

OUTCOMES

GRAMMAR WORKSHEETS

ADVANCED

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1

CITIES

PERFECT FORMS

Present perfect simple

We use the present perfect simple to show that something happened or started before now. There is usually a present result.

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

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

We have spent a lot of money. (= before now – we don't know if it's continuing)

Past perfect simple

We use the past perfect simple to emphasise that something happened or started before another event or time in the past. We also use it to refer to hypothetical events in the past (i.e. before now).

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

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

He said he'd been a doctor. (= When we spoke, he no longer worked as a doctor.)

I wish I'd made better financial decisions, but I didn't.

will have done (future perfect) and other modals

We use the future perfect to show an action will be complete before a particular time in the future.

We form the future perfect with *will / may / should + have + past participle*.

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

I will have left the cinema by two o'clock, so I'll do the shopping then.

Participle clauses

We sometimes need an *-ing* form to form a participle clause.

Having checked his bank account online, Felipe realised he had been a victim of fraud.

(= After he checked / had checked ...)

Infinitive form

We sometimes use an infinitive with *to* after certain verbs, for example, *seem* and *believe*.

I seem to have forgotten the tickets. (= before now)

A city bus is believed to have crashed in the city centre.

1 Complete the sentences with perfect forms of the verbs in brackets.

➡ By this time next year, I 'll have got (get) another job.

- 1 They should be here by now. I don't know what could _____ (happen) to them.
- 2 I'm so embarrassed. I wish I _____ (check) out the qualifications of the travel agent before I paid him.
- 3 If you _____ (not see) Paris, then you should get on a plane today!
- 4 _____ (already move) twice this year, I don't think I'll be moving again for a long time.
- 5 They _____ (hide) the money by now, so there's no point in trying to find them.
- 6 Oh dear. I seem to _____ (leave) my book on the train.
- 7 All the work on the new shopping centre _____ (do) by this time next week.
- 8 Leimann is understood to _____ (follow) by the security services all the way to Buenos Aires, where he then disappeared.

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

➡ Have already visited Rome, we decided to try Sorrento instead.

➡ Having already visited Rome, we decided to try Sorrento instead.

- 1 I've already left Sao Paolo before I went to live in London.

- 2 They were living in Kobe when the earthquake happened, which must had been awful.

- 3 We were prepared for the snow as we'd lived in Zurich before we moved to Vancouver.

- 4 We've been waiting here for you while you'd been sightseeing.

- 5 He told me he hasn't tried Turkish food before he went to Istanbul.

- 6 Next January, we'll have lived here for exactly twenty years.

- 7 We've had a fantastic weekend. We've went up the Empire State Building and the Chrysler Building. _____

- 8 He'll has finished work on his place by the time we get there.

2

RELATIONSHIPS

WOULD

We use *would* for many purposes, including for conditionals, talking about past habits, giving advice and for the past form of *will*.

We use the structure *would* + infinitive (without *to*) or *would have* + past participle.

Positive	Negative	Question
I / you / he / she / it / we / they would think	I / you / he / she / it / we / they wouldn't think	Would I / you / he / she / it / we / they think ...?
I / you / he / she / it / we / they would have thought	I / you / he / she / it / we / they wouldn't have thought	Would I / you / he / she / it / we / they have thought ...?

Conditionals

We use *would* in a conditional sentence to introduce a hypothetical result or consequence.

We use *would* + infinitive (without *to*) for a hypothetical present or future result and *would have* + past participle for a hypothetical past situation.

*If we hadn't argued so much, we **would still be** together now.*

*I **would've called** her if I'd known she was upset.*

Habits

We can use *would* instead of *used to* or the past simple to talk about habits.

We use *would* + infinitive (without *to*).

*When I was a teenager, I'd **cook** lunch for my family every Sunday.*

(= *When I was a teenager, I **used to cook** lunch for my family every Sunday.*)

We also use *would* with *wish* to talk about present habits we (don't) want people to have.

*I wish they **wouldn't keep** parking in front of my drive.*

*They wish their children **would stop** waking up in the night.*

Past of will

We use *would* as the past form of *will*. It tends to follow verbs such as *knew*, *said*, *thought*, *promised* and *threatened*.

*I knew he'd **go** behind my back and tell all his friends. You can't trust him.*

*You said you'd **be** charming when you met my parents and you were. They loved you!*

*I didn't think she'd **arrive** until later, so I'm very surprised.*

*We promised we **wouldn't make** life difficult for them, despite what they'd done.*

We often use *won't* to refuse to do something and so we use *would* to report it.

*Last weekend, I asked Tim to help me install some new software and he just **wouldn't**. He said he was too busy.*

Advice

We use *I'd* to give advice. It sometimes goes with expressions such as *if I were you* and *if I were in your shoes*, but we use it more often on its own.

*If I were you, I'd **lighten up**. It's not worth worrying about it.*

*You should take him to school on his first day, but after that, I'd **let** him take the bus with his friends.*

Being more cautious with opinions

We often use *I would / wouldn't say* to introduce our opinions about people or a situation. Note we can also sometimes use *I would've / wouldn't have said* in the same way. These structures show more caution. We can use other opinion verbs instead of *say*, such as *think, imagine* and *hope*.

I wouldn't say / wouldn't have said she's the least punctual in the office.

I would think / I would've thought you'd get a promotion soon.

We also sometimes use *would* with requests because it can sound more polite.

Would you mind taking me to the supermarket?

Would it be OK to borrow this book?

1 Complete the sentences with *would(n't)* and the correct form of the verbs in brackets.

➔ I wish you 'd close (close) your mouth when you eat!

- 1 Even though he had promised that he _____ (be) late, he eventually turned up as we were leaving.
- 2 If she'd said she knew him, I probably _____ (invite) him to her party.
- 3 I just wish he _____ (talk) so loudly on the phone. It's very annoying.
- 4 I _____ (say) it's the end of the world – it's a small problem and we'll deal with it.
- 5 If they had been nicer people, we probably _____ (stay) for a few more days.
- 6 My laptop _____ (switch) on today. I'll have to see if Jem can help me.
- 7 You aren't happy with it, are you? I _____ (consider) taking it back and getting a refund!
- 8 _____ it _____ (be) OK to get a lift with you today?
- 9 If I were in your shoes, I _____ (admit) you were wrong and say sorry.
- 10 They knew they _____ (want) to be the centre of attention, so they only had a small wedding.

2 Match the sentence halves.

➔ If you'd told me about the concert, _____ I would have come.

- | | |
|----------------------------------|--|
| 1 Don't you wish she'd | a thought they'd stay together forever. |
| 2 If you'd warned me about Fred, | b mind giving me a hand? |
| 3 I would've | c be here by twelve and they were right. |
| 4 I wouldn't have | d try a bit harder in her classes? |
| 5 Would you | e go swimming every Saturday morning. |
| 6 I probably would | f I'd never have introduced him to Sara. |
| 7 They said they wouldn't | g have agreed if you'd asked me first. |
| 8 When I was seven, I'd | h said she wasn't a good driver. |
| 9 I wish they'd | i come up with excuses to stay out late. |
| 10 As teenagers, we'd often | j stop being such snobs. |

3

CULTURE AND IDENTITY

CLEFT SENTENCES

We can use cleft sentences to add emphasis. We often use them when correcting what we or someone else has just said.

We form cleft sentences by changing the structure of the standard subject–verb–object sentence.

Fronting

We can place the information in bold in the example below at the front of the sentence. We start the sentence with *It* + the verb *be* and then add a relative clause.

*I didn't have the operation **last week**. I had it last month.*

***It wasn't last week** (that) I had the operation; it was last month.*

the thing, what, all

We often use phrases such as *the thing, what* and *all* + relative clause at the beginning of a sentence to add emphasis.

We use the structure clause + *be* + noun / noun phrase / clause. We use different structures in the clause after *be*.

	First clause	be	Noun or noun phrase / clause
Emphasising how we feel	The thing that makes me happy	is	spending a lot of time with my family.
	What was annoying	was	not being able to go to the hockey match.
Emphasising and action with <i>do</i>	The only thing she does	is	(to) watch TV all day.
	All we did	was	give our opinion.
Emphasising an action with <i>happen</i>	All that happens	is	(that) the screen turns blue.
	What happened	was	(that) it hadn't been plugged in.
Emphasising a reason	The reason why I didn't turn up	was	(that) my car broke down.
Emphasising a place	The place (where) you can get married	is	the town hall.

Emphasising how we feel

We often use a 'feelings' verb rather than an adjective when we emphasise how something makes us feel, for example, *frustrates me, upsets me, I love, disturbs me, amazes me, I can't stand, scares me, drives me mad, I find difficult, bothers me* and *I find weird*.

***What frustrates me most** is people asking where I'm from.*

***The thing I love most** about city life is the diversity.*

We use a number of different noun phrases to start the second clause, for example, *the way ..., the fact that ..., the number of ..., the amount of ...*

***What irritates me most** about politicians is **how often** they break their promises.*

***What I love** about going hiking is **the fact that** I can get fit and enjoy nature at the same time.*

1 Complete the sentences with the words from the box.

all	did	didn't	fact	happened	how	is	is
it	it's	main	not	only	reason	that	the
thing	was	wasn't	what	where	which		

➔ *The main reason I left was that the manager was incredibly rude, but the food was awful too.*

- 1 It's _____ his manner that annoys me; _____ his insensitivity.
- 2 The _____ that always surprises me is the _____ that no one has challenged him.
- 3 She reacted so angrily. _____ I _____ was comment on her choice of jacket.
- 4 The _____ thing that happens _____ that people sit in the town centre drinking coffee.
- 5 The _____ she won the prize was _____ she had worked the hardest in the class.
- 6 It _____ speaking the language that I found hard; _____ was writing it.
- 7 What _____ in the end _____ they showed me how to prepare the dish.
- 8 The place _____ you're most likely to find fresh milk _____ at a local market.
- 9 The thing _____ excites me most is not knowing _____ to expect.
- 10 What we _____ appreciate was _____ difficult communicating would be.

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

➔ happens / that / the streets / all that / throw / is / on / people / litter

➔ *All that happens is that people throw litter on the streets.*

- 1 it was Simon / John who / it wasn't / got fired

- 2 I failed / that / the reason / study enough / I didn't / was

- 3 is paying / what / stuff back / annoys me / to send

- 4 so many / that / the thing / homeless children / is seeing / upsets me

- 5 the corruption / one thing / of the politicians / was / I hated

- 6 found hard / the heat / what / was / to cope with / I

- 7 loved most / the temple / place / was / I / the

- 8 of monkeys / what / the number / scared / running around / Julia / was

- 9 is / that / panic / she / all / starts / to / happens

- 10 weather / about / only / the / was / thing / we / the / talked

4

POLITICS

CONDITIONALS 1

General truths

We can use conditionals to talk about things that are generally or always true.

Both the *if*-clause and the result clause can use present tenses or *going to* + infinitive. The result clause can also use *will* / *should* / *might* and a number of other structures.

<i>if</i> -clause	Result clause
<i>If people work hard at school,</i> <i>If we are planning a day trip to the beach,</i>	<i>they should get a good job.</i> <i>it's always raining.</i>

Likely future events

We can also use conditionals to talk about likely / possible events in the future.

The *if*-clause uses present tenses. The result clause often uses *going to* + infinitive / *will* + infinitive (without *to*), but a number of other structures are also possible.

<i>if</i> -clause	Result clause
<i>As long as the government keep cutting benefits,</i> <i>If you practise with him every day,</i>	<i>then poverty will continue to be a big issue.</i> <i>he's bound to learn to read eventually.</i>

Imagined events now or in the future

We can use conditionals to talk about imagined / hypothetical events now or in the future.

The *if*-clause uses past tenses. The result clause uses *would* / *wouldn't* (or *might* / *could*) + infinitive (without *to*).

<i>if</i> -clause	Result clause
<i>If they improved the service,</i> <i>If I could,</i>	<i>everyone would go to that restaurant.</i> <i>I'd live in a sunnier country.</i>

Alternatives to *if*

As well as *if*, there are other words used to introduce conditions.

Supposing (= what if / imagine if) *we had enough money and could afford to buy the house?*

Even if (= this condition does not change the result in any way) *we had enough money, I wouldn't buy that house.*

Unless they (= if they don't) *have enough money, they won't be able to buy the house.*

They'd better have enough money **or** (= because if they don't) *they won't be able to buy a house.*

They'd better have enough money. **Otherwise**, (= if they don't) *they won't be able to buy a house.*

I'm going to move abroad whether you want me to **or not!** (= It doesn't make any difference even if you want it to.)

What job do you think I should do, assuming (= if it's true – and I think it is) *I move abroad?*

As long as / **So long as** / **Provided** / **Providing** (= on condition that) *I can get the correct visa, I'm definitely moving abroad.*

Rewrite the sentences. Use the word given. Do not change the word given.

➡ Providing you study, you'll pass the exam.

➡ Unless you don't study, you'll pass the exam.

UNLESS

1 What if Bronson comes in first instead of Davies?

SUPPOSING

2 They'd better listen to us this time. Otherwise, I won't vote for them again.

IF

3 If they put up taxes again, they will almost definitely lose votes.

BOUND

4 They could buy me a new car, but I still wouldn't vote for them.

EVEN

5 I'll vote for them provided they stick to their promises.

LONG

6 If you're not interested in politics, don't talk about it!

UNLESS

7 On the understanding that interest rates don't rise, the government will be unbeatable.

ASSUMING

8 My advice is you should take some time off.

WERE

CONDITIONALS 2

General past truths

We can use conditionals to talk about things that were generally true in the past.

Both the *if*-clause and the result clause can use past tenses. The result clause also often uses *would* + infinitive (without *to*). Note the *if*-clause can be replaced with *when* to mean the same thing.

<i>if</i> -clause	Result clause
<i>If we had someone who was good with computers working in the office,</i>	<i>it was useful.</i> (= They had someone who was good at computers working in the office and this was useful.)

Imagined events in the past

We can use conditionals to talk about imagined events in the past.

The *if*-clause uses past perfect tenses. The result clause often uses *would* / *wouldn't* + *have* + past participle.

<i>if</i> -clause	Result clause
<i>If I'd learnt French at school,</i>	<i>I would have been able to understand him.</i> (= In reality, I didn't learn French at school, so I couldn't understand him.)

Imagined events in both the past and the present

We can use conditionals to talk about imagined events in both the past and present.

If the *if*-clause uses the past perfect, it's about an imagined past. If the *if*-clause uses the past simple / continuous, it's about an imagined present.

If the result clause uses *would / might / could + have + past participle* (or *would / might / could + have been + verb + -ing*), it's about an imagined past result. If the result clause uses *would / might / could + verb* (or *would / might / could + be + verb + -ing*), it's about an imagined present result.

	if-clause	Result clause
Imagined present + imagined past	<i>If I could drive,</i>	<i>I wouldn't have taken the bus.</i> (= I took the bus in the past because generally / now I can't drive.)
Imagined past + imagined present	<i>If they hadn't found the injured puppy,</i>	<i>it would not be alive now.</i> (= The reason the puppy is alive now is because in the past they found it.)

Complete the sentences with the correct form of the verbs in brackets. You may need to use negative forms.

➔ I wouldn't know (know) about the court ruling if I hadn't overheard (overhear) you talking about it.

- They _____ (be) in a much stronger position at last night's election if they _____ (change) their position on education at the last minute.
- Relations between the two countries _____ (be) cordial now if last year's diplomatic incident _____ (take) place.
- She was a really great leader. When anyone _____ (want) to talk to her, her door _____ (be) always open.
- I'd particularly like to thank the fire service – if they _____ (arrive) when they did, I _____ (stand) here in front of you now.
- I _____ (vote) for the Green Party last week, but unfortunately, I just _____ (like) any of the candidates.
- It's impossible to say for sure, but if more people _____ (register) their vote, we _____ (be) in a completely different situation now.
- We might never _____ (know) of this completely ridiculous man if he _____ (appear) on a tacky reality TV show.
- If the rules _____ properly _____ (follow), that building _____ (stand) today.

5

GOING OUT, STAYING IN

NOUN PHRASES

Adding information before nouns

Names and the kinds of things they are

We often add the name of something to the kind of thing it is (or vice versa). No linker or relative clause is needed.

*You can go on a tour of **the Tudor residence**, Speke Hall, from eleven o'clock.*

*You can get a great view of the Empire State Building, **New York City's iconic skyscraper**, from the Rockefeller Center.*

Compound nouns

Nouns can act like adjectives and define other nouns. The first noun isn't plural.

***bike** race*

*tube **stations***

***film** critics*

Adjectives

Adjectives usually go before nouns. We don't tend to use more than three adjectives before a noun. As a general rule, we give opinions first, then facts.

***disgusting large black** insects*

***fabulous new colourful** clothes*

We sometimes make compound adjectives with a number + noun. The noun is not plural.

*a **five-course** meal*

*a **four-star** hotel*

We also sometimes make compound adjectives instead of relative clauses.

*The film is known for its **action-packed** plot. (= a plot that is full of action)*

*The city is famous for its **awe-inspiring** architecture. (= architecture that inspires awe)*

Adding information after nouns

Prepositional phrases

We can use phrases beginning with prepositions after nouns to show:

- where something is.

*a midnight walk **through a dense forest***

- what it has or contains.

*the Liverpool Philharmonic **with its award-winning orchestra***

Relative clauses

We can add a clause to the noun to explain what it is or to add extra information.

*a museum **that used to be a cinema***

Reduced relative clauses

We often shorten relative clauses with present (-ing) participles or past participles. The present participle replaces active forms. The past participle replaces passive forms.

*statistics **which indicate** future problems → statistics **indicating** future problems*

*an old caravan **which is owned** by my neighbour → an old caravan **owned** by my neighbour*

Sometimes we reduce the relative clause to an adjectival phrase.

*the sailing club, **which is open** every day → the sailing club, **open** every day*

1 Rewrite the sentences. Use the words in brackets and any other words you need.

➔ The film is a fantasy. (wacky / it goes to infinity and beyond)

➔ The film is a wacky fantasy which goes to infinity and beyond.

1 Jude Williams has died. (award-winning / scientist / following / short illness)

2 *Coraline* is an opera. (based on / Neil Gaiman / creepy / novella)

3 Ms Banks is a rapper. (twenty-year-old / born / London)

4 The meal was a feast. (delicious / it surpassed all expectations)

5 Nash gave a performance. (newcomer / amazing / full of surprises)

6 The book is intelligent. (humorous / it is full of twists and turns / it leaves the reader with more questions than answers)

7 The actor underwent surgery. (70-year-old / Hollywood / emergency / according to our sources)

8 This film will do well. (heart-warming / it is suitable for all ages / among teenagers)

2 Put the phrases in the correct order to make descriptions.

➔ beaks and bright colouring / most popular / for their distinctive / recently voted / one of the nation's / finches, / British birds, / are known

➔ Finches, recently voted one of the nation's most popular British birds, are known for their distinctive beaks and bright colouring.

1 sits the iconic / at the highest point / designed by Sir Christopher Wren / St Paul's Cathedral, / of the City of London

2 inspired by and named after / the Taj Mahal, / is surely / India's immense white marble mausoleum, / Shah Jahan's beloved wife, / Mumtaz Mahal, / tourist destinations in the world / one of the most sought-after

3 the 30-metre-tall giant statue of Jesus, / offers spectacular views / Rio de Janeiro, / Christ the Redeemer, / over the Brazilian city / towering above

- 4 the largest of the UAE's seven emirates / marble mosaic courtyard / the 110-metre-tall minarets / in the world, / of Abu Dhabi, / featuring the largest / look out over / the spectacular city / of the Sheikh Zayed Grand Mosque

- 5 the bustling capital / its thermal baths and spas / divided in two / by the River Danube, / is renowned for / Budapest, / of Hungary,

- 6 currently being restored, is / located in / of the tower's huge bell / for its stunning / a part of London known / medieval architecture, / Big Ben, / actually the name

- 7 and a music icon, / the legendary actor and singer / at the early age of 42 / of heart failure / Elvis Presley, / who became one of / the biggest names in rock 'n' roll / died

- 8 only a teenager, / the charismatic singer / band Plastic Toys, / when he arrived / Jerry Brown, / who is still / was mobbed / by hundreds of / adoring fans / of the rock

6

CONFLICT AND RESOLUTION

WISH AND IF ONLY

We use *wish* and *if only* to talk about hypothetical situations – things we want but which are impossible. We follow *wish* / *if only* with *would*, the past perfect, the past simple or *could*. *I wish* is more commonly used than *if only*.

wish / if only + would(n't)

We use *wish* / *if only* + *wouldn't* + infinitive (without *to*) to explain how we want people or things to behave differently.

<i>I wish</i>	<i>I / you / he / she / it / we / they would / wouldn't eat</i>
<i>if only</i>	

I wish he wouldn't park his car there.

If only you'd stop listening to that terrible music.

wish / if only + past perfect

We use *wish* / *if only* + past perfect (*had* + past participle) to explain how we would like the past to be different. We often just use the auxiliary *had*.

<i>I wish</i>	<i>I / you / he / she / it / we / they had / hadn't eaten</i>
<i>if only</i>	

A: *I wish you hadn't given me chocolate for my birthday.*

B: *Really? I was going to buy you flowers.*

A: *Well, I wish you had (bought me flowers).*

wish / if only + past simple / could

We use *wish* / *if only* + past simple to refer to things in the present that we want to be different. We can also use the auxiliaries *was* / *were*, *did* or *could* instead of the past simple.

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

A: *Can you take the dog for a walk later?*

B: *I wish I could (take the dog for a walk), but I'm going out.*

wish and replies

When replying to *wish* / *if only* comments, we may want to talk about real situations – or continue to refer to the hypothetical situation. This affects which tense we use.

A: *I wish you'd made me a cake for my birthday.*

B: *I would have (made you a cake, but I didn't = a hypothetical situation), but we don't have any flour (= a real situation).*

1 Complete the short conversations with one or two words in each space.

➡ **A:** Are you having a good time?

➡ **B:** I am, but I wish you were here.

1 **A:** Can you give me a hand later?

B: I wish I _____, but I'm working tonight.

2 **A:** I'm afraid I have to go soon.

B: If only you _____! I don't want to stay here alone.

3 **A:** What? You're joking?

B: I wish I _____.

4 **A:** I wish you _____ up the shelf yesterday.

B: I _____, but you never _____ me to.

5 **A:** If only we _____ more time!

B: Yeah, well, we _____, so hurry up.

6 **A:** I wish you _____ me teach you to drive.

B: I _____, but you're always busy!

7 **A:** Are you still selling your car?

B: If _____ you had contacted me sooner! I've just sold it.

8 **A:** I wish I could _____ come to your party.

B: Never mind – you can come to the next one.

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

➡ **If only we can go out tonight.**

➡ **If only we could go out tonight.**

1 If only I didn't get to bed so late yesterday.

2 I wish the neighbours would play their music a bit more quietly.

3 If only I would pay more attention in class.

4 I wish some people don't take up both seats on a bus.

5 If only you could read my mind.

6 I wish you can call me later.

7 I wish I know what to get her for her birthday.

8 If only there were more hours in the day.

7

SCIENCE AND RESEARCH

PASSIVES

We use passives to focus attention on who or what an action affects. We often use them when the subject of the sentence is not the doer or cause of the action. This is because the doer is either unimportant, obvious or unknown.

We form passive constructions with the verb *be* + past participle. We don't usually use the present perfect continuous or past perfect continuous in passive constructions.

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

*The dinner **had been cooked** when I got home.*
*Letters **have been written** to all of the investors.*
*The invoices **were being sent** out when I left yesterday.*
*Progress **was made** at the last board meeting.*
*The mixture **is frozen** for about three hours.*
*You **will be interviewed** by our three lead researchers.*

Passives after modal verbs

We can form passives after modal verbs using *be* + past participle.
*Cream **can be used** instead of butter.*
*The roof **will be repaired** when I can afford it.*

get passives

We can often use *get* instead of *be* for some verbs. This is more common in informal spoken language than in academic writing. *Get* passives often show an action was unexpected or accidental. They can also sometimes be used to express a lack of responsibility or accountability.
*The vase **got damaged** during the move.*
A: Haven't you finished your report yet?
*B: No, but don't worry. It'll **get done**.*

have something done

We often use the verb *have* or *get* to talk about services we arrange and pay for. We use the structure *have / get* + object + past participle.
*I'm **having** the catering **done** by a professional company.*
*I **got** my hair **coloured** at the weekend.*

Reporting

In academic writing and journalism, we often use reporting verbs in the passive form when the source is unimportant or to suggest a degree of uncertainty.
*The language **is believed to be** one of the most complex in the region.*
*It's **been suggested** that our very early memories are, in fact, false.*

-ing forms

We use -ing passive forms after prepositions and some verbs.

The man collapsed **while being arrested** by the police.

After being tested in numerous trials, the new drug was approved.

I **love being given** expensive perfume.

They really **dislike being told** what to do.

Reduced relative clauses

If passives are used in relative clauses, the relative pronoun and the verb *be* are often left out.

The stadium ~~that was~~ **refurbished** recently is now open to the public.

The scientists ~~who are~~ **nominated** for the award will be revealed tomorrow.

Avoiding passives

In more informal spoken English, we often use *you* or *they* to avoid passives.

You can use the receipt as proof of purchase. (= The receipt can be used as proof of purchase.)

They've restored the church. (= The church has been restored.)

1 Complete the sentences with the most appropriate passive form of the verbs in brackets.

➡ Several common garden herbs are being used (use) to treat various conditions.

- 1 Alternatives to petrol _____ (develop) as we speak.
- 2 At the press conference, Great Barrier Reef marine researchers stated they _____ (attack) only two days before their breakthrough discovery.
- 3 The Institute of Physics _____ (say / consider) further fundraising initiatives in the near future.
- 4 My classmates always point and laugh when I answer questions and I feel bad. I really hate _____ (tease).
- 5 The elderly _____ often _____ (think / be) less dependent on sleep than teenagers.
- 6 I _____ my nose _____ (get / break) in a game of rugby last weekend.
- 7 It consisted of a small group of stem cell scientists _____ (choose) by their faculty.
- 8 Since the first state _____ (establish), we _____ (encourage) to believe what we _____ (tell).
- 9 Numerous products from supermarket shelves have recently _____ (withdraw) due to contamination concerns.
- 10 We're _____ the kitchen _____ (have / do) at the moment, so we're eating out a lot.

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

➔ We hope that last year's Nobel Prize winner will say a few words.

➔ It is hoped that last year's Nobel Prize winner will say a few words.

- 1 It is necessary to investigate an irregular pulse.
An irregular pulse _____.
- 2 Some believe that Planet X has ten times the mass of Earth.
Planet X is _____ ten times the mass of Earth.
- 3 The doctors improved my uncle's quality of life when they fitted him with a pacemaker.
It improved my uncle's quality of life when _____ fitted.
- 4 They were supposed to notify us of the changes a month ago, but they didn't.
We should _____ of the changes a month ago.
- 5 The Life Sciences team are doing the study. They aim to finish it by the end of March next year at the latest.
The study, which _____ by the Life Sciences team,
_____ by the end of March next year at the latest.
- 6 The solar eclipse can be seen throughout the north of Scotland from 5pm.
_____ the solar eclipse throughout the north of Scotland from 5pm.
- 7 A government spokesperson says it is unlikely they can justify further research.
A government spokesperson says it is unlikely further research _____.
- 8 The university are donating materials for the presentation.
The materials for the presentation _____ the university.
- 9 In order to raise money for the academy, the committee has suggested organising various fund-raising activities.
In order to raise money for the academy, it _____ by the committee
that various fund-raising activities _____.
- 10 Make sure you keep the chemicals in a safe place, out of the reach of children.
Make sure the chemicals _____ in a safe place, out of the reach
of children.

8

NATURE AND NURTURE

AUXILIARIES

We use auxiliaries to make negatives and questions. We also use them to avoid repetition and to add emphasis. Auxiliaries are words like *be, have, do, will* and *must*.

Questions

We use auxiliaries to form normal questions such as *Do you like it?* and *Have you been there?*
We also use auxiliaries to form tag questions at the end of statements as well as short responses and rhetorical questions.

Tags

We often use tags to ask genuine questions to check things or to make polite requests. However, we also use tags when giving an opinion we expect people to agree with.

Positive sentences normally use negative tags and negative statements use a positive tag.

*He's a fantastic singer, **isn't he?***

*We haven't paid that bill, **have we?***

Short questions

We often use short auxiliary questions as responses to show interest and continue the conversation.

A: *I'm not very keen on beaches.*

B: ***Aren't you?***

A: *No. I don't like the sun.*

Avoiding repetition

Auxiliaries help us to avoid repeating a verb or verb phrase we have already used.

*Why is it that whenever we have a disagreement, your mother won't interfere, but your father **will interfere?***

so and nor

When we avoid repetition with an auxiliary after *so / nor / neither*, the subject and auxiliary are reversed.

A: *We **aren't** planning to go to the village fair this weekend.*

B: *Really? **Neither are we!***

Emphasising

We often use auxiliaries to add emphasis when we are contradicting what someone has said or written. In speech, we do this by stressing the auxiliary. If there is no auxiliary, we add *do / does / did*.

*Some dogs **do** get anxious when they are left on their own, but this has very little to do with the dog's breed.*

We also use auxiliaries in emphatic tags.

*I love the opera, I really **do**.*

1 Complete the responses with auxiliary verbs.

➡ A: I'm definitely coming tomorrow.

➡ B: Are you? That's great.

1 A: I'm not confident.

B: _____ you?

2 A: I never said a word!

B: _____ you?

3 A: I'd stay if I were you.

B: _____ you?

4 A: It looks beautiful.

B: _____ it?

5 A: I love it!

B: _____ you?

6 A: We don't like it.

B: Neither _____ my wife.

7 A: We'd better not go.

B: _____ we?

8 A: Did you play the lottery?

B: No, but I wish I _____.

2 Complete the conversation with auxiliary verbs.

➡ A: We'll get to the summit by midday if we take this path, won't we?

B: Yes, we will. But I think we should take the steeper path, I really ¹_____. It's quicker, and I want to stop and eat lunch as soon as possible. I'm so hungry.

A: ²_____ you? I feel a bit tired.

B: So ³_____ I. Can we rest for a couple of hours at the top?

A: No, but I wish we ⁴_____.

B: Why ⁵_____ we? Do you need to get home early? ⁶_____ you forgotten to feed the cat again?

A: No, I ⁷_____, but the weather is getting worse. If it ⁸_____, we ⁹_____ stay longer, but we really ¹⁰_____ have to get back down the mountain before six o'clock!

B: ¹¹_____ you called Diana yet?

A: No, but I ¹²_____ in a moment. I'll tell her our plan so that she ¹³_____ be waiting when we get back. I ¹⁴_____ want to be any later than six.

B: Neither ¹⁵_____ I if the weather is going to be bad. But next time we come, I'd like to stay a bit longer, I really ¹⁶_____. It's so beautiful here.

9

WORK

CONTINUOUS FORMS

We make continuous forms with a form of the verb *be* + *-ing*.

We make continuous passive forms with *be* + *being* + past participle. We usually only use passive forms with the present and past continuous. Modals can be followed by both a present and perfect infinitive (without *to*) of *be*.

Present continuous	<i>I am making</i> <i>you / we / they are making</i> <i>he / she / it is making</i>
Past continuous	<i>I / he / she / it was making</i> <i>you / we / they were making</i>
Passive continuous	<i>I / he / she / it is / was being made</i> <i>you / we / they are / were being made</i>
Present perfect continuous	<i>he / she / it has been making</i> <i>I / you / we / they have been making</i>
Past perfect continuous	<i>I / you / he / she / it / we / they had been making</i>
Modals	<i>I / you / he / she / it / we / they should be making</i> <i>I / you / he / she / it / we / they should have been making</i>
Future continuous	<i>I / you / he / she / it / we / they will be making</i>

*The area **was being searched** by the police.*

*The company **has been developing** the new product for the last few years.*

*I **shouldn't have been laughing** so loudly in the cinema, but the film was really funny!*

*We **won't be joining** you for the meal later because we need to get home.*

Unfinished activities / events

We use continuous forms to show an activity or event is / was / will be unfinished at a particular moment in time or when another action took place. They emphasise that we see an activity or situation as temporary, rather than permanent or characteristic.

*I **was walking** through the forest when I saw some beautiful wildflowers.*

Focus on the activity and duration

We sometimes use the continuous form for completed actions or characteristic habits to focus on the activity.

*I'd **been trying** to get a new job for a while before I found this one.*

*They're always **leaving** wet towels on the bathroom floor.*

Arrangements and activities based on a previous decision

We usually use the present continuous to talk about future arrangements.

*A few of my colleagues **are flying** to Madrid on Saturday.*

If we are uncertain about the arrangement, we often use *be supposed to be* + verb + *-ing* or *might be* + verb + *-ing*.

*I'm **supposed to be giving** a presentation later today, but I might have to cancel it.*

We often use *will be* + verb + *-ing* (the future continuous) to talk about an arrangement or activity based on a previous decision.

*I **won't be running** in the next marathon. I haven't got enough time to train.*

Trends

We can use either the present continuous or the present perfect continuous to describe trends.

*Air quality in cities **is getting** worse each year.*

*More people **have been requesting** to work from home on a regular basis in recent years.*

However, certain time phrases go with one form but not the other.

Present continuous	Present perfect continuous
at the moment currently nowadays these days	over the past / last for since

Non-continuous verbs

Some verbs are not used in the continuous form, for example, *agree, believe, belong, doubt, matter, own* and *seem*. Some don't use the continuous form with certain meanings.

*I'm afraid I **disagree** with your policies.*

*She **seems** very happy in her new role.*

*What **matters** to me is that you're being honest.*

1 Complete the sentences with the most appropriate form of the verbs in brackets.

➡ I 've been waiting (wait) for him to call for the last few hours.

- I _____ (sit) here if I didn't think your company was the right one for ours.
- Just think, this time next week we _____ (pitch) to 40 of the industry's finest designers.
- He _____ (think) about making a move for a couple of years before he left Smith's and joined Werner's.
- Is there a spare terminal I can work on for a couple of hours while my computer is _____ (repair)?
- John's been caught speeding again; he must _____ (do) well over the limit when he was stopped.
- What's going on with Beth and Nadim? They _____ (spend) a lot of time together since the office party.
- This year has been very busy. I _____ (study) all through the summer, so I couldn't go home to see my family.
- I had to cancel my holiday, so I was hard at work during August when I _____ (relax) by the side of a pool in Portugal.
- She _____ (write) an email to a very important client when she accidentally hit 'send' before she'd finished.
- Nowadays, _____ (make) redundant isn't always bad news.

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

➔ It is regrettable he got hurt, but he shouldn't have be running in the corridor.

➔ It is regrettable he got hurt, but he shouldn't have been running in the corridor.

1 Sadly, they'd been struggling for a while before they went bust.

2 Tom's been great; he's been finding a lot of ways to help us out.

3 He's in a strange mood today; he's being really awkward.

4 I need to ask for some time off because we have our baby in May.

5 Congratulations to Maria and Zach; they'll working together on this project.

6 We're supposed starting a new project on Monday, but we're still waiting to hear the details.

7 I'm working from home because my office is painting this week.

8 Interest rates are rising sharply over the past few months.

9 They won't be opening for business again until the summer.

10 I've been trying writing a CV and cover letter, but it's taking me ages.

MODAL AUXILIARIES

We use modal auxiliaries (such as *will*, *should* and *must*) to add meaning to the verb that follows them, for example, to show ability, certainty or hypotheticality. We also use them to avoid repetition and to add emphasis. We use an infinitive verb (without *to*) after a modal verb.

will / shall

We use *will* or *shall* to show certainty in our predictions in the past, present and future.
*I know they'll **have been playing** those computer games for hours.*

We also use *will* to show certainty in decisions and for offers, promises, threats and refusals.
*I **won't tell** anyone about the break-up.*

We also use *will* to refer to typical habits or characteristics that we see as true now.
*We'll usually **go fishing** for a few hours at the weekend.*

We use *shall* to make offers and elicit suggestions.
***Shall I meet** you at eight o'clock?*

can / could

We use *can* and *could* to talk about possibility.
*The doctor **can / could prescribe** a different medication.*

We don't use *can* to talk about future possibility.
*I ~~can~~ **could / might be** going there tomorrow. I'm not sure yet.*

We also use *could* as the past form of *can*.
*Moirá **couldn't drive** until she was 35.*

must

We use *must* to show certainty about an opinion or for obligation.
*He **must have been sitting** in the sun for a long time. He's very red!*
*We **mustn't get** up too late or we'll miss the coach.*

might / may

We use *might* or *may* to show we are less certain about our opinions and predictions.
*It **might be** a type of beetle, but I'm not sure.*

should

We use *should* to show we think something is (not) a good thing to do, to express hypotheticality and to describe something that is probable in the future.
*You **shouldn't take** the tablet if you haven't eaten anything.*
*We **should see** some improvement by next week.*

would

We use *would* for conditionals, talking about past habits, giving advice and for the past form of *will*.
*If I were you, I **wouldn't have gone** to that area late at night.*
*When he was young, he **would walk** two miles to school every day.*
*I'd **try** the steak. It's delicious.*
*She said she'd **come** to the meeting, but she hasn't turned up.*

1 Complete the second sentence so that it has a similar meaning to the first sentence. Use modal auxiliaries.

➔ What do you want to do at the weekend?

➔ What shall we do at the weekend?

1 I don't believe it; she doesn't look 45.

She _____ 45!

2 It's possible they were held up in traffic.

They _____ held up in traffic.

3 In my opinion, having the injection was a mistake.

He _____ the injection in my opinion.

4 It wasn't possible for Dad to be a better patient than he was.

Dad _____ a better patient.

5 I bet that took a long time to get over.

That _____ a long time to get over.

6 I'm planning to work in the garden all day tomorrow.

I _____ in the garden all day tomorrow.

7 It was very unwise of you to be using the same toothbrush all year.

You _____ the same toothbrush all year.

8 I estimate a recovery period of a day or two for her.

She _____ fully recovered in a day or two.

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

➔ It can have been easy for you to admit your mistake.

➔ It can't have been easy for you to admit your mistake.

1 You can leave a motorbike anywhere in this city because you shouldn't look for a parking place.

2 He should have taken a smaller dose of the medication.

3 There was only one free room at the hotel at the weekend, so all of us must sleep together.

4 She mustn't have been a very healthy person.

5 That was a dangerous game – you could have been killed. You were lucky this time.

6 He will say whatever he thinks they want to hear to avoid taking any more medication.

7 After a few hours, the nurse could find the woman and return her bag.

8 If it doesn't rain, we would can walk to the doctor's.

LINKING WORDS AND PHRASES

We use many different words and phrases to join parts of sentences together and to link ideas across sentences.

Contrast

We can use linkers to show contrast.

- 1 Some linkers start a new sentence and refer back to the previous sentence, for example, *That notwithstanding, Nevertheless, Nonetheless, All the same though, On the other hand* and *However*. *On the other hand* and *however* can also go after the subject of the sentence.
*Spending a lot of time playing computer games can lead to addiction. **However**, this is very rare.*
- 2 Some linkers contrast two clauses within one sentence, for example, *whilst, while, despite the fact that, in spite of the fact that, even though, although* and *whereas*. These linkers go at the beginning of the clause.
***Although** I love spending time online, I realised it was affecting my eyesight.*
- 3 *Despite* and *in spite of* link a noun phrase and a clause.
***Despite** her recent promotion, she still felt unhappy in her job.*

Condition

We use some linkers to describe a condition.

- 1 Some linkers start a new sentence and refer back to the previous sentence with the condition, for example, *Otherwise* and *If we don't*. *Otherwise* and *If we don't* can only go at the beginning of a new sentence. *Unless, so long as, provided, providing* and *as long as* can replace *if (not)* and go at the beginning of a clause.
*Put it in the oven on a low heat. **Otherwise**, it will burn.*
***Unless** you improve your technique, you won't be able to play on the team.*
- 2 We can use *whether or not* or *even if* to add emphasis.
***Even if** you buy the latest software, you will need to update it in six months' time.*
- 3 We use *in case* to describe something we do to prevent another thing happening.
*I'll put a plate of food in the fridge for you **in case** you're hungry when you get home.*

Time / order

We use some linkers to show the time or order of events.

- 1 We use *then, subsequently, after that, afterwards, meanwhile* and *at the same time* to join two sentences (or two clauses if used with *and*).
*The children were playing tennis in the garden. **Meanwhile**, I was watching TV.*
- 2 We use *during* to link a noun phrase to a clause.
***During** the day they are getting so tired that they can't concentrate.*
- 3 We use *until, once, when, as soon as* and *the minute* to link two clauses.
*I'll have a bath **as soon as** I finish putting the shopping away.*

Purpose / result

We use *so as to, so that, in order to, consequently, thus, as such, so, as a result* and *therefore* to show purpose / result.

- 1 We use an infinitive verb after *so as to* and *in order to*, and subject + verb after *so that*.
*I'm changing the way I input data at work **in order to** be more efficient / **so that** I am more efficient.*
- 2 We use *consequently* (or *as a consequence*), *this, as such, so, as a result* and *therefore* to join two sentences (or two clauses if used with *and*).
*I was awake all night because I felt ill and **consequently**, I couldn't keep my eyes open at work.*

Addition

We use *not to mention, as well as, but also, moreover, on top of that, furthermore, in addition, additionally, similarly* and *likewise* to add information.

1 *Not to mention, as well as* and *but also* add two ideas within the same sentence.

*Cycling to work instead of taking the bus keeps you fit, **as well as** saving you money.*

2 *Moreover, On top of that, Furthermore, In addition, Similarly* and *Additionally* start a new sentence.

*The economic downturn has had a big impact on our sales in Europe. **Similarly**, the market in Asia has also been affected.*

Cause

We use *down to, (as) a result of, due to, on account of, thanks to, because of* and *owing to* to link the cause (a noun phrase) to the result clause.

*The recent progress he has made in his tennis lessons is partly **down to** / **a result of** / **due to** the fact that gaming has improved his coordination.*

1 Complete the sentences with the words from the box.

despite	even though	however	nevertheless	on the other hand
otherwise	unless	until	whereas	

➡ That new game has had really bad reviews. Nevertheless, I still want to buy it!

- 1 The football manager fully supports all the recent changes at the club. Many of the players, _____, are against some of them.
- 2 We won't improve _____ we make some big changes.
- 3 They are required to attend training five times a week. _____, their results haven't shown much improvement.
- 4 All of Heather's children go to the park every Sunday morning. _____, they would spend the whole day on their phones.
- 5 _____ being an experienced gamer, he found the software hard to use.
- 6 _____ she prefers books, she still enjoys computer games.
- 7 Liam is a tennis fan, _____ his brother Jamie likes rugby.
- 8 Medi always gives 100% in every match. He doesn't stop running _____ the final whistle blows.

2 Match the sentence halves.

➡ Driving a car has a negative impact on air quality. Furthermore, _____ it is very expensive.

- | | |
|---|---|
| 1 Thanks to the introduction of a new team kit, | a football player in his class. |
| 2 The kids are a lot less fit and healthy, | b in order to be at the same level as the others. |
| 3 She isn't a natural athlete and has to work a lot harder | c he always has the most up-to-date games software. |
| 4 Although Ben rarely does any sport when he's not at school, he's the best | d in case they get lost or broken. |
| 5 Megan swims every morning before work. Subsequently, | e the team is looking and playing better than ever. |
| 6 In spite of the cost, Luke makes sure | f it will be better than staying in all day. |
| 7 We should go to the gym. Even if we only spend half an hour there, | g not to mention less motivated. |
| 8 We back up all of our games | h she goes to bed earlier than many of her friends. |

DRAMATIC INVERSION

We use inversion (changing the order of a sentence) to add emphasis.

We often do this by putting a negative adverbial phrase (such as *not only*, *no sooner*, *at no time*, *only after*, *never before*, *nowhere else*, *not until* and *only when*) and the auxiliary before the subject and the main verb. If there is no auxiliary, we add *do* / *does* / *did*.

Negative adverbial phrase	Auxiliary	Subject + verb	
Not only	did	she become	<i>the first woman to win a Nobel Prize, but she was also the first person to win two of them!</i> (= She became the first woman to win a Nobel Prize and she was also the first person to win two of them.)
No sooner	was	the wall built	than <i>it was covered with graffiti.</i> (= The wall was built. Then it was covered with graffiti immediately.)
At no time	has	it been made clear	<i>what you intend to do about the anti-social behaviour.</i> (= It has never been made clear what you intend to do about the anti-social behaviour.)
On no account	are	you to use	<i>the parking facilities without a permit.</i> (= You are not to use the parking facilities without a permit.)

1 Complete the sentences with the phrases from the box.

at no time ... did	had it not been for	in no way was
never before had	no sooner had ... than	not only were ... so were
not only was	not until ... were	only after ... were we able to
only when ... did	on no account were	

➡ At no time leading up to the election did they make it clear what they were going to do about the economy.

- _____ the first ten years _____ see the far-reaching effects of the Industrial Revolution.
- _____ 1748 _____ the ruins of Pompeii discovered.
- _____ Tsutomu Yamaguchi escaped the nuclear explosion at Hiroshima _____ he witnessed a second detonation, in Nagasaki.
- By 1740, _____ eighteen-year-olds forcibly recruited into the British Royal Navy, but _____ men up to the age of 55.

- 5 _____ the Russian winter had set in _____
Napoleon Bonaparte realise the consequences of his actions.
- 6 In Haridwar, India in 2010, the Kumbh Mela pilgrimage drew crowds of 60 million.
_____ so many people gathered in one place.
- 7 _____ the excellent building standards, there would have been many
more casualties in 1995's Kobe earthquake.
- 8 Despite the superior numbers of the Chinese forces, _____ the
outcome guaranteed.
- 9 _____ British people to receive more food than they were allowed
during food shortages brought on by World War II.
- 10 _____ it a time of peace, it was also a time of prosperity.

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

➔ They hadn't been so powerful as a nation before.

➔ _____ *Never before had* _____ they been so powerful as a nation.

- 1 The country only returned to normality once the results of the trial had been delivered.
_____ the results of the trial had been delivered did the country return
to any sort of normality.
- 2 It's more important than ever for the young to learn the lessons of the past.
_____ been so critical for the young to learn the lessons of the past.
- 3 The moment Caesar was declared dictator for life, he was murdered.
_____ was Caesar declared dictator for life than he was murdered.
- 4 It has never been suggested that the War of Independence was about revenge.
_____ has it ever been suggested that the War of Independence was
about revenge.
- 5 You won't see a better example of change achieved by peaceful means anywhere else.
_____ on Earth will you see a better example of change achieved by
peaceful means.
- 6 He was forbidden from revealing his mission to even his closest relatives.
_____ was he to reveal his mission to even his closest relatives.
- 7 The king's position didn't soften at all, even though he may have given the impression it had.
_____ did the king's position soften, even though he may have given
the impression it had.
- 8 The Polish suffered and the Russians sustained heavy losses in the conflict.
_____ did the Polish suffer in the conflict, but the Russians also
sustained heavy losses.
- 9 Women in the USA weren't allowed to vote until August 1920.
_____ August 1920 were women in the USA allowed to vote.
- 10 Thousands of people would have been killed if the country hadn't intervened.
_____ the country's intervention, thousands of people would have
been killed.

13

NEWS AND THE MEDIA

PATTERNS AFTER REPORTING VERBS

We often summarise what someone has said using a reporting verb. We follow these with a number of different patterns.

Reporting verbs	Pattern	Example
<i>acknowledge, announce, argue, boast, claim, confess, confide, confirm, declare, deny, grumble, guarantee, insist, reiterate, state, vow</i>	verb + (that +) clause	The police confirmed (that) a suspect had been arrested. The broadcaster didn't guarantee that it would make a public apology.
<i>admit to, agree with, announce to, assure, confide to, confess to, convince, notify, persuade, point out to, promise, report to, remind, tell, warn</i>	verb + someone + (that +) clause	The politician assured the members of the public that the lack of housing in the area was being dealt with. The teacher reminded her students that not all the news they read is true.
<i>demand, guarantee, promise, refuse, threaten, vow</i>	verb + infinitive (with to)	The journalist refused to reveal exactly who his sources were. They vowed never to post such abusive comments again.
<i>advise, beg, encourage, instruct, invite, order, persuade, plead with, remind, urge, warn</i>	verb + someone + infinitive (with to)	He begged her not to report him to the manager. Her mother urged her to delete various photos from social media.
<i>admit, advise, consider, defend, deny, discuss, recommend, suggest</i>	verb + -ing	The police advised not speaking to the media until all the case details had been confirmed. The travel agent suggested taking out specialist winter sports travel insurance.
<i>cite, confirm, criticise, declare, express, praise, reject, voice</i>	verb + noun phrase	The report confirmed the statistics regarding the worrying levels of pollution in our cities. The architect voiced her concerns about the building materials they planned to use.
<i>accuse of, apologise for, blame on / for, criticise for / over, forgive for, insist on, threaten with</i>	verb (+ object) + preposition (+ verb + -ing)	The newspaper article criticised the president for taking a holiday during the crisis. After news leaked about a possible closure, the employees were threatened with being made redundant.

1 Match the sentence halves.

➔ The manager blamed _____ the redundancies on the recession.

- | | |
|---|---|
| 1 The Democratic Party claims | a to set up an inquiry to look into the latest attack. |
| 2 Anders Kohl, the manager under fire, instructed | b what evidence the journalist had gathered. |
| 3 The Prime Minister has vowed | c the actress for supporting the campaign of a known criminal. |
| 4 The newly-appointed Health Secretary promised | d the troubled athlete for assaulting her daughter. |
| 5 The five-piece rock band has confirmed | e that government spending is currently out of control. |
| 6 The mother of the victim says she has forgiven | f the people at the conference that she would increase funding for hospitals. |
| 7 At times, Davies said he considered | g his team not to speak to the press. |
| 8 The newspaper criticised | h quitting the race altogether. |
| 9 Let's remind ourselves that | i many news stories are politically biased. |
| 10 They demanded to see | j a forthcoming world tour and has posted dates on their website. |

2 Complete the sentences with the words from the box.

accused	acknowledged	blamed	cited	confirmed	declared
denies	persuade	reiterated	threatened	urged	

➔ The university confirmed that I had been accepted onto the journalism course.

- 1 The manager _____ that their results had been poor in recent matches.
- 2 Eventually, the manufacturers managed to _____ the retailers not to raise their prices.
- 3 The activists _____ to harm anyone entering the research facility.
- 4 His closest advisors have _____ the President to take a stand against crime.
- 5 The multinational company, however, _____ implementing a holiday policy that discriminates against working parents.
- 6 The agency _____ the presence of the banned chemical at the site as proof of wrongdoing.
- 7 Parents have _____ the school of encouraging bullying by turning a blind eye.
- 8 The Ministry of Finance has _____ that interest rates will remain at 2% for the foreseeable future.
- 9 The newspaper was _____ for misrepresenting the victims' families.
- 10 The man _____ his love for her in front of thousands of spectators.

RELATIVE CLAUSES

We use relative clauses to define a noun or to give extra information about it.

Relative clauses usually start with a relative pronoun or relative adverb and go immediately after the noun they are referring to.

We use the relative pronouns *who*, *that*, *which* and *whose* or the relative adverbs *where*, *why*, *when* and *whereby* at the beginning of the clause.

*The man **who's** over there is the CEO.*

If there is a preposition connected to the verb, we put this at the beginning or the end of the relative clause.

*The national park, **through** which we'll be driving, is spectacular.*

*The national park, which we'll be driving **through**, is spectacular.*

With some abstract nouns, we usually use particular relative pronouns and adverbs, for example, *a situation where*, *the reason why*, *a period in which*, *the extent to which*, *a process whereby*, *in cases where*, *a time when* / *that*, *ways in which* and *the point at which*.

Defining relative clauses

When the relative clause is defining the noun, we don't add a comma after the noun that the relative clause relates to. We don't have to use a relative pronoun / adverb when the noun it relates to is the object of the clause.

*Very few of the candidates **who / that applied for the job** actually got an interview.*

*The long summer holiday is a time **when children can recharge their batteries**.*

*My sister is the person (**who**) **I confide in** most.*

Non-defining relative clauses

When the relative clause is not defining the noun, the relative clause is separated from the rest of the sentence by commas. We don't use the relative pronoun *that* with non-defining relative clauses.

*The culture in Britain is very different from Italy, **where young adults often live with their parents until they get married**.*

We can also sometimes use a phrase with *which* or *whom*, for example, *two of which*, *many of whom*, *by which time*, *some of which*, *the year in which*, *from which* and *beyond which* in non-defining relative clauses.

*The competitors won a monetary prize, **a portion of which was kindly donated to charity**.*

1 Tick the correct sentences. Rewrite the incorrect sentences.

➔ My mother, that studied maths at university, now works as an accountant.

➔ My mother, who studied maths at university, now works as an accountant.

1 The Russian President, about which the US President is very complimentary, is talking at the European Assembly today. _____

2 They lost the money that they borrowed it from the government. _____

- 3 There was a time when you could expect a letter from a prospective employer, regardless of whether it was an offer or a rejection.

- 4 Four of our companies won prizes, two of that were honoured with special mentions.

- 5 He spent five years in prison for fraud, during when he earned a Master's degree.

- 6 That is the bank in which I work for.

- 7 The fund he invested all his money in wasn't legitimate.

- 8 This practise is different in Hong Kong, which foreign investment is restricted.

2 Complete the third sentence so that it has a similar meaning to the first two sentences. You may need to leave some words out.

- ➡ Three people were arrested. One of them had a previous conviction for fraud.
➡ Three people were arrested, one of whom had _____ a previous conviction for fraud.

- 1 They employ 200 people. The vast majority are on zero-hour contracts.
They employ 200 people, _____ on zero-hour contracts.
- 2 New offices can be opened in some countries. We have to identify these countries.
We have to find the _____ can be opened.
- 3 My colleague just got promoted. Her husband is a director in our company.
My colleague, _____ promoted.
- 4 We spent €400,000 on the place. Most of the money was a bank loan.
We spent _____ loan.
- 5 He decided on 1992 as the code to his safe. He was born in that year.
As the code to his safe, _____
- 6 The tendency to overestimate our ability to influence events creates an illusion of power.
In fact, we have very little control over events.
The illusion of power is created by _____

- 7 Shayna Mirmalek is considering selling her shares. The company is named after her and the deeds of the company are held in her name.
Shayna Mirmalek, _____

- 8 The airline has finally taken on 20,000 new members of staff. The airline nearly went bankrupt five years ago and the airline's boss was sensationally fired.
The airline, _____

PREPOSITIONS

We use prepositions with verbs, adjectives, nouns and prepositional phrases, and to link two parts of a sentence.

Verb + preposition

We follow many verbs with particular prepositions. Some verbs, for example, *hear of / about* and *know about / of* can use two different prepositions with no change in meaning, but sometimes the meaning changes depending on which preposition is used, for example, *think about / of*.

Verb	Preposition
<i>account / opt / pray</i>	<i>for</i>
<i>appeal / listen / object</i>	<i>to</i>
<i>approve / hear / know / think / remind</i>	<i>of</i>
<i>benefit / stem</i>	<i>from</i>
<i>bother / enquire / hear / know / think</i>	<i>about</i>
<i>compete</i>	<i>with</i>
<i>elaborate / insist / congratulate</i>	<i>on</i>
<i>engage / participate / succeed</i>	<i>in</i>

We're always **hearing about / of** trends that come and go.

I'm **thinking about / of** changing career.

Can you **think of** three inventions that you can't live without?

It would be useful if you could **elaborate on** your plans for the conference.

Adjective + preposition

We also follow many adjectives with particular prepositions. Some adjectives, for example, *disappointed with / by* and *angry at / with* can use more than one preposition with no change in meaning, but sometimes the meaning changes depending on which preposition is used, for example, *good for / with / at*.

Adjective	Preposition
<i>absorbed / alone / lacking</i>	<i>in</i>
<i>addicted / compared / grateful / immune / prior</i>	<i>to</i>
<i>capable / conscious / envious / fond / short / suspicious / unaware</i>	<i>of</i>
<i>fed up / disappointed / angry / good</i>	<i>with</i>
<i>keen</i>	<i>on</i>
<i>suitable / good</i>	<i>for</i>
<i>disappointed</i>	<i>by</i>
<i>angry / good</i>	<i>at</i>

They were **disappointed with / by** the downturn in their sales figures.

He's **good with** people, which makes him an excellent manager.

The increase in fast-food chains means fewer people eating food that is **good for** them.

Prior to moving to head office, she worked at the local branch.

Noun + preposition

We also follow many nouns with particular prepositions. Some nouns can use more than one preposition with no change in meaning, for example, *agreement on / about*, but sometimes the meaning changes depending on which preposition is used, for example, *rise in / of*.

Noun	Preposition
addiction / dedication / resistance	to
ban / agreement	on
fondness / admiration / preference	for
investigation	into
belief / decline / rise	in
habit / knowledge / advantage / awareness / rise	of
insurance	against
agreement	about

We were happy to make a verbal **agreement on / about** what our priorities would be.

The **rise in** temperatures will affect our environment.

The **rise of** the marketing influencer has changed advertising for good.

My boss has a really annoying **habit of** talking over me during meetings.

Prepositional phrases

There are also hundreds of short fixed phrases that start with a preposition. They are often followed by a noun.

Preposition	
at	random / risk of
by	far / law
in	danger / debt / decline / effect / large numbers / moderation / the long term / turn
on	purpose / trial / the wane
off	balance / the pace
out	of control / one's mind / this world
under	oath / pressure

Volunteers for the research project were selected **at random**.

Ever since I took out a loan with high interest rates, I have been **in debt**.

The new product is selling **in large numbers**.

My experience at the fashion show in Milan was **out of this world**.

Her spending habits are spiralling **out of control**.

Linking sentences

We can also use prepositions to link two parts of a sentence.

The company has doubled its revenue **by** cutting production costs.

Besides being interested in photography, both sisters also enjoy baking.

1 Match the sentence halves.

➔ We are all in agreement _____ about who should give the presentation.

- | | |
|---|--|
| 1 It is significant that 42% of the population approve | a her on her clever marketing campaign. |
| 2 Some fashion houses can benefit | b to dress smartly for your interview. |
| 3 Reports say that around 60% will participate | c of the President's education policy. |
| 4 For more information, please enquire | d at drawing, so her career choice comes as no surprise. |
| 5 The patterns remind | e from using new technology in textile production. |
| 6 We called to congratulate | f with the overall response to the new line. |
| 7 She decided to train as a teacher because she was so good | g me of the mid-seventies' fashions. |
| 8 Naturally, we were disappointed | h about our subscription options. |
| 9 She was always good | i with children. |
| 10 Make sure you remember | j in the strike action. |

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given. Do not change the word given.

➔ I have a dependency on coffee.

➔ I _____ 'm addicted to _____ coffee.

ADDICTED

- | | |
|---|-------------------|
| 1 Henry constantly owes money.
Henry _____ . | DEBT |
| 2 There is a real danger the restaurant may close.
The restaurant is _____ . | RISK |
| 3 These days, as bacteria mutate, penicillin is proving less effective.
More bacteria these days _____ penicillin. | RESISTANCE |
| 4 Mobile phones are strictly prohibited in class.
There _____ all mobile phones in class. | BAN |
| 5 Some people didn't trust the government's foreign policy.
Some people _____ the government's foreign policy. | SUSPICIOUS |
| 6 I've never been particularly fond of tartan.
I've never been _____ . | KEEN |
| 7 They became exasperated with his excuses for his lack of attention to detail.
They got _____ making excuses for his lack of attention to detail. | FED |
| 8 He volunteers for a children's charity and he also works at the hospital.
_____ at the hospital, he volunteers for a children's charity. | BESIDES |
| 9 She didn't mean to offend them and was really just telling the truth.
She didn't _____ and was really just telling the truth. | PURPOSE |
| 10 There's a lot of pressure on the class to pass their exams.
The class is _____ to pass their exams. | UNDER |

16

DANGER AND RISK

TALKING ABOUT THE FUTURE

Verb structures

We use many different verb structures to talk about the future.

We often use *be set to* + infinitive, *be set for* + noun and *look set to* + infinitive in journalism when something is likely to happen.

*He's **set to have** the operation tomorrow morning.*

*Reports indicate we **are set for** the hottest summer on record.*

*Those affected **look set to sue** the doctor for negligence.*

We sometimes use *be to* + infinitive instead of *be going to*. It's often used in *if*-clauses to show that one thing needs to happen before something else can. It's also sometimes used in journalism to talk about actions that have been officially arranged.

*The judge **is to give** her verdict by lunchtime tomorrow.*

*Members of Parliament **are to call** an emergency meeting to discuss the crisis.*

We use *be due to* + infinitive to show something is planned to happen at a particular time. We can also use *for*, *in* and *at* (+ noun) with *be due*.

*He's **due to retire** later in the year.*

*The dog **is due for** its annual health check.*

*She's **due in** ten minutes. Are you ready?*

*They're **due at** the airport at three o'clock.*

We use *be likely to* (+ verb) to show we think something is highly probable or to make predictions.

*The protestors **are not likely to prevent** the building of the new motorway.*

*We're **unlikely to finish** early today – there's still a lot of work to do.*

*It's **likely to rain a lot** next week, but we're still going to risk a camping trip.*

We use *be bound to* (+ verb) to show we're 99% sure something will happen.

*They're **bound to injure** themselves if they don't use the proper equipment when climbing.*

*She's **bound to get** bored if she's on her own all day.*

Noun phrases

We can use several nouns and noun phrases to talk about future events and to show how sure we are of things happening, for example, *on the verge of* + verb + *-ing*, *on the brink of* + verb + *-ing*, *the chances of* + object + verb + *-ing*, *be no / a slim / a good chance of* + verb + *-ing*, *in all likelihood*, *the odds are* + subject + *will*.

*Stop teasing your sister! She's **on the verge of bursting** into tears.*

*This species of butterfly is **on the brink of becoming** extinct.*

*There's **a good chance of hurting** yourself if you keep cycling without a helmet.*

*The **chances of me going** skydiving are pretty slim.*

*The **odds are this new business venture won't** be a success.*

1 Complete the sentences with the words from the box.

about to	bound to	distinct possibility	due at
due for	due to	highly likely	in all likelihood
is to	on the verge of	set to	

➔ In all likelihood, the storm won't affect us.

- Flight JG243 is _____ land in fourteen minutes.
- He takes too many risks – he's _____ hurt himself one of these days.
- Please take your seats; we are _____ serve dinner.
- Their business is _____ collapsing.
- I'm _____ a pay rise in August. It's about time too.
- If it _____ happen, it should be by the end of the week.
- He should already be here. He was _____ 9pm.
- The building is _____ become an iconic addition to the Dubai skyline.
- There's a _____ they will reach a settlement between themselves.
- I think it is _____ that they'll go on holiday this year.

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

➔ We're on a brink of finding a cure for this disease.

➔ We're on the brink of finding a cure for this disease.

- The chances on it happening are fairly slim.

- With all the work he's put in, he's bound for pass his exam.

- The UK has set to introduce a complete ban on ivory.

- Although the odds are we'll lose, this is no time to give up.

- The young royals are to meeting the queen today.

- It's sure to an unforgettable experience.

- Don't worry; things likely to get better.

- There's a slight chance of us getting there before they do.

- Their health is pretty unlikely to improve if they don't take the doctor's advice.

- He was due to get married, but he called it off at the last minute.
