more we invest, the more we get back.
  - 4 Am I right in ..... she did this without asking anyone else first?
  - 5 Please correct ....., but it sounds like you're asking everyone to give their time up for free.
  - 6 Not at all, what I ..... that he's not always the most reliable, that's all.

- 2 Add the missing word to each sentence.
- 1 Not all – what I said was I needed more thinking time.
  - 2 So, you're basically saying is that we've run out of time to rectify the situation.
  - 3 If I've got this, you'd rather go with the third candidate.
  - 4 You're twisting words – I shall definitely vote for getting an extension.
  - 5 Let rephrase that – I would like to see more people working remotely.
  - 6 No, you've got all wrong. I don't want to work from home myself.
  - 7 OK, I'll put another way – I would love to find employment with this company.
  - 8 It sounds you're talking about making a large number of people redundant.
- 3 Match Speaker A's comments (1–4) with Speaker B's reactions (a–d).
- 1 A: I feel that Tanya has put forward some relevant points and I think there's a lot to be said for the proposal.
  - 2 A: I wouldn't go so far as to say we should commit to this course of action, but take time to consider other factors.
  - 3 A: So, what you're basically saying is that we ought to abandon the project altogether.
  - 4 A: So, am I right in thinking that you'll vote against us?
  - a B: Please correct me if I'm wrong, but it sounds like you're talking about another delay.
  - b B: No, let me put it another way. I'm not 100 percent in favour, but I won't actually oppose the plans.
  - c B: So, in other words, you're in favour?
  - d B: Not at all. You're twisting my words. What I said was that I think we need to ask for additional consultations.



4A verb patterns

REFERENCE ◀ page 46

Verb + -ing

We use an -ing form after prepositions.

It's for making bread.

This includes prepositions after certain:

- adjectives: committed to, justified in, meticulous about, renowned for.
- nouns/noun phrases: thanks for, in addition to, with a view to, the idea of, the purpose of, devotion to.
- verbs/verb and object combinations: specialise in, feel like, admire someone for, compliment someone on.

-ing forms also follow:

- many verbs: involve, imagine, can't help, suggest, bother.
- phrasal verbs: end up, put off, give up, take up, burst out.
- some adjectives: (not) worth, hopeless\*, pointless\*.
- time linkers: when, before, since, on, upon, until, while, whilst.

\* These adjectives can also be followed by the to infinitive.

Kit broke his arm while skiing.

-ing forms when functioning as nouns (gerunds) are often the subject of a sentence. Overfishing is depleting the cod species.

-ing forms can also function as adjectives (participles).

satisfying results, a mystifying problem, participating countries

Notice the use of the -ing form in the passive:

He doesn't enjoy being corrected when he speaks English.

Infinitive with to

We use infinitive with to after:

- certain verbs/verb and object combinations/verb phrases: arrange, manage, fail, prepare, bother, persuade someone, allow someone, want someone, occur to someone. It didn't occur to me to resign.
- adjectives: bound, inclined, interesting, liable, ready, reluctant, willing. The road is liable to flood.
- nouns/noun phrases: a (long) way, (it's her) ambition, (go to) great lengths, (there's) no need, (the) aim/motive is. Kate has gone to great lengths to set improvements in motion.

We use infinitive with to:

- after too + adjective/quantifier. It's too heavy to lift. There's too much to see.
- to express purpose. He's saving to buy a house.

-ing form or infinitive with to

Some verbs can take either the -ing form or infinitive with to depending on the meaning: go on, remember, forget, start, regret, try, stop.

I remember locking the door but I can't find the key.

Remember to lock the door before going out.

With other verbs there is little or no difference: start, begin, like.

We use the perfect infinitive or -ing form to emphasise the order of activities. I would love to have met Salvador Dalí.

Notice the use of the perfect infinitive in the passive. The report is still to be completed.

PRACTICE

- 1 Find and correct one or two mistakes in each sentence.
- 1 Sonya's renowned for not answering her emails in addition to never check her voice mails.
  - 2 Since see the film, Ron bursts out cry every time he sees a cat.
  - 3 I'm not looking forward to turn forty, so there's no need to organise a party.
  - 4 The judge decided they were justified in having leave the restaurant without paying while running from the fire.
  - 5 It's worth remembering packing your case the night before so you don't forget taking everything.
  - 6 It was great to have visit so many countries but pointless trying picking which was the best.
  - 7 When Dan was complimented on having prepared such a good meal, he admitted to have ordered it from a caterer.
- 2 Complete the text with the correct form of the verbs in brackets.

Trailblazers?

A team of volunteers committed <sup>1</sup> ..... (extinguish) forest fires have taken their organisation's name too literally and will end up <sup>2</sup> ..... (spend) some time behind bars. All nine members of the volunteer firefighting unit The Trailblazers initially denied <sup>3</sup> ..... (start) the fires they were putting out, but after police went to great lengths <sup>4</sup> ..... (collect) the evidence, they admitted their crime. 'I've always admired firefighters for their devotion <sup>5</sup> ..... (protect) the community,' commented the mayor, 'and I will go on <sup>6</sup> ..... (do) so – I think this is a situation where one or two bad apples persuaded an impressionable group <sup>7</sup> ..... (carry) out an activity that they will later regret <sup>8</sup> ..... (have) got involved in.' A police spokesperson said their motive seemed to be <sup>9</sup> ..... (make) heroes out of themselves. 'We noticed that The Trailblazers were remarkable at <sup>10</sup> ..... (put) out fires quickly, as if they knew where one was liable <sup>11</sup> ..... (start). They enjoyed the admiration and it was simply too rewarding <sup>12</sup> ..... (give) up what they were doing.'



4B continuous and perfect aspects

REFERENCE ◀ page 48

The continuous aspect

The continuous aspect focuses on an action/ activity and its duration rather than its result. It is used:

- to show that an activity is temporary and its duration is limited.

The train **was nearing** Paris.

I'm **trying** to sleep.

Ben **will be waiting** to pick you up outside.

The team **is currently taking** a week's holiday.

- to describe a repeated action.

At that time, I **was getting up** at 6 a.m. Monday to Friday.

We can use the continuous aspect in stories or anecdotes to describe a past situation for drama or emphasis.

Right, he's **stamping up** the stairs, obviously angry, and I'm **wondering** what on earth I've done!

The perfect aspect

The perfect aspect links two timeframes. It is used:

- to emphasise that an action is completed before a point in time.

I realised I'd **sent** the wrong email.

By 2040, electric cars **will have replaced** petrol models.

- when the exact time is unimportant or unknown.

Has anyone **seen** my glasses?

She's **been** to Morocco a couple of times.

- to emphasise the result rather than the process.

I've **already eaten**, thanks.

The company **has made** a huge investment in the country.

- to describe a period leading to a point of time.

I'd **lived** there for six years before I met him.

Continuous and perfect together

Both aspects can occur, showing the linking of two times and the duration or temporariness of an activity.

The CEO **had been planning** the merger for months before the announcement.

By next June I'll **have been working** here for a year.

PRACTICE

1 Choose the correct words to complete the sentences.

- I was queueing for the checkout when I realised my wallet **had been** / **was** stolen.
- Once you'd / 've finished, text me and I'm / 'll **be** waiting for you in the car park.
- Didn't you find** / **Haven't you found** the book you **were** / 'd **been** looking for yet?
- The letter said **he'd missed** / **he missed** the payment, but he was sure he **hadn't** / **didn't**.
- Spending on the new infrastructure **will have doubled** / **will have been doubling** by 2040.
- By midnight they'd **been** / **were** on the road too long and **were needing** / **needed** nothing more than a warm shower and a comfortable bed.
- I wouldn't **be** / **have been** telling you this if you'd / 've been up front with me when we first met.
- I **was** / 've **been** having problems with my phone since I **downloaded** / 've **downloaded** that new app.
- I've **been meaning** / 've **meant** to change my electricity provider for months now, but I **haven't had** / **didn't have** the time yet.
- You can't park on my street because they **do** / 're **doing** some roadworks. Hopefully **they finish** / 'll **have finished** by tomorrow.

2 Complete the story with the correct perfect or continuous form of the verb in brackets. In some cases, more than one form may be possible.

The Voice

This happened last year. I <sup>1</sup>..... (take) part in lots of ventriloquist competitions before but I <sup>2</sup>..... (never, feel) so nervous, and while I <sup>3</sup>..... (wait) to be called in I had this sensation that I <sup>4</sup>..... (lose) my voice and along with it Giovanni's – he's my dummy. But I <sup>5</sup>..... (work) far too hard to mess this one up, so I told myself, 'If you don't win, then a year from now you <sup>6</sup>..... (look) for a new job again with only yourself to blame.' Finally, my name was called and while I <sup>7</sup>..... (walk) on stage, the oddest thing happened. Giovanni, who of course never speaks without my help, turned to me and said, 'Hey, Rennie, you're the best. See, even now your lips <sup>8</sup>..... (not move).' Of course they <sup>9</sup>..... (not move). I was petrified! Giovanni carried on and as he <sup>10</sup>..... (give) me his pep talk, I realised the performance <sup>11</sup>..... (start) and I <sup>12</sup>..... (stand) there on stage with this previously inanimate dummy talking to me. Then he stopped, lifeless, as if he <sup>13</sup>..... (not say) a word, and there was this hanging silence, followed by massive applause. I <sup>14</sup>..... (never hear) an audience clap so loud before or since.

4C How to ... present survey results

REFERENCE ◀ page 51

When presenting survey results, we use certain phrases to summarise and reference the results.

Generalising

On the whole, ...

Generally speaking though, ...

The consensus seems to be ...

The overall picture was one of ...

Exemplifying

To cite one example, ...

Another illustration of this ...

People expressed a ...

There was limited interest in ...

Most respondents tended to ...

An interesting fluctuation was ...

Speculating

Our impression was simply that ...

One might speculate ...

Their interest presumably reflected ...

This might lead us to assume ...

Contrasting

Having said that, ...

Other results appear to contradict this.

When putting these results against ...

PRACTICE

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

- I'd like to begin by citing
  - On collating the results, it seemed that the overall
  - In spite of the campaign there was limited
  - A later survey revealed an interesting
  - Our first survey showed general agreement with the policy, but
  - Younger people's interest in the selected series
- a interest in buying the products advertised.  
b further results appear to contradict this.  
c one example of how results can be biased.  
d presumably reflected their film tastes in general.  
e fluctuation in the number of positive comments.  
f picture was one of total satisfaction.

2 Correct the mistakes in the phrases in bold.

<sup>1</sup>In the whole, most of the people surveyed <sup>2</sup>tendency to feel that there weren't enough places for young adults to meet in public. <sup>3</sup>The census seems to be that public spaces were primarily designed for children, families and the elderly. <sup>4</sup>To slight one example, a group of university students were kicked out of a playground for being too old, then sent away from the park benches, <sup>5</sup>presumptuously for being too young. <sup>6</sup>Another illustrator of this is that nearly everyone we surveyed said they meet their friends in cafés but hated spending so much on coffee. <sup>7</sup>One might specialise that young people would opt for cafés anyway, as they are so used to frequenting such places. <sup>8</sup>Generically speaking though, <sup>9</sup>our impressive was that young people desperately want to spend their time healthily, without the cost. To that end, we have a few suggestions to make regarding public spaces ...

3 Read part of a presentation. Identify the places where words are missing. Then complete the presentation with the words in the box.

cite consensus illustration impression  
reflects speaking speculate tended whole

Generally **speaking**, a majority of respondents to feel that while a shortened (four-day) work week is an appealing idea, it would be too problematic in practice. The seems to be that the resulting paperwork for human resources and management and the decline in productivity wouldn't be worth the benefits. To one example, a factory manager indicated that reducing the working week to four days would require increasing his workforce by 20 percent. Another of this is that many people said they would have to work at home to make sure their tasks got done anyway. This view presumably the degree of inflexibility of many companies. On the our was simply that people in fact like their routine, and one might that they identify so much with their work that they can't imagine life with less of it.



5A giving emphasis: inversion, clefting, tailing, fronting

REFERENCE ◀ page 58

Inversion

We can use inversion after adverbs/adverbial phrases with a negative meaning: *no sooner, never before, little, in no way, only when, scarcely, hardly, barely, under no circumstances, at no time, so, such*.

Only when I checked through the assignment **did I realise** I had misinterpreted the question.

Notice that usually *so/such* + inversion is used in more formal English.

**So strong** was the competition that he failed to reach the finals.

Cleft sentences

We use *It* and *wh*- clefts to change normal sentence structure for emphasis and to focus on particular information.

**It was** in 2021 **when** the new course was added to the curriculum.

**It was** deciding who would lead the presentation **that** was the most difficult problem.

**What** I love about living here **is** the peace and quiet and a great community spirit.

**What** surprised me **was** how much traffic there was on the motorway that early.

We can also use other starters for a cleft sentence.

**All** I needed **was** to talk to someone about the issue.

**The reason why** Laura did not get the position **was** her lack of qualifications.

Tailing

In informal spoken English, the topic can be put after the main clause for emphasis. A pronoun is included in the main clause to refer to the final phrase. Notice the position of the comma.

**It was the best** we'd ever stayed in, **that hotel**.

The students like **her** a lot, **their new teacher**.

Fronting

In informal spoken English, a phrase or adverb can be moved to the beginning of the sentence for emphasis.

**Some TV programmes** I think are too violent.

**Why did she resign?** **The reason for that** I really can't say.

Question-word clauses are often fronted.

**When I'm going to do my homework** I have no idea.

**Headers** are a type of fronting where a pronoun or possessive adjective is added later to refer to the initial phrase. Notice the need for a comma.

**That man you were talking to, who was he?**

**My sister, her husband's a lawyer and she ...**

PRACTICE

1 Rewrite the sentences using inversion for emphasis.

- 1 No one questioned him at any time during his talk. At .....
- 2 I had just logged off the site when an email came through from them. No .....
- 3 I won't go home until I've finished writing up the review. Only .....
- 4 His handwriting was so bad that I couldn't read a word. So .....
- 5 You must never click on an unknown link. On .....
- 6 I had never been so furious with my brother before. Never .....

2 Write one or more cleft sentences for each of the statements, emphasising the information in bold.

- 1 The amount of work we have still to do on the project **is depressing**.
- 2 **Having to get up so early in the morning** is a particular problem for me.
- 3 I was saying that **I think Leo is the best person for the job**.
- 4 **The way we reach a solution** is sometimes more important than the solution itself.
- 5 **Tommy** came top in the exam, not Martin.
- 6 **The origin of words** really fascinates me.
- 7 I chose this research topic **because it has always interested me**.
- 8 We were motivated by **the teacher's enthusiasm for the subject**.

3 Complete the conversation using the words and phrases in the box. There are two that you do not need.

challenge   enjoyment   having a goal  
having fun   other sports   that (x2)  
that's   the lessons   those

- A: Having a goal, <sup>1</sup>..... what keeps me motivated long-term.
- B: Me too. Well, for gym training anyway, but not for other things.
- A: <sup>2</sup>....., you mean?
- B: No, things like learning English.
- A: Really? That's what keeps me going, <sup>3</sup>.....
- B: Not me. <sup>4</sup>..... themselves, I need to enjoy them.
- A: So <sup>5</sup>....., is that what you're talking about?
- B: Not necessarily. Really tough grammar tasks though, I like <sup>6</sup>.....
- A: Really? <sup>7</sup>..... I don't get. Grammar's hard.
- B: The harder the better! I like the, erm ...
- A: <sup>8</sup>..... I think is the word you're after.
- B: Yeah, that's exactly the word!

5B participle clauses

REFERENCE ◀ page 60

We usually use participle clauses in more formal language to make texts more succinct and sophisticated.

Past participle clauses are passive, while present participle clauses are active.

**Derided by all, she nevertheless went on to become a renowned scientist.**

**Having a fertile imagination, he approached the building cautiously.**

The perfect form can be active or passive.

**Having considered the problem at length, we propose the following solution.**

Jenny still had a slight accent, **having been brought up in the USA.**

We use participle clauses:

- to describe simultaneous actions.  
Tom ran towards his father, **laughing and with arms open wide.**  
**Caught in the headlights,** the deer stood frozen.
- to describe something happening before the main action. Where necessary, the perfect form can emphasise this.  
**Created by IBM,** the first smartphone from Apple wasn't produced until fifteen years later.  
**Having been warned about health risks,** he still didn't change his diet.
- to show the cause or reason for the main action, replacing *as* or *because*.  
**Motivated by a desire to help others,** Sonia became a doctor.  
**Having lost his wallet and phone,** Stefan had to walk home.
- to give essential information or extra descriptive detail, often replacing relative clauses.  
The police **sent by the investigating officer** proved to be too few too late.  
The train **approaching platform five** is the 2.15 from Paris.
- to express a condition, replacing *if* (usually with the past participle).  
**Barbecued slowly over a low heat, the vegetable skewer** tastes wonderful.

It is important that the subject of the participle clause and the main clause are the same.

**After driving for 60 km, the road becomes a motorway.** (It sounds as if the road has been driving!)

**After driving for 60 km, you'll find the road** becomes a motorway.

PRACTICE

1 Choose the correct words to complete the text. In three cases both alternatives are correct.

<sup>1</sup>**Blessed / Having blessed** with a family of amazing individuals, I had many people to look to for guidance, and my mum stands out as the most inspiring. <sup>2</sup>**Affected / Having been affected** by polio as a young adult, she literally couldn't stand up on her own, but <sup>3</sup>**confronted / confronting** with any injustice, she stood up for her principles like no one else I know. Once, when a poor family knocked on our door, <sup>4</sup>**having had / having** their electricity cut off because of a mix-up with their bill, it was my mum who got on the phone, <sup>5</sup>**having persuaded / persuading** the electric company to restore the family's electricity – that very night.

She was a dreamer and a doer who disregarded conventions and rules, <sup>6</sup>**determined / having determined** to achieve whatever she set out to do. <sup>7</sup>**Advising originally / Having originally been advised** by doctors that she could never have a family due to her illness, she went on to have two children: me and my sister. And <sup>8</sup>**having seen / seeing** many of her own dreams destroyed by her illness, she taught me to believe in my own. I remember when at the age of four I ran into her room, <sup>9</sup>**buzzed / buzzing** with excitement about my big idea of organising a nursery school party, she didn't laugh but sat down, <sup>10</sup>**planned / planning** out the event with me down to the last detail. At seventeen, <sup>11</sup>**having learnt / learning** English and <sup>12</sup>**obsessed / obsessing** with the idea of going to England but <sup>13</sup>**having not / not having** the resources to do so, I turned to her for help. <sup>14</sup>**Handing / Having handed** me a pen and paper she said, 'Well then, write a letter to the Queen.' So I did.

2 Replace the phrases in bold with a participle clause. Where possible, start the sentence with the clause and make any other necessary changes to punctuation and wording.

- 1 It can survive for hundreds of years **if you keep it away from direct sunlight.**  
Kept away from direct sunlight, it can survive for hundreds of years.
- 2 They decided to leave the shelter after **they had eaten all their food.**
- 3 **Resources which are allocated to the health service** have been reduced each year.
- 4 We had to phone for directions as **we didn't have any idea how to get there.**
- 5 Eamonn decided to quit because **he had jeopardised his chances of a promotion.**
- 6 Julia saw no point in denying accepting the bribes once **she was caught red-handed.**
- 7 The kids **emulated their favourite pop star** and all wore torn T-shirts and black jewellery.



5C How to ... use persuasive techniques in presentations

REFERENCE ◀ page 63

We can use certain phrases when attempting to persuade someone to take a course of action.

Persuading

- To be perfectly honest, you couldn't do better than ...
- If it were up to me, I would definitely ...
- You might want to consider ...
- There are no two ways about it, the answer is ...
- I would recommend ... without a moment's hesitation.
- If what you want is ... , then the way forward is ...
- It's a win-win situation.
- Come on – what have you got to lose?
- Just consider for a moment the benefits of ...

Techniques for persuasion

- The following persuasive techniques can be used in presentations:
- direct speech:  
And they'll say things like, 'You look fantastic' and 'You're totally different!' – you'll be amazed at what a change people will see in you.
  - simile and metaphor:  
Your friends will follow you like sheep and show the loyalty of a spaniel.  
Your social life will become a river of opportunity.
  - negative inversion:  
At no time in your life will you feel so well positioned for your own personal great leap forward.
  - repetition:  
It can be seen as a huge opportunity and a huge breakthrough.
  - rhetorical question:  
What have you been waiting for?
  - the rule of three:  
You'll feel confident, composed and courageous.

PRACTICE

- 1 Match the sentences beginnings (1–6) with the endings (a–f).
- |   |  |
|---|--|
| 1 If it were up to me,                  | a then this is the way forward.                                |
| 2 I would recommend the series          | b the benefits of using this new software.                     |
| 3 If what you want is a new start,      | c couldn't do better than giving this a try.                   |
| 4 This is definitely the right answer – | d without a moment's hesitation.                               |
| 5 To be perfectly honest, you           | e there are no two ways about it.                              |
| 6 Just for a moment consider            | f I would definitely think about giving this at least a trial. |
- 2 Imagine you are giving a presentation to persuade people to learn another language. Complete the sentences with your own ideas.
- If it were up to me, .....
  - Just for a moment consider the benefits of .....
  - You couldn't do better than .....
  - There are no two ways about it: .....
  - Without a moment's hesitation I would recommend .....
  - This is a win-win situation: .....

3 A Complete the extract from a presentation with the phrases (a–f).

Are you fed up with your job? <sup>1</sup>..... Have you heard about the three-step programme? <sup>2</sup>..... you need to turn your life around. You'll be as <sup>3</sup>..... with your new life, <sup>4</sup>..... <sup>5</sup>..... find yourself sitting at a desk, despairing about your lot in life. Your friends will marvel at the new you and ask, 'How did you do it?' <sup>6</sup>..... It's no secret, it's no mystery, it's the three-step programme. And here's how it works ...

- a 'What's your secret?'  
b happy as a dog with a bone  
c It's easy, it's exciting and it's everything  
d Do you want the career of your dreams?  
e on cloud nine  
f Never again will you

B Decide the name of each persuasive technique (a–f) in Ex 3A.

6A narrative tenses review

REFERENCE ◀ page 70

We use a range of different tenses to talk about events in the past. Traditionally, these include the past simple and continuous, and the past perfect simple and continuous.

Past simple

We use the past simple for finished events, sequences of events at specific times, finished time periods and past habits.

The prime minister informed the public of the new regulations late yesterday afternoon.

After the long walk he showered, had something to eat and fell into bed, exhausted.

Amira swam every day of the year and sure enough, we saw her in the water as we drove to the village.

Past continuous

We use the past continuous to describe action in progress at a point of time in the past, to describe a setting or scene, and for temporary past situations and planned events that did not happen.

Paul phoned me earlier, but I was trying to start the car and I missed the call.

My aunt was getting breakfast and the smell of buttered toast was making me hungry.

In the summer of 2019, I was working at a local restaurant to save up some money for university.

Past perfect

We use the past perfect for an action preceding a point of time in the past.

The meeting had been arranged for 9.15, but it didn't start until 10.00.

By the time I got to the office someone had parked in my designated space and the car park was full.

Past perfect continuous

We use the past perfect continuous for an action in progress over a period before and up to a past event or time.

It rained earlier than we had been expecting.

I'd been thinking about going to Canada for a long time, so the invitation from my cousins who lived there was very welcome.

Present tenses when narrating past events

- We use present tenses when narrating past events:
- to talk about the plots of films or books.  
Charlie grows up in Texas and then moves with her parents to London. There she attends a private school, run by a very strict head teacher. One morning after she's had a particularly nasty exchange with the head, she is befriended by a group of girls. Over the course of a few weeks they get up to all kinds of mischief, and end up being chased by students from a neighbouring school. While she's trying to escape from her pursuers, Charlie falls down an open hole into a cellar ...
  - to add a sense of drama or immediacy to the account.  
So, it's Sunday morning and my dad's sitting there in the kitchen eating his Sunday fry-up as always, and suddenly my brother hurtles down the stairs and out of the front door without a word. Dad gets up quickly, fried egg and toast hit the floor and he runs after him. Ben is legging it down the road, my dad's shouting after him and the neighbours are all watching from behind their curtains!

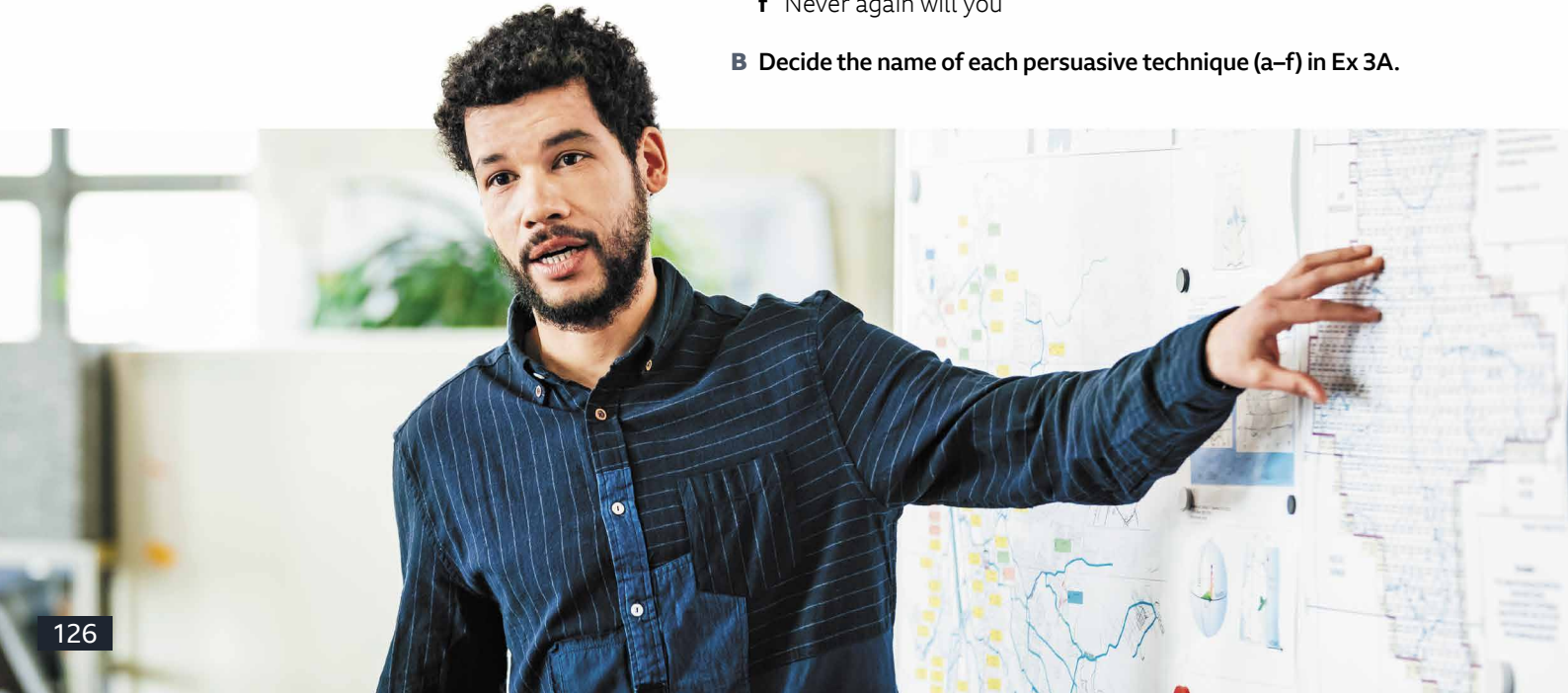
PRACTICE

- 1 Complete the text with the correct form of the verbs in brackets.
- Cian had <sup>1</sup>..... (promise) me a lift to my interview and that he <sup>2</sup>..... (pick) me up at 2 p.m., so I <sup>3</sup>..... (wait) for him outside the house on the dot. I <sup>4</sup>..... (wait) and <sup>5</sup>..... (wait). My neighbour <sup>6</sup>..... (go) past with his dog and we <sup>7</sup>..... (chat) for a few minutes. Two buses <sup>8</sup>..... (go) past, ten cyclists and fifteen pedestrians. I <sup>9</sup>..... (count) them all. And still there was no sign of Cian. By this time I <sup>10</sup>..... (get) a bit panicky. I <sup>11</sup>..... (go) to be late for my interview. I <sup>12</sup>..... (tell) in the letter to be punctual. I <sup>13</sup>..... (check) the time on my phone. I <sup>14</sup>..... (wait) for over twenty minutes. I was just about to call him when I <sup>15</sup>..... (hear) the unmistakable sound of his van turning the corner. At last. Perhaps I <sup>16</sup>..... (go) to make it on time after all.
- 2 Complete the story with the correct form of the verbs in the box.

call do forget hear look say  
not see sit smile (x2) start

OK, so we get to the airport at 3.30, leaving plenty of time to get checked in and everything else. So, we <sup>1</sup>..... in the departure lounge when I suddenly <sup>2</sup>..... my name <sup>3</sup>..... loudly. I <sup>4</sup>..... up and there's this guy I <sup>5</sup>..... since university. Talk about a surprise! He <sup>6</sup>....., I <sup>7</sup>..... and then when I <sup>8</sup>..... to introduce him to my wife I realise I <sup>9</sup>..... his name – nightmare. I just <sup>10</sup>..... 'This is ..' and nothing. <sup>11</sup>..... that? So embarrassing!

- 3 Complete the sentences with your own ideas, and add one more sentence.
- So, I arrange to meet up with Sophia for a coffee. We're sitting there, happily chatting, when .....
  - The gig finished at 11.30 and we were walking out of the theatre when .....
  - The film begins with .....
  - It was the first of January and my brother had .....
  - Declan was absolutely furious when he .....
  - Although the meeting was scheduled to begin at 9.30, .....





6B adverbials

REFERENCE ◀ page 73

Sentence adverbials

We use single adverbs or adverbial phrases at the beginning of a sentence to show the speaker’s attitude. These can show:

- surprise or disbelief.  
Unbelievably, Difficult as it is to credit, Strange as it sounds, To my astonishment ...
- other emotions.  
Confusingly, To my horror, Sad to say, With some embarrassment ...

Intensifying (strengthening) adverbs

We use *very* and *really* with gradable adjectives: **very deceptive, really congested**

We use *really* or strong intensifiers with ungradable adjectives: **totally inappropriate, absolutely hectic, completely atypical, remarkably healthy**

We can use *quite* with ungradable adjectives to add the idea of ‘completely’: **quite perfect, quite fascinating, quite extraordinary**

The main stress is on the adjective.

**The concert was amazing – quite brilliant!**

Notice that in informal spoken English, *totally*, *absolutely* and *very* are often used interchangeably: **very hectic = absolutely hectic**

Modifying (weakening) adverbs

We use *fairly*, *relatively*, *slightly*, *somewhat*, *pretty*, *rather* with gradable adjectives:

**relatively easy, somewhat irritated, fairly shy, slightly amused, pretty stupid**

*Rather* is often used with negative adjectives or ones expressing difference:

**rather difficult/slow/different/strange**

We can use *quite* with gradable adjectives to give the meaning of ‘a little/a bit’:

**quite pushy, quite conventional**

The main stress is on *quite*.

**The lecture was OK – quite interesting.**

Collocations

Many adverbs collocate strongly with:

- adjectives.  
roughly/remarkably similar, closely associated, inextricably connected/linked, perfectly clear, utterly exhausted, heavily dependent, widely/readily available
- verbs.  
vaguely/distinctly remember, instantly invoke, thoroughly recommend, fully appreciate/understand

PRACTICE

1 Complete the adverbials in the art review.



Art through a child’s eyes

Strange as it might sound for a serious art critic like myself, for years it has disturbed me that children’s drawings are <sup>1</sup>en..... absent from art criticism. I took advantage of an invitation to a nursery school art show to put things right. I should point out that I arrived <sup>2</sup>to..... exhausted, and found myself instantly uplifted by this <sup>3</sup>ut..... delightful event. The young artists were present, some <sup>4</sup>fa..... shy, some <sup>5</sup>re..... poised and outgoing, and I was <sup>6</sup>sl..... amused by one – I shall only call her ‘E’ – who took me by the hand and led me directly to her ‘works’.

As any parent with an eye will <sup>7</sup>fu..... appreciate, children’s art can be very deceptive, as the simplest of lines represents an honesty that is <sup>8</sup>qu..... fascinating and sometimes <sup>9</sup>de..... moving. E’s first painting, a market scene where the figures of sellers and customers conveyed the <sup>10</sup>ab..... hectic atmosphere, was also <sup>11</sup>co..... atypical compared to other children’s depictions, most of which had the veggies and fruit but no people present at all. Given that a child’s approach is <sup>12</sup>in..... linked to their world view, I felt <sup>13</sup>hu..... privileged to peer through the eyes of these budding artists.

2 Put the words in bold in order and remove the extra word.

- horror to very his**, Brendan realised the brakes had failed.  
.....
- credit as to its difficult is it**, Stella was once a keen runner.  
.....
- it sounds just as strange**, I actually like winter more than summer.  
.....
- my be to much astonishment**, I won first prize.  
.....
- say sad to you**, Roger left the company last year.  
.....
- embarrassment with your some**, I have to admit that I haven’t even started yet.  
.....

6C How to ... tell an anecdote

REFERENCE ◀ page 75

We can use the following features when telling informal anecdotes.

Reported speech

We can use *be like* instead of *says/said* to report exactly what was said.

**She was like, ‘Who are you?’**

Vague language

We use phrases such as: *stuff/things like that/I think it was/some random/sort of, kind of* + adjective.

**A year ago, I think it was.**

**Bring food and drink and stuff like that.**

Determiners

We can use *this* instead of *a/an* in a neutral way.

**There was this guy standing there.**

We can use *some* instead of *a/an* indicating this person/thing is of no importance. It doesn’t matter who or what they are. It can also indicate annoyance.

**Some guy tried to skip the queue.**

Phrases to involve the listener

We can use adjectives such as *strange* or *funny* to start a sentence.

**Strange, but I had the feeling we had met before.**

We use phrases such as *You know what I mean, It was one of those things* to show shared experience.

**We clicked straightaway. It was just one of those things.**

Start the anecdote by setting the scene colloquially.

We can use *so/well/you see/OK/right*.

**So, I was at the bus stop and ...**

**OK, Dave had called to say ...**

We can use present tenses for immediacy and dramatic effect (see Grammar Bank 6A on page 127).



PRACTICE

1 Complete the story with the words and phrases in the box. There are two words or phrases you do not need.

funny I think it was some sort of  
stuff like that things this was like  
were like you know what I mean

Lost and found

This happened quite a few years ago when Robbie, our little one, was about three <sup>1</sup>..... We were living in this little village and I drove with our three kids to the supermarket fifteen minutes away. It’s <sup>2</sup>..... tricky to shop with three kids, <sup>3</sup>..... ? Anyway, I did the shopping, got the usual five litres of milk, boxes of cereal, tons of pasta, <sup>4</sup>..... Packed it all in the car, kids climbed in and we got home. As I parked, I turned around and I <sup>5</sup>....., ‘Uh, where’s Robbie?’ and the two kids <sup>6</sup>..... ‘How should we know?’, and I realised of course that I’d left him in the supermarket! <sup>7</sup>....., driving back to get him I felt completely calm. Robbie was fine of course – still by himself in the cereal aisle, trying to open <sup>8</sup>..... box of chocolate cereal.

2 Cross out seven of the words in bold which are not needed.

Friday, <sup>1</sup>**when I think it was**, and I was at the checkout and I <sup>2</sup>**was like**, ‘Where’s my wallet?’ Panic stations! And <sup>3</sup>**some of** woman in the queue behind me started <sup>4</sup>**sort of** sighing. So rude, <sup>5</sup>**you know what do I mean?** And <sup>6</sup>**there it was one of those moments** when you really don’t need <sup>7</sup>**the stuff like that**. Then <sup>8</sup>**this the** guy comes over waving my wallet! <sup>9</sup>**Funny experience**, how finding something you’ve lost is the best kind of feeling.

3 Rewrite the story as an anecdote using phrases and substitutions from Ex 1 and Ex 2.

I’d just got home from work – it must have been about 6 p.m. – and my phone rang. And there was a man on the line whose voice I didn’t recognise. And he said, ‘Susie Draper, is that you?’ I get loads of cold calls. I was going out at 6.30, and I didn’t want to get caught up in a long discussion about accident claims or similar. It’s strange, but I don’t like just ending the call abruptly. The caller has a job to do, hasn’t he? So, I said, ‘Thanks, but no thanks,’ and then the man made a noise that sounded like a giggle. I realised that it wasn’t a random seller, but my cousin Liam.



7A omitting words

REFERENCE ◀ page 82

Omission

- relative clauses  
When the relative pronoun is omitted, two nouns/ pronouns can occur next to each other.  
**The wallet a boy found on the steps has been left in my office.** (which)  
This can be particularly problematic if a relative clause ends with a preposition.  
**The role model Jane most looked up to was her mother.** (who)
- past participle clauses  
The relative pronoun and the auxiliary can sometimes be omitted, making the past participle easily mistaken for the main verb.  
**People caught hunting will be prosecuted.** (who are)  
**Phones hacked into included those of celebrities and ordinary people.** (which were)
- that clauses  
*That* can be omitted, making the sentence tricky to disentangle.  
**Did you know [ ] people are saying [ ] Jill believes [ ] she's going to be sacked?**

Subject

We often omit a subject pronoun in spoken language.  
**Don't really know.**  
**Haven't read it, I'm afraid.**  
**Didn't get to the end of the film.**  
**Must be difficult, getting such an early train every morning.**

Auxiliary

We can omit the auxiliary in informal questions.  
**You going to the party later?**  
**They finished the roadworks outside your house yet?**  
Notice that we don't omit *am*.  
**Am I bringing the sandwiches?** NOT ~~I~~**bringing the sandwiches?**

Pronoun + auxiliary

We sometimes omit both the pronoun and the auxiliary in spoken language.  
**Interesting news this morning.**  
**Not seen him today.**

Articles

If we are sure who or what we are talking about, we can sometimes omit an article.  
**Teacher said we've got an assignment coming up.**  
**Essay I did last week got full marks.**  
**Book's really good. You must read it.**  
**Lecture went on for ages!**

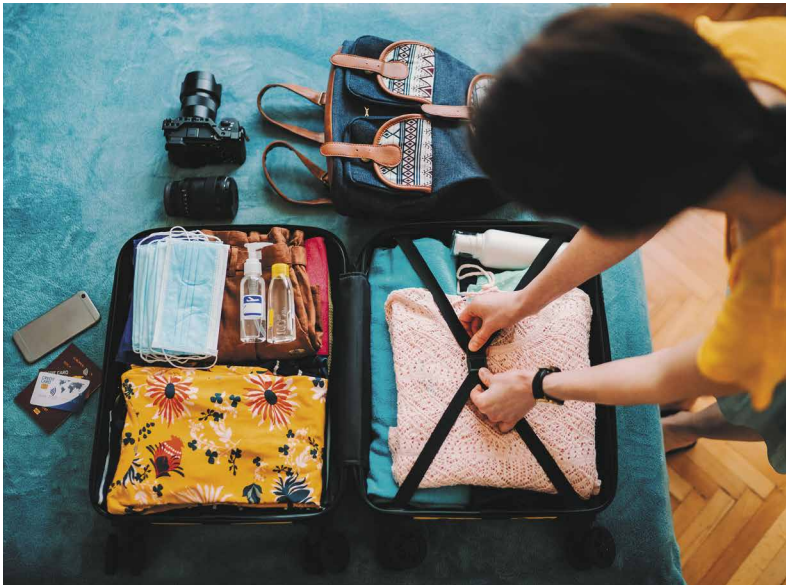
PRACTICE

1 Make the text below easier to understand by adding words that have been omitted.

Four people <sup>1</sup>..... charged with vandalising a sign <sup>2</sup>..... first erected in 1908 to welcome visitors to their town have turned themselves in to the authorities. One of the many outraged residents speaking out about the group <sup>3</sup>..... placed in custody just hours earlier was Mayor Bainbridge, who said <sup>4</sup>..... anyone <sup>5</sup>..... prepared to act in such a manner was nothing short of a 'menace to society'. The people <sup>6</sup>..... arrested have not been named, but it's expected <sup>7</sup>..... they will appear in court on Monday.

2 Underline the words that can be omitted in the conversation.

- A: We have got to get a move on. It's nearly 8.30. The train leaves at 8.40!  
B: Have you fed the dog?  
A: I fed him half an hour ago. I've also unloaded the dishwasher and I've left some notes for the dog sitter.  
B: That's brilliant. Is she coming over soon?  
A: She'll be here in about half an hour. I gave her a new key yesterday. The key that she had didn't work very well.  
B: It sounds like we're all sorted. Are the cases by the door?  
A: They are ready and waiting. The taxi's been outside for ten minutes.  
B: Have you seen my ...  
A: Come on, hurry up! Do you want to go on this holiday or not?



7B prepositional phrases

REFERENCE ◀ page 84

Prepositional phrases can follow adjectives, nouns and verbs and consist of a preposition + noun/-ing verb/a clause.

Dependent prepositions with adjectives, nouns and verbs

We can use prepositions after:

- adjectives: *accustomed to, angry about/with, annoyed about/with, aware of, amazed at/about, ashamed of, based on, certain of/about, committed to, concerned about, conducive to, confident of/about, conscious of, convinced of/about, eligible for, guilty of, horrified at/by, indicative of, justified in, keen on, mindful of, terrified of/about, proud of, typical of, upset about/at.*
- nouns: *necessity of, talent for, motivation for, hope of, a consequence of, the risk of, hesitation in, implications for, anger about, a/no/little chance of, a course in, a hint of, an increase in, no justification in, the likelihood of, a possibility of, a reason for, a regret about, the thought of, a focus on.*  
**There's no hint of the strike being called off.**  
**The figure is based on recent research.**  
**He is guilty of not giving detectives the full story.**
- When an adjective, noun or verb has a dependent preposition, the same preposition is usually used with all word classes, e.g. *rely on, a reliance on, be reliant on.*
- adjectives + *for* + object: *essential, vital, crucial, important, (im)possible, normal, common.*  
**It's common for people who can't sleep to use relaxation techniques.**
- verbs: *believe in, benefit from, compliment on, decide on/against, depend on, dream of/about, insist on, plan on, pride yourself on, result from, struggle with, specialise in, succeed in.*  
**I think the soup would benefit from more salt.**  
**Mum prided herself on how she brought up us kids to have good manners.**

Fixed prepositional phrases

We also use fixed prepositional phrases which can act as adjectives and adverbs, e.g. *out of work, at an advantage, at the beginning of, at the scene of, by mistake, within limits, in the face of.*  
**Is your brother out of work?**  
**Give me a ring when you're at a loose end.**  
**At present, there are twenty students in the group.**  
Fixed prepositional phrases cannot be changed, but some verbs with objects will split the verb and preposition.  
**He complimented me on my talk.**

PRACTICE

1 Add nine missing dependent prepositions to the text below.

How our heroes have changed

In ancient mythologies, such as Indian or Greek, heroes tended to be men who benefited the support of gods and goddesses and succeeded destroying their enemies on an epic scale. To some extent, cinema and literature still follow this model, although these days we are becoming more accustomed women wielding weapons as well as men. The rise in cinema of the female hero may be indicative women's changed role in society. However, nowadays, our heroes tend to be people who show courage the face of adversity and are committed acting for society's greater good: a charity worker in the field or a first responder at the scene of an accident. Our modern-day notion of a hero is based the saving of lives as opposed to a focus how many enemies or monsters a hero can slay. One thing we can be certain, however, is that humans will always have an innate desire for a hero to look up to.

2 Rewrite the sentences using the words in brackets and dependent prepositions.

- I know all about the issues surrounding climate change. (AWARE)
- Nadia feels very bad that she spread rumours about Warren. (ASHAMED)
- It's impossible for you to get an interview with her today. (CHANCE)
- Pictures in magazines are very often manipulated. (COMMON)
- Anyone caught up in the mis-selling scandal can get compensation. (ELIGIBLE)
- The landlord is within his rights to raise rents annually. (JUSTIFIED)
- What do you hope to focus on during your third year? (SPECIALISE)
- You'll win the contract as long as you don't gloss over the problems. (DEPENDS)



7C How to ... hedge an opinion and express reservations

REFERENCE ◀ page 87

During a discussion, we need to develop the interaction by asking for and giving opinions with justifications, often prioritising facts. Sometimes we may be hesitant or unsure, or want to soften our opinions by using phrases to hedge.

Asking for an opinion

What's your take on this?

What's your reaction to ... ?

What are your thoughts on ... ?

How do you see this?

Giving/justifying an opinion

You've only got to look at ...

I have to say I'm totally against ...

To me that makes a whole lot of sense.

In that respect I'm with you.

No one would disagree with that.

Looking at all the information out there, I'd have to say ...

Why should it be any different with this?

That doesn't surprise me in the least.

Hedging and giving reservations

Maybe it's just me, but ...

Obviously, it's important to ... , but ...

I'm no expert, but ...

I just think that ...

There are some things I agree with, but ...

The idea has a lot going for it, but ...

I agree up to a point, but ...

This would suggest that ...

Well, this might be true to some extent.

I think that is somewhat exaggerated.

Well, I wouldn't go so far as to say ...

I wouldn't be surprised if that were the case.

Prioritising facts over supposition

On the face of it, it seems ... , but actually ...

Well, supposedly so, but look at the facts.

The facts speak for themselves.

Don't be blinded by all the hype around the topic.

It's a very emotive issue, when it comes down to the facts.

PRACTICE

1 Complete the comments with the words in the box. There are two words you do not need.

agreeing down extent far  
going only somewhat take

- 1 I would say that is ..... oversimplistic.
- 2 When it comes ..... to the evidence, there is nothing to support that idea.
- 3 This is to some ..... a matter for individuals to decide.
- 4 Your suggestion has a lot ..... for it, but I think we need to be realistic.
- 5 Regarding a ban on hunting, you've ..... got to look at the number of people who ...
- 6 We've heard the latest reports. What's your ..... on the issue?

2 Read the two conversations. Correct one word in the sentences (1–10).

- 1 A: <sup>1</sup>What's your mistake on this?  
B: <sup>2</sup>On the fate of it, it seems a good idea to go vegetarian, but actually I couldn't give up meat completely.  
A: <sup>3</sup>In that prospect I'm with you.  
B: <sup>4</sup>And, I'm really opposite any form of coercion, like someone telling us what to eat.  
A: <sup>5</sup>No one might disagree with that.
- 2 A: This thing about banning wifi in public spaces – <sup>6</sup>How can you see this?  
B: Well, they bluffed about banning mobiles. <sup>7</sup>Why should it be all different with this?  
A: Bluffing again? <sup>8</sup>I'd be surprised if that's the base. They've actually created wifi-free zones in some areas, and it worked, technically I mean.  
B: <sup>9</sup>Well supposedly so, but look at the factors. Everyone has mobile internet ...  
A: But they can block that. Or they say they can block it.  
B: <sup>10</sup>That doesn't surprise me in the last. They'll say anything that's convenient for them.  
A: I still think it's a good idea ...

3 Complete the extracts from a discussion about climate change with your own ideas.

- 1 What's your reaction ..... ?
- 2 Well, you've only got ..... .
- 3 I have to say I'm totally ..... because ..... .
- 4 What's your take ..... ?
- 5 Looking at all the ..... .
- 6 Maybe it's just ..... .
- 7 The facts speak ..... .
- 8 On the face of ..... .

8A noun phrases

REFERENCE ◀ page 94

A noun or pronoun can be pre-modified (have words before it) or post-modified (have words after it) to make a noun phrase. Noun phrases make writing and speaking more succinct and sophisticated.

Pre-modification

Before a noun we can use:

- simple or compound adjectives.  
a **vulnerable** person, **mutual** respect, a **persuasive** argument  
a **high-rise** building, a **waterproof** phone
- nouns used as adjectives to form compound nouns.  
a **business** model, a **pilot** study, an **echo** chamber
- past and present participles as adjectives.  
an **educated** guess, a **growing** problem
- adverb and adjective combinations.  
a **frustratingly** ambiguous ending, **slowly** moving traffic  
Tech companies are **highly** beneficial to the economy.

Post-modification

After a noun or pronoun we can use:

- prepositional phrases; relative clauses; infinitives with *to*; participle clauses (replacing relative clauses).  
The **implications for society** are ...  
a **course in infant psychology**  
Someone **who influenced me greatly** was my uncle.  
The **image you convey** will make all the difference.  
Emma **needs somewhere to stay**.  
It'll take a long time **to dry**.  
Evidence **suggesting a cover-up by the council** is emerging.  
A **tree twisted out of shape by the wind** stood on the cliff face.
- adjectives, which are actually relative clauses without *who/which/that* + *be*. These are often used with pronouns such as *someone, anything, no one*.  
The **only tickets available** are in the stalls. (which are available)  
Wear something **warm**.  
We need someone **capable** of taking the initiative.  
Did you notice anything **interesting**?

PRACTICE

- 1 Complete the noun phrases using the appropriate form of the words in brackets and adding words where necessary.  
1 A (nurture) environment (characterise / a focus / individuality) is what makes the course so special.  
A nurturing environment characterising a focus on individuality is what makes the course so special.  
2 After a (large / dry) start (day) we've got rain (move in / the north) and winds (gust / 100 km / hour).  
.....  
3 (cut / edge / pilot) studies (conduct / researchers / three countries) support the initial hypothesis.  
.....  
4 I need more time (relax / let / ideas flow) if I'm going to create something (original / worth / write).  
.....  
5 We believe there is a (rapid / expand) market (app / can monitor / blood / sugar / levels).  
.....  
6 The ideas (we / come up with / yesterday) could help bridge the gap (folk / jazz / audiences).  
.....

2 Shorten each sentence in the text using noun phrases.

<sup>1</sup>People, and I mean the ones who are overwhelmed by pressures from work, they no longer have an excuse for not exercising. <sup>2</sup>Our seven-minute workout, which was inspired by high-intensity interval training (HIIT), is the go-to option for people who are busy with packed schedules that leave them with no time for extensive exercise. <sup>3</sup>The workout consists of bursts of exercise that last for thirty seconds separated by rest periods that last for ten seconds. <sup>4</sup>There is scientific support, and it's very persuasive, for the benefits for health of HIIT when it is compared to longer activity which is also less intensive. <sup>5</sup>Some people dislike exercise and for those people, there is the attraction which they can't resist, that no matter how bad it feels, it's over before you notice.

People overwhelmed by work pressures no longer have an excuse for not exercising.





8B uses of *will* and *would*

REFERENCE ◀ page 96

*will*

We use *will* when talking about the future for: predictions, facts, decisions made while speaking, activities in progress, an activity that is part of a normal sequence of events, an activity completed or in progress before a future point of time.

The government **won't honour** that promise – wait and see!

The concert **will finish** late, so don't expect us home before 11.30.

The trains are running late so I'll **get** a cab. See you soon.

I'll **be working** in Edinburgh next week. Might you be free to catch up?

Dan **will be going** to the supermarket this afternoon – is there anything you'd like him to pick up for you?

5.30? I **won't even have left** college by then.

We can also use *will* in other ways not related to the future. We use *will* to talk about typical (and irritating) behaviour.

Every evening after dinner, he'll **shut** himself into his room and listen to really loud rock music.

She **will leave** half empty coffee cups all over the house.

We use *won't* or *will not* to express refusal to do something.

We've tried to persuade him that it's not a good idea, but he **won't listen**.

The website **won't allow me access** no matter which password I use.

We use *will* to express certainty.

They'll **have finished** the debate by now, so we should know the results soon.

She'll **probably be boarding** the plane, so don't expect a call from her just yet.

It's 9.30. He'll **be** at the office now.

*would*

We use *would* to report speech, talk about hypotheses, be polite and soften statements.

He insisted he'd **be** fine.

**Would you be concerned** if the voting age were lowered?

**Would you give** us a hand, please?

I **would guess** that it will be decided later.

I **would imagine** that it's not our responsibility.

We use *would* to express typical (and irritating) behaviour in the past.

She **would change** her computer password every two weeks in order to protect her files.

He **would come** in from a walk and leave muddy footprints all over the floor.

We use *wouldn't* to express refusal to do something in the past.

My parents wanted to build an extension on our house, but the planning officers **wouldn't let** them.

As a child he **wouldn't eat** any green vegetables. Now he loves them.

PRACTICE

1 Complete the message with *will* and the correct form of the verbs in brackets.

Sorry, but I <sup>1</sup> ..... (not / be able) to come round tomorrow evening as planned because I've just been told by the manager that I <sup>2</sup> ..... (work) in London for the rest of the week. I <sup>3</sup> ..... (leave) first thing in the morning. The 7.30 train will get me into Waterloo station at 9.30 and I <sup>4</sup> ..... (get) a cab to our London branch from there. According to the forecast, it <sup>5</sup> ..... (be) cold and rainy in London tomorrow, so I <sup>6</sup> ..... (not / walk)! I <sup>7</sup> ..... (finish) work by 5.30, so will give you a call then. With luck, you <sup>8</sup> ..... (manage) to get your laptop fixed by then, so could we have a virtual meeting? I <sup>9</sup> ..... (see) Fran tomorrow at one of the meetings and I <sup>10</sup> ..... (find out) how her holiday went and let you know when we chat. Have a great day and speak soon.

2 Rewrite the sentences using *would* to make them sound more polite or to soften the statement.

- 1 I need some help.
- 2 I imagine he'll fail.
- 3 I think this will take a lot of time.
- 4 I guess he's busy.
- 5 Don't speak so loudly.
- 6 Move your car.

3 Rewrite the sentences using *will* or *would*.

- 1 He's definitely going to be ill if he continues to eat next to nothing.  
If he .....
- 2 He refuses to ask for directions or check his phone, so of course he gets lost!  
He .....
- 3 Darren always used to leave things to the last minute and then risk being late.  
Darren .....
- 4 His electricity bill is bound to go up if he leaves all the lights on overnight.  
If he .....
- 5 Sarah put the dog outside because it refused to stop barking.  
The dog .....
- 6 I'm sure they've got caught in the traffic, but they'll be here soon.  
They .....
- 7 She's most likely doing her assignment at the moment, so let's go round later.  
She .....
- 8 Mark is undoubtedly sitting with his phone out, waiting for your call.  
Mark .....

8C How to ... explain the purpose and benefit of something

REFERENCE ◀ page 99

A key part of any good discussion is explaining the purpose and benefit of your ideas. How you do so depends largely on the formality of the situation.

Informal

What I've found works is .../What I think would really work is ...

The point is that ...

Another real positive about ... is ...

And looking at all the benefits, of course ...

I think a big plus for me would be ...

And I'm speaking from experience here ...

You've only got to look at ...

That's what I get out of ...

I feel confident to say that ...

It's not that ... it's just that ...

Let me correct you there. The reason I say this is ...

Let's be realistic here. You have to consider ...

I take your point, but the advantage of something like this is ...

It's just beneficial in so many ways.

Without a doubt, it's ...

Let me give a couple of examples here ...

I'm not the only one to think this .../There's a general consensus that ...

Formal

The reasoning behind my stance on this topic is ...

With the benefit of hindsight, it becomes apparent that the purpose of this was to ...

One pertinent example to support my stance on this topic would be ...

I appreciate what you're saying, but there is no evidence to back that up, whereas ...

PRACTICE

1 Find and correct the mistakes in the sentences.

- 1 And glancing at all the benefits, I would say that we have to go with this idea.
- 2 One relative example to support my stance on this topic would be the number of resignations last year.
- 3 I think a large plus for me would be the speed at which we could put the plan into action.
- 4 The cause behind my stance on this issue is the excessive costs involved.
- 5 There is a wide consensus that this is not the best path to follow.
- 6 It's not why it's stupid, it's just that it's not quite as useful as you think it is.

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

- 1 To be clear, I'm speaking from experience
- 2 I totally understand where you're coming from,
- 3 Let's be realistic here,
- 4 With the benefit of hindsight it becomes
- 5 I'm not the only one to
- 6 I take your point, but the advantage of
- a we have to consider the impact of this on several groups of people.
- b my suggestion is that it will help a broader spectrum of people.
- c apparent that the purpose of these measures was to save money, not to help people.
- d but the point is that it's been tried before – unsuccessfully.
- e here when I say this course of action simply won't work.
- f see no benefit in what you're proposing.

3 Complete the conversations with phrases from Ex 1 and Ex 2. Use the words in the box.

coming consensus only  
plus realistic stance

- A: Why do you have such strong feelings on this issue?
- B: The reasoning <sup>1</sup> ..... is the detrimental effect it will have on the economy.
- A: So, you fully support the idea?
- B: I'm not <sup>2</sup> ..... think this. There's <sup>3</sup> ..... that it's the best way forward.
- A: A <sup>4</sup> ..... would be the ability to take on more staff quickly.
- B: I understand where <sup>5</sup> ..... , but let's <sup>6</sup> ..... . Where will the money come from?

