

Grammar and practice

1 Building a career

Tense review

1 Read the conversation at a party and study the verbs in **bold**. Then answer the questions below.

A: I (1) **haven't seen** you for ages!

B: No, that's right. It's been a long time.

A: What were you doing the last time we met? Let me try to remember. Yes, you (2) **were working** as a sales manager somewhere. You (3) **had just finished** university.

B: Exactly.

A: I hope (4) **you're enjoying** the party. And who is the guy you came with? Is he your boyfriend?

B: Yes, he is. Actually, we (5a) **met** while I (5b) **was doing** that sales job. He was in the same department.

A: Really! How long (6) **have you been going out** together?

B: About two years.

A: That's great. And do you still work together?

B: No, he (7) **works** at that same company, but I don't. I (8) **decided** to have a change. Now (9) **I'm working** for an advertising agency. What about you?

A: (10) **I've quit** my job. I'm unemployed at the moment.

B: Are you trying to find something else?

A: Oh yes, of course. (11) **I've applied** for lots of jobs over the last few weeks, but it's so difficult to get an interview.

Find an example in the conversation of each of the following:

- the present simple to show a permanent situation ☐
- the present continuous to show a situation in progress right now ☐
- the present continuous to show a situation in progress around now, but not right at this moment ☐
- the past simple used alone to show a completed action ☐
- the past continuous to show a situation in progress in the past ☐
- the past simple followed by the past continuous to show a completed action and its background situation ☐
- the past perfect to show a past event that happened before another past event ☐
- the present perfect to show a situation that goes from the past up to the present ☐
- the present perfect to show a series of actions from the past up to the present ☐
- the present perfect to show an event in the past with a result in the present ☐
- the present perfect continuous to show a situation in progress from the past to the present ☐

2 Put one verb into the past simple (*did*), one into the past continuous (*was/were doing*) and one into the past perfect (*had done*).

- I _____ (work) in an IT company in Budapest at the time, but I wasn't happy and I _____ (already/decide) to give in my notice. Then, by chance, I _____ (find out) about a job in London.
- I _____ (sit) at home one evening having my dinner when my friend Andreas _____ (call) me about the London job. He _____ (hear) that there was going to be a vacancy for a systems analyst.

3 Put one verb into the present simple (*do/does*), one into the present continuous (*am/are doing*) and one into the present perfect (*has/have done*).

- An outside company _____ (design) all our sales materials. We _____ (use) the same one for many years and we're very happy with their services. We _____ (not/think) about changing right now.
- This year we _____ (exceed) our sales targets by 8%. Congratulations, everybody. But there is no room for complacency. We _____ (go through) some big changes in the market at the moment, as you _____ (know).

4 Look back at *know* in Exercise 3 sentence 2. It is a 'state' verb (not used in a continuous form even for temporary situations). Identify six other state verbs from the list below.

belong contact manage mean meet motivate
seem transfer understand want weigh worry

5 Put each verb into the most appropriate form, present perfect (*has/have done*) or present perfect continuous (*has/have been doing*).

- a) I _____ (apply for) jobs all week.
b) I _____ (apply for) five jobs this week.
- a) I _____ (write) the report. Here it is.
b) I _____ (write) this report since three o'clock.
I need a coffee.

6 In the example below both forms are possible.

I've worked/I've been working here for a year. ✓

Use this example, and Exercise 5, to complete the grammar rules below. Complete each sentence 1–4 with an ending a–c.

- To talk about experiences up to now, use ...
 - To focus on the action, not the result, use ...
 - To focus on the result, not the action, use ...
 - To say 'how many' use ...
- the present perfect
 - the present perfect continuous
 - the present perfect or the present perfect continuous

7 Put each verb in this email into the most appropriate form: present simple, present continuous, past simple or present perfect. The words in **bold** give you a clue.

Hi Estera! How are you? I (1) _____ (sit) in an Internet café in Milan **at the moment** – I'm here in Italy because I (2) _____ (visit) Stefano **for a few days**. I have some news to tell you. **A couple of weeks ago** I (3) _____ (go) to a reunion party of all the alumni from our Business School. **Since leaving**, I (4) _____ (lose) contact with most of them except you, so it was good to see everyone again.

We had a great night. As you know, **normally** I (5) _____ (not/like) going to discos, but **that evening** we (6) _____ (go) to a really good one with 70s music like Abba and the Bee Gees.

Conditionals

Read the conversation and study the verbs in **bold**. Then answer the questions below.

- (1) If you **see** Marie-Flore, **will** you **give** her a message?
 Of course, but I doubt that I'll see her until next week. She usually goes to her parents in Lyon at the weekend and (2) **if** she **goes** there then she **leaves** around 5pm. She's probably already left.
 I need to speak to her as soon as possible. Do you know how I can contact her?
 (3) I'd **help** you **if** I **could**, but I don't have any contact details for her at all. That's a shame. (4) If I'd **spoken** to you at lunchtime, I **would have been able to** give her your message before she left.

Find an example in the conversation of each of the following.

- a zero conditional for something that is always or generally true ☐
 a first conditional for an event that the speaker thinks is likely to happen ☐
 a second conditional for an event that is imaginary, unlikely or impossible ☐
 a third conditional for a situation that didn't actually happen ☐

Underline the correct form in **bold**.

I'm very confident, and of course if I **get/I will get** the job, **it is/it'll be** very convenient for me. It's just a short bus ride from my house to their offices.
 I'm not very confident, and if I **got/I would get** the job **it will be/it would be** a miracle. I was twenty minutes late for the interview and I answered the questions really badly.
 The interview didn't go well. If I **did/I'd done** some research on the company, **I would have performed/I would perform** better in the interview.
 If I **know/I will know** that I have an interview coming up, **I go/I will go** to the Internet and do some research on the company beforehand.

Put each verb into the most appropriate form.

If I _____ (know) the answer, I _____ (tell) you, but it's not my field.
 It's always the same. If I _____ (forget) my umbrella, it _____ (rain).
 If you _____ (give) me the address, I _____ (find) it. No problem.
 If I _____ (not/hear) from you within the next few days, I _____ (assume) you're not coming.
 I didn't go to university, but if I _____ (go), I _____ (study) engineering.
 Unless I _____ (hear) from you within the next few days, I _____ (assume) you're not coming.
 I _____ (not/do) that if I _____ (be) you.
 Let me see. What _____ (I/do) if _____ (I/be) Prime Minister?
 It's midnight. What _____ (we/do) if _____ (the bus/not come)? Maybe we should phone for a taxi.

Will, be going to and present continuous

11 Match **will** in each sentence 1–5 with the best description of its use a–e below.

- 1 I imagine I'll get a pay rise in January. ☐
 - 2 It's getting late. I'll give you a lift to the station. ☐
 - 3 Next year **will** be the 25th anniversary of our company. ☐
 - 4 It's hot in here. I'll open the window. ☐
 - 5 I'll love you forever. ☐
- a) simple fact about the future
 b) prediction, often with I *think*, etc.
 c) promise
 d) offer, or willingness
 e) decision made at the moment of speaking

12 Match **be going to** and the present continuous in sentences 1–3 with their use a–c below.

- 1 I'm **having** an interview with them on Friday. ☐
 - 2 I'm **going to buy** a new computer in the sales. ☐
 - 3 Is that the time? We're **going to miss** the train. ☐
- a) prediction with evidence in the present situation
 b) intention, plan
 c) fixed arrangement (it's 'in my diary')

Note: the uses given in Exercises 11 and 12 are guidelines, not rules. With the future, more than one form is often possible.

13 Underline the most likely form in **bold**.

- 1 This shop **will be closed/is going to be closed** on 24 and 25 December.
- 2 The interview went very well. I think I'm **getting/I'll get** the job.
- 3 Look out! **It will fall/It's going to fall**.
- 4 Wait a moment, I'll **open/I'm going to open** the door for you.
- 5 I'll **play/I'm playing** tennis with Ana on Saturday afternoon. I can meet you afterwards, around 5pm.
- 6 I **will start/I'm going to start** applying for jobs in other parts of the country – there's not much available here.

2 Information

Comparing solutions

1 Look at the prices of four items in a range: Aqua, Bounti, Cresta and Delite. Then complete each sentence with a form of the word in brackets plus any of these words that are necessary: *and, as, least, less, more, most, than, the*.

Aqua €100
Bounti €150
Cresta €150
Delite €200

- Cresta is cheaper than (cheap) Delite.
- Cresta is _____ (expensive) Delite.
- Bounti is just _____ (expensive) Cresta.
- Cresta is expensive, but not _____ (expensive) Delite.
- Bounti is _____ (expensive) Aqua.
- Aqua is _____ (cheap) of all the items.
- Delite is _____ (expensive) of all the items.
- Aqua is _____ (expensive) of all the items.
- As you move from Aqua to Delite, the prices get _____ (expensive).
- As you move from Delite to Aqua, the prices get _____ (cheap).

2 Complete this table of irregular comparatives and superlatives. Sometimes it is the spelling which is irregular.

	comparative	superlative
1 good	b_____	the b_____
2 bad	w_____	the w_____
3 big	b_____	the b_____
4 healthy	h_____	the h_____
5 far	fu_____	the fu_____

3 Fill in each gap with *as, of or than*.

- X is far more expensive _____ Y.
- X is almost as expensive _____ Y.
- X is a little more expensive _____ Y.
- X is a fraction of the price _____ Y.
- X is slightly more expensive _____ Y.
- X is a lot more expensive _____ Y.
- X is not nearly as expensive _____ Y.
- X is nearly as expensive _____ Y.

4 Now match two phrases from Exercise 3 with each set of prices below.

- X costs €300, Y costs €100. ☐ ☐
- X costs €120, Y costs €100. ☐ ☐
- X costs €90, Y costs €100. ☐ ☐
- X costs €30, Y costs €100. ☐ ☐

5 Underline the correct words in bold.

- Excuse me, where's **the next/the nearest** post office?
- Get ready – we have to get out at **the next/the nearest** stop.
- Have you seen this amazing mobile phone? It's **the last/the latest** model.
- That mobile phone company is being taken over. Your phone is probably **the last/the latest** model they will make using that brand name.

6 We often use a superlative with the present perfect. Rewrite the sentences beginning as shown.

- I have never been to such a boring meeting.
That was the most boring meeting I have ever been to.
- I have never used software as user-friendly as this.
This is _____.
- I have never worked with such a friendly team.
They are _____.
- I have never seen documentation as bad as this.
This is _____.

7 We can use a comparative form to say that a change in one thing is linked to a change in another. Put a tick (✓) if the form is correct, put a cross (x) if it is not.

- The older I get, *less* I want to go to the discotheque.
- The older I get, *it's less* I want to go to the discotheque.
- The older I get, *the less* I want to go to the discotheque.
- The older I get, I want to go to the discotheque *each time less*.

8 Rewrite the sentences using *the ... the ...*

- You pay more for your Internet connection depending on how fast it is.
The faster your Internet connection, the more you pay (for it).
- We spend less time watching TV as we use the Internet more.

- How much can go wrong depends on the complexity of the network.

- I don't spend much time with my friends because I work so hard.

- The idea becomes less attractive as I think about it more.

Getting help

9 Compare a) and b) each time, then study the notes in the box below.

- 1 a) When *is the meeting*?
b) Can you tell me *when the meeting is*?
- 2 a) What time *does the meeting start*?
b) Can you tell me what time *the meeting starts*?
- 3 a) Which room *will it be in*?
b) Can you tell me which room *it will be in*?
- 4 a) *Will the meeting start on time*?
b) Can you tell me *if/whether the meeting will start on time*?

Indirect questions

- Each example (a) is a direct question.
- Each example (b) is an indirect question. Typical phrases to begin an indirect question are:

Can you tell me ...?

Do you know ...?

Can I just check ...?

Do you think you could let me know ...?

I'm trying to find out ...

I was (just) wondering ...

- Notice how the word order changes in the indirect questions. The subject comes before the main verb, just like in a normal statement (*The meeting is at 10.30; The meeting starts at 10.30; It will be in room 24; The meeting will start on time.*)
- Notice also how 2b has no auxiliary verb *does*, again just like in a statement.
- In example 3a and 3b notice the position of the preposition *in*. The preposition comes at the end of a question (both direct and indirect). Be careful: in many other languages you would say *In which room ...?*, but this word order is not common in modern English.
- Example 4 is a Yes/No question, whereas the previous three were open 'Wh-' questions. Notice how we use *if* or *whether* with an indirect Yes/No question.

Now rewrite each direct question as an indirect question, beginning as shown.

- 1 How can I get to the station from here?
Can you tell me _____?
- 2 What time does the train leave?
Do you know _____?
- 3 Which platform will it leave from?
I'm trying to find out _____.
- 4 Do I change in Cologne?
Can I just check _____?
- 5 Can I get something to eat on the train?
I was wondering _____.

10 Change each Yes/No question into a more open 'Wh-' question.

- 1 Are you thinking about your presentation?

What are you thinking about?

- 2 Did you borrow this from Susan?

- 3 Is this dress made of linen?

- 4 Will you share your new office with Miguel?

11 Look at the patterns with 'mind', then study the notes in the box below.

- a) **Do** you mind if I **open** the window?
- b) **Would** you mind if I **opened** the window?
- c) **Do/Would** you mind **opening** the window?

Questions with *mind*

Examples a) and b) are asking for permission: a) is a regular first conditional and b) is a regular second conditional (both have the *if* clause at the end). Example b) is more formal and polite.

Example c) is a request – we want the other person to do something.

Now make questions using the words in brackets.

- 1 (mind/call you back/later) _____?
- 2 (mind/called you back/later) _____?
- 3 (Would/calling me back/later) _____?

12 Study the notes in the box.

Replying to requests

To reply 'yes', simply repeating the auxiliary is not very friendly.

Can you give me a hand?

Yes, I can ~~X~~ Yes, of course ✓ Sure ✓

To reply 'no', give an apology and/or a reason.

Can you give me a hand?

I'm sorry, I've got no idea how it works. ✓

Be careful! Questions with *mind* mean 'is it a problem for you?' So 'yes' means 'yes, it's a problem'!

Would you mind giving me a hand?

Yes, I would ~~X~~ No, not at all ✓

Now put a tick (✓) by appropriate responses. Put a cross (X) by inappropriate responses.

- 1 Can you show me how to use this software?
 - a) Sure. No problem.
 - b) Yes, I can.
 - c) To be honest, I've never used it myself.
- 2 Would you mind showing me how to use this software?
 - a) Yes, I would.
 - b) No, not at all.
 - c) Actually, I'm a bit busy right now. Perhaps later?

3 Quality

Passive structures: affirmatives

1 Look at the active sentence given first and then write the passive version below.

- The Board usually takes strategic decisions.
Strategic decisions _____ by the Board.
- They announced the date for the talks yesterday.
The date for the talks _____ yesterday.
- A health and safety officer will visit the factory next week.
Next week the factory _____ by a health and safety officer.
- They are going to completely redesign the product.
The product _____.
- They are still considering the matter.
The matter _____.
- The garage was servicing my car last week.
My car _____ last week.
- The design engineer has finalized the plans.
The plans _____ by the design engineer.
- There was no point having the meeting – they had already agreed all the details.
There was no point having the meeting – all the details _____.

When you have checked your answers, read the information in the box below.

- In examples 1–8 you formed the passive for each of the most common verb tenses. Notice the similarities: you used *be* + past participle in every case. Also notice how the form of *be* is the same as the tense in the active version.
- Is the person who does the action (the agent) mentioned in the passive version? Look back. The answer is 'yes' for sentences 1, 3 and 7. In the case of 1 and 3, the agent is necessary in the passive version – otherwise the meaning is not complete. In 7, the agent is not necessary – it could be left out if it is clear from the context (or not important) who finalized the plans.
- There were adverbs in sentences 1 (*usually*), 4 (*completely*), 5 (*still*) and 8 (*already*). Did you put them in the correct place?

2 Rewrite these active sentences in the passive, making the words in **bold** into the subject. Leave out the agent if it is not necessary.

- We do **dozens of quality checks** every day.
Dozens of quality checks are done every day.
- Thousands of people use **our products**.

- The secretary's just found **that file you were looking for**.

- Last month the bank gave **us** more credit.

- We will pay **all senior managers** a bonus at the end of the year.

- They are never going to do **that**.

7 Highly-trained inspectors do **our quality checks**.

8 We are dealing with **the issue**.

3 Match each example of the passive 1–5 with the best description of its use a–e below.

- First the beans are separated from the shells and then they are roasted over a low heat for two hours. ☐
 - Don't worry, the conference room was cleaned this morning. ☐
 - Keys and mobile phones must be placed on the trays provided. ☐
 - Yes, I can see that a small mistake was made on the invoice. I'll correct it and send out a new one. ☐
 - It was agreed that Inge should set up a working party to investigate the matter further. ☐
- it is obvious or not important to say who did the action
 - avoiding mentioning a name in order to be make the statement less personal
 - reporting formally (a decision, what someone said in a meeting, etc.)
 - describing a process
 - official announcements (often written)

4 Notice in Exercise 3 sentence 5c above that we often use *It* + passive to report things formally. Complete the sentences below with the words from the box. Several answers may be possible, but one solution uses all the words in the most appropriate way.

agreed announced believed
estimated reported said

- It was _____ at the press conference that the CEO had resigned.
- After some discussion it was _____ that Jim should be team leader for the forthcoming negotiations.
- It is _____ that 'diamonds are a girl's best friend'. But I don't believe it. I think that chocolate is a girl's best friend.
- It was _____ in yesterday's newspapers that the economy grew by 4% last year.
- It has been _____ that fish stocks in the North Atlantic will decline to zero by the year 2050.
- It is _____ that a gang of four armed men carried out the attack, but police are still unsure of the exact numbers.

Passive structures: negatives

5 Complete the second sentence so that it has the same meaning as the first. Use contractions (*n't* instead of *not*, etc.) where possible.

- No one has serviced the machine since April.
The machine hasn't been serviced since April.
- They aren't going to pay us until June.
We _____ until June.
- The staff had been poorly trained.
The staff _____ very well.

- 4 No one is monitoring the process.
The process _____.
- 5 We still haven't shipped your order.
Your order _____ yet.
- 6 People just don't do things like that around here.
Things like that _____ around here.

Passive structures: questions

6 Put the words in the correct order to make a question with a passive form.

- 1 this machine is serviced regularly?
Is this machine serviced regularly?
- 2 being at the moment is it serviced?

- 3 yesterday it was serviced?

- 4 will next week be it serviced?

- 5 it recently has serviced been?

- 6 it is serviced going to be soon?

Now use 1–6 above to make corresponding negative questions with a passive form. Use contractions where possible.

- 7 *Isn't this machine serviced regularly?*
- 8 _____
at the moment?
- 9 _____
yesterday?
- 10 _____
next week?
- 11 _____
recently?
- 12 _____
soon?

7 Make the questions below less personal by changing them to a passive form and leaving out the agent.

- 1 Will you deliver the goods by next week?
Will the goods be delivered by next week?
- 2 Has someone changed the password?

- 3 Are you using this photocopier?

- 4 Are they going to give us a meal when we arrive?

- 5 Did Robert give you any options?

Passive structures: modals

8 Study the active and passive forms in the box. Then rewrite 1–6 below as passives.

Somebody should do it right now.
It should be done right now.

Somebody should have done it yesterday.
It should have been done yesterday.

- 1 We must find a solution.
A solution _____.
- 2 They must have found a solution by now.
A solution _____ by now.
- 3 We could postpone the product launch.
The product launch _____.
- 4 We could have postponed the launch, but it's too late.
The launch _____, but it's too late.
- 5 The company might design it like that on purpose.
It _____ on purpose.
- 6 The company might have designed it like that on purpose.
It _____ on purpose.

Balance between active and passive

9 Complete this memo by putting the verb in brackets into the present perfect active (*has done*) or present perfect passive (*has been done*).

This memo (1) _____ (write) at the request of the Senior Quality Inspector. Regular checks over the last few weeks (2) _____ (show) that defects (3) _____ (reach) an unacceptable level of three per thousand pieces. It seems that this (4) _____ (cause) by incorrect set-up of the machine tools. The operators involved (5) _____ (now/told) that they must take greater care when preparing their tools for the manufacturing process.

Some operators (6) _____ (ask) us if they can have more time to set up their machines, and we (7) _____ (agree). They now have 30 minutes instead of 20.

You will see that some minor changes (8) _____ (make) to the Defect Report Form to allow us to identify the problems more rapidly.

Notice the balance between active and passive forms. Too many passives make a text formal and difficult to understand.

have something done

10 When a professional person does some work for us, we can use *have something done*. Rewrite the sentences below using this structure in the same tense as the original.

- 1 A technician fixed this computer last week.
I *had this computer fixed* last week.
- 2 PwC audit our accounts.
We _____ by PwC.
- 3 The garage is servicing my car on Friday.
I'm _____ on Friday.
- 4 The builders are going to install air conditioning.
We're _____.
- 5 A girl at Gina's Salon does my hair.
I _____ by a girl at Gina's Salon.

4 Feedback

Past modals (regrets and speculation)

1 Study the table about how to form modals in the past then do the exercise below.

can do	could have done couldn't have done
may/might do	may/might have done may/might not have done
must do	must have done mustn't have done
ought to do	ought to have done ought not to have done
should do	should have done shouldn't have done
will do	would have done wouldn't have done

A manager is talking about a project team he set up last month. Fill in the gaps using a form of the modal and main verb in brackets. Sometimes a negative is necessary.

'The team isn't working well, and it's my fault. If I had done things differently, we (1) might not have reached (might/reach) the situation we are in today. The basic problem is my choice of team leader. I gave the job to Sonia, but I (2) _____ (should/do) that. She doesn't have enough experience. It (3) _____ (will/be) better to give the job to Angela. Yes, that's right, I can see that now – I definitely (4) _____ (ought/give) the job to Angela. What was I thinking at the time? I (5) _____ (must/be) crazy or something. But maybe I'm blaming myself too much. I know I took a risk, but at the time it seemed justified. I (6) _____ (can/know) that things would go so wrong.'

2 In each of 1–5, read the first sentence then complete the sentences with the phrases from the box so that the meaning is the same. Be very careful!

could have been (x2) might have been
must have been ought to have been
should have been would have been

- I made a mistake when I appointed Sonia. My strong opinion now is that Angela was better for the job of team leader.
Angela _____ team leader.
OR
Angela _____ team leader.
- Yes, I made a bad choice. Angela, not Sonia, had the real ability to be a good team leader.
Angela _____ a good team leader.
- I wonder why I made that mistake. Perhaps I was focused on another project at the time.
I _____ focused on another project.
OR
I _____ focused on another project.

- I wonder why I made that mistake. Almost certainly I was focused on another project at the time. I _____ focused on another project.
- Yes, I'm certain. Sonia was a terrible choice and Angela was definitely the best choice.
Angela _____ better than Sonia.

Before you check your answers, read the information in the box below. Then go back and make any necessary changes in the exercise.

- ☐ For past regrets – when we are sorry about what happened – use *should have done*, *ought to have done* and *could have done*.
- ☐ These modals keep their normal meanings, so: *should/ought to* are used for strong opinions; *can (could in the past)* is used for ability.
- ☐ For past speculation – when we are wondering or guessing about what happened – use *may have done*, *might have done*, *could have done*, *must have done* and *would have done*.
- ☐ These modals also keep their normal meanings, so: *may/might/could* are used for possibility and uncertainty; *must* is used for very strong possibility, almost certainty; *will (would in the past)* is used for certainty.

3 Complete the sentences with an appropriate past modal + a form of the verb in brackets. Sometimes more than one modal is possible (e.g. *could* and *might*).

- I did an MBA course but I was lazy and got a bad grade. It was a pity. I know I could have got (get) a better grade.
- My parents persuaded me to do business administration at college. But I regret it – I always wanted to be a firefighter. I _____ (listen) to them.
- Imagine that I had decided to travel around the world instead of going to university. I _____ (get) a job anywhere.
- Who was that in the cinema with Alex last night? No, it wasn't Joelle. Joelle is in Brussels at the moment. It _____ (be) Joelle.
- Well, if it wasn't Joelle – who was it? You think it was Sandra? Yes, I think you're probably right. It _____ (be) Sandra.
- Wait a minute! Alex already has a girlfriend, doesn't he? Her name is Ana. Ana _____ (be) very happy if she had seen Alex and Sandra together last night.

4 Make the question forms of past modals using the words in brackets.

- You say that Angela would have been a better team leader. I'm not so sure. Would she have consulted (would/consult) with the rest of the group before taking decisions?
- I don't think this restaurant is very good. What do you think? _____ (should/go) somewhere else instead?
- Mike and Sue aren't here yet. I wonder what's happened to them. _____ (could/get) lost?
- I've made a few mistakes. But _____ (would/do) anything differently if I had another chance? No, I don't think so.

Third conditional

5 Look at four possible situations a–d. Match each situation with the sentences 1–4 below.

- a) Stefan managed the project. And the result? We reached our targets.
- b) Stefan managed the project. And the result? We didn't reach our targets.
- c) Stefan didn't manage the project. And the result? We reached our targets.
- d) Stefan didn't manage the project. And the result? We didn't reach our targets.

- 1 If Stefan **had managed** the project, we **would have reached** all our targets. ☒
- 2 If Stefan **had managed** the project, we **wouldn't have reached** all our targets. ☐
- 3 If Stefan **hadn't managed** the project, we **would have reached** all our targets. ☐
- 4 If Stefan **hadn't managed** the project, we **wouldn't have reached** all our targets. ☐

- Notice above how to form the third conditional: *If* + past perfect for the condition clause, *would have* + past participle for the result clause.
- We use the third conditional to talk about something that did not happen in the past. The word *If* means that we are imagining the opposite to what really happened.
- Because the third conditional is imagining the opposite of what happened, a positive clause means this thing didn't happen and a negative clause means this thing did happen.
- The condition and the result can be in the reverse order. In this case there is no comma in writing.
We would have reached all our targets if Stefan had managed the project.

6 Look at each situation in **bold**. Then complete the sentence that follows using the correct form of the third conditional.

- 1 **I didn't take an umbrella, and so I got wet.** But ...
If I _____ (take) an umbrella, I _____ (get) wet.
- 2 **I did take an umbrella, and so I didn't get wet.** But ...
If I _____ (take) an umbrella, I _____ (get) wet.
- 3 **We didn't have enough people working on the project, and so we didn't meet the deadline.** But ...
If we _____ (had) enough people working on the project, we _____ (meet) the deadline.
- 4 **We had a lot of people working on the project, and so we met the deadline.** But ...
If we _____ (had) so many people working on the project, we _____ (meet) the deadline.

7 Underline the correct words in **bold**.

- 1 Yes, I'm sure. If we had given Murray a different job, he **wouldn't have** / **might not have** resigned.
- 2 Well, I'm not sure, but if we had given Murray a different job, he **wouldn't have** / **might not have** resigned.

Instead of *would*, we can use *might* or *could*. This shows an uncertain result.

used to, be used to, get used to

8 Match sentences 1–3 with their meanings a–c.

- 1 I **used to** give presentations in my job. ☐
- 2 I'm **used to** giving presentations in my job. ☐
- 3 I've **got used to** giving presentations in my job. ☐
- a) I give presentations in my job. At first it was difficult but now it's OK.
- b) I give presentations in my job. It's a completely familiar situation to me and there's no problem.
- c) In the past it was normal for me to give presentations, but now I don't.

- *Used to* + infinitive describes a habit in the past. It suggests that the action or situation is no longer true, and so makes a contrast with the present.
- With negatives and questions, *used to* becomes *use to*.
Did you use to give presentations in your job? I didn't use to give presentations in my job.
- *Be/get used to* are completely different. They mean you have done something many times before and it is no longer difficult.
- *Be/get used to* are followed by *-ing* or a noun, not an infinitive.
I live in the UK now. I'm used to driving on the left, and I'm also used to the weather.
- *Be used to* is a state, *get used to* is a process. Compare with:
I'm tired/hungry/fed up, etc. (state)
I'm getting tired/hungry/fed up, etc. (process)

9 Complete the sentences using *used to, be used to* or *get used to* and the correct form of the verb.

- 1 I'm beginning to enjoy my new job. Slowly, I _____ (work) with my team.
- 2 I prefer being in a large company to working as a freelancer. I _____ (work) in a team.
- 3 Now I'm a freelancer and I prefer it. I'm my own boss. I _____ (work) in a team in my old job, but I got annoyed when other people did a bad job.

5 Selling more

Question tags

1 Complete each question by filling the gap with a question tag. Always use contractions where possible, so write *don't* not *do not*.

- 1 This is the newest model, *isn't* it?
- 2 This isn't the newest model, _____ it?
- 3 You're from Latvia, _____ you?
- 4 You haven't got this available in blue, _____ you?
- 5 She works in the sales department, _____ she?
- 6 You give discounts on large orders, _____ you?
- 7 You don't have this available in a larger size, _____ you?
- 8 You gave us a discount last time, _____ you?
- 9 You were selling this for a much lower price in the summer, _____ you?
- 10 Have you got my travel plans for Scandinavia? I'm going to Copenhagen and Oslo after Stockholm, _____ I?
- 11 You'll be bringing out a new model next year, _____ you?
- 12 You won't be late, _____ you?
- 13 It shouldn't cost more than about €100, _____ it?
- 14 I'm not late, _____ I?
- 15 I'm late, _____ I? Sorry!
- 16 The meeting's been going on for an hour and a half. Let's have a break, _____ we?
- 17 Turn the lights off, _____ you?
- 18 Everybody got a copy of the agenda, didn't _____?
- 19 Somebody will be here on Saturday morning, won't _____?
- 20 I know there were some problems at the beginning, but everything was OK in the end, wasn't _____?

Now study the following boxes and make any necessary changes to Exercise 1.

Question tags: general rules

- a positive sentence has a negative tag, and vice-versa
- if there is an auxiliary verb (*be, have, do*) or modal in the statement, repeat the auxiliary or modal in the tag
- if there is no auxiliary or modal, use a form of *do*
- the tense of the tag agrees with the tense of the main verb
- Question tags are common in British English but are not used in American English. Americans say *right?* for all tags.
- NB It is possible for a positive statement to be followed by a positive tag. This is used to express interest during a conversation.
So you like working here, do you?
This use is not practised in this book.

Question tags: special cases

- the tag for *I am* is *aren't I?* However, the tag for *I'm not* is *am I?*
- the tag for *let's* is *shall we?*
- the tag for an imperative is *will you?* It is also possible to use *won't you?*
- after *everybody/everyone* and *somebody/someone* use *they* in the tag (this is to generalize and avoid saying 'he or she')
- after *everything* and *something* use *it* in the tag

2 The intonation of a tag is different according to the meaning. Study the information in the box then answer the questions below.

Tags with a rising intonation

If the intonation of the tag rises at the end, then the person is asking for information and it is a real question

A: You're from Latvia, **aren't you?** ↗

B: Yes, that's right. I come from a little town outside Riga. Have you ever been to my country?

Tags with a falling intonation

If the intonation of the tag falls at the end, then it is not a real question. Instead, the speaker either wants to check information, or to persuade.

Checking:

A: You're from Latvia, **aren't you?** ↘

B: Yes, that's right.

A: I thought so. Have you met Ilona? She's from Latvia as well.

Persuading:

A: It's not just a question of price, **is it?** ↘

B: No.

A: I thought not. Quality and design are also important.

Note that in these two cases speaker A continues after B has made a short reply. This is because A's first line is not a real question.

For each mini-conversation, write ↗ at the end of A's line if the intonation goes up, and write ↘ if it goes down.

- 1 A: You haven't seen this kind of quality at such a reasonable price, **have you?**
B: No, I haven't.
- 2 A: You don't happen to know where the spare paper for the photocopier is, **do you?**
B: No, sorry, I don't. Have you looked in that cupboard over there?
- 3 A: I'm sending this to your main office, not the factory, **aren't I?**
B: Yes, that's right.

Look at the two answers where the intonation went down. Which one is checking? Which one is persuading?

3 Look at the mini-conversations and underline the most likely answer in **bold**. Then read the information in the box below.

- 1 A: The negotiations are going well, aren't they?
B: Yes, they are./No, they're not.
- 2 A: The negotiations aren't going well, are they?
B: Yes, they are./No, they're not.

- A positive statement with a negative tag often expects the answer **Yes**.
- A negative statement with a positive tag often expects the answer **No**.
- A negative statement with a positive tag is also used to be polite, or indirect, or ask for a favour. The answer could be **Yes** or **No**.

You haven't by any chance got a spare pen, have you?

4 Complete the sentences using a tag and any other necessary words.

You thought the meeting was good.

You say: 'That was a good meeting, wasn't it?'

- You want to suggest that we go to the bar.
You say: 'Let's go _____?'
- You want to check if the train leaves from platform 4.
You say: 'The train _____?'
- You want to persuade someone that they can't afford to take a risk.
You say: 'You can't afford _____?'
- You want to make sure that the other person will speak to their boss.
You say: 'You'll speak _____?'
- You want to make sure your name is on the list.
You say: 'I'm on _____?'
- You can't reach the salt and want someone to pass it to you.
You say: 'Pass _____?'
- You're worried that the other person will be in danger.
You say: 'Take care, _____?'
- You feel a cold current of air.
You say: 'Someone's left the door open, _____?'
- You want to know if the other person has met Joelle.
You expect the answer is 'no'.
You say: 'You _____?'
- You want to know if the other person has met Joelle.
You expect the answer is 'yes'.
You say: 'You _____?'
- You want to ask a favour – for the other person to get you a sandwich from the shop.
You say: 'You couldn't get _____?'
- You want to ask politely if the other person will be passing a post box on their way home.
You say: 'You won't by any _____?'

Negative questions

5 Match each negative question 1–4 with its use a–d. If several are possible choose the best one.

- Don't you accept American Express? ☐
 - Don't you agree that anything that saves you time saves you money? ☐
 - Don't you eat meat? ☐
 - Don't you think that this proposal will just lead to increased costs and reduced efficiency? ☐
- a) negative question to persuade
 b) negative question to disagree politely
 c) negative question to show surprise
 d) negative question in social English to make it easier for the other person to say 'no'.

It is possible to use an uncontracted form with 'not' after the subject. This is formal and intensifies the meaning.

Do you not accept American Express? Do you not eat meat?

Do you not think that this proposal will just lead to increased costs and reduced efficiency?

6 Using the first sentence, add a tag question for a) and make a negative question for b). Look at the example.

'There's a deadline'.

a) *There's a deadline, isn't there?*

b) *Isn't there a deadline?*

- It'll be expensive to use Air Express.
a) _____
b) _____
- It'd be better to ship via Rotterdam.
a) _____
b) _____
- We've met somewhere before.
a) _____
b) _____
- You spoke to our sales agent yesterday.
a) _____
b) _____
- There's always room for compromise.
a) _____
b) _____
- You don't have insurance cover.
a) _____
b) _____
- You haven't seen one of these before.
a) _____
b) _____

7 Rewrite 6b and 7b from Exercise 6 with an uncontracted form of 'not'. Note how this intensifies the meaning.

- _____
- _____

6 New business

will do (future simple)

1 Match the main uses of will 1–5 with examples a–e.

- 1 simple fact about the future ☐
- 2 prediction, often with *I think*, etc. ☐
- 3 decision made at the moment of speaking ☐
- 4 promise ☐
- 5 offer ☐

- a) Are you going to use UPS to deliver the package? I think it'll be cheaper to use DHL.
- b) We'll be closed for one week over the Christmas period.
- c) Don't worry, I'll be at the airport to meet you.
- d) Will you stay for lunch?
- e) Do we need more copies of the agenda? No problem, I'll photocopy them right now.

The uses of *will* given above often overlap (eg decisions and promises), but it is helpful to remember that there are two basic categories:

- *Will* used for information about the future (1 and 2 above).
- *Will* used for social and functional language (3, 4 and 5 above). This includes announcing decisions, giving refusals (*won't*), making promises and making offers. In these cases, *will* generally expresses 'willingness' or a strong intention.

will be doing (future continuous)

2 Read the notes in the box then do the exercise below.

- The future continuous is formed with *will be + -ing* form of the verb.
- All the continuous tenses are used for an 'action in progress'. The future continuous is no different.

Compare:

Past continuous

While I was at University I was working part-time in a restaurant.

Present continuous

At the moment I'm working part-time in a restaurant. I hope to get a proper job soon.

Future continuous

Next year I'm going to London to learn English. I'll be working part-time in the same restaurant where my friend works now.

- The future continuous often refers to the middle of an action. Compare:
When you arrive we'll have the meeting.
(You will arrive and then we will start the meeting)
When you arrive we'll be having the meeting.
(You will arrive in the middle of the meeting)
- The future continuous is often used to show that something is definite. Compare:
I'll speak to her tomorrow. (decision, or promise)
I'll be speaking to her tomorrow. (definite fact)
I'm going to speak to her tomorrow. (intention)
- The future continuous can be used to ask in a polite way about other people's plans:
Will you be passing a post box on your way home?
How long will you be using the photocopier?

- Remember that there are no 'rules' for any future tense – just forms that are more common than others in certain circumstances.

Complete each sentence using the most appropriate form of the verb in brackets: either *will* or the future continuous. Use contractions.

- 1 If you give me the job of team leader, I _____ (work) night and day to make the project a success.
- 2 I can't go to the cinema on Saturday afternoon – I _____ (work) all day Saturday.
- 3 We _____ (launch) our new range of clothes at the end of March.
- 4 Yes, that's a great idea! We _____ (launch) our new range of clothes with an event featuring a footballer and a top model.
- 5 If you see me at the party tomorrow, I _____ (wear) my little black dress.
- 6 What shall I wear at the party tomorrow? I know! I _____ (wear) my little black dress.
- 7 No, I _____ (not/give) any more time to writing this assignment. It's good enough as it is.
- 8 I'll be at the conference, but I _____ (not/give) a talk this year.
- 9 This time tomorrow I _____ (sit) on an airplane somewhere over the Pacific.
- 10 Don't worry about your bag and coat while you go to the bathroom. I _____ (sit) here until you come back.

Check your answers before doing the next exercise.

3 In the previous exercise, the *will* form was most appropriate in sentences 1, 4, 6, 7 and 10. Write one of these numbers in each box:

a decision ☐ and ☐ an offer ☐
a promise ☐ a refusal ☐

The future continuous form was most appropriate in sentences 2, 3, 5, 8 and 9. Write one of these numbers in each box.

referring to an action in progress ☐
referring to the middle of an action ☐ and ☐
showing that something is definite ☐ and ☐

4 Rewrite these questions about people's plans using the future continuous.

- 1 Are you joining us in the bar later?
_____ in the bar later?
- 2 Are you going to speak to your boss tomorrow?
_____ to your boss tomorrow?
- 3 Will you visit Moscow again next year?
_____ Moscow again next year?

The future continuous in these cases is more polite. It suggests 'I just want to know your plans – I don't want to put any pressure on you.'

will have done (future perfect)**5** Study the notes in the box.

- The future perfect is formed with *will have* + past participle. It is often used with *by* or *by the time*.
I'll have finished the report by the end of the week.
By the time you arrive, the meeting will already have started.

- All the perfect tenses are used for 'looking back'. The future perfect is no different. Compare:

Past perfect

When I arrived at their offices, the meeting had already started.

(looking back from the past to an earlier event in the past)

Present perfect

I'm sorry, I'm late. Has the sales meeting already started?

(looking back from now to an event in the recent past)

Future perfect

Don't worry if you can't get to our offices until 9.30. The meeting will already have started, but it's scheduled to last until lunchtime and your presence will still be useful.

(looking back from the future to an earlier event in the future)

- The future perfect is not common in English because it can often be replaced by a simple *will* form. This is easier and so speakers prefer it. Both of these are possible and there is no difference in meaning.

I'll finish the report by the end of the week.

I'll have finished the report by the end of the week.

Read the information about how a business person is going to spend her time over the next two weeks. Then answer the questions below using the future perfect.

Catherine is marketing director for a firm of publishers based in the UK. Over the next two weeks she is going to visit her most important markets in Western Europe: France, Belgium, the Netherlands, Germany, Switzerland and Austria. She's flying between the capital cities of each country, and of course flying out to Paris and back from Vienna at the end. She expects to have two meetings a day for each of her ten working days abroad. On trips like this she eats dinner in the restaurant in the evening – so that's no home cooking from Monday when she leaves to Friday afternoon of the following week – not even at the weekend.

- How many countries will she have visited?
By the end of the trip she'll have visited six countries.
- How many flights will she have taken?
Altogether _____
- How many meetings will she have had?
When she finally gets to the end _____
- How many restaurant dinners will she have eaten?
By the time she finishes _____

6 Complete each sentence using the most appropriate form of the verb in brackets: either the future continuous (*will be doing*) or the future perfect (*will have done*). Use contractions.

- I'm enjoying this course. I _____ (learn) a lot by the time it's finished.
- I'm really looking forward to the course next year.
I _____ (learn) about the world economy and its impact on financial markets.
- I have to be careful with my money this month.
I _____ (spend) a lot next week when my car is serviced, and I also have some bills to pay.
- I haven't got much money left. If I go on like this,
I _____ (spend) it all soon.

will have been doing (future perfect continuous)**7** Read the notes in the box then do the exercise below.

- The future perfect continuous is formed with *will have been + -ing* form of the verb.
- The future perfect continuous is used for 'looking back from the future at an action in progress'. In other words, it combines the meaning of the future perfect and the future continuous.
- It is only very rarely that we need to express this meaning, and when we do it is usually to emphasize the duration and the repetitive nature of the action: *By the time he retires, he'll have been working here for more than thirty years.*
By lunchtime, I'll have been replying to emails for over two hours.
- Use the future perfect to emphasize a result, and the future perfect continuous to emphasize an action in progress:
By the end of her trip, she'll have collected a lot of useful market information. (result)
By the end of her trip, she'll have been travelling non-stop for twelve days. (action in progress, with emphasis on the duration and repetitive nature)

Complete each sentence using either the future perfect or the future perfect continuous. Use contractions.

- Next year we _____ (make) cars on this same site for fifty years.
- By the end of the year, we _____ (make) profits of over €3 million.
- By Friday I _____ (write) the report. Then maybe I can think about something else for a change!
- By Friday I _____ (write) this stupid report for two weeks and it still won't be finished. It's driving me mad.

7 Financial control

Cause and effect

1 Each item a–w can be used to complete just one of the sentences below. Write each letter in the appropriate box.

- | | |
|--------------------|--------------------|
| a) arose from | m) gave rise to |
| b) as | n) led to |
| c) as a result | o) on account of |
| d) as a result of | p) originated from |
| e) because | q) owing to |
| f) because of | r) resulted from |
| g) because of that | s) resulted in |
| h) brought about | t) since |
| i) caused | u) stemmed from |
| j) consequently | v) thanks to |
| k) developed from | w) was caused by |
| l) due to | |

Cause

- 1 The successful advertising campaign _____ an increase in sales. **h** ☐ ☐ ☐ ☐

Effect

- 2 The increase in sales _____ the successful advertising campaign. ☐ ☐ ☐ ☐ ☐ ☐
- 3 _____ we had a successful advertising campaign, sales increased. ☐ ☐ ☐
- 4 _____ the successful advertising campaign, sales increased. ☐ ☐ ☐ ☐ ☐ ☐
- 5 We had a successful advertising campaign and, _____, sales increased. ☐ ☐ ☐

- The verb *caused* can be replaced with *brought about*, *gave rise to*, *led to* and *resulted in*.
- The verb *was caused by* can be replaced with *arose from*, *developed from*, *originated in*, *resulted from*, *stemmed from*. (Do you know the literal meaning of a stem? Check in a dictionary.)
- The linking word *because* can be replaced with *as* and *since*. Note that *as* has a different meaning to its use in comparisons, and that *since* has a different meaning to its use as a time phrase.
- The linking phrase *because of* can be replaced with *as a result of*, *due to*, *on account of*, *owing to*, *thanks to*. Of these, *because of* is much more common than the others.
- The linking phrase *because of that* can be replaced with *as a result*, *consequently*.

2 Underline the correct words to make usage notes.

- There is very little difference in meaning between 'because', 'as' and 'since'. However, **because/as and since** can emphasize the reason more strongly, while **because/as and since** can suggest that the reason is obvious.
- In sentence 3 in the previous exercise, this word order is also possible: 'Sales increased because we had a successful advertising campaign'. In cases like this where 'because' comes in the middle, it is **equally common/much less common** to replace 'because' with 'as' and 'since'.
- The phrase **owing to/thanks to** is more formal.

- The phrase **due to/on account of** often refers to a problem or difficulty. For this reason it is *not* very natural in sentence 4 of the previous exercise because there is no problem (something good happened: a successful advertising campaign).
- The phrase **due to/owing to** cannot come after the verb 'be'. (Example: The increase in sales was _____ the successful advertising campaign).
- Study the difference between sentence 3 and 4 in the previous exercise. **Because/Because of** is used before a noun phrase (no verb), while **because/because of** is used before a clause (subject + verb).
- In sentence 5 in the previous exercise the linking phrases come in the middle of a sentence after the word 'and'. It is **also very common/not so common** for them to come right at the beginning of a sentence, followed by a comma.

3 Look back again at sentence 5 in Exercise 1. What two-letter word is very common to express the same meaning, is more informal, and is written without commas?

We had a successful advertising campaign _____ sales increased.

4 Complete the sentences with a word or phrase from the box.

arose from as as a result due to
led to so

- Changes in the market _____ the collapse of the company.
- _____ there were so many changes in the market, the company eventually collapsed.
- _____ the changes in the market, the company eventually collapsed.
- The market changed completely _____ the company collapsed.
- There were a lot of changes in the market, and, _____, the company collapsed.
- The collapse of the company _____ all the changes in the market.

5 Cover all the other exercises on this page with a piece of paper. Complete each sentence below with one of these prepositions: *about, by, from, in, of, to*.

- Our cashflow problems last year arose _____ late payments by suppliers.
- Basically, all our cashflow problems have originated _____ late payments by suppliers.
- On account _____ late payments by suppliers, we had a lot of cashflow problems last year.
- Late payments by suppliers have brought _____ all our cashflow problems.
- All those late payments by suppliers have given rise _____ a lot of cashflow problems.
- Our cashflow problems are largely caused _____ suppliers paying us late.

Describing ability in the past

6 Underline the words in **bold** that are the most natural then read the information in the box.

- 1 In the old days **we could**/we were able to take our customers out for lunch all the time without worrying about the bill.
- 2 The new software arrived yesterday. **I could**/I was able to install it quite easily.

- To talk about general past ability (not limited to one occasion) we use *could*.
- To talk about one specific past action we use *was/were able to*.
- To talk about one specific past action we can also use *managed to*, *failed to* and *succeed in*.

7 Complete each sentence with the correct ending, a) or b).

- | | |
|--------------|---------------|
| 1 I was able | 3 I succeeded |
| 2 I managed | 4 I failed |

- a) to install it
- b) in installing it

8 Look at the second bullet point in the box above, and then look at the sentence below.

Her presentation was excellent. I could understand everything she said.

This seems to break the rule – is it correct?

To talk about one specific past action with verbs of the senses and thoughts (*see, feel, hear, think, understand*, etc.) we can use *could* as well as *was/were able to*.

Articles

9 Match the uses a–j in the box with the examples 1–10.

a/an

- a) referring to something for the first time
- b) used when you mean any person or thing of a particular type, but not a specific one
- c) describing a type of job (*a teacher, an accountant*)
- d) referring to something mentioned previously
- e) referring to something for the first time when it is clear from the situation which one we mean
- f) when there is only one of something (*the boss, the sun*)
- g) nationalities and other groups (*the English, the young, the poor*)

no article

- h) plural countable nouns (*facts, jobs, machines, animals*) used in a general way
- i) uncountable nouns (*information, work, machinery, nature*) used in a general way
- j) most countries, continents, cities, streets (*Italy, Europe, Geneva, Church Street*)

- 1 He's finished university and wants to work as **an** electrical engineer. ☐
- 2 Have you got **a** car? ☐
- 3 I have **a** suggestion. ☐
- 4 I've been thinking about **the** suggestion you made at the meeting yesterday. ☐
- 5 We sell these products all over **the** world. ☐
- 6 I think there should be more training for **the** unemployed. ☐
- 7 I think **the** project is going well. ☐
- 8 For me, football is like life. ☐
- 9 At our plant in Slovakia we make cars and trucks. ☐
- 10 Riga is the capital of Latvia. ☐

10 The word *advice* is uncountable. Decide if each sentence is correct (✓) or incorrect (X).

- 1 He gave me a good advice.
- 2 He gave me the good advice.
- 3 He gave me good advice.
- 4 He gave me some good advice.
- 5 The advice he gave me was very good.

- A common mistake is to use *a* or *the* with uncountable nouns used in a general way. In these cases we sometimes use no article, but it is more common to use *some* or *a lot of*.
- In sentence 5 *the* is used because it is clear from the situation which advice we mean.

11 The word *computer* is countable. Decide if each sentence is correct (✓) or incorrect (X).

- 1 He's a real techie – he loves the computers.
- 2 He's a real techie – he loves computers.
- 3 The computers we have at work are a bit out-of-date.

- A common mistake is to use *the* with plural countable nouns used in a general way. We normally use no article.
- In sentence 3 *the* is used because it is clear from the situation which computers we mean.

12 If the sentence is correct, put a tick (✓). If it is incorrect, add or delete the articles *the* or *a/an*.

- 1 In business, the up-to-date information is critical for success.
- 2 This is a very important information.
- 3 Thanks for information you gave me – it was useful.
- 4 I enjoy job I do in the evening.
- 5 It's hard to find jobs in the finance sector.
- 6 To become doctor you need to study at university for many years.
- 7 The love is not rational – you can't explain it.
- 8 The love I have for my cat is not the same as the love I have for my boyfriend.
- 9 We need to do a research.
- 10 We need to do some research.
- 11 We need to do the research to see if you're right.
- 12 We need to do a lot of research.

8 Fair trade

Obligation and permission

1 Match the forms in **bold** with their best descriptions a–e below.

- 1 You **have to** do it. ☐
 - 2 You **must** do it. ☐
 - 3 You **don't have to** do it. ☐
 - 4 You **mustn't** do it. ☐
 - 5 You **can** do it. ☐
 - 6 You **can't** do it. ☐
- a) You have permission.
 - b) It is not necessary.
 - c) It is prohibited (forbidden) or You do not have permission.
 - d) It is necessary. I am telling you.
 - e) It is necessary. The rules say so.

2 Read the notes in the box then do the exercise below.

There is no real difference between *must* and *have to* in writing. In speech there is a very small difference: *must* can suggest that the speaker decides what is necessary. *have to* can suggest the necessity comes from the situation.

Complete the sentences with the most likely form, **must** or **have to**. Remember that this is not a 100% rule, and both are possible in all the sentences.

- 1 I _____ go on a diet – these trousers don't fit any more!
- 2 I _____ go on a diet – the doctor says that I am overweight.
- 3 This is the text the teacher gave us. We _____ read it for homework. We're going to discuss it in class tomorrow.
- 4 This book is really good – you _____ read it.

3 In very formal language (such as legal documents) you can use **shall** to express obligation. Match the words in **bold** below with some words in bold from Exercise 1 (so that the meaning is the same).

- 1 You **shall** do it. _____ and _____.
- 2 You **shall not** do it. _____ and _____.

The most common use for *shall* is making suggestions, and in this case we only use it with *I/we*: *Shall we stop for lunch?* But in the formal use for obligation mentioned above it can be used with *you/he/she/it/they* as well.

4 The forms in **bold** below are other ways to express obligation and permission. At the end of each sentence write the words in bold from Exercise 1 that have the same meaning. You might write the same words twice.

- 1 You **need to** do it. _____ and _____.
- 2 You **needn't** do it. _____.
- 3 You're **allowed to** do it. _____.
- 4 You're **not allowed to** do it. _____ and _____.
- 5 You've **got to** do it. _____ and _____.

5 Be careful with the word *may*. It can indicate permission in a formal context, or it can indicate possibility (approximately a 50:50 chance of something happening).

Look at the use of *may* in the sentences below and write 'permission' or 'possibility' at the end.

- 1 Visitors **may** use the swimming pool between 5.30 and 7.30pm. _____
- 2 There **may** be an easier way of solving the problem. _____
- 3 **May** I use your phone? _____
- 4 You **may** go home now if you want. _____
- 5 You **may** be asked to show your passport. _____
- 6 Some chemicals **may** cause environmental damage. _____
- 7 You **may** not use this equipment unless you have been on a training course. _____
- 8 You **may** not believe me, but it's true. _____

When *may* is used for possibility (as in 2, 5, 6 and 8 in Exercise 5) we can use *might* with the same meaning. We cannot do this for the other sentences.

6 Underline the correct words in **bold**.

- 1 I'm sorry, this is a non-smoking area – you **haven't got to/can't** smoke here.
- 2 You **mustn't/don't have to** come if you are busy, but it would be nice to see you.
- 3 Ethical behaviour is important – you **mustn't/needn't** accept bribes.
- 4 You **mustn't/needn't** take an umbrella – I've got a spare one in the car.
- 5 You **don't have to/can't** enter the USA without a visa.
- 6 This report is confidential – you **mustn't/needn't** show it to anyone.
- 7 You **must/aren't allowed to** maintain the equipment in good condition.
- 8 You **mustn't/don't have to** do that, I'll do it tomorrow.
- 9 You **mustn't/don't have to** do that, it's dangerous.
- 10 All payments **shall/mustn't** be made within 30 working days.
- 11 If you want to smoke, you **shall/may** go outside.
- 12 Don't worry, the law states that you **shall/may** receive all the money that is owing to you.

7 Complete each sentence with a form of *have to*. Choices include *has to*, *don't have to*, *had to*, *didn't have to*, *'ll have to*, *won't have to*.

- If you want to do well in your exams, you _____ work a lot harder this semester.
- I'm sorry I'm late, I _____ take my daughter to the hospital.
- It's a drop-in service, you _____ make an appointment.
- If we redecorate the offices this year, we _____ do it again for another five years.
- Teresa can't fly direct from Brno. She _____ go via Prague.
- Oh, you brought your own projector! You _____ – we have one in the conference room.

8 Complete b) and c) so that they have the same meaning each time as a). For b) use a form of *can*, for c) use a form of *allowed*.

- When I was young, we had permission to park anywhere in the city centre.
 - When I was young, we _____ anywhere in the city centre.
 - When I was young, we _____ anywhere in the city centre.
- I'm sorry, it's prohibited to smoke in here.
 - I'm sorry, _____ in here.
 - I'm sorry, _____ in here.
- Yes, that's OK, taking pictures is permitted.
 - Yes, that's OK, _____ pictures.
 - Yes, that's OK, taking _____.

9 Look at the word *got* in these sentences. If it is correct, put a tick (✓). If it is not correct, cross it out.

- Maria is busy – she's got to finish some work before tomorrow.
- You could have gone to the restaurant. You didn't have got to wait for us.
- Is that the time? I've got to go now.
- What time have we got to be at the meeting?
- Do I have got to sign in the visitor's book?
- It's boring to have got to wait so long.

Both *have to* and *have got to* express necessity. *Have got to* is a little more informal, and is mostly used in the present simple. Also, *have got to* cannot be used in the infinitive form (see sentence 6 above).

Inversion

10 Read the information in the box. Then rewrite each sentence 1–6 beginning as shown.

- In formal speech and writing there is a special construction when the sentence begins with a negative adverb (like those underlined below).
I have never in my life seen such bad service.
 → **Never in my life** *have I seen such bad service.*
You shouldn't do that under any circumstances.
 → **Under no circumstances** *should you do that.*
It is not only bad practice, it is also illegal.
 → **Not only is it** *bad practice, it is also illegal.*
I wasn't able to see a doctor until Monday.
 → **Not until Monday** *was I able to see a doctor.*
- Notice how the subject and the verb – in **bold** – are inverted (change places).
- This structure emphasizes the negative adverb.
- Words and phrases used with this structure include: *never, no sooner, not once, not only, not since, not until, on no account, only after, only once, only then, rarely, seldom, under no circumstances.*

- I have rarely tasted coffee as good as this.
Rarely _____.
- You shouldn't accept a bribe under any circumstances.
Under no _____.
- We won't pay them until all the work is completed.
Not until _____.
- The contract is not only badly worded, it is also incomplete.
Not _____.
- You should not talk to the media on any account.
On no _____.
- Work can begin only once safety checks have been carried out.
Only _____.

In 2 and 5 in Exercise 10 notice how the word *any* in the first sentence becomes *no* in the second.

11 Look at the list of negative adverbs in *italics* in the final bullet point of the box above. Complete each explanation below with items from this list:

- '_____' means 'very rarely'.
- '_____' and '_____' are both used to emphasize that someone must definitely not do something, for any reason.
- '_____ had ... than ...' is used to say that something happened almost immediately after something else