

1 The present

A The present continuous vs the present simple

The present continuous is used:

- to emphasise that a situation is temporary or takes place for a period of time around the present.
*Our dogs **are staying** with our neighbour while our house **is being refurbished**.*
- to emphasise change, development or progress.
*As information **is more readily available and accessible**, we **remember / are remembering** less about the past.*
- to make requests or demands sound less direct and more polite.
*I **need to crowdsource** a new project and I **hope / I'm hoping** you can lend a hand.*
- with indefinite adverbs of frequency, such as *always*, *constantly* to show that something happens so often that it is characteristic of that person, group or thing.
*My cousin **is so helpful**. **She always offers / she's always offering** to check my homework.*
- to show the speaker is less confident about something.
*Our horse **always runs well** on this track, so we **expect / are expecting** him to qualify for the final.*
- to add a tone of disapproval or annoyance, or to emphasise the surprising/undesirable nature of events.
*My four-year-old son **always knocks / is always knocking over cups** during breakfast. (= it's annoying)
We **are constantly finding** the kids' toys hidden in odd places around the house. (= it's surprising)*

B Narratives

The present tenses can be used for certain types of narratives. Generally, the present simple is used for quicker actions and events, while the present continuous describes longer actions and situations.

- 1 In live commentary (e.g. sporting events or ceremonies). Here, the present continuous captures actions that are unfolding at the time of speaking.
*There's 35 seconds to go, this **is** the one. It's **coming back** for Johnny Wilkinson. He **drops** for World Cup glory. It's **up**, it's **over**, he's **done** it.*
- 2 When giving directions, instructions or demonstrations.
*Okay, let's go over it again. You **wait** behind the hedge until Dad arrives. Then you **signal** to Francesca, who's **crouching** behind the car.*
- 3 In storytelling – whether in jokes, anecdotes or works of literature. The present tenses are used to make a story sound more vivid, as if it were happening now.
*Two goldfish **are** in a tank. One **looks** at the other and says, 'You **know** how to drive this thing?'
So, one day I'm **heading** home from work and the traffic **slows** to a crawl. I'm **waiting** for it to get going when THUD! A deer **jumps** onto the bonnet.*
- 4 In summaries of films, books or TV series to give a sense of immediacy.
*It's **easy** to find gaps in existing laws, the author **argues**, as they **fail** to keep pace with technological change.*

C Other uses of the present tenses

- 1 In headlines, the use of the present tenses helps ensure the headlines are short, punchy and dramatic.
*Man **bites** dog (= a man bit a dog)*
- 2 In rhetorical questions, both the present simple and continuous can be used. In speech, these are often used to call attention to negative situations:
*What's **the world coming** to? (I'm disillusioned.)
Do you **know** what time it is? (You're late.)*
- 3 *have to have* + past participle is used to express a present obligation about experiencing a past action.
*It's **incredible** – you **have to have seen** it for yourself. (= the only way for you to understand is if you see it for yourself)*

D Stative verbs

Stative verbs are rarely used in continuous forms. These verbs include those which describe:

- 1 the experience of our senses: e.g. *feel, hear, notice*
- 2 appearance: e.g. *appear, be, look, resemble, seem*
- 3 possession: e.g. *belong to, have, own, possess*
- 4 mental states or processes: e.g. *agree, astonish, deny, doubt, gather (= understand), guess, imagine, impress*
- 5 attitudes and emotional states: e.g. *appreciate, desire, despise, envy*. **NB** two exceptions are *long for* and *enjoy*
- 6 other: e.g. *concern, consist, contain, depend, hold (= contain), owe, reach, require, signify, weigh*

*Novakivsky's style during his Cracow period **resembles** that of his contemporary Stanislawski.*

Some verbs can have different meanings in their stative and dynamic forms, e.g. *appear, attract, conclude, consider, depend, expect, feel, fit, have, imagine, look, measure, see, smell, taste, think, weigh*

*It's a **chewy**, perfect cookie that is loaded with chocolate and **tastes** faintly of toffee.*

*The cook **is tasting** the sauce to see if it has enough salt.*

NB the verb *be* can be used in a dynamic way to talk about behaviour and actions, but not feelings.

*He **is being** extremely nice. He **is being** pleased.*

E Performative verbs

We use performative verbs to perform an action by saying them, e.g. *acknowledge, assure, authorise, congratulate, contend, declare, demand, deny, forgive, guarantee, order, pledge, predict, promise, quit, refuse, resign, second, swear, vow, warn*.

*I **second** the idea of taking a novel approach to this article.*

*We **acknowledge** the complex reality of the situation.*

Modals can be used with performative verbs to make a statement sound either more tentative or more polite.

*I **must apologise** for being somewhat tardy in my reply.*

Introductory phrases with performative verbs can be used with a present perfect or past simple meaning, e.g. *I gather, I see, I understand*.

*I **hear** you're getting married. (I've heard...)*

1 The present

1 Complete Text A with the correct present form of the verbs in the box. Then do the same for Text B.

A

allow finish measure need promise seem think

First time being fitted for a suit? Thought so. You (1) _____ a bit lost. No need to worry. You're in good hands, I (2) _____. Here, let me explain what I'm up to. So at the moment I (3) _____ your sleeve length. A well-fitted sleeve (4) _____ on the wrist, not the hand. This (5) _____ a small amount of cuff to show. Look, just like that. So, what (6) _____ you _____? Do you approve?



B

belong decide enjoy hear recognise taste weigh

Not your typical wedding reception, is it? I (1) _____ the DIY vibe that they've gone for. I (2) _____ some of these chairs from Samantha's flat! And I (3) _____ some of the serving dishes (4) _____ to her grandmother. Good DJ, too. And the food! What a spread. I (5) _____ what to have for dessert right now, but I can't make up my mind. I (6) _____ my options. I recall somebody saying how good the cupcakes (7) _____, so I'll probably start with one of those.



2 Tick the correct sentences. Correct the sentences with mistakes.

- 1 The photo is magnificent – it is always astonishing me how the right light can breathe such life to the bland contours of the city.
- 2 In a recent development, the demand for at-home care is increasing significantly as populations age.
- 3 It started as just a family business, but they look for additional partners to help scale up the operation.
- 4 Rather than lapses in concentration, mistakes are typically involving failure to correctly interpret available information.
- 5 This time I have no corporate backers footing the bill, so I'm depending on you to finance this venture.
- 6 This place is owing much of its beauty to the fact that it has remained largely agricultural, untouched by urban sprawl.
- 7 What are we to do about these students who are constantly dawdling in the corridors and arriving late?

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7 Modal verbs 2

1 *May / might / could* can be used:

- to express possibility, draw conclusions and deduce information in the present, past and future.

*You **may find** it easier to book via the website, rather than by telephone.*

*It **might have been** the same burglar who committed both those crimes.*

*Unemployment **could rise** in the coming months.*

- to summarise points, often in formal contexts, using *It + may / might be + past participle*.

*It **may be assumed** that consumer spending habits will follow this trend for the next few years.*

*It **might be summarised** as the worst economic policy ever introduced in this country.*

- before *well* to express a stronger possibility.

*Look at how overcast it is over there. It **may well** rain.*

*It **might well** have been delivered to your house by mistake. Would you check when you get home?*

NB Don't confuse *may well* with *may as well*.

*He **may well** decide to give up acting after that last terrible review = expressing a possibility.*

*He **may as well** give up acting after that last terrible review = stating something should be done because there is no better alternative.*

2 *Can't / couldn't* can be used:

- to express lack of possibility.

For present deductions about the past, we use *can't*; for past deductions about the earlier past, we use *couldn't*.

*What is this? It **can't be** a squash, it's the wrong texture.*

*The teacher **can't have been** talking about the subjunctive when he said this. It doesn't make sense.*

*They sent a search party out for the missing explorer in the hope that he **couldn't have got** far on foot.*

NB *couldn't have + past participle* can also be used for sarcasm: *You **couldn't have taken** a worse route to get out of town.* = You picked a really bad route to get out of town.

3 *Must / mustn't* and *have got to*:

- to make deductions and express a lack of possibility. For deductions about the past we can use *must (not) have been* (especially with *easy*). This is not as common as *can't / couldn't have + past participle*.

*It was an amazing speech, although it **must not have been easy** to stand up in front of all those people.*

- In informal contexts *have got to* can be used to speculate about the past. In this context it is usually followed by a form of *be*.

*It's **got to have been** really emotional for them, seeing her get such a warm reception at the awards ceremony.*

*It's **got to be** difficult to work full-time and study as well.*

7 Adjectives and fixed expressions

We can use adjectives and fixed expressions to add clarity, focus, descriptive details and complexity to our sentences.

1 Adding detail

By using a string of adjectives, we can add descriptive detail to sentences, joining the final two adjectives in the string with *and*. The order of these words will usually be from shorter to longer, simpler to more complex, less vivid to more vivid, less important to more important in order to build to a climax. This is called climactic order.

*Her behaviour was **unkind, impolite and outrageous**.*

*Only a **vain, shallow and self-absorbed** individual would care so little for others around them.*

We can also add focus to descriptive terms, using adjectives in a verbless clause (i.e. where the subject and *be* have been ellipted) before and after a noun for focus. This is particularly useful in written narratives.

***Cold, sparsely furnished and uninviting**, it was located on the other side of the campus.*

*The building, **imposing, soulless and utilitarian**, stood out as a blot on the landscape.*

2 Adding intensity

To add intensity to a description, use a degree adjective before a noun. *Very* can be used to emphasise exactness or preciseness. *Major* can be used to

emphasise importance or seriousness, e.g. *very nature, very place / spot, very existence, very idea, major role, major issue, major reason, major influence*.

*It was in this **very** spot that I first met my husband.*

*The discovery of penicillin had a **major** impact on global health.*

3 Using fixed expressions

To add focus, use fixed expressions in a front position, e.g. *All of a sudden, All in all, As a matter of fact, As it stands, As it turns out, At any rate, At best, At the same time, By all means, By the same token, Come to think of it, For / To all intents and purposes, For the most part, For the time being, In actual fact, In much the same way, Out of nowhere, Sure enough, Taking everything into account, To a certain extent, Up to this point, What is more*.

***All in all**, it was considered by everyone to have been a resounding success.*

Two fixed expressions can be used together for added focus.

***In actual fact, all in all**, it was considered by everyone to have been a resounding success.*

***All of sudden, out of nowhere** the skies opened and it absolutely poured down on all the spectators.*

7 Modal verbs 2

1 Correct the mistakes in each sentence.

- 1 It mustn't had been very pleasant to have the operation without anaesthetic.
- 2 It got to be uncomfortable to have to meet the person you're going to replace.
- 3 Although they were trapped on the mountain, they mustn't have called anyone as they had no reception.
- 4 Don't worry that your results haven't arrived yet. They may as well come tomorrow.
- 5 It may revealed that the company had known about its impending downfall for months.

2 In 1–4, complete the second sentence so that it has the same meaning as the first.

- 1 It's possible that José didn't steal the ring after all.
José _____ the ring after all.
- 2 There's a high chance that Tara was exaggerating when she relayed that story.
Tara _____ when she relayed that story.
- 3 I can't see any point trying to get this finished. We'll never do it in time.
We _____. We won't finish in time.
- 4 It's not possible that Juno is graduating this year. It was only last year that started her course!
Juno _____. She only started her course last year!

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7 Adjectives and fixed expressions

1 For sentences 1–8, choose the correct alternative in italics.

- 1 I've always been a language enthusiast. *As a matter of fact* / *Sure enough*, I used to read the daily news in both French and Arabic!
- 2 I knew the politician would deny the allegations and blame everyone else. *As it turns out* / *Sure enough*, he's hitting out at the colleagues who leaked the story to the press.
- 3 This is the *very* / *major* house I was brought up in. I never thought I'd see it again.
- 4 They expected a turnout of a hundred at the AGM. *At best* / *To a certain extent*, they reckon that just thirty people attended the meeting.
- 5 The patient is stable, which is great news. *For the most part* / *For the time being*, we're going to keep her in this ward to monitor her progress and then we'll reassess in a few days.
- 6 The company has suffered a *major* / *very* shortfall in funding and staff are now facing redundancies.
- 7 *For the most part* / *By all means*, I enjoyed the film but it was a little slow in places.
- 8 We've now lost six matches in a row. *To a certain extent* / *As it stands*, we'll be in line for relegation at the end of the season.

2 Combine the following pairs of sentences. Use strings of adjectives, verbless clauses and climactic order.

- 1 The throngs of fans outside the stadium were chaotic, noisy. They were also out of control.
- 2 The professor, determined and brilliant. He was also passionate about his work and was the idol of many of his students.
- 3 The perks of the job are incredible, but let's get this straight, it's often lonely. It's a high-paced, and chaotic role.
- 4 The jumper was thread-bare and tatty. It was her favourite item in her wardrobe as it was filled with so many memories.

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11 Reporting structures 1

Verb patterns with *that*

- Verb + *that* + clause (*that* can be left out of many informal structures of this type)
e.g. *add, agree, announce, argue, boast, concede, consider, doubt, echo, estimate, feel, forewarn, go on to say, imply, insist, mention, mumble, mutter, predict, reckon, remark, report, snap, suppose, warn*
The Chair went on to say (that) the meetings would be cancelled should attendance remain so poor.
After a series of poor performances, they doubted their team would be promoted.
The article in the College News implied (that) there had been problems on campus.
- Verb + object + *that* + clause (*that* can be left out of many informal structures of this type)
e.g. *assure, forewarn, inform, persuade, reassure, remind, warn*
The council didn't inform us (that) this road would be closed today.
The air steward warned the passengers that any further disruption would have them thrown off the flight.
- Verb + (*that*) + (modal verb) + present subjunctive
Following certain verbs, e.g. *advise, demand, insist, propose, recommend, request, suggest, urge*, we can use the present subjunctive form of the verb, i.e. there is no -s form in the third person. The same form is used in both the present and the past.
The host insisted that we (should) leave our passports at the front desk.
The town planner recommended that the developers resituate the development further outside of the city.
In negative subjunctives, the verb *do* is omitted.
The town planner recommended that the developers not situate the development so close to the centre.

Verb patterns with *to*

- Verb + infinitive with *to*
e.g. *agree, beg, claim, forewarn, guarantee, offer, predict, refuse, swear, threaten, vow*
The newspaper article claimed to know the reasons behind the sudden increase in crime.
To show that the action in the main clause is in the past, we use the perfect infinitive.
At least three people claim to have seen the incident, but no report has been filed yet.
At least three people claimed to have seen the incident.
- Verb + infinitive with *to* + object
e.g. *beg, claim, offer, mean, refuse, threaten, volunteer, vow*
As Carla hadn't been there before, Maria offered to show her around the town.
Residents volunteered to clean the building rather than pay the extra charge.

- Verb + object + *to* infinitive
e.g. *authorise, beg, bribe, call on, convince, encourage, nag, plead (with), urge, warn*
The local council have encouraged all inner-city residents to use public transport with a new reimbursement scheme.
The police warned them not to park there, so they're bound to get a ticket for doing so.
NB The structure in the passive becomes passive structure + reporting verb + *to*
They were warned not to park there...

Other verb patterns

- Verb + preposition + gerund / noun phrase
e.g. *boast, complain, exaggerate, hypothesise, quibble, wonder about*
advise, protest, warn against
attack, blame, criticise, defend, excuse, praise, tell off, (+ object) for
discourage, forbid, (+ object) from
accuse, speak (+ object) of
congratulate (+ object), insist on
confess, consent, object, own up to
The local council confessed to ignoring warnings about traffic congestion during the sporting event.
The onlookers hypothesised about the causes of the crash.
- Verb + gerund
e.g. *advise, debate, deny, mention, recommend, regret, suggest*
The guide recommended going to see the castle, but suggested taking a taxi, as it was quite a steep climb.
The residents denied having seen anything on the night of the fire.
- Some reporting verbs can be used with the impersonal passive structure when we want to distance ourselves from what is being said. This is more common in written reports or formal spoken reporting.
e.g. *accept, acknowledge, anticipate, assume, claim, conclude, consider, estimate, expect, know, maintain, observed, prove, say, suppose, recognised, report, rumour, think*
It is anticipated that council members will meet again last week with local businessmen to discuss the proposals.
The redevelopment of this area is estimated to have cost over \$3 million.

11 Reporting structures 1

1 Match each sentence beginning (1–8) with an appropriate ending (a–h).

- | | |
|--|---|
| 1 The forecast warns against | a to have accepted bribes from the construction firm. |
| 2 We had only pulled over for a moment, but the warden still threatened | b to share how proud she was to accept the award. |
| 3 The singer thanked her fans and went on | c not to take that job, but she wouldn't listen. |
| 4 When questioned by police, the suspects denied | d him that my car would make it all the way to Madrid. |
| 5 The whole class had to stay behind until someone owned up | e taking any unnecessary risks such as venturing outdoors during the blizzard. |
| 6 The minister is widely rumoured | f being anywhere near the scene. |
| 7 James didn't think it would but I assured | g to having defaced the textbooks. |
| 8 It's Helen's own fault. We all warned her | h to give us a ticket. |

2 Rewrite each sentence using the reporting verb in brackets.

- Anna: 'I'm not sure you should take the exam so soon, Jim.' (DISCOURAGE)

- Politician: 'If you vote for us again, I promise that we will continue to improve the economy of this country.' (SWEAR)

- Dad: 'If you don't make more of an effort with your schoolwork, Adam, you'll regret it.' (WARN)

- Daniel: 'I'm sorry. It was me. I broke the window!' (CONFESS)

- 'Some people say that the actor has been sacked from the movie franchise after publicly criticising the director.' (RUMOUR)

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11 Reporting structures 2

- 1 In informal conversations, it is common for people to use *went* or *be + like* instead of *said*. This is very colloquial. e.g.

*The traffic warden was pretty rude and without even looking up she **went** 'you can't park here' and gave me a ticket, and I **was like** 'I can park here, can't you see my resident's permit?'*

- 2 In informal speech, certain reporting verbs can be used to express speaker opinion, e.g.

drone on about (talk in a boring way for a long time)

blather on about (talk in a silly / annoying way for a long time).

bang on about (continue to talk about something repeatedly/for a long time).

sound off at (express opinions in a loud/forceful way)

keep on at (complain, moan or nag).

go on and on (talk, for what the speaker thinks is too long, or nag).

go off at (speak angrily).

*My father's always **droning on about** the vegetables he's growing in the garden, but I couldn't care less!*

*It takes us hours to go out. My partner is always **blathering on about** this top or that, and these shoes or those.*

*If people don't like the state of the roads, there's no point **banging on about** it to friends – they need to petition the council.*

*My dad always **keeps on at** me about cleaning my room, but I just don't want to do it.*

*There's no point **sounding off at** the waiters if you don't like the food. Just ask to change what you've ordered.*

*I wish my boss wouldn't **go on and on** about how important the presentation is. It makes me nervous!*

*Dan's child nearly ran into the road and he completely **went off at** him.*

- 3 Reporting using adjectives

Adjectives can be used to report feelings or opinions, indicating the style of which the information was delivered previously.

e.g. *adamant, grateful, insistent + **that***

*doubtful, unsure, uncertain, skeptical **that/whether***

*complimentary/insulting **about***

*critical/scornful **of***

*abusive/sympathetic **towards***

*The council were **adamant that** the road works were essential.*

12 Participle clauses

A Types of Participle clause

- 1 Present participle clauses, e.g.

***Hoping to learn more about eating healthily**, I signed up to a vegetarian cooking course.*

NB Stative verbs can be used in present participle clauses.

- 2 Perfect participle clauses, e.g.

***Having researched all the options**, she settled on the yoga retreat in Corsica as it had the best reviews.*

- 3 Passive participle clauses, e.g.

***Having been given a stark warning by his doctor**, Jim realised he had to make serious lifestyle changes.*

- 4 Verbless clauses, e.g.

***Alone and afraid**, she wrapped herself in a blanket.*

B Use of Participle clause

- 1 to refer to simultaneous events (i.e. to replace a *while* clause).

***Running down the street for the bus**, I tripped over.*

- 2 to refer to earlier events (i.e. to replace an *after* clause).

***Having spoken to the fitness instructor**, I have a clearer idea of what his classes with involve.*

- 3 to refer to a reason (i.e. to replace a *because* clause).

***Not wanting to wake anyone else up**, I snuck out of the room and quietly closed the door.*

- 4 to refer to a condition (i.e. to replace an *if* clause).

***Given a choice**, I'd rather dance than go to the gym.*

- 5 to provide information about a noun phrase (i.e. to replace a defining or non-defining relative clause).

*The message **posted today** was about meditation techniques*

NB unlike relative clauses, these can often come before the noun phrase.

***Built in 1066**, the castle is a major tourist attraction.*

C Adding a subject to a participle clause

The subject of a participle clause is usually same as that of the main clause. However, we can introduce a different subject:

- 1 if the actions are happening at the same time as events in the main clause, or are used to give extra information.

***Her eyes filling with tears**, Yasmin was clearly overwhelmed at her gold medal win.*

- 2 when *with* is used to introduce a different subject.

***With exercise classes running throughout the day**, the centre is perfect for everyone's schedule.*

- 3 To add a subject without *with*

***There being no further matters to discuss**, we closed the meeting early.*

11 Reporting structures 2

1 Choose the correct option to complete the sentences.

- At the press conference, the mayor was absolutely _____ that he hadn't taken any bribes during his time in office.
a sceptical b adamant c critical
- The members of The Beatles are generally _____ to be Liverpool's most famous export.
a acknowledged b admitted c refused
- Did you see the way that man went _____ at the shopkeeper just then? I've never seen someone so angry!
a on b off c out
- After such a serious tackle, it's _____ whether Thomas will be able to play for the rest of the season.
a doubtful b critical c insistent
- He keeps _____ on about the price of petrol being so dear, but I don't see him walking any more than usual!
a sounding b complaining c banging
- When I told her what she'd done wrong she _____ on and on about it not being her fault.
a was b went c did
- All the neighbours are being so _____ about my front garden. I'm so happy they like it.
a scornful b grateful c complimentary
- If you don't like the subject you're studying, why don't you _____ to change classes.
a declare b request c admit

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12 Participle clauses

1 Correct the mistakes in the sentences.

- With the marathon come up in just a few months, Jessie knew she had to start training.
- Finished her course of antibiotics, Sara felt much better.
- Vegetarianism becoming ever more popular, lots of restaurants serve meat-free options.
- Watched the instructor giving an example, I realised I'd picked a class way above my level.
- The spectators watched the referee march around the pitch, book players for minor infractions.
- The race was so hard that Ciarán was the only person in the over 60s category finishing.

2 For sentences 1–8, choose the correct alternative in italics.

- Posting up / Having posted up* flyers all around town for her new nutritional therapist business, she was disappointed not to receive even a single call from them.
- She had really hoped to be able to make a go of it, *to see / having seen* a number of her friends from college all manage to jump straight into jobs, but there weren't the same opportunities in her town.
- Using / Used* for short evening classes as well as full-time courses, the local college always had rooms available, and, even more importantly, there were a couple of classrooms for catering studies, fully equipped with kitchens.
- Having been taught / With being teaching* in the very same college, she was sure that she might be able to get some special rate for classroom hire too.
- As a teacher, the participants would listen to her *talking / talked* about foods and their nutritional values.
- Plans making / Plans made*, she decided she'd go into the college first thing in the morning.

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