

OUTCOMES

GRAMMAR WORKSHEETS

UPPER INTERMEDIATE

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1 Entertainment

HABITS

Present

To talk about present habits, we generally use the present simple. We can also use *tend to* + verb.
*I **listen** to music all the time.* *I **tend to watch** films on demand these days.*

Note that there are two possible negative forms for *tend to*.

*I **don't tend to** go to the cinema that much.* *I **tend not to** go out during the week.*

We can use *do / does* + verb in an affirmative sentence when we want to emphasize a contrast to a habit.

*I'm mainly vegetarian, but I **do** occasionally eat meat.*

Past

To talk about past habits, we can use the past simple, *used to* + verb, or *would* + verb. *Used to* and *would* (usually contracted to *'d*) have a similar meaning when talking about past habits. However, using *would* in negatives and questions is less common.

*I **listened** to music all the time when I was younger.* *I **used to play** computer games all the time.*

***Did** you **use to watch** cartoons when you were a kid?* *I **didn't use to go** out much.*

Note that for *used to*, there is technically no final *-d* in negatives and questions. When forming the negative with *never*, we keep the final *-d*. Note also that we only use *used to*, and not *would*, to talk about past states.

*I **used to have** long hair.* NOT *I ~~would have~~ long hair.*

We often use adverbs and adverbial phrases to express the frequency of the habit.

*We **usually** eat out **a couple of times a month**.*

*I **mostly** eat vegetarian food **as a rule**. I guess I eat meat maybe **once every couple of weeks**.*

We also use phrases with *don't ... as much as I'd like to / I want to / I used to / we did before*.

*I **don't** go out **as much as I used to**.*

*We **don't** see each other **as much as we'd like to**.*

Common mistakes

Don't use the past continuous to talk about past habits.

*I ~~was going~~ **went** / **used to go** swimming a lot when I was younger.*

Don't use *would* to talk about past states.

*I ~~would have~~ **used to have** long hair when I was younger.*

Don't use *how* instead of *as* in comparatives.

*I don't go **as much** ~~how~~ **as** I'd like to.*

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.

ADJECTIVES AND ADVERBS

Adjectives

Adjectives can generally go in two positions:

- directly before the noun:

*The film had a really **uplifting** ending. It's a pretty **catchy** soundtrack.*

- after noun + linking verb, such as *be, become, get, go, feel, grow, look, remain, seem, smell, stay, sound, taste* and *turn*.

*The ending was really **uplifting**. The soundtrack is pretty **catchy**.*

Note that most adjectives can occur in both positions. However, some adjectives can only go in one position.

That's the main reason. NOT *That reason is main.*

Some people were asleep. NOT *There were some asleep people.*

Adverbs

Many adverbs are formed by adding *-ly* to the adjective, but some adverbs have the same form as the adjective: *fast, hard, early, late, right, daily, yearly*.

*We arrived **late** for the meeting. Did I do it **right**?*

Adverbs can go in a number of positions:

- before or after verbs (and after the object if there is one)

*They **slowly** wandered from room to room. She studied the manuscript **carefully**.*

- before adjectives

*His writing is **absolutely** impossible to read. It was a **strangely** moving film.*

- before other adverbs

*The traffic was moving **really** slowly. She speaks **incredibly** quickly.*

- at the start of sentences or clauses. This is to comment on, or to show an opinion about, the whole sentence or clause.

***Fortunately**, no one was injured in the accident.*

*I meant to be here earlier, but, **stupidly**, I got halfway here before I realized I'd left your address at home.*

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

A	apparently	cautiously	completely	eagerly	fast	fortunately
	highly	properly	rarely	ridiculously	terribly	virtually
						well-

B	anticipated	asleep	awake	aware	challenging	disappointed
	dull	easy	impossible	likely	optimistic	ridiculous
						sorry

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

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

2 Sightseeing

RELATIVE CLAUSES

Sometimes we use a relative clause to give information about someone or something. The relative clause comes immediately after this person or thing.

Defining relative clause

A relative clause can give essential information about someone or something. This is sometimes called a defining relative clause, and the sentence would not make sense without the relative clause. We do not need a comma before a defining relative clause.

*He's the man **that / who led our country during the war.***

*Highgate is the place **where Marx is buried.***

We can miss out the relative pronoun in a defining relative clause if it is the object of the clause.

*He's the man **(that) I spoke to earlier.*** (I spoke to the man; the man = the object)

Non-defining relative clause

A non-defining relative clause gives extra, non-essential information about someone or something. The sentence would be clear and complete without the relative clause. This kind of relative clause always has a relative pronoun and we always separate the relative clause from the main clause with a comma.

*Vaclav Havel, **who was also a famous writer,** was the first Czech president.*

*Smith, **whose books have been translated into over 30 languages,** was born in 1966.*

Pronouns

In both kinds of relative clauses, we can use the relative pronouns *who* or *whom* for people, *which* for things and *whose* for possession. We can also use the relative adverb *where*. In a defining relative clause, we can use *that* instead of *which* or *who*.

Commenting on a clause

We also use a non-defining relative clause with *which* to comment on, or to give our opinion of, the whole of the previous clause. This is common in spoken English.

*We spent a week hiking in the jungle, **which was an incredible experience.***

*We got lost, **which meant we missed the start of the performance.***

Common mistakes:

Do not use *that* in a non-defining relative clause.

*We went on a guided tour round the old town, ~~that~~ **which** was nice.*

Do not use another pronoun as well as the relative pronoun. The relative pronoun replaces it.

*He was born in Mendoza, **which** it is near the foothills of the Andes.*

Remember to use a comma before the relative pronoun.

*She studied at Bologna University, **which** is the oldest university in the world.*

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. She'll join us for lunch.

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

We can use different forms to express the future in English depending on what we want to express. It's important to note that the distinction between the uses of future forms is often not clear or not important and we can sometimes use the forms interchangeably.

I'm staying in this evening. OR **I'm going to stay** in this evening. (for a plan / intention / arrangement)

You'll love Prague. OR **You're going to love** Prague. (for a prediction)

Present simple

We use the present simple to talk about something that is fixed as part of a timetable, itinerary or programme.

My train **leaves** at nine.

When **does** the exhibition **start**?

Present continuous

We use the present continuous to talk about arrangements, or something that is agreed or finalized in some way.

I'm meeting a friend later.

We're returning to the UK next year.

Be going to

We use **be going to** to talk about future plans and intentions that were made before the time of speaking.

I'm going to do some exam revision tonight.

We're not going to say anything to him.

Will

We use **will** to talk about decisions made at the time of speaking. This includes promises, offers and requests.

I'll call her now and see what she says.

I'll help you with that.

Predictions

For predictions based on direct present evidence (e.g. what we can see or hear or other information available), we usually prefer *be going to*.

Look at the traffic. **We're not going to get there before six.** *It's going to be a nice day.*

For predictions based more on personal feeling or opinion, we usually prefer *will*. We often begin with *I think* and sometimes add *probably* between *will* and the verb.

I think you'll love Prague. It's a great city. *I'll probably regret this tomorrow!*

Be due to

We use *be due to* to talk about when things are scheduled to happen. This is often for formal or officially arranged events or situations.

The bus **is due to arrive** in five minutes. Entry requirements **are due to change** next year.

Be likely to

We use *be likely to* to talk about things that are probable – we think they will happen. We use *be unlikely to* to talk about things that are improbable – we don't think they will happen. We can use *highly* and *quite* to show the degree of likelihood.

We're unlikely to arrive before midnight. *It's highly likely the exhibition will be extended.*

Be bound to

We use *be bound to* to talk about things we see as (almost) certain to happen.

There's bound to be a delay. There always is. *It's bound to be sunny in July.*

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 3rd. | _____ |
| 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

We can use the phrases in bold to explain the purpose or function of something:

It's used for cleaning bottles.

It's used to clean bottles.

You use it for measuring angles.

You use it to measure angles.

It's for peeling vegetables. **It's to** peel vegetables.

Note the use of *for* + -ing and *to* + verb.

We use the following phrases with *can* and *could* to explain a possible use of something:

You can use it to open a jar.

It could be used to unblock a sink.

to / in order to, so and if

We use *to* + verb or *in order to* + verb to explain the reason or purpose for using something. While *to* and *in order to* can be interchangeable, *in order to* is generally more common in formal contexts.

*I need a hammer **to** hang up this picture.*

*I could do with some scissors **to** open the packet.*

*A cable is required **in order to** connect the device to the computer.*

We can use *so* or *so that* with the same meaning. We use *so (that)* + clause.

*Have you got a bin bag **so** I can clear the table?*

*Use a cloth **so that** you don't mark the table.*

So (that) is often followed by *can*.

*Do you want to borrow a torch **so you can see** where you're going outside?*

*Pass me a cloth **so that I can grip** the lid of this jar better.*

We can use an *if*-clause to talk about possible situations in which something might be necessary.

*This is useful stuff to have **if you need** to remove stains.*

***If you can't find** anything else, hang it up with a nail.*

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

Use

We use *should* to say what we think is the correct or best thing to do. We often use *should* to give general advice, suggestions or criticism.

Form

We use *should* (not / never) + verb to talk about the present.

You **should see** complaints as an opportunity to improve.

You **shouldn't lose** your temper when making a complaint.

We **should never give** terrorists what they want.

We use *should* (not / never) + *have* + past participle to talk about the past. We often use the form *should've*, especially in more informal contexts such as speaking.

He **should've checked** the shoes at the point of sale.

They **shouldn't have parked** here. They've blocked me in.

Note that we can use the continuous form with *should*.

You don't know what to do? Well, you **should've been paying** attention.

We often use the passive with *should*:

- For the present, we use *should* + *be* + past participle.

The shop assistant **should be sacked**.

- For the past, we use *should* + *have been* + past participle.

The shop assistant **should have been sacked**.

Common mistakes:

We ~~should~~ **to** go. We're already late.

I ~~should~~ **working** be working in the office today, but there's a public transport strike.

He ~~should~~ **took** have taken it back to the shop sooner.

You may also sometimes see or hear people use *of* instead of *have*. This is a common mistake.

They ~~should~~ **of** have had it fixed by a professional.

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	cook	go	leave	say (2)	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

Use

We use *so* and *such* to emphasize the degree of something.

*It was **so** interesting. It's **such** a great idea.*

We also use *so* and *such* to link cause and result. The *so / such* clause expresses the cause and this is followed by a clause that expresses the result.

*I'm **so** tired, I can hardly stay awake.*

*It was **such** a boring film that many people left before the end.*

Form

- Use *so* + an adjective or an adverb:

*I'm **so** disappointed. Things change **so** slowly.*

- We can also use *so* + *few / many* + countable noun and *so* + *little / much* + uncountable noun:

***So** few people voted for him.*

*There are **so many** homeless people these days.*

- Use *such* + noun and *such* + adjective + noun.

*It's **such** a shame. It was **such** a great day.*

- We can also use *such a lot of* + noun.

*There's **such a lot of rubbish** on the streets.*

Cause and result

When we use *so* and *such* to express cause and result, using *that* to link the result clause is optional.

*There's **so** much traffic, it's usually quicker to walk.*

***So** few people had bought tickets **that** they decided to cancel the event.*

*They did **so** badly in the elections **that** their leader resigned.*

*It was **such** a surprise, I didn't know what to say!*

Complete the sentences with so or such.

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

- 1 The government has had _____ many scandals this year that this latest one is not a surprise.
- 2 Can we really call ourselves a democracy when _____ few people vote these days?
- 3 They've got _____ amazing resources available to them.
- 4 If the same thing happens often enough, there comes a time when it's not _____ a shock.
- 5 Public transport is not _____ a big issue; the problems can be solved quite easily.
- 6 The economy would improve faster if only the bankers weren't _____ greedy.
- 7 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.
- 8 _____ hypocrisy from local government involving _____ many councillors can only restrict growth in the area.
- 9 Young people these days are _____ obsessed with the idealised lifestyle portrayed in the media. _____ pressure to be 'perfect' is not healthy for our society.
- 10 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 can show connections using the following basic patterns:

- *the + comparative + noun + verb, the + comparative + noun + verb.*
The more affluent the area is, **the nicer** the cars are.
The older people get, **the more forgetful** they become.

Note that we can sometimes omit the verb *be*:
The more affluent the area, the nicer the cars.

- *the more / less + noun + verb, the more / less + noun + verb:*
The more I earn, **the more** I buy.
The less you want, **the more** you have.
- *the more / less / fewer + noun, the more / less / fewer + noun:*
The more traffic, **the more** pollution.

- It is possible to combine the patterns:
The more money people have, **the greedier** they get.
The hungrier you are, **the more** you want to eat.
The more you practise, **the easier** it will become.
The less I know, **the better**.

There are some useful fixed phrases with *the ... , the ...* :

<i>The bigger, the better.</i>	<i>The sooner, the better.</i>
<i>The simpler, the better.</i>	<i>The faster, the better.</i>
<i>The fewer, the better.</i>	<i>The more, the better.</i>
<i>The more, the merrier.</i>	<i>The older, the wiser.</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 / be / 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 / be / poor / working conditions / be

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

5 Sports and interests

PAST MODALS

Use

Should(n't) have

We use *should have* + past participle to show we think something in the past which didn't happen was a good idea or the correct or best thing to do.

We **should've set off** earlier to miss the traffic. I **should have phoned** you. I forgot, sorry.

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

You **shouldn't have hit** him. It was wrong of you.

I **should never have spoken** to him. I regret it now.

Would(n't) have

We often add a comment using *would have* / *wouldn't have* / *would never have* + past participle to show the likely consequence if a past situation had been different.

I **should've paid** more attention. I **wouldn't have made** that mistake.

It's your birthday? You **should've said**. I **d have bought** you a present.

Could(n't) have

We can add a comment with *could have* + past participle to show a possible consequence if a past situation had been different.

They **should've acted** sooner. They **could have saved** his life.

They **shouldn't have substituted** the striker. They **could've won**.

We use *couldn't have* / *could never have* + past participle to show that something was not possible.

I **should've asked** for help. It was obvious I **couldn't have done** it on my own.

Form

The past form of most modal verbs is modal + *have* + past participle. *Have* is often contracted to 've, especially in more informal contexts, such as speaking. *Would* is often contracted to 'd.

I **should've known**. We **could've got** it cheaper. They **d have changed** their mind.

Choose the correct option.

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

- 1 I loved performing when I was at school. I *should* / *wouldn't* have joined a drama group.
- 2 If he hadn't studied in Paris, he *could* / *would* never have met his future wife.
- 3 They *shouldn't* / *wouldn't* have left the class early as they loved their teacher.
- 4 You *couldn't* / *may* have seen that film. It hasn't been released in cinemas yet.
- 5 I *should* / *could* never have gone ice-skating. I've got huge blisters on my feet!
- 6 You look so tired. You *wouldn't* / *shouldn't* have stayed up late.

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. She really earned it. should could
- 4 I _____ (tell) Jay to arrive today.
We _____ (have) a day at the beach instead. could should
- 5 You _____ (say) something about your laptop being broken.
I _____ (lend) you mine. would should
- 6 I _____ (eat) the squid, but it was over-cooked.
The chef _____ (take) more care when cooking it. should would

THE PRESENT PERFECT SIMPLE AND CONTINUOUS

Use

We use the present perfect simple and present perfect continuous in a number of ways to connect the past with now.

We use the present perfect simple to talk about something completed at some point before now, but which has a connection to the present.

Finally, we've finished! Have you fixed the running machine yet?

We also use the present perfect simple to talk about how many times an action happened from the past up to now.

He's already managed eight or nine different clubs.

She's been to the gym three times so far this week.

We use the present perfect continuous to talk about something that started in the past and continues now. There is usually a focus on continuous or repeated activity and on how long.

She's been training hard for six months now. He's not been feeling well for a while.

When we talk about how long an activity continued up to now, there are certain verbs that we usually use with the present perfect simple instead of the continuous. We usually see these things as more permanent situations or states.

We've been here for over twenty years. They've known each other for a long time.

Form

The present perfect simple is *have / has + (not) + past participle*.

He's seen the film a few times. I haven't been there yet. Have you finished?

The present perfect continuous is *have / has + (not) been + -ing*.

I've been going to the gym a lot. It hasn't been working for a while.

Since, for and other time phrases

We use *since* and *for* when we talk about something that started in the past and continues now.
We use *since* + a point in time and *for* + a period of time.

*I've been doing yoga **since I was a student**.*

*I've been doing yoga **for over ten years**.*

*She's worked there **since about 2020**.*

*She's worked there **for a good few years now**.*

We can also use phrases such as *always*, *never*, *all my life*, *all day*, *recently*, etc. when we talk about something that started in the past and continues now.

*I've **always** loved sports.*

*I've been training a lot **recently**.*

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, nouns or verbs stronger or weaker.

Modifying adjectives

We can use *very* / *really* / *completely* / *totally* / *absolutely* to make an adjective or adverb stronger.

The hotel was **really nice**. The view from the balcony was **absolutely amazing**.

I'm **very tired**. In fact, I'm **completely exhausted**.

Note that we use *absolutely* with extreme adjectives (e.g. *amazing*, *boiling*, *awful*, *enormous*, *packed*) and we use *very* with more neutral adjectives (e.g. *nice*, *hot*, *bad*, *big*, *busy*).

It was **absolutely enormous**. NOT ~~It was very enormous~~.

It was **very big**. NOT ~~It was absolutely big~~.

We can generally use *really* with both kinds of adjectives.

It was **really bad**. It was **really awful**.

We can use *a bit* / *quite* / *fairly* / *pretty* to make an adjective or adverb weaker.

The internet is **a bit slow**. I think the router is **quite far away**.

The beach was **pretty busy** today. It's normally **fairly quiet**.

Note that we generally use *a bit* to express a negative idea.

It's **a bit expensive**. NOT ~~It's a bit nice~~.

We can use *(a bit) too* + adjective to say that something is more than we want or need.

The train is **a bit too expensive**. Let's go by bus.

A useful pattern is *a bit too ... for my liking*.

This curry is **a bit too spicy for my liking**.

Modifying nouns

We can use *a complete* / *a total* / *a real* / *an absolute* / *a bit of a* / *hardly any* / *almost no* to make a noun stronger or weaker.

There were **hardly any** activities going on there. It was **a complete** waste of time.

It was **a bit of a** nightmare. **Hardly anything** went right. **An absolute** disaster, in fact.

Modifying verbs

We can use *really* / *absolutely* / *totally* / *almost* / *hardly* to make a verb or verb phrase stronger or weaker.

I **absolutely loved** the place. I **really liked** the food.

I **totally forgot** to pack my bag. We **almost missed** the bus.

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 bed was *a bit too* / *not very* / *a bit of* soft for me. I prefer something firmer.

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 / the / 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 complete / a / nightmare / in / sick / called / all / his / when / team / had / the manager

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

HAVE / GET SOMETHING DONE

Use

We use *have / get something done* in two main ways:

- to say that someone does something for us, usually when we have arranged it and / or it is part of a service.

*We order our shopping online and **have it delivered**.*

*We're **having the house decorated** at the moment.*

*I generally **get my hair cut** once a month.*

- to say that something unwelcome or bad happens to us. We do not normally use *get* in this way.

*I **had my bike stolen**.*

*They've **had their apartment broken** into again.*

Note that *have / get something done* is a kind of passive construction. In a normal passive structure, the focus is mainly on the object (e.g. *My bike was stolen*) but with *have / get something done*, the focus is on both the object and the person that the object belongs to (e.g. *I had my bike stolen*).

Form

The form is *have / get + object + past participle*. We can use *have / get* in a range of tenses.

*We **have our car serviced** every year.*

*I'm **getting my hair cut** tomorrow.*

*I **had my wallet stolen**.*

*I **should get my eyes tested**.*

*I **had to have my picture taken** for the college website.*

*I'm **going to get my hair dyed** blond.*

*I'd **never have my hair cut** that short! It wouldn't suit me.*

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 FORMS

When we tell a story about the past or describe a past event, we often use a combination of the three narrative tenses: the past simple, the past continuous and the past perfect simple.

The past simple

We generally use the past simple to tell the main events of the story that follow each other. These events are often linked together using words such as *and*, *and then*, *after that*, *after*, *before*.

*We **pulled over** and **waited** for the rain to stop and then we **continued** our journey. So, I **sat down**, **started** to read my book and then **fell** asleep. I **didn't wake up** and I **missed** my stop.*

The past continuous

We use the past continuous to describe an activity or situation that was already in progress and was interrupted by one of the main events of the story. We often link the two with *when* or *while*. Note that we only use *while* before the activity in the past continuous.

*I **met** my wife **when** we **were** both **living** in Slovakia.*

*I **was walking** by the river **when** a dog **ran** up to me and I nearly **fell** in.*

*I **had** an accident **while** I **was driving** to work.*

The past perfect simple

We use the past perfect simple to show that an action happened before one of the main events or before the story began. We often link the events with *when* and *by the time*.

*They'd already **left** by the time I **got** there.*

*When I **got** to work, I realized I'd **left** my keys at home.*

Continuous tenses are sometimes used to emphasize the duration of an activity. Notice the time phrases.

*It **was raining the whole time** we were there.*

*We **were waiting for hours** for the fog to lift.*

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 ¹_____ (live) in Australia. We ²_____ (decide) to go camping, so we ³_____ (drive) up to the Queensland rainforest.

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

Complete the text with *when*, *while* or *by the time*.

I was on my way to witness the famous 'Manhattanhenge' – this twice-yearly sunset which happens when the sun sets exactly between the skyscrapers along the east-west streets of Manhattan. I was running to get there fast ¹ _____ I realized I left my camera stick at home! You need a stick so you can raise your camera high and get the decent shot. My friend called me ² _____ I was at home searching for the stick. She was there already, and she told me to find her ³ _____ I got there. I was hoping to avoid the crowds, but ⁴ _____ I arrived, the street had become full of people. But never mind that ... the sun was beginning to set ⁵ _____ I found a place to stand, and I had no time to find my friend. I attached my camera to the stick and raised it up. ⁶ _____ I did that, so did dozens of other people. It was sea of cameras on sticks! I had actually set my camera to record, so I held it there ⁷ _____ the sun was setting. ⁸ _____ it had fully set, I had probably recorded about ten minutes of video. My friend found me ⁹ _____ I was looking through the footage. It was quite a beautiful sight and one of the few times ¹⁰ _____ we New Yorkers get to experience a bit of nature in the concrete jungle.

PARTICIPLE CLAUSES

A participle clause usually follows a noun. The participle clause gives more information about the noun in the same way that a relative clause does. A clause that uses a present participle (the *-ing* form) has an active meaning and a clause that uses a past participle has a passive meaning.
... a range of dishes **featuring** the insects (= a range of dishes **that feature** the insects)
... experiments **aimed at** combating illnesses (= experiments **that are aimed at** combating illnesses)

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.

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

Shorten the first sentence using participle clauses.

➔ We attended a party that featured three famous DJs.

➔ We attended a party featuring three famous DJs.

1 They live in a house that's located in Mill Street.

They live in a house _____.

2 We went on a tour that was hosted by a zoologist.

We went on a tour _____.

3 The local leaders met with activists who were visiting the area.

The local leaders met with activists _____.

4 We visited a forest that was destroyed by a fire.

We visited a forest _____.

5 I received a letter that asked for a donation.

I received a letter _____.

6 We came across a cave that was swarming with bees.

We came across a cave _____.

7 Daniel saw many birds that were flying across the sky.

Daniel saw many birds _____.

8 We tried a few dishes that were made by local farmers.

We tried a few dishes _____.

8 Crime and punishment

SHOWING DEGREES OF CERTAINTY WITH MODAL VERBS

Certainty

We use *must* or *can't* to show we are certain about something. This is often when we give our opinion or speculate about something and have no direct evidence.

My keys must be here somewhere. I had them a moment ago.

He must earn a lot of money – he's always going on holidays.

The past form is *must / can't have* + past participle.

*It **must have been** awful. Poor you!*

*It's a no parking zone. She **can't have seen** the sign.*

Uncertainty

We use *might (not)* or *could* when we are not certain about something. This is often when we give our opinion or speculate about something that is possible.

*It **could be** him who stole the money, but I'm not sure.*

*This **might be** Yuka's bag. It looks like it, but I'm not sure.*

The past form is *might (not) / could have* + past participle.

*I suppose I **could've left** my passport in the hotel room. I **might not have lost** it, after all.*

*She hasn't replied to my email. I guess she **might not have seen** it yet.*

Note that we do not use *could not have* to express uncertainty.

Dina ~~could not have known~~ might not know what happened. I'll call her and tell her.

She hasn't replied to my email. I guess she ~~could not have~~ might not have seen it yet.

We can also use *may* instead of *might*. This is particularly common in more formal contexts, such as writing.

*We **may be** a few minutes late.*

*Police believe that high speed **may have played** a part in the crash.*

We can use the continuous form of the verb (*be* + *-ing*) after *must*, *can't*, *could* and *might*.

*He **can't be earning** much if he's only doing cleaning work.*

*We should get off the phone. She **might be trying** to call now.*

Write sentences to speculate about the people. Use **must (have) (✓)**, **might (have) (??)** or **can't (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 / ✗)

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 / ✗)

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 WITH PREPOSITIONS

To define or to add information to a noun, we can follow the noun with a preposition + the defining information. In the first example below, 'on research' tells us more about and defines 'focus'. The defining information is usually a noun, noun phrase, pronoun, gerund or *wh*- phrase:

- noun + preposition + noun / noun phrase / pronoun

*There needs to be more **focus on research**.*

*We have **access to world-class facilities**.*

*There seems to be no **reason for it**.*

- noun + preposition + gerund (-ing form of the verb)

*I have no **interest in watching crime shows**.*

*He had no **excuse for driving so fast**.*

- noun + preposition + *wh*- phrase

*I have great **respect for what she has achieved**.*

*There will be an **investigation into why it happened**.*

Prepositions

There are no rules about which prepositions go after which nouns and you need to learn them individually (e.g. *a focus on, a responsibility towards, the difference between*). Sometimes, we use a different preposition depending on what we are expressing.

*It had a big **impact on unemployment**.*

*Let's see what the **impact of the policy** is.*

*We gave a lot of **attention to the problem**.*

*They deflected **attention from the real problem**.*

*There was a **demonstration against the war**.*

*He gave a **demonstration of how it works**.*

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 (2) in (2) to (3) ~~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 FORMS

We can use a conditional sentence to talk about things that are possible or likely in the present or in the future. We use a present form in the *if*-clause and we can use a range of different forms and modal verbs in the result clause. Look at the examples of the different functions. Note the form / modal verb that is used in the result clause.

- to talk about general truths *If I **ask** about doing other stuff, he **tells** me to be patient.*
- to talk about definite future results *If they **invest** more in education, it'll **help** the economy.*
- to make offers / promises *I'll **give** you a hand **if** you **need** help filling in the forms.*
- to express possibility *If I **get** promoted, I **can** / **could** / **might** buy my own place.*
- to give advice *If it's that bad, you **should think about** leaving!*
- to talk about plans *What **are** you **going to do** if you **don't get** the promotion?*
- to express obligation *If you **want** to get in, you **have to get** really good grades.*

Different present forms in *if*-clauses

We can use the present simple, present continuous, present perfect simple or present perfect continuous in an *if*-clause.

*I get paid extra **if I work** overtime. (= always / whenever)*

*If you're **having** problems, you can always talk to me. (= now / at the moment)*

*If you've **finished**, could you make me a coffee? (= already / before now)*

*You can't concentrate properly **if you've been working** too hard. (= from the past to now)*

There are several fixed expressions which use *if*-clauses. Here are some useful ones:

***If everything goes according to plan**, the new office will open in August.*

***If the worst comes to the worst**, I'll look for a new job.*

***If all else fails**, I'll just have to work part time while I study.*

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

advice	advice	definite	result	general truth
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 FORMS

We can use a conditional sentence to talk about things that are unreal, imagined or hypothetical in the present, future or past.

Imagined / hypothetical present or future

For imagined / hypothetical present or future, we use a past form in the *if*-clause and we use *would* + verb in the result clause.

Even if they **doubled** my money, I **wouldn't want** to work for them again.

If I **didn't have** so much work, I **d go** away for the weekend.

I **d walk** to work if it **wasn't raining**.

Imagined / hypothetical past

For imagined / hypothetical past, we use the past perfect in the *if*-clause and we use *would have* + past participle in the result clause.

It **would** probably **have been** a different story if I **d been doing** it on my own!

He **d have got** a much better grade if he **d worked** a bit harder.

We can use *might* instead of *would*. *Might* shows less definite results. We can use *might* in conditionals that refer to the present, the future or the past.

If they **offered** me a big pay rise, I **might consider** staying in the job.

If it **hadn't been** for her, I **might never have heard** about the job.

We can mix the present and the past in imagined / hypothetical situations. This could be a past consequence of a present situation:

If I **wasn't** in the army, I **would never have gone** somewhere like Haiti.

Or it could be a present consequence of a past situation:

If we **d set off** a bit earlier, we **wouldn't be** stuck in this awful traffic.

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 _____

10 Socializing

THE FUTURE PERFECT

Form

The future perfect is formed using *will / won't + have + past participle*.

*They **will have done** all the painting by the weekend, so we can move in then.*

*Can I give it to you on Friday? I **won't have finished** it before then.*

Use

We use the future perfect to talk about something that will be completed, or not completed, before a time in the future.

*I **will have written** my essay by Thursday. (= My essay will be finished before Thursday.)*

*We **won't have finished** eating by nine. Can you call round a bit later? (= We will still be eating at nine.)*

We can also use the future perfect for a situation which continues, but which has reached a significant point in time, such as an anniversary.

*They **'ll have been** married for 50 years in November.*

*I **'ll have worked** here for five years next month.*

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

*I **should have finished** by about six or so, but I'll call you if I haven't.*

*I **might have got** a new job the next time you see me!*

Time references

We usually have a time reference with the future perfect. The phrases often begin with *by* (*by midnight, by this afternoon, by the time we get there, by the end of the year, by then, etc.*) and, less commonly, with *before* (*before midnight, before the end of the month, etc.*)

Common mistakes

Don't use *will* in phrases with time adverbs (*when, until, etc.*) or *if*-clauses that refer to the future.

*If they ~~will have fixed~~ **have fixed** the car, I can drive you to the airport this evening. I'll call you when I ~~will have finished~~ **have finished**.*

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.

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

QUESTION TAGS

Use

We use a question tag to invite people to agree with or confirm what we are saying.

*That was a great lecture, **wasn't it**? She speaks French, **doesn't she**?*

Form

Question tags are formed using an auxiliary verb (*be, do, have* or a modal verb) + a pronoun. If there is an auxiliary verb (*be, have* or a modal verb) in the main part of the sentence, the question tag is made with the same auxiliary verb.

*She's left, **hasn't she**? He **can** speak French, **can't he**?*

If the main part of the sentence uses the verb *be*, the question tag uses an appropriate form of *be*.
*He's going to be late, **isn't he**?*

If the main part of the sentence does not have an auxiliary verb (i.e. the present or past simple), the question tag uses an appropriate form of *do*.

*He **plays** the guitar, **doesn't he**?*

With affirmative sentences, we use negative tags.

*It **was** a great game, **wasn't it**? They've already left, **haven't they**?*

*Teresa **lives** near there, **doesn't she**?*

With negative statements, we use an affirmative tag.

*The meeting **shouldn't** take too long, **should it**?*

*She **hasn't** seen it, **has she**?*

*They **didn't** get there in time, **did they**?*

Note that with *I'm ...*, we use *aren't I?* in the tag. And with *I'm not ...*, we use *am I?* in the tag.

*I'm invited to the party, **aren't I**? I'm not invited, **am I**?*

Here are some other question tags and their uses.

***You couldn't** save my place in the queue, **could you**?* (to make polite requests)

***Let's** start, **shall we**?* (to make polite suggestions)

*Pass me the salt, **would you**?* (to make polite commands – informal only)

We don't add question tags to questions.

Are you doing anything this weekend, ~~aren't you~~?

Do you want to go and get something to eat, ~~don't you~~?

Other question tags are common in informal conversational English.

*You know where the cathedral is, **yeah / right**?*

*It's really good, **no**?*

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.
- ★ Yes, I can. But I'm not that confident.

11 Travel and transport

COMPOUND ADJECTIVES

Form

A compound adjective is two words that function as an adjective. This could be a combination of different parts of speech, such as number + noun (e.g. *24-hour*), noun + adjective (e.g. *world-famous*), noun + noun (e.g. *ground-floor*), adjective + participle (e.g. *broad-minded*, *easy-going*), adverb + participle (e.g. *highly regarded*). As with many single-word adjectives, we can use compound adjectives + noun.

She's an **award-winning** writer.

We stayed in a **five-star** hotel.

Compound adjectives are usually hyphenated. However, you sometimes see them without a hyphen. And you may see the same compound adjective written both with and without a hyphen.

a **five-star** hotel

a **family-run** restaurant

a **brightly lit** room

Note that many compound adjectives use the *-ing* form or the past participle of a verb.

award-**winning**

south-**facing**

badly **maintained**

well-**positioned**

We use the singular form of a noun in a compound adjective.

a *six-hour* flight NOT a *six-hours* flight

a *three-year-old* car NOT a *three-years-old* car

Use

We often use compound adjectives in place of longer phrases. They make what we say shorter and more concise.

She's an **award-winning** writer. = She's a writer who has won an award.

It's a **six-hour** flight. = The flight takes six hours.

It's a **well-positioned** apartment. = The apartment is well positioned.

It's a **2,000-year-old** temple. = The temple is 2,000 years old.

Match words from boxes A and B to make compound adjectives and complete the sentences.

1,500	award	badly	brightly	family	hour
long	slowly	south	twenty	well	

distance	facing	hour	lit	long	maintained
moving	positioned	run	winning	year-old	

➔ We visited a 1,500-year-old castle while on holiday.

- They took an exhausting _____ flight from Los Angeles to Sydney.
- We went on a quick _____ bike ride in the park yesterday.
- I went to a book signing for a famous _____ author.
- We stayed in a spacious _____ room with a view to the lake.
- I didn't swim in the pool at the hotel. It was _____.
- There are a few _____ paths in the Napa Valley that run all the way north and south.

- 7 They got stuck in a _____ line of traffic and it took two hours to get home.
- 8 I don't like Helen's new flat at all. It's not _____ and it's only got one window.
- 9 The building is located on the _____ part of the property, so it gets lots of sun in the summer.
- 10 I love Buck's Diner. It's a _____ café and has been passed down for generations.

EMPHATIC STRUCTURES

There are two common patterns we use to emphasize how we feel. In these patterns, *what ...* and *the thing that ...* mean the same thing and work in the same way.

What The thing that	annoys me worries me 's great I find strange	is	when ... the fact that ... the amount of ... verb + -ing
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We can use the same pattern to talk about things that happened in the past.

*The thing that amazed me **was** the fact that people stopped for pedestrians at crossings.*

*What I found strange **was** that there were so few people there.*

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

12 Health and medicine

POSITIVE EXPECTATIONS AND CHANGED PLANS

Be meant to / be supposed to

We use *be meant to / be supposed to* + verb to talk about what we expect to happen, usually because it is planned or required or is the correct thing to do.

Hurry up! We're meant to be there in 20 minutes!

The meeting is supposed to finish at 10.30.

I'm supposed to be seeing a friend later, but I might cancel.

Note that we often use *be meant to / be supposed to* + verb when we think something might not happen as planned, required or expected.

We're meant to be going to the beach this afternoon, but rain is forecast.

The taxi is supposed to be here at 9. Maybe I'll give them a call to see if it's on its way.

We also use *be meant to / be supposed to* + verb to report what we've heard or we understand about something.

Cold showers are meant to be really good for you.

I haven't seen the film, but it's supposed to be really good.

Should / ought to

We can use *should / ought to* + verb in a similar way to *be meant to / be supposed to* + verb.

However, we also use *should / ought to* to say what we think is probable or likely.

If the traffic is OK, we should be there in about an hour.

The report ought to be finished by Friday.

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!

NOT ONLY / NOT JUST ...

We can use *not only ... but / it's also ...* and *not just ... but / it's also ...* to show that two facts about a situation are important.

*Many people go abroad for medical treatments. **Not only** because it's cheaper, **but also** to have a holiday.*

*I have private medical care. This **isn't just** because the waiting time is much shorter, **it's also** that the service is much better.*

*I go to the gym **not just** to exercise, **but also** to catch up with friends.*

We sometimes start the sentence or clause with *not only*. When we do this, the subject goes after the auxiliary verb or the main verb *be*. Note that we add the auxiliary verb *do* in present and past simple sentences. This is the same word order as in questions.

Not only is it an excellent restaurant, the food is very healthy **too**. NOT ~~Not only it is an excellent restaurant, the food is very healthy too.~~

Not only did we wait a long time, **but** the service was absolutely terrible. NOT ~~Not only we waited a long time, but the service was absolutely terrible.~~

Rewrite the sentences using the words in bold.

➞ I cook my own food to save money and to practise cooking.

➞ I cook my own food not just to save money, but also to practise cooking. NOT JUST

1 They had to wait to see the doctor, and the doctor was no help.
_____ NOT ONLY

2 We go to Dr Lindell because he's close and because he's friendly.
_____ NOT JUST

3 The medicine is effective and it's cheap too.
_____ NOT ONLY

4 I wear these trainers to look stylish and exercise better.
_____ NOT JUST

5 We dance at home to exercise and relieve stress.
_____ NOT ONLY

6 The staff are rude and the hospital's not clean.
_____ NOT ONLY

7 I eat yoghurt because it tastes good and because it's healthy.
_____ NOT JUST

8 Biking is good for you and it helps the environment too.
_____ NOT ONLY

13 Life-changing events

THE PAST PERFECT SIMPLE AND CONTINUOUS

Form

The past perfect simple is *had* + past participle.

They **had left** by the time we arrived.

I **hadn't been** there before.

The past perfect continuous is *had been* + *-ing*.

We'd **been thinking** about moving for a while.

She **hadn't been working** there for long before she was promoted.

Use

We use the past perfect to show that something happened before another past action or before a specific time in the past. The more recent action is usually in the past simple.

He'd **had** a couple of big rows with his boss **before he decided to leave**.

They'd already **finished** the meeting **by lunchtime**.

I'd **been looking** for something else for ages **before I found this job**.

Past perfect simple or continuous?

We generally use the past perfect simple for single events and to talk about how many times something happened.

We set off as soon as we'd **had** breakfast.

We'd already **met** two or three times.

We use the past perfect continuous to show something happened over a period of time.

I'd **been thinking** about a change of career for a while.

The company **had been losing** money for years.

There are a few verbs that we generally do not use in the continuous form. These include verbs that describe states such as thoughts and mental states (e.g. *agree, be, believe, disagree, forget, hate, know, like, love, owe, prefer*) and possession (e.g. *have, belong, own*). For these verbs, we usually use the past perfect simple.

We'd **known** each other for years. NOT ~~We'd been knowing each other for years.~~

I'd **always preferred** working from home. NOT ~~I'd always been preferring working from home.~~

Time phrases

With the past perfect, we often use time phrases that show sequence (e.g. *by the time, before, after, already, as soon as*) and time phrases that show duration (e.g. *for a while, for ages, for three hours, for days / weeks / months / years, always and never*). Note that we usually use the past perfect simple with *always* and *never*.

The meeting **had finished by the time** I got there. I'd **been** stuck in traffic **for over an hour**.

I bought a car **as soon as I'd passed** my driving test. I'd **always wanted** my own car.

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.

- 1 Tom and Luke _____ (play) football in the garden, so they were filthy.
- 2 I was relieved when they found our cat. We _____ (look) for it for days.
- 3 Joey's mum was annoyed when she found he _____ (leave) his bag at school.
- 4 When Euan went to get his clothes off the washing line later that day, he discovered it _____ (start) raining. He _____ (be) so busy working that he hadn't noticed.
- 5 We _____ (not see) each other for years, but I recognised her straight away.
- 6 He was very thirsty as he _____ (not drink) anything since the match started.
- 7 I _____ (forget) how tall he was until I saw him last week.
- 8 They were exhausted because they _____ (work) since first thing that morning.
- 9 We _____ (not wait) long when the bus turned up.
- 10 She _____ (suggest) meeting for an early coffee, but I _____ (study) all night and I was tired.

BE ALWAYS / CONSTANTLY -ING, WISH AND WOULD

Be always / constantly + -ing

We generally use the present simple to talk about habits. However, to express annoyance or irritation about a habit or repeated activity, we can use the present continuous with *always* / *constantly*.

*He's **always borrowing** my clothes. It's so annoying.*

*They're so aggressive. They're **constantly getting** into fights.*

Wish + would

We use *I wish* + noun + *would(n't)* + verb to show we want people to stop or start doing something or to behave differently.

*I **wish the kids would help** out more.*

*I **wish he wouldn't shout** so much.*

Common mistakes

Don't use the present continuous to emphasize things that do not happen. Use the present simple.

*She's such a slob. She ~~is never doing~~ never **does** any exercise.*

*He ~~is never listening~~ never **listens**. It's so annoying.*

Don't use *wish* + noun + *would* to talk about states, character or appearance. Use the past simple.

*I wish she ~~would live~~ **lived** nearer.*

*I wish he ~~would be~~ **was** happy.*

Don't use *would* after *wish* if the subject is the same. Use the past simple.

*I wish I ~~would work~~ **worked** less.*

*I wish I ~~would have~~ **had** more money.*

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**

1 Unfortunately, he's quite short.

I wish _____ **TALLER**

2 She laughs and sings all the time.

She's _____ **ALWAYS**

3 The man next to me keeps on whistling.

I wish _____ **WOULDN'T**

4 He shouldn't interrupt me whenever I speak.

I wish _____ **STOP**

5 They never pick their clothes up off the floor.

They're _____ **LEAVING**

6 She messes around in class and annoys her teacher.

She's _____ **CONSTANTLY**

7 He's too arrogant.

I wish _____ **SO**

8 She plays her music too loud when I'm working.

I wish _____ **QUIETLY**

9 We worry about our finances night and day.

We're _____ **ALWAYS**

10 I wish my parents would treat me like an adult.

My parents are _____ **CHILD**

14 Banks and money

PASSIVES

Form

We form passives using different forms of the verb *be* + past participle.

*My wages **are usually paid** into my account on the 22nd.* (present simple)

*A new security system **is being installed** at the moment.* (present continuous)

*Your new card **was sent out** to you last Monday.* (past simple)

*They said cash withdrawals **were being made** in Morocco.* (past continuous)

*The cheque **has been cleared**, but you **will be charged** for this.* (present perfect simple / will)

*I suddenly realized I'd **been tricked**.* (past perfect simple)

*They said the decision **might be delayed** but that it **should be finalized** by the end of the month.*
(modal verbs)

Use

We use passives to say what happens to someone or something (rather than what someone or something does). The most common reason for using a passive is when we do not say who or what does the action. This is usually because the person or thing is obvious (e.g. *Millions of emails are sent every day*), unknown (e.g. *My bank account has been hacked*) or unimportant (e.g. *The first online banking service was launched in 1997*). Sometimes, however, we use the passive and we also want to say who or what performed the action. We add this information using *by*.

*I **was offered** yet another credit card **by my bank** last week!*

*The dollar **has been strengthened by the news**.*

*Online banking **was launched by my bank** in the late 1990s.*

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 _____.
- 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 he will be able to use it 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 *wish* to talk about something imaginary or hypothetical – something we want to be different, but which is impossible. To express this hypothetical aspect, *wish* is followed by past forms.

wish + past simple

We use *wish* + noun + past simple to talk about a present situation.

*I **wish I was** better with money. I'm always in debt.*

*I sometimes **wish I had** a car, but I can't afford one.*

wish + past perfect

We use *wish* + noun + past perfect to talk about the past. We often use it for past regrets.

*I **wish I'd invested** the money instead of spending it.*

*I imagine he **wishes he'd never sold** that painting. He sold it for £6,000 and it's worth ten times that figure now.*

*I **wish I'd been paying** attention. I'd know what to do if I had.*

wish + could / could have

We use *wish* + noun + *could* + verb to talk about ability and possibility in the present.

*I **wish I could help**, but I've got people over for dinner.*

*I sometimes **wish we could stop** working, but we can't.*

We use *wish* + noun + *could have* + past participle to talk about ability and possibility in the past.

*I **wish I could have done** something, but it was impossible.*

*I really **wish I could have gone**, but I was just so busy.*

We use *wish* + noun + *would* + verb to say that we want something to change or be different in the future.

*I **wish the government would invest** in schools more.*

*I **wish he wouldn't waste** his money the way he does.*

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.*

1 I wish he would be taller.

2 I wish I didn't crash my car.

3 Maria and Izzy went to the Caribbean. I wish I could have gone with them.

4 Seb and I are going to Will and Maya's this weekend. I wish we have a good time.

5 I wish I would have bought some more currency for my holiday.

6 I wish I could have bought that flat. It was beautiful!

7 Quite honestly, I wish I never met him. He's such a cheater!

8 Don't you wish he would just stop playing that music? I do.

9 I wish the children behaved better when we came to your house. I'm so sorry.

10 You were ripped off! I hope you get all your money back.

15 Food

LINKING WORDS

We use linking words for a number of reasons.

To express order / sequence

- We usually use *when, before, after* and *once* + clause to link two events within a sentence. *Once* has a similar meaning to *when* and *after*.

When the water is boiling, add the rice.

After the rice has cooked, add the spices.

Once the onions have turned brown, take them off the heat.

- We usually use *when, afterwards* or *after that* to connect two ideas across separate sentences. However, they can join two halves of a sentence when they are used with *and*.

Wash the chickpeas. **Then / After that / Afterwards**, put them in water to soak.

Mix the ingredients **and then / after that / afterwards** boil them for a few minutes.

- We use *while* + clause to show that things happen at the same time.

He had a phone call **while** he was having dinner and had to leave.

- We use *during* + noun to show that something happens 'inside' another time or event.

He had a phone call **during** dinner and had to leave.

To express reason and purpose

- We use *to* + verb phrase. This is sometimes known as 'the infinitive of purpose'.

Wash the mushrooms **to remove** any dirt. I'm going to the shop **to get** some milk.

- We use *so (that)* + clause. We can use either *so* or *so that* with the same meaning.

Marinate the meat for an hour **so that** it doesn't dry out.

- We use *as* + clause. *As* has a similar meaning to *because*.

Cook it on quite a low heat, **as** you want to make sure the meat is soft and tender.

To express contrast

- We use *although / even though* + clause to link contrasting ideas within a sentence.

I like to make it quite spicy, **although** I know many people prefer it milder.

- We use *however* in a second sentence. Note the different positions *however* can go in.

She's mainly vegan. **However**, she occasionally eats eggs. NOT ~~She's mainly vegan, however she occasionally eats eggs.~~

It was pretty cold. We still went for a picnic, **however**.

I think it tastes disgusting. A lot of people, **however**, love it.

To express condition

- We use *if* + clause. See Unit 9 for more about *if* sentences

It'll burn **if** you heat it too quickly.

- *Provided* has a similar meaning to 'if you make sure'.

It's fairly easy to do, **provided** you give yourself enough time to prepare everything.

- We usually use *in case* to express that we are prepared for something that might happen.

I'll email you the recipe later **in case** you forget how we did it.

Complete the sentences with the words from the box.

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

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

- You'd better take your umbrella _____ it rains.
- You can go out tonight _____ that you are back before midnight.
- We are starting to remove the plastic _____ it is slowly poisoning the ocean.
- He ate a whole plate of spaghetti _____ he doesn't really like pasta.
- She promised to meet him at the restaurant. _____, even though he waited for two hours, she didn't turn up.
- Put the lid on the stew and put it into the oven _____ 90 minutes.
- Add a drop of white wine and cook _____ the fish is ready.
- There was a power cut _____ the meal. We ate by candlelight, which was very romantic.
- Don't open the oven while the cake is rising. _____, it will drop and your cake will end up as flat as a pancake.
- Brown the onions for ten minutes. _____, add the tomatoes and aubergines, and cook for a further ten minutes.

PATTERNS AFTER REPORTING VERBS

Different reporting verbs are followed by different patterns.

Reporting verb + to + verb

agree	arrange	claim	decide	intend
offer	pretend	promise	refuse	threaten

He **agreed to come** with me.

She **offered to help** us.

Reporting verb + -ing

admit	consider	deny	imagine
miss	recommend	suggest	

The company **denied being** involved.

She **recommends trying** that new restaurant.

Reporting verb + person + to + verb

advise	ask	encourage	invite	persuade
remind	tell	urge	warn	

My parents **encouraged me to go** to university.

She **asked me to give** her a hand.

Reporting verb + preposition + -ing

admit to	apologize for	confess to	insist on	worry about
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We **apologized for being** late.

She **insisted on paying** for the meal.

Reporting verb + person + preposition + -ing:

accuse somebody of	blame somebody for
criticize somebody for	forgive somebody for

They **accused me of breaking** the window.

She **forgave him for forgetting** her birthday.

Reporting verb + (that) clause

admit	arrange	claim	confess	decide
deny	imagine	insist	pretend	promise
recommend	suggest	threaten	warn	worry

He **insisted that** it wasn't his mistake.

They're **suggesting that** we meet a bit earlier.

Some reporting verbs have more than one pattern.

He **decided to leave** early.

He **decided that he would leave** early.

He **admitted causing** the problem.

He **admitted to causing** the problem.

He **admitted that he had caused** the problem.

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.

16 Business

THE FUTURE CONTINUOUS

Form

The future continuous is *will be + -ing*.

I'll be waiting for you in reception.

We'll be starting the meeting in a few minutes.

How long *will you be staying*?

Use

We use the future continuous to talk about something in progress at a time in the future. We often use it for plans and arrangements or what we expect to be happening.

We'll be moving to the new offices in July.

I can't make Friday. I'll be attending a conference in Bolton.

That's a good question. I'll be talking about that later on.

One common use of the future continuous is to talk about a plan or arrangement that is connected with or fits with another action or event.

I'll be talking to the area manager later, so *I'll raise* your concerns with her.

I'll be popping out to the café in a while. *Can I get* you anything?

Will you be seeing Max later? *I promised I'd get* this report to him today.

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 (show) you the designs now.

- 1 I _____ (visit) our company director while I'm in town.
If you are free, I _____ (drop) in and see you then.
- 2 We _____ (not able to see) each other today, I'm afraid.
Unfortunately, we _____ (arrive) on the late flight.
- 3 We are not recruiting, so we _____ (not offer) you a position.
We _____ (not take on) new staff until next January.
- 4 I _____ (answer) your questions at the end of this presentation.
I _____ (keep) on going until then.
- 5 _____ (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 OBLIGATION AND ABILITY

Replacing *must* with forms of *have to*

Must and *have to* have a similar meaning and they are often interchangeable. We use them to express present obligation or strong necessity.

You **must** / **have to** show some ID to get in the building.

We absolutely **must** / **have to** secure this contract.

However, when we express obligation / necessity using a past, future, present / past continuous or present / past perfect form or using an *-ing* form or infinitive, we use *have to*.

Everyone **had to** attend the meeting.

The office is being decorated, so we're **having to** work from home this week.

This is the third time this month I've **had to** talk to you about this.

If we'd done more market research, we **wouldn't have had to** redesign it so soon.

It's a risk investors **are going to have to** take.

I sold my car last month, so I've **been having to take** public transport to work since then.

This device allows you to share files without you **having to rely** on a computer.

Is it usual **to have to work** at weekends in your company?

Force and make

When something creates an obligation for someone to do something, we use *force* or *make*. Note we use *force* + *to* + verb and we use *make* + verb (without *to*).

The negative feedback that we got **forced us to look** at the design again.

If we'd done more market research, it would've **made us think about** our product a bit more.

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

Can and *be able to* have a similar meaning and they are sometimes interchangeable. We use them to show a present ability or possibility. Note that *can* is more common.

I **can't** / **'m not able to** attend the meeting, I'm afraid.

Can you / **Are** you **able to** work this weekend?

However, when we express ability / possibility using a future or present / past perfect form or using an *-ing* form or infinitive, we use *be able to*.

We'll soon **be able to generate** our own electricity.

Over the last few years, we've **been able to keep** ahead by developing new products.

Being able to speak another language has made a huge difference to my life.

I'd love **to be able to code** computer programs.

We can sometimes use both *could* or *be able to* to talk about the past.

The first mobile phones **could** / **were able to** store only about ten phone numbers.

However, we only use *be able to* (not *could*) when the meaning is 'managed' or 'succeeded'.

In the end, we **were able to** fulfil all our orders before Christmas.

Enable, allow, let

When something gives you the ability or possibility to do something, we use *enable*, *allow* or *let*.

Note that we use *enable* / *allow* + somebody + *to* + verb and we use *let* somebody + verb (without *to*).

The loan **enabled us to buy** more stock.

Working from home **allows me to choose** my own hours.

The development will **let the department cut** costs massively.

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 (2)	have to (2)	make (2)
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➔ 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 had to _____ 200 people leave their jobs.
- 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.