

Unit 1

Language at work | Present simple and continuous

Present simple

Use the present simple

1 to talk about routines

*I usually **arrive** at work at about 8.30.*

2 to talk about things we think of as permanent

*I **work** for IBM.*

3 to talk about states.

*Paris **lies** on the River Seine.*

4 (with future reference) to talk about timetabled events

*The next train **leaves** at 11.15.*

5 to talk about future time introduced by *when, as soon as, after, if*, etc.

*When I **see** Margaret tomorrow, I'll give you a ring.*

Common phrases used with the present simple are: *as a rule, generally (speaking), on the whole, once (a week / in a while), every (winter), most of the time.*

Present continuous

Use the present continuous

1 to talk about an action happening at the moment of speaking

*Mr Takashi **is waiting** for you in Reception.*

2 to talk about a project that is ongoing and unfinished

*I **am writing** a report on the takeover, and I should finish in a few days.*

3 to talk about things we think of as temporary

*I **am staying** with my brother while my house is being redecorated.*

4 to talk about a gradual change or development

*Because of global warming, sea levels **are rising** slowly.*

5 (with future reference) to talk about an appointment or arrangement

*I **am seeing** Mrs Langer next Tuesday.*

Common phrases used with the present continuous are *currently, for the moment, at the moment, for the time being, tomorrow (afternoon), right now.*

Stative verbs

Verbs that describe states rather than actions are normally only used in the simple form, i.e. verbs of thinking (e.g. *know, agree*), verbs of appearance (*look, seem*), feeling (e.g. *prefer, want*), possession (e.g. *own, belong*), the senses (e.g. *taste, sound*). Some stative verbs can sometimes be used in the continuous form, but with a change in meaning.

simple: *I **see** the Eiffel Tower on my way to work.*

continuous: *I'm **seeing** Bob on Monday. (= I am meeting Bob)*

Unit 2

Language at work | Question form review

Making questions

- 1 With most verbs, make direct or *Wh-* questions with a normal auxiliary verb (*be, do, have*) or a modal auxiliary (*may, will, shall, etc.*). The auxiliary comes before the subject.

Do you know many people here?

How long has she been working for Hertz?

Should you send that form off today?

- 2 With a prepositional or phrasal verb, the preposition or particle usually comes after the verb.

Where do you come from? (Not: From where do you come?)

Where did you grow up?

- 3 *Who* and *what* can be the subject or the object of a question, with a difference in word order.

Who or *what* as subject (word order same as in a statement):

Who wants to come (Answer: Somebody wants to ...)

Who or *what* as object (auxiliary precedes the subject):

What did you say? (Answer: I said something ...)

- 4 Make an ordinary statement into a question by using rising intonation.

A James is away, I'm afraid – he's in Rome.

B He's in Rome? What's he doing there?

- 5 Use negative questions to check that something is true. Put *n't* after the auxiliary, and use them when the answer *yes* is expected.

A Didn't Amelie move to Marseilles a few months ago?

B Yes, that's right – when the new branch was opened.

Question tags

- 1 If the main verb is positive, the question tag is negative.

- With the verb *be*, repeat the verb in the negative.

It's hot, isn't it?

- With verbs in the present simple, use *don't / doesn't*.

You work for Siemens, don't you?

- With verbs in the past simple, use *didn't*.

He left early yesterday, didn't he?

- All other tenses that have auxiliaries (continuous tenses, perfect tenses, etc.), reuse the first auxiliary in the negative.

He's been to China, hasn't he?

They would say that, wouldn't they?

You will be there, won't you?

- 2 If the main verb is negative, the question tag is positive.

You haven't seen my keys anywhere, have you?

- 3 If the subject is a word like *someone, no one, everybody, anyone*, use *they* in the question tag.

Anyone can use the meeting room, can't they?

Everybody knows that, don't they?

Unit 3

Language at work | Present perfect and past simple

Present perfect

Use the present perfect

- 1 to link a present situation with something that took place at an unspecified time in the past

*Ana **has sent** the new brochure to all our clients.*

The present situation is that all the clients have the new brochure. The past event is that Ana sent the new brochure (we don't know when).

- 2 with *yet* and *already* to talk about tasks expected to be done or which are done earlier than expected

*A **Have you finished** that report **yet**?*

*B **Yes. And I've already done** most of the next one as well.*

- 3 with *how long*, *for* and *since* to talk about duration of states and activities (see page 121)

- 4 with *just* to talk about things that have happened very recently

*I've **just seen** Tom in the cafeteria.*

- 5 with unfinished time periods: *since*, *so far this week*, *up to now*, *recently*, *this month*, *today*

*You've **been late** three times this month – please be on time for the rest of the month.*

Past simple

Use the past simple

- 1 when referring to (or thinking of) a finished time period like *yesterday*, *last week*, *at 5.30*, *on 11 May*, *at Christmas*, *in 2002*, etc.

*I **went** to the sales conference last week.*

- 2 for questions like *When?* *What time?* *How long ago?* etc. because the expected answer is a finished time period

*A **When did you see** Mr Li? (Not: ~~*When have you seen* Mr Li?)~~*

*B I **saw** him yesterday. (Not: ~~*I have seen* him yesterday.)~~*

- 3 with many present time expressions usually used with the present perfect, like *this week*, *today*, *just*, if they refer to a time period that is about to finish or has just finished

*We've **made** a lot of progress this week. (said on Wednesday – the time period is still in progress)*

*We **made** a lot of progress this week. (said at 4.30 p.m. on Friday – the time period is about to finish)*

Unit 4

Language at work | Present, past and future ability

Use *can* or *(be) able to* to talk about ability. *Can* has only two forms: *can* (present) and *could* (past). Use *be able to* when an infinitive is needed.

Present ability

- 1 Use *can* to talk about general or present ability.

*I can speak French, but I can't speak German very well.
Could you speak louder – I can't hear you.*

- 2 *Is / are able to* is possible instead of *can* but *can* is more common.

Are you able to hear me at the back of the room?

Past ability

- 1 Use *could* to talk about general ability in the past and with verbs of perception (*feel, see, hear, etc.*).

*Anna could speak four languages when she was six.
I could see that she was upset.*

- 2 For a single specific action in the past (as opposed to general ability), to mean 'tried and succeeded', use *was able to*.

*I was able to run fast enough to catch the bus.
I could run fast when I was young.*

However, if the specific action is negative, use *couldn't* or *wasn't able to*.

I called customer services again and again, but I couldn't / wasn't able to get through.

- 3 To talk about a specific action in the past, especially when we succeed in doing something difficult after trying hard, use *managed to*. It can be used in the positive or negative.

They didn't want to give us the discount at first, but we managed to persuade them.

- 4 To refer to past ability with a connection to the present, use the present perfect form of *be able to*.

I have always been able to learn languages quite easily.

Future ability

Since *can* has no infinitive form, use *be able to* to talk about future ability

- 1 after *will* and *going to*

*Perhaps Jane will be able to help you.
I'm afraid I'm not going to be able to do anything for you.*

- 2 after modals

I may / might be able to help you.

- 3 after verbs like *would like to* and *want to*

I would like to be able to help you.

Unit 5

Language at work | Direct and indirect questions

Direct and indirect questions

- 1 In a direct question, the normal word order is **verb–subject**. In an indirect question, starting with a phrase like *Do you know ...*, the positive form is used and the order becomes **subject–verb**.

Direct: *When **is Mr Patel** leaving?*

Indirect: *Do you know when **Mr Patel is** leaving?*

These differences are most noticeable in the present simple and past simple. In the indirect question, the auxiliaries *do/does* or *did* are not needed.

Direct: *Where **does Mr Elmore** work?*

Indirect: *Could you tell me where **Mr Elmore works**?*

Direct: *When **did Cassie** call?*

Indirect: *Could you tell me when **Cassie called**?*

- 2 For *Wh-?* and *How?* questions, we repeat the question word.

Direct: ***Who*** is Jan seeing tomorrow?*

Indirect: *Do you know **who** Jan is seeing tomorrow?*

Direct: ***How much** does it cost?*

Indirect: *Do you know **how much** it costs?*

Direct: ***Why** did Mr Peters leave?*

Indirect: *Do you know **why** Mr Peters left?*

*When *who* or *what* is the subject of the question (see Unit 2), there is no difference in word order.

Direct: ***Who is coming** to the meeting?*

Indirect: *Do you know **who is coming** to the meeting?*

- 3 For *Yes / No* questions, use *if* or *whether (or not)*.

Direct: *Is it going to rain tomorrow?*

Indirect: *Do you know **if** it's going to rain tomorrow?*

Direct: *Have you decided to go ahead?*

Indirect: *Could you tell me **whether or not** you've decided to go ahead?*

- 4 The most common phrases to introduce indirect questions are

Could you tell me ... / Do you know ... / Could you let me know ...

Language tip

Other common phrases that follow the same pattern are these reported thought phrases.

I wonder ... / I'll try and find out ... / I have no idea ... /

I don't know ... / I'm not sure ... / I doubt whether ...

*I wonder **when** our order **will arrive**.*

Unit 6

Language at work | Talking about the future

will

Use **will** + infinitive

1 to make predictions or talk about future facts

*It looks as if the economy **will slow** down next year.*

2 to make decisions at the moment of speaking

A I'm sorry – I'm really busy at the moment.

*B Don't worry – I'll **call** back later.*

For decisions made earlier, when you mean 'I've decided to', use *going to*, not *will*.

*I should be back in an hour. I'm **going to get** my hair cut.*

(Not: *I will get ...*)

be going to

Use **be going to** + infinitive

1 to talk about a plan or intention where the decision has already been made

A I've asked the contractors to meet with us.

*B I see. What **are you going to say** to them?*

2 to make a very definite prediction based on evidence that you can see or know about

*My manager likes to start meetings on time, so he's **going to be** annoyed when I arrive late.*

Often either *will* or *going to* can be used to make predictions.

*When interest rates go up, people **will / are going to** start spending less.*

Present continuous

Use the present continuous to talk about arrangements, appointments, social events and anything you would put in a diary, particularly when the time, place or purpose is mentioned.

*I'm **seeing** Bill in Paris tomorrow to discuss the project.*

Going to can almost always be used in these situations, but use of the present continuous is very common in everyday spoken English.

Present simple

Use the present simple to refer to future events that are in a timetable.

*Do you know when the last train **leaves**?*

The verb *be* is often used in the present simple when talking about personal schedules.

I'm in Madrid on Friday and I'm away for a couple of days next week as well.

Unit 7

Language at work | Countability

| Expressing quantity

Countability

Countable nouns

A countable noun (e.g. *chair, cat*) can be singular or plural.

a chair, three cats

Single countable nouns have a singular verb.

My office is in Manhattan.

Plural countable nouns have a plural verb.

The managers are unhappy about the new proposal.

Some nouns are always plural (*scissors, clothes*).

The scissors are on Jamie's desk.

Uncountable nouns

An uncountable noun (e.g. *advice, equipment*) has a singular verb and has no plural form.

Your advice was very useful.

Countable and uncountable nouns

Some nouns can be both countable and uncountable, but there is a change in meaning.

coffee – the drink or the crop

two coffees – two cups of coffee

time – minutes and hours passing

four times – four occasions

Additional words can also be used to refer to parts of a whole.

a piece of information, an item of furniture

Expressing quantity

1 To talk about something in general, use

- a plural countable noun and no quantifier

Computers are getting cheaper all the time.

- or an uncountable noun and no quantifier

Cash is less secure than a cheque.

2 When talking about quantities, use the following quantifiers with these classes of nouns.

singular, countable: *a, an, the, one* (You must have a quantifier of some kind.)

plural, countable: *how many, (too) many, (not) many, more / fewer, (a) few, very few* and numbers (1, 2, 3)

uncountable: *how much, (too / not) much, more / less, (a) little, very little*

uncountable or plural countable nouns: *lots of, plenty of, masses of, most, most of the, some, some of the, all of the, all my, (not) enough, hardly any, (not) any, no, none of the*

Unit 8

Language at work | The passive

Passive forms

1 Verbs in sentences can either be active or passive. To make the passive, use the verb *be* in the appropriate tense and a past participle.

Tense	Active	Passive
Present simple	<i>We do the job.</i>	<i>The job is done.</i>
Present continuous	<i>We are doing the job.</i>	<i>The job is being done.</i>
Past simple	<i>We did the job.</i>	<i>The job was done.</i>
Past continuous	<i>We were doing the job.</i>	<i>The job was being done.</i>
Present perfect	<i>We have done the job.</i>	<i>The job has been done.</i>
Past perfect	<i>We had done the job.</i>	<i>The job had been done.</i>
Modal	<i>We must do the job.</i>	<i>The job must be done.</i>
Infinitive	<i>We need to do the job.</i>	<i>The job needs to be done.</i>
-ing form	<i>We object to someone doing the job.</i>	<i>We object to the job being done.</i>

2 Make questions and negatives in the same way as in active sentences.

Was the email sent to Mr Jordan?
The email wasn't sent this morning.

Use

1 To change the focus of a sentence from who does something to what happens to something.

My assistant has prepared the contract. (The focus is on my assistant, the subject of the active sentence.)
The contract has been prepared. (The focus is on the contract and what has happened to it.)

2 To describe processes or how something is done.

When the grapes have been picked, they are taken to the factory.

3 When the person who does the action is unimportant or unknown or we want to avoid saying who is responsible.

My secretary has lost the order form.
The order form has been lost.

Use *by* to say who does the action following a passive verb.

The decision has been made by the Managing Director.

4 To talk about reputation and with phrases like *is said to be*, *is believed to be*. These phrases are often used in news reports and make the information more impersonal.

California is said to be warm and sunny.
The Prime Minister is believed to be in talks with ...

Unit 9

Language at work | First and second conditionals

First conditional

First conditional sentences have two parts. In the *if* clause, we talk about a present or future situation that is quite likely to happen; in the other clause, we talk about the result.

Likely situation	Result
<i>If</i> + present tense	<i>will</i> + infinitive
<i>If you order 20 units,</i>	<i>we'll give you a 15% discount.</i>
<i>If I'm not promoted,</i>	<i>I'll leave the company.</i>

Variations

- 1 Use the present continuous or present perfect in the *if* clause.

If anyone is waiting for you in reception, I'll let you know.
If he hasn't emailed them, I'll call instead.

- 2 Use other modals in the result clause.

If we hurry, we may / might / could / should arrive in time.

Second conditional

Second conditional sentences have two parts. In the *if* clause, we talk about an imaginary present or future situation that is not likely; in the other clause, we talk about the result.

Imaginary situation	Result
<i>If</i> + past tense	<i>would</i> + infinitive
<i>If we accepted the takeover bid,</i>	<i>we would be out of a job.</i>

Variations

- 1 Use the past continuous in the *if* clause.

If you were applying for a job, what would you put on your CV?

- 2 Use *could* or *might* in the result clause.

If we got a bit more help, we could / might finish on time.

Linking words

- 1 A number of expressions mean 'if and only if', and emphasize the condition: *provided (that)*, *providing* (less formal), *as long as* and *on the condition that*.

I'll help you today providing you do my shift on Friday.

- 2 *Supposing* means 'just imagine', so it is normally used with second conditionals.

Supposing they offered you the job, would you take it?

- 3 *Unless* is similar in meaning to 'if not'.

I'll be home by 5.30 unless the meeting finishes late.

- 4 Use *in case* to talk about action taken to avoid something happening.

I'll take a spare battery in case the main one runs out.

Unit 10

Language at work | Present perfect simple and continuous

Talking about duration

- 1 Use the present perfect continuous with *How long...?*, *for* and *since* to talk about continuous activities or repeated actions that started in the past and are still going on now.

How long have you been learning English?

I've been learning for three years / since I joined ILS.

- 2 Use *for* to talk about amounts of time (*for three weeks, for two months*). Use *since* to talk about points in time (*since 10.30, since Monday, since the end of May*).

- 3 When talking about a state (see Unit 1), use the present perfect simple, because stative verbs are not used in the continuous form.

How long have you known Pia?

I've known her for five years. (Not: 've been knowing)

Unfinished time periods

- 1 Use the present perfect continuous or simple with unfinished time periods like *recently, all day, this week*.

I've been trying to call her all day.

We've had six offers so far this week.

- 2 Use the present perfect continuous when talking about activities that are temporary or unfinished.

Temporary activity: *I've been staying with my brother this week.* (I usually live in my own flat.)

Unfinished activity: *I've been talking to my accountant this week.* (The discussions are continuing.)

- 3 Use the present perfect simple for stative verbs.

My boss has been away in London this week. (It is Thursday and he is still not back.)

- 4 Use the present perfect simple when talking about completed actions and to give details of quantities.

I have seen my accountant three times this week. (Those three occasions are in the past.)

No time period

When no time period at all is mentioned, the difference between the present perfect simple and continuous depends on whether the action is finished (and we stress the result) or unfinished (and we stress the action).

Sam's read your report. (He's finished it.)

Sam's been reading your report. (He hasn't finished it and the activity is continuing.)

BUT the present perfect continuous can be used to talk about recent activities that are **finished** if there is some evidence of the recent activity.

It's stopped now, but it's been snowing and the roads are still very dangerous.

Unit 11

Language at work | Modals verbs – obligation and prohibition

Obligation

Use *must* or *have to* to talk about an obligation.

- 1 *Must* is more common when the sense of obligation comes from the speaker (i.e. when the speaker is telling someone what to do or giving an order / instruction). It is also more common in formal language.

*You **must** get to the meeting on time tomorrow.*

*Visitors **must** switch off their mobile phones.*

Should is also possible, but is not as strong as *must* (it is used to suggest something is advisable or preferable).

*It's getting late and you've worked hard, so I think you **should** go home now.*

- 2 *Have to* is more common when talking about rules, regulations, duties and responsibilities.

*If we want to smoke, we **have to** go out of the office.*

*When people call the helpline, I **have to** put them through to a suitable adviser.*

No obligation

Use *don't have to*, *don't need to* or *needn't* to talk about a lack of obligation.

- 1 *Needn't* is more common when the idea of the lack of obligation is coming from the speaker (i.e. when the speaker is giving someone permission not to do something).

*You **needn't** do any more work on this – I'll take care of it myself.*

- 2 *Don't have to* and *don't need to* are more common when the speaker is talking about a lack of obligation and saying that something is not necessary.

*The office is closed for the holidays now and we **don't have to** return until 3 January.*

Prohibition

Use *mustn't*, *can't* and *aren't allowed to* to talk about prohibition.

- 1 *Mustn't* is normally used when the idea of prohibition comes from the speaker, and is also more common in formal language.

*We **mustn't** disturb him if he's busy.*

*Passengers **mustn't** leave their luggage unattended at any time.*

- 2 *Can't* and *aren't allowed to* are more common when the speaker is talking about what is permitted and what is not permitted.

*I'm sorry, but you **can't** park here – it's an emergency exit.*

Unit 12

Language at work | Future continuous, future perfect and probability

Future continuous

Use the future continuous (*will be + -ing*) to talk about

- 1 activities that will be in progress (and unfinished) at a certain time in the future

*I can't see you at 11.00 on Monday because I'll be **visiting** the factory.*

- 2 repeated or continuous activities over a period of time, often with the prepositions *for* and *until*

*I'll be **meeting** Matthew regularly **until** the project is finished.*
(repeated many times in the future)

*We'll be **living** in Osaka **for** 6 months.*
(continuous over a period of time)

- 3 activities that are part of a future programme

*Welcome to the course. Over the next few weeks, we'll be **looking** at methods for making marketing more effective, and we'll be **discussing** new ways of reaching customers.*

Future perfect

- 1 Use the future perfect (*will have + past participle*) to talk about an action that will be completed before a point of time in the future.

A How's the report?

*B It's going well. I'll definitely **have finished** it by Friday.*

- 2 The prepositions *by* or *before* are normally used with the future perfect. The negative future perfect + *until* is also common.

*I **won't have finished** the report **until** Friday.*

Probability

- 1 Use *may* and *might* to suggest some uncertainty.

*I **may** come to the party. Then again, I **might** not. It depends on how I'm feeling.*

- 2 Adverbs like *probably* and *definitely* give a clear indication of how probable we think something is.

*I'll **definitely** come to the meeting. (certain)*

*I'll **probably** come to the meeting. (very likely)*

In positive sentences, the adverb usually comes after *will* (*I'll definitely be there*). In negative sentences, it usually comes before *won't* (*I definitely won't come*).

- 3 Adjective structures like *is certain to*, *is sure to*, *is bound to*, *is (quite) likely to*, *is (highly) unlikely to* + infinitive can also be used to indicate degrees of probability.

*We won't wait for John. He's **bound to** be late. (very sure)*

*I think our application is **unlikely to** be successful. (unsure)*

Unit 13

Language at work | Reported speech review

Reported speech

1 Reporting verbs used to report the exact words said:

reporting speech – *say, tell, explain, point out, etc.*

reporting thought – *think, know, believe, (not) realize, etc.*

reporting requests – *ask, wonder, want to know, etc.*

reporting orders – *tell, order, etc.*

2 Main tense changes in standard reported speech, when the reporting verb is in the past tense:

Actual words	Reported speech
present simple	→ past simple
present continuous	→ past continuous
past simple	→ past perfect
past continuous	→ past perfect continuous
present perfect	→ past perfect
present perfect continuous	→ past perfect continuous
past perfect	→ no change
past perfect continuous	→ no change
<i>am / is are going to</i>	→ <i>was / were going to</i>
<i>will</i> future	→ <i>would</i> future
imperative	→ infinitive

'I'm driving home.' → *He said (that) he was driving home.*

'I didn't see her.' → *He said (that) he hadn't seen her.*

'It's been raining.' → *He said (that) it had been raining.*

'I'm going to resign.' → *He said (that) he was going to resign.*

'Don't disturb me.' → *He told me not to disturb him.*

3 Modal verbs change as follows: *can* → *could*, *may* → *might*, *must* → *had to*, *need* → *needed*, *will* → *would*.

4 If the reporting verb is in the present tense and the situation is still current, there is no need to change the tense.

'I like working here.' → *He says he really likes working here.*

5 To report *Wh-* questions: repeat the question word, change the tense (as above) and change the word order.

When is Jane going? → *He asked me when Jane was going.*

6 To report a direct question, use *if* or *whether*.

Has Bill spoken to you? → *He asked me if Bill had spoken to me.*

7 Several verbs can be used to summarize what people say. These can follow a number of different patterns.

verb + *that* (*deny, warn, admit, advise*): *He **denied that** he had disclosed any confidential information.*

verb + *someone* + *that* (*warn, advise*): *She **warned me that** the company was not a safe investment.*

verb + infinitive (*agree, refuse, offer*): *She has **agreed to see** me tomorrow.*

verb + *-ing* (*advise, admit, deny, apologize for*): *They **admitted leaving** the factory early.*

verb + *someone* + infinitive (*invite, warn, advise, encourage*): *They have **invited us to visit** the showroom.*

Unit 14

Language at work | Narrative tenses – past continuous, past simple and past perfect

Past continuous

1 The past continuous (*was doing, were doing*) is often used to set the scene and give background information at the beginning of a narrative.

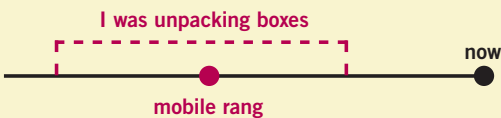
*When I got to the trade fair, it was still early. Some of the exhibitors **were setting up** their stands and others **were unpacking** their publicity materials.*

BUT the past continuous is not used with stative verbs (see page 103) or when describing permanent features.

*Our stand **looked** very professional and it **was** ideally placed because it **was** on the aisle that led to the main restaurant.*

2 The past continuous is also used for an action in progress that is interrupted by another shorter action. (Use the past simple for the action that interrupts.)

*I **was unpacking** one of the boxes for our stand when my mobile **rang**.*



Past simple

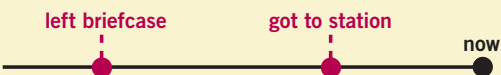
The past simple (*did*) is used for the main actions and events in a story that happen one after the other.

*He **said** I wanted back at the office immediately and **ended** the call. I **tried** to call back, but there **was** no reply. In the end, I **packed** everything up, **locked** it away and **left** the hall.*

Past perfect

The past perfect (*had done*) is used when we are already talking about the past and want to refer to an earlier action, event or state.

*When I **got** to the station, I realized I'd **left** my briefcase at the exhibition.*



Unit 15

Language at work | Third and mixed conditionals | Perfect modals

Third conditional

- 1 Use the third conditional to talk about things that did not happen in the past (imagining what would have happened if things had been different). It is often used to criticize past actions or to express regrets. In the *if* clause we talk about the imagined past situation; in the other clause we talk about the imagined past result.

Past situation	Past result
<i>If + past perfect</i>	<i>would(n't) have + past participle</i>
<i>If you'd concentrated</i>	<i>you wouldn't have made the error.</i>
<i>If I'd studied harder,</i>	<i>I would have passed my exam.</i>

- 2 Notice how negative changes to positive and positive changes to negative.

Real past: *You **didn't** give me the information.* (negative)

Imagined past: *If you'd **given** me the information.* (positive)

Real result: *I **made** the error.* (positive)

Imagined result: *I **wouldn't have made** the error.* (negative)

- 3 In the result clause, use *might have* or *could have* to talk about a less certain result.

*If you'd helped me, we **might / could have** finished on time.*

Mixed conditional

Change the verb forms in conditional sentences to talk about an imagined past situation and an imagined present result.

Past situation	Present result
<i>If + past perfect</i>	<i>would(n't) + present infinitive</i>
<i>If you'd done what I advised,</i>	<i>we wouldn't be in trouble now.</i>
<i>If I hadn't won the money,</i>	<i>I would still be working in a supermarket.</i>

Perfect modals

- 1 Use *could have*, *might have* and *would have* to talk about something that was possible in the past but didn't happen.

*It's a good thing you **didn't** invest in that company – you **could / might / would have** lost everything.*

- 2 *Could have* and occasionally *might have* can be used to express irritation and criticism.

*I was expecting you at the meeting – you really **could / might have** told me you weren't going to come.*

- 3 Use *should have* to criticize what people have or haven't done.

*You **should have** asked me for authorization – you **shouldn't have** made the decision yourself.*

Unit 16

Language at work | *-ing* form and infinitive

-ing form

1 A number of verbs are followed by the *-ing* form. Many of these verbs are connected with likes and dislikes. Common examples are *like, dislike, enjoy, love, hate, can't stand, look forward to, avoid, miss*, and others such as *consider, delay, deny, finish, involve, mean, risk, suggest*.

I really enjoyed seeing Martha again.

2 A number of expressions are followed by the *-ing* form. Common examples are *it's not worth, there's no point, it's no use*.

It's no use complaining – you'll never get your money back.

3 When a verb follows a preposition it is connected with, it always takes the *-ing* form.

I'm keen on travelling, but I'd be worried about taking a whole year off.

Infinitive

1 A number of verbs are followed by the infinitive. Many of these verbs are connected with making plans and decisions. Common examples are *agree, arrange, decide, expect, fail, hope, manage, offer, plan, prepare, promise, refuse* and others such as *afford, deserve, learn, seem, want, would like*.

We arranged to meet the following week.

2 The pattern 'subject (or *It*) + *be* + adjective + infinitive' is often used.

Chinese is hard to learn. / It's hard to learn Chinese.

3 The infinitive can be used to express purpose.

A Why are you taking a year off?

B To travel round the world.

A preposition (like *for*) to express purpose isn't needed. The infinitive alone is enough.

I called them to arrange a meeting. (Not: for to arrange)

Changes in meaning

Some verbs can be followed by either the *-ing* form or infinitive and change their meaning.

I stopped going to the gym months ago. (I gave up the activity.)

I stopped to go to the gym. (I was driving and stopped in order to go to the gym.)

I remember seeing Ken at the party. (I saw him, and I have a clear memory of it.)

I remembered to see Ken at the party. (I knew he wanted to speak to me, so I went over to him.)

Other verbs like this include *try, forget, regret, like, hate*.