

# OUTCOMES

## GRAMMAR WORKSHEETS

UPPER INTERMEDIATE



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# 1

# ENTERTAINMENT

## HABITS

### Past

We can use different structures to talk about habits in the past.

We can use the past simple, *used to* + infinitive (without *to*) or *would* + infinitive (without *to*). We form the negative of *used to* in two different ways.

	Positive	Negative	Question
<b>Past simple</b>	I / you / he / she / it / we / they <b>saw</b>	I / you / he / she / it / we / they <b>didn't see</b>	<b>Did</b> I / you / he / she / it / we / they <b>see ...?</b>
<b>used to</b>	I / you / he / she / it / we / they <b>used to see</b>	I / you / he / she / it / we / they <b>didn't use to see</b> I / you / he / she / it / we / they <b>never used to see</b>	<b>Did</b> I / you / he / she / it / we / they <b>use to see ...?</b>
<b>would</b>	I / you / he / she / it / we / they <b>would see</b>	I / you / he / she / it / we / they <b>wouldn't see</b>	<b>Would</b> I / you / he / she / it / we / they <b>see ...?</b>

*I **played** football constantly when I was a child.*

***Did** he **use to go** to the cinema every Saturday?*

*They **would** often **eat** chocolate when they **watched** TV.*

### Present

We can use different structures to talk about habits in the present.

We can use the present simple, *tend to* + infinitive (without *to*) and *will* + infinitive (without *to*). We form the negative for *tend to* in two different ways. The present simple and *tend to* are more common than *will*.

	Positive	Negative	Question
<b>Present simple</b>	I / you / we / they <b>eat</b> he / she / it <b>eats</b>	I / you / we / they <b>don't eat</b> he / she / it <b>doesn't eat</b>	<b>Do</b> I / you / we / they <b>eat ...?</b> <b>Does</b> he / she / it <b>eat ...?</b>
<b>tend to</b>	I / you / we / they <b>tend to eat</b> he / she / it <b>tends to eat</b>	I / you / we / they <b>don't tend / tend not to eat</b> he / she / it <b>doesn't tend / tends not to eat</b>	<b>Do</b> I / you / we / they <b>tend to eat ...?</b> <b>Does</b> he / she / it <b>tend to eat ...?</b>
<b>will</b>	I / you / we / they <b>will eat</b>	I / you / we / they <b>won't eat</b>	<b>Will</b> I / you / he / she / it / we / they <b>eat ...?</b>

*Do you **listen** to the radio often?*

*They **tend not to water** the garden very often.*

*She **doesn't tend to read** books much as she prefers magazines.*

*He **doesn't go** out much, but he **will go** for a coffee sometimes.*

## Adverbs and adverbial phrases of frequency

We often use adverbs and adverbial phrases when we want to talk about the frequency of past and present habits.

*always / all the time / constantly*

*normally / usually / as a rule / on the whole / by and large*

*sometimes / now and again / once in a while*

*almost never / very rarely / hardly ever / once in a blue moon*

We also use phrases with *(not) as much as*.

*I don't go out **as much as** I'd like to / I want / I used to / I did before.*

**Tick (✓) the correct sentences. Rewrite the incorrect sentences.**

➔ I never use to eat spicy food, but I really like it now.

➔ I never used to eat spicy food, but I really like it now.

1 I didn't go out very often when I was young, but these days, I use to go out every week.

2 I tend not spending as much time studying nowadays.

3 As a child, I'd usually stay with my grandma in the summer, which I used to love.

4 There was one time I'd break my leg when I fell off my bike.

5 These days we tend to go out not as much as we'd like to.

6 I hardly ever watch TV and I only go to the cinema once in a blue moon.

7 When I was young, I was playing football in the park nearly every day.

8 I don't train as much as I used to, but I will get out for a run at the weekend.

9 In the past, we only tended go out for dinner on our birthdays. Now we always eat out!

10 Their parents wouldn't normally let the children stay up late, but now and again they could.

## ADJECTIVES AND ADVERBS

### Adjectives

We usually use adjectives to give information about nouns.

Adjectives usually go before the noun.

*The book had a really **gripping** plot.*

Adjectives can also go after 'linking' verbs such as *be, become, get, go, feel, grow, keep, look, remain, seem, smell, stay, sound, taste* and *turn*. The adjectives describe the subject of the verb and do not go before the noun.

*The man seems very **annoyed**.*

## Adverbs

We use adverbs for many different purposes. They can give information about adjectives, verbs or other adverbs, or we use them to give an opinion about a whole sentence. Adverbs used with 'linking' verbs describe how something is done.

We form most adverbs by adding *-ly* to an adjective, but some adverbs, such as *alive*, *fast*, *hard*, *late* and *later*, use the same form as the adjective.

Adverbs usually go before adjectives, but we can use them before other adverbs and at the start of sentences or clauses to show an opinion.

*The opera last night was **absolutely** fantastic.*

*He eats **very** slowly.*

***Luckily**, I arrived at the airport just in time.*

Adverbs of frequency usually go before the main verb. Adverbs showing when something happens or how something is done usually go after a verb.

*We **never** go abroad anymore.*

*Sami hasn't left the house since **yesterday**.*

*They didn't sing **well** at all.*

**Complete the sentences with an adverb from box A and an adjective from box B. There are four words that you do not need.**

<b>A</b>						
apparently	cautiously	<del>completely</del>	eagerly	fast	fortunately	
highly	properly	rarely	ridiculously	terribly	virtually	well-

<b>B</b>						
anticipated	asleep	awake	aware	challenging	disappointed	
dull	easy	impossible	likely	optimistic	<del>ridiculous</del>	sorry

➔ His explanation for not helping with the catering was completely ridiculous.

- This prison is so secure that escape would be \_\_\_\_\_.
- I would say that an eruption on Mount Etna is \_\_\_\_\_ in the next five years.
- The dates of his \_\_\_\_\_ world tour will be announced today.
- Mia was very \_\_\_\_\_ with her results. \_\_\_\_\_, she'd forgotten about the test, so she hadn't revised for it.
- We put the children to bed an hour ago, so why are they still \_\_\_\_\_? \_\_\_\_\_, they don't have to get up early tomorrow.
- The team has spent three years working towards today's launch, so we are \_\_\_\_\_ it will go well.
- Of course I got 100% on the test – it was \_\_\_\_\_!
- We are \_\_\_\_\_ of our responsibilities and take them seriously.
- I started a photography class last week. I'm gradually learning how to use the equipment \_\_\_\_\_, but it is very \_\_\_\_\_.
- He \_\_\_\_\_ goes to exhibitions because he finds them \_\_\_\_\_.

# 2

# SIGHTSEEING

## RELATIVE CLAUSES

We use relative clauses to add information about nouns or previous clauses. Relative clauses usually start with a relative pronoun and go immediately after the noun they are referring to.

For people	the woman <b>who</b> / <b>that</b> / <b>whom</b> / <b>whose</b>
For things	the car <b>which</b> / <b>that</b> / <b>whose</b> the place <b>where</b> / <b>in which</b> the time <b>when</b> / <b>at which</b> the reason <b>why</b> / <b>that</b>

### Clauses with no commas

We use relative clauses without commas with general words like *man*, *place* or *thing* when we need to explain which man, place or thing we are referring to. These are sometimes called defining relative clauses.

*She's the woman **who** / **that** lives next door.*

*This is the hotel **which** / **that** offers a good discount.*

*He's the person with **whom** you need to speak. OR He's the person **who** you need to speak to.*

We do not need to use a relative pronoun for clauses without commas when the noun they relate to is the object of the clause

*It's the cinema (**that**) I go to most often.*

*Micky is the person (**that**) I call when I want to go out and have fun.*

*I love the park. It's the place (**where**) I go to relax.*

*The afternoon is the time (**when**) a lot of people feel sleepy.*

*They're always doing something. This is the reason (**why**) it's impossible to meet up with them.*

### Clauses with commas

We use relative clauses with commas when the sentence is clear and complete, but we want to add some extra information. These are sometimes called non-defining relative clauses and always need a relative pronoun. For clauses with commas, we can add other words to *which* or *whom* to show the quantity or time.

*Kazuo Ishiguro, **who was born in Japan**, won the Nobel Prize in Literature in 2017.*

*We sunbathed on the beach for three hours, **during which time we got really burnt**.*

*I met a lot of people when I travelled abroad, **a few of whom I'm still in touch with**.*

**Rewrite the pairs of sentences in 1–8 as one sentence. Use a relative clause.**

➡ There were lots of teachers at the school. Most of them were really friendly.

➡ *There were lots of teachers at the school, most of whom were really friendly.*

1 We stayed on the island. The film *The Beach* was made there.

2 We'll meet Di. Then we'll go for lunch together.

3 We left Syria in May 2011. The civil war had already started.

4 Daisy met Margot, Alison and Bobby. They were all absolutely fantastic.

5 Martha's father comes and visits as often as he can. Her father is Chinese.

6 This is the town hall. I'm getting married there next week.

7 I'm planning to go to the amusement park with Sarah. Her father used to work there.

8 Felix stayed a night in Paris and then flew down to Barcelona. He had dinner with his daughters in Paris.

## TALKING ABOUT THE FUTURE

### Timetables

We usually use the present simple to talk about timetables, but the present continuous is also possible and has the same meaning.

*The plane **arrives** at six o'clock this evening. OR The plane **is arriving** at six o'clock this evening.*

### Offers

We use *will* + infinitive (without *to*) to offer to do something for someone.

*I'll **make** dinner tonight if you like.*

### Decisions about the future

We usually use *be going to* to talk about a decision about the future that we've already made. The present continuous is also often possible and has the same meaning.

*He's **going to buy** a new laptop next week. OR I'm **buying** a new laptop next week.*

We usually use *will* to talk about a decision, a promise or a threat made at the time of speaking.

*I'll **wait** until tomorrow to clean the windows.*

### Predictions

We usually use *be going to* for predictions based on what we can see, hear, feel or already know, but *will* is also possible.

*I think we're **going to get stuck** in the traffic on the motorway. OR I think we'll **get stuck** in the traffic on the motorway.*

We usually use *will* for predictions made at the moment of speaking, but *be going to* is also possible.

*You'll **fall off** that ladder if you're not careful! OR You're **going to fall off** that ladder if you're not careful!*



## Arrangements

We usually use the present continuous to talk about activities we have arranged with other people in the (near) future, but we can also use *be going to*.

*I'm visiting my aunt tomorrow.* OR *I'm going to visit my aunt tomorrow.*

## Likelihood of things happening

We use *be not likely to* or *be (highly) unlikely to* to talk about things we don't think will happen.

*It's highly unlikely to change anything.*

*I'm not likely to arrive on time. My train will probably be running late as usual.*

We use *be bound to* or *be likely to* to talk about things we see as (almost) inevitable.

*She's bound to get the job.*

*I'm not likely to arrive on time. My train will probably be running late as usual.*

*They're more likely to go back to Asia than try somewhere new.*

We use *be due* to talk about the time that we expect things to happen.

*Sarah is due (to come) in later today.*

## Match the future forms in the sentences (1–8) to their functions (a–h).

➡ The cricket match is starting at two o'clock, so don't be late.     a    

1 He walked out three years ago. He's unlikely to come back again.           

2 I'll give you a lift. Where do you need to go?           

3 The baby's due in August.           

4 I'm going to go travelling after I've graduated from university.           

5 Jamie, stop hitting Sami! You're going to hurt her!           

6 The term starts on September 3<sup>rd</sup>.           

7 I'm meeting Tori in Covent Garden tomorrow.           

8 He's worked hard, so he's bound to do well in his exams.           

a timetable

b offer

c decision

d prediction

e arrangement

f thing that we don't think will happen

g thing that we see as almost inevitable

h thing that we expect to happen

# 3

## THINGS YOU NEED

### EXPLAINING PURPOSE USING SO, IF AND TO

We use *so (that)*, *if* and *to* to explain purpose.

We use *so (that)* to show that the second part of the sentence is a potential result of the first. It is often followed by *can*.

*Can you pass me my glasses **so (that)** I **can** read the newspaper?*

We use *if*-clauses (*if* + noun + verb in present tense) to talk about possible situations in which certain things might be necessary.

*Call me tonight **if** you **want** help applying for the job.*

We use *to* + infinitive to explain the purpose of doing things, why we need something or what something is for. We can also use *in order to* + infinitive, but this is more common in formal writing.  
*I'm just going to the supermarket (**in order**) **to get** some food for later.*

**Complete the sentences with *so*, *if* or *to*.**

➔ We're staying in tonight so we can catch up on the housework.

- 1 You should use vinegar \_\_\_\_\_ you want to clean a mirror well.
- 2 I need to clear my desk \_\_\_\_\_ I can see what I'm doing.
- 3 Hello, I'm calling \_\_\_\_\_ find out if you need any household items.
- 4 Ben spent the entire day in his shed \_\_\_\_\_ that he could finish making the shelf.
- 5 You can use a toilet roll for this or even rolled up paper \_\_\_\_\_ you can't find any cardboard.
- 6 The bolt needs to go through both pieces of wood in order \_\_\_\_\_ secure the structure.
- 7 Ask them to come to the shop \_\_\_\_\_ they want to see the bulb before they buy it.
- 8 Wear these overalls \_\_\_\_\_ your clothes don't get dirty.

### SHOULD AND SHOULD HAVE (SHOULD'VE)

We use *should (not / never)* + infinitive (without *to*) to give general advice, suggestions or criticism about a present situation.

Positive	Negative	Question
I / you / he / she / it / we / they <b>should see</b>	I / you / he / she / it / we / they <b>shouldn't / should never see</b>	<b>Should</b> I / you / he / she / it / we / they <b>see ...?</b>

Steve **should be** very careful about criticising his boss.

We use *should (not / never)* + *have* + past participle to show a criticism or regret about a past action.

*They **should never have bought** that big house. They can't afford it.*

Positive	Negative	Question
I / you / he / she / it / we / they <b>should have seen</b>	I / you / he / she / it / we / they <b>shouldn't / should never have seen</b>	<b>Should I / you / he / she / it / we / they have seen ...?</b>

Alicia **should never have taken** out that large bank loan.

We use *should(n't) be* + verb + *-ing* to refer to a current unfinished situation.

Positive	Negative	Question
I / you / he / she / it / we / they <b>should be seeing</b>	I / you / he / she / it / we / they <b>shouldn't be seeing</b>	<b>Should I / you / he / she / it / we / they be seeing ...?</b>

We **shouldn't be driving** down this path. There aren't enough lights.

We use *should have been* + verb + *-ing* to refer to an unfinished / interrupted action in the past.

Positive	Negative	Question
I / you / he / she / it / we / they <b>should have been seeing</b>	I / you / he / she / it / we / they <b>shouldn't have been seeing</b>	<b>Should I / you / he / she / it / we / they have been seeing ...?</b>

Mel **should have been working** in the morning, but she had to go to the hospital instead.

**Complete the second sentence so that it responds to the first sentence. Use *should(n't) (have)* and the correct form of the verbs from the box.**

be	call	<del>cook</del>	go	leave	say	say	speak	take	try	work
----	------	-----------------	----	-------	-----	-----	-------	------	-----	------

➔ A: This chicken is a little dry, unfortunately.

➔ B: Maybe you shouldn't cook it for so long next time.

1 A: I made a really insensitive comment to Louise.

B: I know. You \_\_\_\_\_ that to her.

2 A: She isn't studying hard enough at the moment.

B: You're right. She \_\_\_\_\_ harder.

3 A: We can't get out because they parked their car in front of ours.

B: They \_\_\_\_\_ it there.

4 A: This seat belt is really uncomfortable. Do I have to wear it?

B: Yes, you do. You \_\_\_\_\_ it off until we get home.

5 A: He thought there was going to be a problem, but he didn't mention anything.

B: He \_\_\_\_\_ something.

6 A: There's a new pizzeria just down the road.

B: We \_\_\_\_\_ it on Friday night.

7 A: Loz and Jem are in trouble. They missed some classes and were seen in town.

B: They \_\_\_\_\_ in town – they \_\_\_\_\_ to class.

8 A: Silvia thinks you're ignoring her because you didn't say hello to her yesterday.

B: I didn't see her. She \_\_\_\_\_ to me. Do you think I  
\_\_\_\_\_ her and explain?

# 4

# SOCIETY

## SO AND SUCH

We often use *so* and *such* in sentences describing a result and its cause. We use *so* and *such* to introduce the cause and *that* to introduce the result (although *that* can be omitted).

We use these patterns with *so* and *such* in sentences to describe cause and result.

<b>so + adjective</b>	<i>They were <b>so tired</b> (<b>that</b>) they could barely keep their eyes open.</i>
<b>so + adverb</b>	<i>Stacey worked <b>so hard</b> (<b>that</b>) she finally got the promotion.</i>
<b>so + few / many + plural, countable noun</b>	<i>There are <b>so few people</b> here (<b>that</b>) we should cancel the class.</i>
<b>so + little / much + uncountable noun</b>	<i>I had <b>so little money</b> with me (<b>that</b>) I couldn't afford the train fare.</i>
<b>such + noun</b>	<i>It was <b>such a beautiful necklace</b> (<b>that</b>) I had to buy it.</i>
<b>such + adjective + noun</b>	<i>The restaurant serves <b>such delicious food</b> (<b>that</b>) I go there quite often.</i>
<b>such + a lot of + noun</b>	<i>There's <b>such a lot of saturated fat</b> in that cake (<b>that</b>) I really shouldn't eat it.</i>

**Complete the sentences with *so* or *such*.**

➡ The country is in such a lot of debt that there is little hope of recovery.

- The government has had \_\_\_\_\_ many scandals this year that this latest one is not a surprise.
- Can we really call ourselves a democracy when \_\_\_\_\_ few people vote these days?
- They've got \_\_\_\_\_ amazing resources available to them.
- If the same thing happens often enough, there comes a time when it's not \_\_\_\_\_ a shock.
- Public transport is not \_\_\_\_\_ a big issue; the problems can be solved quite easily.
- The economy would improve faster if only the bankers weren't \_\_\_\_\_ greedy.
- There is \_\_\_\_\_ much poverty and \_\_\_\_\_ large sums owed to world banks by some countries that they won't be able to get back on their feet.
- \_\_\_\_\_ hypocrisy from local government involving \_\_\_\_\_ many councillors can only restrict growth in the area.
- Young people these days are \_\_\_\_\_ obsessed with the idealised lifestyle portrayed in the media. \_\_\_\_\_ pressure to be 'perfect' is not healthy for our society.
- How is it possible to give medical treatment to \_\_\_\_\_ many people when there is \_\_\_\_\_ a shortage of qualified doctors and nurses?

## COMPARATIVES WITH *THE ...*, *THE ...*

We use comparatives with *the ...*, *the ...* to show how changes to two or more different things are linked.

We form these comparatives using the pattern *the* + comparative + noun / pronoun (+ verb), *the* + comparative + noun / pronoun (+ verb). We can sometimes use *more*, *less* or *fewer* as pronouns instead of using nouns.

<b>The</b>	<i>more (flour) you put in,</i>	<b>the</b>	<i>thicker the sauce is.</i>
	<i>taller he gets,</i>		<i>more likely it is that he will get on the basketball team.</i>
	<i>more we save,</i>		<i>better.</i>

**Write sentences from the prompts. Use *the ...*, *the ...***

➔ pollution / there / be / bad / my asthma / get

➔ *The more pollution there is, the worse my asthma gets.*

1 more / people / there / be / at / the party / merry

---

2 bad / the economy / get / weak / the government / get

---

3 old / I / grow / less / I / know

---

4 more / it / go / on / snowing / cold / my toes / be / getting

---

5 good / I / know / her / more / I / like / her

---

6 affluent / the area / expensive / the houses / be

---

7 cars / there / be / great / the risk of pollution / be

---

8 few / candidates / there / be / less / chance / of a / fair result / be

---

9 low / wage / poor / working conditions / be

---

10 complex / bureaucracy / be / frustrated / people / get

---

# 5

## SPORTS AND INTERESTS

### SHOULD(N'T) HAVE, COULD(N'T) HAVE, WOULD(N'T) HAVE

We use *should have* (*should've*) + past participle to show we think something in the past was a good idea but didn't happen.

*I / you / he / she / it / we / they **should have seen***

*Michael **should have told** you about the performance sooner. I'm sorry you **couldn't make it**.*

We use *shouldn't have* or *should never have* + past participle to show we think something that happened wasn't a good idea.

*I / you / he / she / it / we / they **shouldn't have seen***

*She **shouldn't have posted** those photos of Lin on social media. It was an invasion of her privacy. I **should never have tried** windsurfing. I really don't like water sports and it was exhausting.*

We use *would(n't) have* + past participle and *could(n't) / might have* + past participle to show our thoughts about a past result.

We use *would have* (*would've*) / *wouldn't have* / *would never have* + past participle to show a certain past result.

We use *could have* (*could've*) / *couldn't have* / *could never have* / *might have* / *might never have* + past participle to show a possible past result.

	Positive	Negative
<b>Certain past result</b>	<i>I / you / he / she / it / we / they <b>would have seen</b></i>	<i>I / you / he / she / it / we / they <b>wouldn't have seen</b></i>
<b>Possible past result</b>	<i>I / you / he / she / it / we / they <b>could / might have seen</b></i>	<i>I / you / he / she / it / we / they <b>couldn't / could never / might never have seen</b></i>

*The dress is lovely, but I **wouldn't have worn** it to the wedding. It's not appropriate.*

*We **could have saved** some money, but we decided to spend it all on a sports car.*

*The players were so much better than us. We'd **never have won** the match.*

*It **might have been** Mark you saw, but I thought he was on holiday.*

#### 1 Choose the correct option.

➡ We *would* / *could* have organised a party for her birthday, but we decided a nice meal was better.

- I loved performing when I was at school. I *should* / *wouldn't* have joined a drama group.
- If he hadn't studied in Paris, he *could* / *would* never have met his future wife.
- They *shouldn't* / *wouldn't* have left the class early as they love their teacher.
- You *couldn't* / *may* have seen that film. It hasn't been released in cinemas yet.
- They *might* / *couldn't* have tried Capoeira as they like dance and fitness.
- His children were always outdoors – they *could* / *might* never have sat indoors doing puzzles.
- I *should* / *could* never have gone ice-skating. I've got huge blisters on my feet!
- You look so tired. You *would* / *should* have had a lie in.

**2 Complete the sentences with the correct modal verb and the correct form of the verbs in brackets. You may need to use negative forms.**

- ➡ Pete shouldn't have walked (walk) home in the rain.  
He might have caught (catch) a cold. **should might**
- 1 You \_\_\_\_\_ (call) me when you landed.  
I \_\_\_\_\_ (come) to the station to collect you. **should could**
- 2 The coach \_\_\_\_\_ (choose) Mark instead of Paul.  
Then we \_\_\_\_\_ (lose) the match. **would should**
- 3 I \_\_\_\_\_ (never / do) this without Bea.  
Actually, she \_\_\_\_\_ (win) this award, not me, as she did more to earn it than I did. **should could**
- 4 I \_\_\_\_\_ (tell) Jay to arrive today.  
We \_\_\_\_\_ (have) a day at the beach instead. **could should**
- 5 You \_\_\_\_\_ (say). I \_\_\_\_\_ (lend) you my laptop. **would should**
- 6 I \_\_\_\_\_ (eat) the squid, but it was over-cooked.  
The chef \_\_\_\_\_ (take) more care when cooking it. **should would**
- 7 We \_\_\_\_\_ (win) the match, but our striker was sent off.  
He \_\_\_\_\_ (shout) at the referee. **might should**
- 8 Katie \_\_\_\_\_ (be) an athlete, but she was too lazy.  
She \_\_\_\_\_ (try) harder. **should could**

## THE PRESENT PERFECT CONTINUOUS AND SIMPLE

### Present perfect continuous

We use the present perfect continuous to talk about actions, intentions or feelings that started in the past and are still going on now. It emphasises that these things happened regularly or continuously.

We form the present perfect continuous with *have / has + (not) been + verb + -ing*. We rarely use the verbs *be, believe, belong, cost, exist, fancy, hate, have (= possess), know, like, love, prefer, seem* and *understand* in the present perfect continuous form.

Positive	Negative	Question
<i>I / you / we / they have been working</i> <i>he / she / it has been working</i>	<i>I / you / we / they haven't been working</i> <i>he / she / it hasn't been working</i>	<i>Have I / you / we / they been working ...?</i> <i>Has he / she / it been working ...?</i>

*I've been working here for three weeks.*

*Has she been painting the living room all day?*

We use *since* + a point in time to show when an activity, intention or feeling started.

*I've been trying to get his attention since I arrived.*

We use *for* + a period of time to show the length of time.

*They've been doing pottery for about a year now.*

We use phrases like *all day / all year* when it is the same day or year.

*He's been feeling unhappy all year.*

## Present perfect simple

We use the present perfect simple to talk about actions or events completed at some point before now but with a connection to the present. Although we usually use the present perfect continuous to talk about duration, we can also use the present perfect simple with the same meaning. Sometimes, we use the present perfect simple to focus on the result rather than the duration.

We form the present perfect simple with *have(n't) / has(n't) + past participle*.

Positive	Negative	Question
<i>I / you / we / they <b>have worked</b> he / she / it <b>has worked</b></i>	<i>I / you / we / they <b>haven't worked</b> he / she / it <b>hasn't worked</b></i>	<i><b>Have</b> I / you / we / they <b>worked ...?</b> <b>Has</b> he / she / it <b>worked ...?</b></i>

*I **haven't eaten** Indian food yet.*

***Has** he **written** many letters to the local paper?*

We often use the adverbs *yet, already, always, never, ever* and *just* with the present perfect simple.

All of the adverbs go after *have / has*, except for *yet*, which goes at the end of the sentence.

*Mariela **has already run** her first marathon of the year.*

***Have** you **tried** the new energy drink **yet**?*

We can also use *for, since* and phrases like *all day / all year* with the present perfect simple as well as the present perfect continuous.

*I'm so tired. I've **slept all day** and I'm still exhausted.*

*They've **been training all year** for the competition.*

**Tick (✓) the correct sentences. Rewrite the incorrect sentences.**

➡ Have you yet been to the new museum?

➡ Have you been to the new museum yet?

1 I've been knowing Carmen for twenty years.

---

2 He's trying to repair his car all afternoon.

---

3 He's been living in Madrid for the past five years.

---

4 I've been writing five emails and I'm just about to start the sixth!

---

5 I've wanted to leave since the last few minutes.

---

6 You look tired. What have you done?

---

7 I've always wanted to visit China.

---

8 There aren't any sandwiches left. I've been eating them all!

---



# 6

# ACCOMMODATION

## MODIFIERS

---

We use modifiers to make adjectives, adverbs, verbs or nouns stronger or weaker.

### ***absolutely / very / really***

We use the modifiers *absolutely*, *very*, *completely* and *really* before adjectives to make them stronger.

We use *very* or *really* with normal adjectives like *hot* and *cold*.

*I felt **very** / **really** embarrassed when I fell down the stairs.*

We use *absolutely* or *really* with extreme adjectives like *soaked*, *awful* or *great* that already have the meaning of 'very'.

*They were **absolutely** freezing when they came back from their walk.*

*The house and garden were **really** stunning.*

### ***too***

We use the modifier *too* before normal adjectives to show that you think something is a problem or you don't like it. We use *a bit* / *a little too* if it is a small problem and *much* / *miles* / *way too* if it is a big problem.

*It was (**much**) **too** far to walk. Thankfully, there was a regular bus service.*

*This hotel is **way too** expensive. We need to look for a cheaper option.*

*The room was **a little too** small for a family of four.*

### ***a bit / quite / fairly / pretty / rather***

We use *quite*, *fairly*, *pretty*, *a bit* and *rather* before adjectives to make them weaker.

We use *quite*, *fairly*, *pretty* and *rather* with both positive and negative adjectives.

*The bike was **fairly** old, but it was still in **quite** good condition.*

*Overall, we had a **pretty** good time in the city, but we preferred staying in the mountains.*

We can use *a bit* with negative adjectives.

*The plot of the film was **a bit** silly.*

### **Modifying nouns**

We use *a bit of* or adjectives like *real*, *complete* or *hardly any* before nouns to modify them.

*Moving house was a **complete** nightmare. It took us much too long to pack everything.*

### ***hardly / almost***

We use the negative word *hardly* before *any* / *anything*.

*There was **hardly anything** left by the time we arrived.*

We use *almost* with *no*, *nothing*, *don't* and *didn't*.

*They saw **almost nothing** at the market that they wanted to buy.*

*There was **almost no** noise at night. It was very peaceful.*

**1 Cross out the incorrect modifiers. More than one correct modifier is possible for some sentences.**

➡ The dessert was *much too* / *too* / ~~*fairly*~~ sweet for me. I could only eat half of it.

- 1 The room was big and our hosts were *absolutely* / *a bit* / *fairly* amazing.
- 2 Overall, the food was *absolutely* / *pretty* / *quite* nice.
- 3 It was a *complete* / *really* / *bit of a* waste of time. We won't bother next year.
- 4 Our room in the B&B was *a bit of* / *a bit too* / *a bit a* mess.
- 5 The heating had broken, so it was *rather* / *way too* / *hardly* cold.
- 6 The whole experience was *an absolute* / *a really* / *a complete* disaster.
- 7 The bed was *a bit too* / *not very* / *a bit of* soft for me. I prefer something firmer.
- 8 The staff were *really* / *quite* / *absolutely* friendly.

**2 Put the words in the correct order to make sentences.**

➡ pretty / in / cool / some / shop / buy / new / can / that / in town / you / things

➡ You can buy some pretty cool things in that new shop in town.

- 1 very / was / too / but / expensive / the / nice / was / hotel / way / it / food  
\_\_\_\_\_
- 2 so / washing machine / are / straight / filthy / your / put / in / absolutely / them / the / clothes  
\_\_\_\_\_
- 3 our / was / was / a / but / of / a / location / bit / it / flat / in / a / great / dump  
\_\_\_\_\_
- 4 nightmare / when / a / complete / they / at / called / had / half / the / sick / work / in / team  
\_\_\_\_\_
- 5 anything / from / relax / there / do / to / apart / the / beach house / at / was / hardly  
\_\_\_\_\_
- 6 wedding / traffic / almost / awful / on / we / was / didn't / time / it / to / the / the / so / make  
\_\_\_\_\_
- 7 going / four / love / times / summer / this / I / really / camping / I'm / and  
\_\_\_\_\_
- 8 it / much / comfortable / was / the / too / although / small / was / room / enough  
\_\_\_\_\_

## HAVE / GET SOMETHING DONE

We use the passive construction *have / get something done* when the person who did the action is unknown or unimportant. It focuses on both the object and the person that the object belongs to.

*My car **was repaired** quickly after the crash.* (= the focus is on repairing my car)

*I **had** my car **repaired** quickly after the crash.* (= the focus is on me arranging the repair of my car and on the fact that I arranged the repair)

We form the structure with *have / get + object + past participle*. We can use the structure with different tenses.

Positive	Negative	Question
<i>We're <b>having</b> our garden fence <b>repainted</b>.</i>	<i>They shouldn't <b>have</b> their garden fence <b>repainted</b>.</i>	<i>Have you <b>had</b> your garden fence <b>repainted</b>?</i>
<i>I <b>got</b> the contract <b>checked</b> before I went.</i>	<i>She didn't <b>get</b> the contract <b>checked</b> before she went.</i>	<i>Is he going to <b>get</b> the contract <b>checked</b> before he goes?</i>

*Get* is more common with some verbs, *have* with others. There are no rules for this, so the best way to learn is by seeing examples.

### Write sentences from the prompts.

➡ I / have / new boiler / install / yesterday

➡ I had a new boiler installed yesterday.

1 you / should / get / hair / cut

---

2 I / be / get / car / service

---

3 she / have / bike / steal / last week

---

4 he / be / going to / get / teeth / fix

---

5 you / should have / have / car / insure

---

6 we / just / have / kitchen / paint

---

7 they / be / going to / have / table / deliver

---

8 I / be / going to / get / eyes / check

---

# 7

# NATURE

## NARRATIVE TENSES

We can use many different structures when we tell stories.

### The past simple

We use the past simple to describe finished events – often events that follow each other. These are usually the main events of a story. They can be linked together using words such as *and*, *and then*, *after that*, *after* and *before*.

We form regular past simple verbs by adding *-ed* to an infinitive verb, for example, *wait / waited*. There are no rules for irregular past simple verbs. We form the negative with *didn't* + infinitive (without *to*).

Positive	Negative	Question
I / you / he / she / it / we / they <b>walked / ate</b>	I / you / he / she / it / we / they <b>didn't walk / eat</b>	<b>Did I / you / he / she / it / we / they walk / eat ...?</b>

We **stopped** and **looked** for the restaurant, and then we **went** inside.  
They **waited** all day to see the elephants, but they **didn't come**.

### The past continuous

We use the past continuous to show that an action was happening at the same time as another action, but it was unfinished or interrupted – often by a verb in the past simple.

We form the past continuous with *was(n't) / were(n't) + verb + -ing*.

Positive	Negative	Question
I / he / she / it <b>was walking</b> you / we / they <b>were walking</b>	I / he / she / it <b>wasn't walking</b> you / we / they <b>weren't walking</b>	<b>Was I / he / she / it walking ...?</b> <b>Were you / we / they walking ...?</b>

I **trained** as a teacher when I **was living** in Spain.  
The rain **was pouring** down when I **remembered** the bedroom window was open.

### The past perfect simple

We use the past perfect simple to describe an action which finished before a previously mentioned action or before the story began.

We form the past perfect simple with *had(n't) + past participle*.

Positive	Negative	Question
I / you / he / she / it / we / they <b>had walked</b>	I / you / he / she / it / we / they <b>hadn't walked</b>	<b>Had I / you / he / she / it / we / they walked ...?</b>

When they **brought** the puppy home, they realised they'd **forgotten** to buy him a water bowl.  
When we **got** back to our camp, we learned that one of the team members **had disappeared** in the forest. We didn't know what to do.

**Complete the text with the most appropriate form of the verbs in brackets.**

➡ The events of this story happened (happen) a few years ago.

At the time, I <sup>1</sup>\_\_\_\_\_ (live) in Australia. We <sup>2</sup>\_\_\_\_\_ (decide) to go camping, so we <sup>3</sup>\_\_\_\_\_ (drive) up to the Queensland rainforest. It <sup>4</sup>\_\_\_\_\_ (get) dark when we <sup>5</sup>\_\_\_\_\_ (arrive), but there was a beautiful sunset over the beach. As we <sup>6</sup>\_\_\_\_\_ (put) up the tent, my girlfriend <sup>7</sup>\_\_\_\_\_ (realise) she <sup>8</sup>\_\_\_\_\_ (forget) to pack the insect repellent. For the rest of the evening, mosquitos <sup>9</sup>\_\_\_\_\_ (eat) us alive, so we couldn't sleep. We <sup>10</sup>\_\_\_\_\_ (wake) the next morning to find that it <sup>11</sup>\_\_\_\_\_ (rain) heavily in the night. There was water everywhere! Then we <sup>12</sup>\_\_\_\_\_ (see) a huge crocodile no more than five metres away and it <sup>13</sup>\_\_\_\_\_ (swim) towards us. We <sup>14</sup>\_\_\_\_\_ (never / be) so scared in our lives! Luckily, it was distracted by a bird landing on the water, so we <sup>15</sup>\_\_\_\_\_ (be able to) escape. That was the shortest camping trip we ever <sup>16</sup>\_\_\_\_\_ (have)!

## PARTICIPLE CLAUSES

We can sometimes define nouns with participle clauses, which are shortened relative clauses. Clauses that use present participles (the *-ing* form) have an active meaning and clauses that use past participles have a passive meaning. The present or past participle goes after the noun it is defining and replaces the whole relative clause.

*The majority of children **taking** part in the competition are from the local school.*

(= *The majority of children **that take** part ...*)

*People **opposed** to fracking should join us for the demonstration.*

(= *People **that are opposed** to fracking ...*)

**Complete the sentences with the correct form of the words in brackets.**

➡ The majority of people voting (vote) in our country are from the older generation.

- The number of people \_\_\_\_\_ (start) apprenticeships in the UK dropped by 61% this year.
- The largest percentage of coffee \_\_\_\_\_ (import) from Brazil goes to the USA.
- The number of young adults \_\_\_\_\_ (engage) in politics has risen in the past two years.
- The group \_\_\_\_\_ (lead) the enquiry says it believes there was no wrongdoing.
- The list of species \_\_\_\_\_ (hunt) to extinction now includes the northern white rhino.
- The properties \_\_\_\_\_ (damage) in the tsunami were mainly those directly facing the coast.
- As well as her own songs, there are a surprisingly high number of hits by other artists \_\_\_\_\_ (feature) Taylor Swift.
- A free guide \_\_\_\_\_ (summarise) different ways to cut pollution is available at all petrol stations.

# 8

# CRIME AND PUNISHMENT

## SHOWING DEGREES OF CERTAINTY WITH MODAL VERBS

We use the modal verbs *could*, *might*, *may*, *must* and *can't* to show degrees of certainty about our opinions.

We can use *could*, *might* or *may* to give an opinion or speculate about something when we think it's possible, but we aren't completely sure.

We can use *must* or *can't* to give an opinion or speculate about something when we're certain it's true, even if we have no direct evidence / experience.

We use the modal verbs with a present infinitive form (without *to*) when we speculate about a present situation. We use the modal verbs with a past infinitive form (*have* + past participle) when we speculate about a past situation.

	Uncertain	Certain
<b>Present infinitive</b>	<i>It could / may / might be</i> Joni who's playing loud music or it <i>could / may / might be</i> Jaime. (= It's possible for it to be Joni or Jaime playing music.)	<i>It must be</i> a mouse that's eating our seeds. (= I think it is definitely a mouse because mice eat seeds.)
<b>Past infinitive</b>	<i>They could / may / might have known</i> about the birth of the baby. (= It's possible they knew about the birth of the baby.)	<i>She can't have had</i> dinner yet. (= I imagine she hasn't had dinner yet because it's too early / she's very hungry.)

**Write sentences to speculate about the people. Use *can't (have)* (X), *might (have)* (??) or *must (have)* (✓) and the correct form of the words in brackets.**

➔ They haven't arrived yet. (miss the bus / ✓)

➔ They must have missed the bus.

1 The exam results are out, but he looks miserable. (pass / X)

2 I can't find my gloves. (lose / ✓)

3 He looks tired. (stay up late / ??)

4 They have gone on holiday to Greece for the second time this year. (love / ✓)

5 Not many people speak to them. (be very popular / X)

6 She hasn't answered my letter. (forget / ??)

7 His leg's in plaster. (break / ✓)

8 He hasn't brought my coffee yet. (make it now / ??)

## NOUNS AND PREPOSITIONAL PHRASES

We often add prepositional phrases to nouns to define the nouns more. Usually, there is only one possible preposition that can be used after a particular noun, although sometimes alternatives are possible. We have to learn which prepositions can be used with which nouns.

We follow the noun we want to define with a preposition and either a noun or a gerund (-ing) form of a verb.

*The most positive **outcome of the new system being implemented** is its **impact on increasing** productivity.*

### Prepositions and meanings

Different prepositions can add different information to the noun.

*a film **about** prisons* (= the subject is prisons)

*a film **by** Quentin Tarantino* (= the director is Tarantino)

*an effect **on** health* (= what it affects)

*the effect **of the** ban* (= where the effect comes from)

It's possible to have two prepositional phrases.

*There is currently not much trust **in the politicians by the general public**.*

The prepositions that we use after the nouns often depend on the verbs used before the nouns.

***take advice about** the problem*

***give advice to** your friend*

**Complete the sentences with a noun from box A and a preposition from box B.**

#### A

access addiction anger damage decrease excuse involvement ~~problem~~ recipe

#### B

about for for in in to to to ~~with~~

➔ The problem with the local council is that they don't take our concerns about pollution seriously enough.

- 1 Sentencing the teenagers to six months in prison, the judge said there was absolutely no \_\_\_\_\_ their behaviour.
- 2 As a senior government official, Burke had \_\_\_\_\_ highly classified documents.
- 3 Owen admits that the \_\_\_\_\_ his neighbour's house was caused by work being done on his own property.
- 4 There has been a sharp \_\_\_\_\_ violent crime over the last five years.
- 5 Barrow has denied any \_\_\_\_\_ the robbery, although his fingerprints were found at the scene.
- 6 We hear his \_\_\_\_\_ spicy chicken is as fiery as his temper.
- 7 There was widespread \_\_\_\_\_ the decision to close five of the region's nursery schools.
- 8 She denied any connection between her \_\_\_\_\_ exercise and her weight loss.

# 9

# CAREERS AND STUDYING

## CONDITIONALS WITH PRESENT TENSES

We use conditionals with present tenses to talk about things that are true now, are generally / usually true or are likely to happen in the future.

We use the present simple / continuous or the present perfect simple / continuous in the conditional *if*-clause, but we can use a range of different structures in the result clause. Either clause can go first in the sentence, but we only use a comma when the *if*-clause goes first.

<b>To talk about general truths</b>	<i>if</i> + present simple / continuous or present perfect / continuous + present simple <i>If I <b>disagree</b> with her, she <b>tells</b> me to be quiet.</i>
<b>To talk about definite future results</b>	<i>if</i> + present simple / continuous or present perfect / continuous + <i>will</i> + infinitive (without <i>to</i> ) <i>If we <b>leave</b> in the morning, there <b>will be</b> less traffic on the roads.</i>
<b>To give advice</b>	<i>if</i> + present simple / continuous or present perfect / continuous + <i>should</i> + infinitive (without <i>to</i> ) <i>If you're <b>getting</b> a headache, you <b>should take</b> a painkiller.</i>
<b>To express possibility</b>	<i>if</i> + present simple / continuous or present perfect / continuous + <i>could</i> / <i>might</i> / <i>may</i> + infinitive (without <i>to</i> ) <i>We <b>could get</b> a new car <b>if I get</b> that promotion.</i>
<b>To make offers / promises</b>	<i>if</i> + present simple / continuous or present perfect / continuous + <i>will</i> + infinitive (without <i>to</i> ) <i>I'll <b>dry</b> the dishes <b>if you've finished</b> washing them.</i>
<b>To talk about plans</b>	<i>if</i> + present simple / continuous or present perfect / continuous + <i>going to</i> + infinitive <i>Where <b>are you going to go</b> <b>if you get</b> the weekend off?</i>
<b>To express obligation</b>	<i>if</i> + present simple / continuous or present perfect / continuous + <i>have to</i> / <i>must</i> + infinitive (without <i>to</i> ) <i>If you <b>want to go out</b>, you <b>have to get</b> a babysitter.</i>

**Match the sentence halves. Then label the sentences with the functions from the box.**

advice	<del>advice</del>	definite result	general truth	obligation
obligation	offer	plan	possibility	

- ➔ If you want a change, ————— you should get a new haircut advice
- |                                       |                                     |       |
|---------------------------------------|-------------------------------------|-------|
| 1 You'll miss the train               | a if Guy moves out.                 | _____ |
| 2 If you're worried about the exam,   | b I'm going to find another job.    | _____ |
| 3 We might get a smaller place        | c if you don't get a move on.       | _____ |
| 4 I'll make some pasta                | d we all catch it.                  | _____ |
| 5 If they don't promote me this time, | e you should speak to your teacher. | _____ |
| 6 If you don't start helping out,     | f you'll have to get a taxi home.   | _____ |
| 7 If one of us gets a cold,           | g you'll have to move out.          | _____ |
| 8 If you work late,                   | h if you're hungry.                 | _____ |



## CONDITIONALS WITH PAST TENSES

We use conditionals with past tenses to talk about imagined / hypothetical present or past situations.

We use the past perfect simple / continuous in the *if*-clause for imagined past situations and the past simple / continuous in the *if*-clause for imagined present situations.

We use *would (not / never) + have + past participle* in the result clause for imagined past results and *would (not / never) + infinitive (without to)* for imagined present and future results. We can also use *might* in the result clause to show less definite results.

<b>Imagined past</b>	<i>if + past perfect simple / continuous + would + have + past participle</i> <i>I <b>would have been</b> scared <b>if I'd been</b> in the car when it crashed!</i> (= I wasn't in the car when it crashed. That's why I wasn't scared.)
<b>Imagined present / future</b>	<i>if + past simple / continuous + would + infinitive (without to)</i> <i>Even <b>if you gave</b> me the house for free, I <b>wouldn't want</b> to live in it.</i> (= They won't give me the house for free, which is good because I don't want to live in it!)
<b>Mixed present and past</b>	<i>if + past simple / continuous + would + have + past participle</i> <i><b>If I didn't like</b> Italian food, I <b>would never have gone</b> to that restaurant.</i> (= Because I like Italian food, I was happy to go to the restaurant.) <i>if + past perfect simple / continuous + would + infinitive (without to)</i> <i><b>if you had woken up</b> earlier, you <b>would be</b> at the hotel now.</i> (= You didn't wake up early, so you are not at the hotel now.)

**Write sentences with *if* for the situations.**

➔ They didn't go to college. They didn't get good jobs.

➔ If they had gone to college, they would have got good jobs.

1 I didn't pass my exams. I didn't progress to the next year.

If \_\_\_\_\_

2 She wasn't good at maths. She stopped studying it when she was sixteen.

If \_\_\_\_\_

3 I can't drive. I won't move to the countryside.

Even \_\_\_\_\_

4 He is a doctor. He got a job with the ambulance service.

If \_\_\_\_\_

5 I'm working in a shop. I haven't been able to get a job in design.

If \_\_\_\_\_

6 I didn't spend six months studying abroad. My parents didn't have the money.

If \_\_\_\_\_

7 I was living in Berlin. I learned German.

\_\_\_\_\_ if \_\_\_\_\_

8 My teacher didn't encourage me. I didn't do well at school.

\_\_\_\_\_ if \_\_\_\_\_

## THE FUTURE PERFECT

We sometimes use the future perfect instead of other future forms to explain that an action will be complete before a particular time.

*I'm going to fix my bicycle on Saturday.* (... so we can't go cycling on Friday)

*I will have fixed my bicycle by Saturday.* (... so let's go cycling on Saturday)

We form the future perfect with *will / won't + have + past participle*.

Positive	Negative	Question
I / you / he / she / it / we / they <b>will have fixed</b>	I / you / he / she / it / we / they <b>won't have fixed</b>	<b>Will</b> I / you / he / she / it / we / they <b>have fixed</b> ...?

We usually use a time reference with the future perfect such as *before the weekend* and *by this afternoon*.

*We will have finished dinner by eight o'clock, so we can go out then.*

*Will you have written the email before we leave?*

We can also use *should* or *might* instead of *will* to show less certainty.

*I should have arrived before the concert starts, but I'll let you know if anything changes.*

**Complete the sentences with the future perfect form of the verbs in brackets.**

➡ They will ('ll) have read (read) the report by Monday, so we can discuss it then.

- At the end of the month, we \_\_\_\_\_ (live) in this house for ten years.
- Don't call me at eight o'clock. I \_\_\_\_\_ (not finish) dinner by then.
- By the end of the year, I \_\_\_\_\_ (graduate).
- Alex and Carrie \_\_\_\_\_ (have) their baby by this time next week.
- By this time tomorrow, she \_\_\_\_\_ (finish) her exams.
- By the time I'm 30, I \_\_\_\_\_ (make) £1 million.
- Do you think you \_\_\_\_\_ (meet) the man of your dreams by this time next year?
- At the end of this year, my parents \_\_\_\_\_ (be) married for twenty years.
- In ten years' time, my brother \_\_\_\_\_ (not change) at all.
- Before the end of the month, we \_\_\_\_\_ (learn) how to cook Italian food.  
I've just booked us on a cookery course!

## QUESTION TAGS

We use question tags to ask for agreement or to ask for confirmation of an idea. We often use positive question tags to make polite requests, commands or suggestions.

We form question tags with an auxiliary verb + a pronoun.

We use negative tags with positive sentences and positive tags with negative sentences. If there is an auxiliary verb (*have* or *be*) in the main part of the sentence, the question tag is formed with the auxiliary verb. If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of the verb *do*.

Positive sentence / negative tag	<i>She was a lovely woman, wasn't she?</i>
Negative sentence / positive tag	<i>Dogs shouldn't eat chocolate, should they?</i>
No auxiliary verb	<i>You work for a solicitor, don't you?</i>
Polite request	<i>You couldn't lend me some money, could you?</i>
Polite suggestion	<i>Let's book a holiday in Rome, shall we?</i>
Polite commands	<i>Pass me the salt, will you?</i>

Complete the sentences with question tags.

- ➔ You can drive, can't you ? k
- 1 You couldn't help me make dinner, \_\_\_\_\_ ? \_\_\_\_\_
  - 2 You haven't been to Canada, \_\_\_\_\_ ? \_\_\_\_\_
  - 3 He comes from South Korea, \_\_\_\_\_ ? \_\_\_\_\_
  - 4 I'm really lazy sometimes, \_\_\_\_\_ ? \_\_\_\_\_
  - 5 It's never too late, \_\_\_\_\_ ? \_\_\_\_\_
  - 6 Sue broke your computer, \_\_\_\_\_ ? \_\_\_\_\_
  - 7 We can't go down this street, \_\_\_\_\_ ? \_\_\_\_\_
  - 8 They've taken everything, \_\_\_\_\_ ? \_\_\_\_\_
  - 9 Give me a call, \_\_\_\_\_ ? \_\_\_\_\_
  - 10 Let's have dinner, \_\_\_\_\_ ? \_\_\_\_\_

Now match the responses (a–j) to the sentences (1–10).

- a No, it's one-way.
- b Yes, you are. Why don't you do something about it?
- c Sure. It'll be great to catch up.
- d No, never. I'd love to go.
- e I'm afraid so. You should call the police.
- f That would be lovely.
- g Of course. What can I do?
- h Not at all. You should go for it.
- i Yes, he does. But he's lived here for years.
- j Yes, she did. It wasn't her fault, but it's really annoying.
- k Yes, I can. But I'm not that confident.

## UNCOUNTABLE NOUNS

Uncountable nouns are nouns that have no plural forms and are never used with *a / an*.

Public **transport** is the best way to travel around in many cities.

We often use the following quantifiers with uncountable nouns: *some, no, plenty of, not much, (not) enough, a good / great deal of, hardly any, (not) any (at all), little, more, less*.

There's **enough time** to catch the bus.

Here are some common uncountable nouns. Many may be countable in your language.

accommodation	behaviour	equipment	furniture	litter	luggage
news	people	scenery	trouble	weather	work

Many concepts or abstract nouns are uncountable.

beauty	confidence	fear	honesty	hope	intelligence
kindness	poverty	sadness	trust	wealth	worry

Many nouns can be both countable and uncountable. There is often a difference in meaning.

I love eating roast **chicken**. (= the meat)

There's **a chicken** in the garden! (= the bird)

I don't have enough **room** in my bag for all my books. (= space)

Our holiday flat was very small. It only had three **rooms**. (= the specific places in the flat / house / hotel)

**Complete the sentences with a quantifier from box A and an uncountable noun from box B.**

### A

~~any~~ any good deal of hardly any less no plenty of some too much

### B

advice experience information luck luggage ~~news~~ traffic trouble work

➔ Was there any news about the train strike on the radio?

- I didn't win anything. I never have \_\_\_\_\_ when I play the lottery.
- It says to take one suitcase each. We've got two. We've got \_\_\_\_\_.
- I don't mind giving you a lift. It's absolutely \_\_\_\_\_.
- There's \_\_\_\_\_ on the website. It tells you everything you need to know.
- I'm worried. There's \_\_\_\_\_ available at the moment, so I'm not earning very much money.
- I can't believe how easy the journey was. There was a lot \_\_\_\_\_ on the roads compared to last year.
- Let me give you \_\_\_\_\_ : don't travel during the day – set off in the middle of the night.
- She'll make a great teacher as she's got a \_\_\_\_\_ working with children.

## EMPHATIC STRUCTURES

We use emphatic structures to emphasise how we feel / felt about present or past events.

We form emphatic structures using two common patterns (starting *What ...* and *The thing is ...*) which mean the same thing and work in the same way.

<b>The thing that What</b>	<i>upsets / upset me</i>	<b>is / was</b>	<i>when ...</i>
	<i>'s / was wonderful</i>		<i>the fact that ...</i>
	<i>I find / found annoying</i>		<i>the amount of ...</i>
	<i>I hate / hated</i>		<i>-ing ...</i>
	<i>saddens / saddened me</i>		<i>that ...</i>
	<i>is / was terrifying</i>		<i>the way ...</i>
	<i>I love / loved</i>		<i>the number of ...</i>

We can also change the word order in sentences using *It*. We do not use the linking verb *is / was* when we start with *It*.

*Feeling a constant pain in my back is quite frustrating.*

*It's quite frustrating feeling a constant pain in my back.*

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

➔ I / found / about Amsterdam / on the canals / was / what / the number of / interesting / houseboats

➔ What I found interesting about Amsterdam was the number of houseboats on the canals.

1 really / some cyclists / thing / the way / the / a red light / annoys / that / go through / is / me /

2 the number / on the train / can't stand / what / who carry / lots of luggage / I / of people / is

3 flying is / the thing / passport control / I / the / about / hate / at / long queue

4 loved / the train journey / beautiful scenery / was watching / what / go by / about / the / I

5 really / on the roads / scary / these days / the / the amount / thing / traffic / that's / of / is

6 air travel / thing that / caused by / the / the pollution / worries / so much / is / me

7 number of / more environmentally friendly ways / what's / people / to travel / trying / great / is the / to find

8 encouraging / find / more children / the / are walking / thing / or cycling / is the way / I / to school

## SUPPOSED TO BE + VERB + -ING AND SHOULD FOR TALKING ABOUT THE FUTURE

### be supposed to be + verb + -ing

We usually use the present continuous or *be going to* when we talk about arrangements in the future, but if we can't or don't want to do what was arranged, we use *be supposed to be* + verb + -ing. We usually add an explanation or excuse to explain why not.

*I'm supposed to be leaving*

*he / she / it is supposed to be leaving*

*you / we / they are supposed to be leaving*

*I'm supposed to be flying to Madrid on Sunday, but I can't go now. I've lost my passport.*

*Weren't you supposed to be relaxing today?*

### Should / Shouldn't

We can use *should(n't)* + infinitive (without *to*) to show we have a positive feeling or expectation about a future event. We don't use it when we expect something negative.

#### Positive

*I / you / he / she / it / we / they should find*

#### Negative

*I / you / he / she / it / we / they shouldn't find*

*The party should be fun (= I think it will be fun). I'm looking forward to it.*

*They should do well in their exams – they've worked hard enough.*

**A:** *Do you think the operation will take long?*

**B:** *I shouldn't think so. It's an easy procedure.*

**Tick (✓) the correct sentences. Rewrite the incorrect sentences.**

➔ *I'm supposed to been taking my driving test tomorrow, but I've broken my ankle.*

➔ *I'm supposed to be taking my driving test tomorrow, but I've broken my ankle.*

1 What a shame you've got a cold! Haven't you supposed to be going on holiday next week?

2 Don't worry; this shouldn't take long. We'll have you out of this dentist's chair soon.

3 They'll be disappointed about John losing his job. They're supposed to be moving to a bigger place.

4 You should to be absolutely fine in a week or two.

- 5 She should be in some pain for the next few days.

---

- 6 We've supposed to be opening a new hospital, but now it's likely to be delayed.

---

- 7 He's supposed be visiting us, but his car is causing him problems.

---

- 8 The weather forecast looks good – this should be a great weekend!

---

## DETERMINERS

We use determiners before nouns to show which or how many things we mean. We also use them to show if we are talking about something in general or a specific thing or person.

Some determiners such as *the*, *no*, *any* or *my* and *your* can go before any kind of noun, but others are only used with singular nouns or plurals or uncountable nouns.

Before singular nouns	<i>a, an, another, each, every, this, that</i>	<i>apple</i>
Before uncountable nouns	<i>much, little, this, that, some, most, all, other, more, less</i>	<i>information</i>
Before plural nouns	<i>these, those, several, many, few, fewer, some, most, all, other, more, less</i>	<i>people</i>

### Determiners and of

We don't usually use *of* with determiners unless it's with:

- another determiner (e.g. *all of the animals spotted; each of her shoes*).
- a pronoun (e.g. *some of them; many of us*).

### Negatives

The determiners *no*, *none* and *neither* have a negative meaning, so avoid using them with the negative form of verbs.

*We don't have no money.*

*We have no money.* OR *We don't have any money.*

### Choose the correct option.

➔ I didn't like *both* / *either* of the pairs of glasses you chose. They're awful!

- 1 There's *any* / *no* cure for this particular condition, but it's not life-threatening.
- 2 It affects everybody differently, so there's *little* / *few* hope we will find a treatment.
- 3 Have you tried *neither* / *either* of these antibiotics?
- 4 It's a new procedure which only a *little* / *few* surgeons have tried.
- 5 Take these pills and if there isn't *any* / *no* change in a week, come back.
- 6 It's almost impossible to say how *much* / *many* time he has left.
- 7 Life as a junior doctor is hard – *some of* / *several* my colleagues have already quit.
- 8 He has good and bad days; on some days he's up and on *another* / *other* days he's down.

# 13

# LIFE-CHANGING EVENTS

## THE PAST PERFECT SIMPLE AND CONTINUOUS

### The past perfect simple

We use the past perfect simple to emphasise single actions or events that happened before a past time or event that has already been mentioned. It is often used to talk about how many times something happened.

We form the past perfect simple with *had(n't)* + past participle.

Positive	Negative	Question
<i>I / you / he / she / it / we / they</i> <b>had spoken</b>	<i>I / you / he / she / it / we / they</i> <b>hadn't spoken</b>	<b>Had I / you / he / she / it / we / they spoken ...?</b>

We often use the past perfect simple with the time phrases *by the time*, *before*, *after*, *already*, *always* and *never*.

*He'd had three children **by the time** we got back in touch.*

*Had you **already sold** your house **before** you moved to Wales?*

***After** we'd graduated, we decided to go on a once-in-a-lifetime trip around the world.*

*They'd **already spoken** about starting a family **by the time** they got engaged.*

*He'd **always wanted** to learn to sail, so when he turned 30, that's what he did.*

*I'd **never** even **thought** about retraining until I spoke to a former colleague.*

### The past perfect continuous

We use the past perfect continuous to talk about actions, intentions or feelings over a period up to the time of a particular event in the past. We often use it to talk about how long something happened for.

We form the past perfect continuous with *had(n't) been* + verb + *-ing*. We do not usually use verbs such as *agree*, *believe*, *like*, *prefer* and *realise* in the continuous form.

*She'd **agreed** to go to the doctors, but she was too scared, so she cancelled the appointment.*

*I'd **believed** every word he said until my friend told me he had been lying.*

*They'd **liked** the house so much they put in an offer, but it wasn't accepted.*

Positive	Negative	Question
<i>I / you / he / she / it / we / they</i> <b>had been speaking</b>	<i>I / you / he / she / it / we / they</i> <b>hadn't been speaking</b>	<b>Had I / you / he / she / it / we / they been speaking ...?</b>

We often use it with expressions that show duration such as *for a while* and *for ages / months / years*.

*We'd **been trying** to get tickets for the show **for ages**, so we were really pleased when we were able to buy some online.*

**A:** How long **had** you **been living** there before Felipe moved in?

**B:** I'd **only been living** there for about a month. But I'd **been staying** with a friend before that. She introduced me to Felipe.



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

- ➡ She made an appointment with the life coach because a well-respected colleague recommended (recommend) him earlier in the week.
- Tom and Luke \_\_\_\_\_ (play) football in the garden, so they were filthy.
  - I was relieved when they found our cat. We \_\_\_\_\_ (look) for it for days.
  - Joey's mum was annoyed when she found he \_\_\_\_\_ (leave) his bag at school.
  - When Euan went to get his clothes off the washing line later that day, he discovered it \_\_\_\_\_ (rain). He \_\_\_\_\_ (be) so busy working that he \_\_\_\_\_ (not notice).
  - We \_\_\_\_\_ (not see) each other for years, but I recognised her straight away.
  - He was very thirsty as he \_\_\_\_\_ (not drink) anything since the match started.
  - I \_\_\_\_\_ (forget) how tall he was until I saw him last week.
  - They were exhausted because they \_\_\_\_\_ (work) since first thing that morning.
  - We \_\_\_\_\_ (not wait) long when the bus turned up.
  - She \_\_\_\_\_ (suggest) meeting for an early coffee, but I \_\_\_\_\_ (study) all night and I was tired.

## BE ALWAYS / CONSTANTLY + VERB + -ING, WISH AND WOULD

### Habits and behaviour

We usually use the present simple to talk about habits, but we use the present continuous + *always* / *constantly* to emphasise that a habit never stops or has no exceptions. We usually use *always* and *constantly* to show we find something annoying, but *always* can also be used to emphasise unusual things we like.

<i>I'm</i> <i>he / she / it is</i> <i>you / we / they are</i>	<i>always / constantly</i> <i>watching</i>
---	---

*She's so forgetful. She's constantly borrowing my books and forgetting to return them!*  
*He's very thoughtful. He's always making me delicious cakes.*

We usually use *I wish* + *would(n't)* + infinitive (without *to*) to say we want people to behave differently.

Positive	Negative
<i>I wish you / he / she / it / we / they would go</i>	<i>I wish you / he / she / it / we / they wouldn't go</i>

*I wish she wouldn't make such a mess in the kitchen.* (= She always makes a mess in the kitchen.)

## Character

We use *wish* + *was(n't)* / *were(n't)* to describe how we want someone's character to be different.  
*I wish they weren't getting divorced. It's really sad.*

Positive	Negative
<i>I wish you / we / they were</i> <i>I wish he / she / it was / were</i>	<i>I wish you / we / they weren't</i> <i>I wish he / she / it wasn't / weren't</i>

*I wish he were more confident in his abilities. He's a brilliant artist.*  
*I wish they weren't getting divorced. It's really sad.*  
*I wish she wasn't so shy. She never speaks much at parties.*

**Complete the second sentence so that it responds to the situation in the first sentence. Use the word given.**

➡ The children don't do the laundry often enough.

➡ I wish the children would do the laundry more often.

**WOULD**

- Unfortunately, he's quite short.  
I wish \_\_\_\_\_ **TALLER**
- She laughs and sings all the time.  
She's \_\_\_\_\_ **ALWAYS**
- The man next to me keeps on whistling.  
I wish \_\_\_\_\_ **WOULDN'T**
- He shouldn't interrupt me whenever I speak.  
I wish \_\_\_\_\_ **STOP**
- They never pick their clothes up off the floor.  
They're \_\_\_\_\_ **LEAVING**
- She messes around in class and annoys her teacher.  
She's \_\_\_\_\_ **CONSTANTLY**
- He's too arrogant.  
I wish \_\_\_\_\_ **SO**
- She plays her music too loud when I'm working.  
I wish \_\_\_\_\_ **QUIETLY**
- We worry about our finances night and day.  
We're \_\_\_\_\_ **ALWAYS**
- I wish my parents would treat me like an adult.  
My parents are \_\_\_\_\_ **CHILD**

# 14

# BANKS AND MONEY

## PASSIVES

We use passives to focus attention on who or what an action affects and when it is unclear or unimportant who performs the action. If we want to show who or what performed the action, we add information using *by*.

We form passives using *be* + past participle. We don't use intransitive verbs (verbs without an object), for example, *become*, *happen*, *rise*, *fall*, *wait* and *arrive*, with passive forms.

Present simple	<i>am / is / are given</i>
Past simple	<i>was / were given</i>
Present continuous	<i>am / is / are being given</i>
Past continuous	<i>was / were being given</i>
Present perfect	<i>has / have been given</i>
Past perfect	<i>had been given</i>
<i>will</i>	<i>will be given</i>
After certain verbs and prepositions	<i>being given</i>

The holiday **has been booked** (by John), but we need to send a deposit by the end of the week.  
 Payments **are usually taken out** of my account on the first of the month.  
 They are terrified **of being mugged** in New York.

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

➡ They have given me two months to repay the loan.

➡ I have been given two months to repay the loan.

- Someone in the government is putting interest rates up to 4%.  
Interest rates \_\_\_\_\_ to 4%.
- An automated system pays the money into my account every month.  
The money \_\_\_\_\_ into my account every month.
- We will suspend your account until you or someone else clears the overdraft.  
Your account \_\_\_\_\_ until the overdraft  
\_\_\_\_\_.
- Someone will notify you once he or she receives confirmation from the buyer.  
You \_\_\_\_\_ once confirmation  
\_\_\_\_\_ from the buyer.
- He admitted that they had made mistakes but stressed they had also learned lessons.  
He admitted that mistakes \_\_\_\_\_ but stressed that  
lessons \_\_\_\_\_.

- 6 Someone is transferring the money into his account and he will be able to use it in the next two hours.  
The money \_\_\_\_\_ to his account and \_\_\_\_\_ available in the next two hours.
- 7 The bank said it wasn't involved in any illegal activity and said someone was making false accusations.  
The bank denied \_\_\_\_\_ in any illegal activity and said it \_\_\_\_\_ falsely.
- 8 Our mortgage provider has offered us a really great new deal. He will confirm it tomorrow.  
We \_\_\_\_\_ a really great deal by our mortgage provider.  
It \_\_\_\_\_ tomorrow.
- 9 My first choice of university rejected my application, but my second choice has accepted me. It's preparing the paperwork I need to complete.  
My application to my first choice of university \_\_\_\_\_, but I \_\_\_\_\_ by my second choice. The paperwork I need to complete \_\_\_\_\_.
- 10 The tour company told him the trip included all transport, food and drinks, but they made him pay for everything.  
He \_\_\_\_\_ by the tour company that transport, food and drinks \_\_\_\_\_, but he \_\_\_\_\_ to pay for everything.

## WISH

We use the verb *wish* to refer to hypothetical things: things we want, but which are impossible. We use *wish* followed by a variety of past forms. We use:

- the past simple to refer to current situations that can't be changed.

*I wish I / you / he / she / it / we / they had / hadn't*

*I wish I was / were a better singer.*

- could* to refer to abilities we would like.

*I wish I / you / he / she / it / we / they could play*

*I wish she could swim, but she's frightened of water.*

- would* to say how we want people or things to behave differently.

*I wish I / you / he / she / it / we / they would / wouldn't eat*

*I wish my boss would listen to my ideas more.*

- the past perfect simple or continuous to refer to regrets and things in the past we now want to be different.

<i>I wish I / you / he / she / it / we / they</i>	<i>had / hadn't sat</i>
	<i>had / hadn't been sitting</i>

*I wish I'd studied physics at university.*

- *could have (done)* to refer to past possibilities.

*I wish I / you / he / she / it / we / they **could have played***

*I wish he **could have seen** her dance, but something came up.*

- *didn't have to* (not *mustn't*) for obligation.

*I wish I / you / he / she / it / we / they **didn't have to go***

*I wish I **didn't have to work** tonight, but I've got a deadline tomorrow.*

- *hope* + present tenses (not *wish*) for future possibilities.

*I hope*

*I / you / we / they **go / don't go**  
he / she / it **goes / doesn't go***

*I hope Stefan **is able to stay** next month. I haven't seen him in ages.*

**Tick (✓) the correct sentences. Rewrite the incorrect sentences.**

➡ I wish I weren't moved to this city.

➡ I wish I hadn't moved to this city.

- I wish he would be taller.  
\_\_\_\_\_
- I wish I didn't crash my car.  
\_\_\_\_\_
- Maria and Izzy went to the Caribbean. I wish I could have gone with them.  
\_\_\_\_\_
- Seb and I are going to Will and Maya's this weekend. I wish we have a good time.  
\_\_\_\_\_
- I wish I would have bought some more currency for my holiday.  
\_\_\_\_\_
- I wish I could have bought that flat. It was beautiful!  
\_\_\_\_\_
- Quite honestly, I wish I never met him. He's such a cheater!  
\_\_\_\_\_
- Don't you wish he would just stop playing that music? I do.  
\_\_\_\_\_
- I wish the children behaved better when we came to your house. I'm so sorry.  
\_\_\_\_\_
- You were ripped off! I hope you get all your money back.  
\_\_\_\_\_

## LINKING WORDS

We use linking words to join ideas in a sentence or to link two sentences.

We use:

- *and*, *when* and *after* to join two events within a sentence.  
*Stir the mixture **and (then)** pour it into the cake tin.*
- *then*, *afterwards* or *after that* to connect two ideas across separate sentences (unless preceded by *and* or *but*, when they separate two events within one sentence).  
*Stir the mixture. **Afterwards / After that / Then**, pour it into the cake tin.*
- *once* to mean *after*. It is often followed by perfect tenses.  
***Once** the paint **has dried**, you can put the picture up.*
- *until* to show what happens up to a particular point in time.  
*Hold the baby **until** she falls asleep.*
- *for* to show duration.  
*I haven't been abroad **for** three years.*
- *during* with a noun to show when another event happened.  
*He felt ill **during** the football match and went home early.*
- *as* to mean *because*. It follows a cause and links to a reason.  
*Hold the cup by the handle, **as** the coffee is extremely hot.*
- *so (that)* to explain the reason for doing an action.  
*I've started going to the gym **so (that)** I get fit.*
- *although* and *despite* to link contrasting ideas within a sentence. We use the *-ing* form of a verb after *despite*.  
***Despite** liking chocolate, I try not to eat too much of it.*
- *however* to show the ideas in one sentence contrast with those in the sentence before.  
*The service was disappointing. **However**, I would recommend the food.*
- *in case* to show that you are prepared for something that might happen.  
*You should take a coat **in case** it gets cold.*
- *provided* to replace 'if you make sure'.  
***Provided** you follow the instructions, the tent is easy to put up.*
- *unless* to mean 'if ... not'.  
*You can't live here **unless** you find another job.*
- *otherwise* to start a new sentence and show the result if we don't do something.  
*You should cover the blueberry bushes. **Otherwise**, the birds will eat them all.*

Complete the sentences with the words from the box.

after that	as	despite	during	for	however
in case	once	otherwise	provided	until	

➔ **Once** you've sliced the strawberries, put them in the bowl.

- 1 You'd better take your umbrella \_\_\_\_\_ it rains.
- 2 You can go out tonight \_\_\_\_\_ that you are back before midnight.
- 3 We are starting to remove the plastic \_\_\_\_\_ it is slowly poisoning the ocean.
- 4 He ate a whole plate of spaghetti \_\_\_\_\_ not really liking pasta.
- 5 She promised to meet him at the restaurant. \_\_\_\_\_, even though he waited for two hours, she didn't turn up.

- 6 Put the lid on the stew and put it into the oven \_\_\_\_\_ 90 minutes.
- 7 Add a drop of white wine and cook \_\_\_\_\_ the fish is ready.
- 8 There was a power cut \_\_\_\_\_ the meal. We ate by candlelight, which was very romantic.
- 9 Don't open the oven while the cake is rising. \_\_\_\_\_, it will drop and your cake will end up as flat as a pancake.
- 10 Brown the onions for ten minutes. \_\_\_\_\_, add the tomatoes and aubergines, and cook for a further ten minutes.

## PATTERNS AFTER REPORTING VERBS

We use reporting verbs when we want to report what someone has said, often by summarising it. We use many different verbs to do this and we need to learn which patterns are used with which verbs. Many verbs have more than one pattern.

We follow some reporting verbs with:

- the infinitive (with *to*), for example, *agree, arrange, claim, decide, intend, offer, pretend, promise, refuse* and *threaten*.  
*The waiter **has offered to exchange** the pasta dish.*
- *-ing*, for example, *admit, avoid, consider, continue, deny, imagine, involve, miss, recommend* and *suggest*.  
*He **suggests trying** a different restaurant next time.*
- person + infinitive with *to*, for example, *advise, ask, encourage, force, invite, persuade, remind, tell, urge* and *warn*.  
*I **warned the children not to climb** that tree!*
- a preposition + verb + *-ing*, for example, *be accused of, apologise for, confess to, admit to, rely on, insist on, be criticised for, be blamed for, worry about* and *be forgiven for*.  
*She's **worrying about taking** her driving test.*

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

➔ She accused me of stealing (steal) her chips when she wasn't looking!

- 1 As it was their first date, she pretended \_\_\_\_\_ (enjoy) the meal, even though she didn't like it.
- 2 Right now, it's hard to imagine anything \_\_\_\_\_ (taste) better than this.
- 3 When he was young, we encouraged him \_\_\_\_\_ (try) everything. Now he eats anything.
- 4 They denied ever \_\_\_\_\_ (say) they wouldn't pay and agreed \_\_\_\_\_ (provide) full payment.
- 5 His food was criticised for \_\_\_\_\_ (be) boring and lacking visual appeal.
- 6 Riaz insisted on \_\_\_\_\_ (eat) the same food every day.
- 7 I considered \_\_\_\_\_ (order) the fish before changing my mind and going for the salad.
- 8 The restaurant manager threatened \_\_\_\_\_ (call) the police when the customers refused \_\_\_\_\_ (pay).
- 9 He avoided \_\_\_\_\_ (buy) any unhealthy food.
- 10 We were advised by our doctor \_\_\_\_\_ (reduce) the amount of salt we ate.

## THE FUTURE CONTINUOUS

We sometimes use the future continuous to refer to an existing future arrangement or plan. We use it when we want to talk about a new action that will now happen during this arrangement or as a consequence of the decision. We also use the future continuous to talk about something that will be in progress at a time in the future.

We form the future continuous with *will + be + verb + -ing*. We can also use *be going to*.

Positive	Negative	Question
I / you / he / she / it / we / they <b>will be coming</b>	I / you / he / she / it / we / they <b>won't be coming</b>	<b>Will I / you / he / she / it / we / they be coming ...?</b>
<b>I'm going to be coming</b>	<b>I'm not going to be coming</b>	<b>Am I going to be coming ...?</b>
you / we / they <b>are going to be coming</b> he / she / it <b>is going to be coming</b>	you / we / they <b>aren't going to be coming</b> he / she / it <b>isn't going to be coming</b>	<b>Are you / we / they going to be coming ...?</b> <b>Is he / she / it going to be coming ...?</b>

*I'll be leaving in the morning. Can you feed the cat while I'm away?*

*Will you be getting home early tonight? I can make dinner if you are.*

**Complete the sentences with the correct form of the verbs in brackets. Use the future continuous or *can / will* and an infinitive verb.**

➔ We 'll be presenting (present) our exciting new branding in this morning's ten o'clock meeting. So, I won't show you the designs now.

- I \_\_\_\_\_ (visit) our company director while I'm in town.  
If you are free, I \_\_\_\_\_ (drop) in and see you then.
- We \_\_\_\_\_ (not able to see) each other today, I'm afraid.  
Unfortunately, we \_\_\_\_\_ (arrive) on the late flight.
- We are not recruiting, so we \_\_\_\_\_ (not offer) you a position.  
We \_\_\_\_\_ (not take on) new staff until next January.
- I \_\_\_\_\_ (answer) your questions at the end of this presentation.  
I \_\_\_\_\_ (keep) on going until then.
- \_\_\_\_\_ (you / bring) Ms James to dinner later this evening?  
If so, I \_\_\_\_\_ (add) her to the guest list.



- 6 Tomorrow afternoon, you \_\_\_\_\_ (still / take part) in the meeting.  
So, I'll go on ahead and we \_\_\_\_\_ (meet) later at Royce's.
- 7 \_\_\_\_\_ you \_\_\_\_\_ (go) to the office later?  
I \_\_\_\_\_ (drive) you there if you are.
- 8 He \_\_\_\_\_ (give) a three-hour seminar on Friday afternoon.  
I'm afraid he \_\_\_\_\_ (not be) available.
- 9 They \_\_\_\_\_ (move) to South Africa in a couple of months' time.  
They've both accepted new jobs and \_\_\_\_\_ (start) work in the spring.
- 10 We \_\_\_\_\_ (work) at the summer camp until mid-September.  
We \_\_\_\_\_ (not bother) booking a holiday until after we've finished.

## EXPRESSING NECESSITY AND ABILITY

### Replacing *must* with forms of *have to*

*Must* doesn't have an infinitive or *-ing* form and is only used in the present tense. We use *have to* + infinitive to express necessity for all other tenses.

*My car has broken down, so I've been having to walk into work all week.*

*He had to think very carefully before he decided to change his profession.*

*I can check my balance without having to go into my bank.*

*Having to remember people's birthdays is quite difficult for me.*

*I've had to help him with his housework because he's broken his leg.*

*I'm going to have to go to the bank to deposit this money.*

*If you'd found a good accountant earlier, you wouldn't have had to do your tax return yourself.*

### *force* and *make*

We can also use *force* or *make* when something creates an obligation for someone to do something.

We use the structures *force* + object + infinitive with *to* and *make* + object + infinitive (without *to*).

*Please don't force me to give a speech in front of everyone!*

*Going to a life coach has really made me think about what I want to do in the future.*

### Replacing *can* with forms of *be able to*

*Can* doesn't have an infinitive or *-ing* form and is only used in the present tense. We use *be able to* + infinitive (without *to*) to express ability for all other tenses.

*I was able to fix my computer, so I didn't have to buy a new one.*

*He'll be able to take a holiday when he finishes this job.*

*I have been able to pay all of my bills on time since I got a promotion.*

*Being able to swim saved his life.*

### *enable, allow, let*

We use *enable*, *allow* or *let* when something gives us the ability or permission to do something.

We use the structures *enable* / *allow* + object + infinitive with *to* or *let* + object + infinitive (without *to*).

*Getting a caravan will enable / allow us to go away at the weekend more often.*

*I hope you don't let the children stay up too late tonight.*

**Complete the sentences with the correct form of the expressions of necessity or ability from the box.**

allow   ~~be able to~~   be able to   enable   force   force   have to   have to   let   make

➔ Thankfully, we were able to get to the bank before it closed.

- 1 You can now log into your wi-fi network without you \_\_\_\_\_ put in a password.
- 2 Most importantly, these changes will \_\_\_\_\_ us to invest more than anticipated.
- 3 This month's poor sales figures have \_\_\_\_\_ us to look more closely at our marketing strategies.
- 4 Thanks to the new sponsorship deal, we'll \_\_\_\_\_ expand our offices and open new branches.
- 5 Ultimately, our downsizing this month will \_\_\_\_\_ us to be more competitive going forward.
- 6 If we'd anticipated these problems, we wouldn't have \_\_\_\_\_ let 200 people go.
- 7 They paid the price of complacency. The economic downturn \_\_\_\_\_ them think more carefully about their target market.
- 8 Sooner or later, all of us are going to \_\_\_\_\_ change profession at least two or three times during our working lives.
- 9 Smart meters will \_\_\_\_\_ us keep our home fuel costs down.
- 10 Technology is \_\_\_\_\_ us to move at a faster pace, whether we want to or not.