

GRAMMAR REFERENCE

1 ENTERTAINMENT

HABITS

Past

To talk about past habits, we can use the past simple, *used to* + infinitive (without *to*), or *would* + infinitive (without *to*).

I listened to music all the time when I was younger.

I used to listen to music all the time when I was younger.

I'd listen to music all the time when I was younger.

Present

To talk about current habits we can use the present simple, *tend to* + infinitive (without *to*), and *will* + infinitive (without *to*).

I listen to music all the time.

I tend to watch films on demand through my TV.

I don't follow football much, but I will watch the big games.

Will is not as common as the other forms.

Adverbs and adverbial phrases of frequency

always / all the time / constantly

normally / usually / as a rule / on the whole / by and large

sometimes / now and again / once in a while

almost never / very rarely / hardly ever / once in a blue moon

We also use phrases with *not as much as*.

not as much as ... I'd like to / I want / I used to / I did before.

Making negatives

We can make negatives with *tend to* and *used to* in different ways.

I didn't use to like it very much.

I never used to listen to music at home.

I tend not to go out during the week.

I don't tend to go to the cinema that much.

Exercise 1

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between four and five words, including the word given.

1 I only go to the cinema once in a blue moon.

HARDLY

I _____ cinema.

2 We used to fight constantly when we were kids.

TIME

We used _____ when we were kids.

3 As a rule people don't read on public transport here.

TEND

People here _____ public transport.

4 I don't like classical music much but I sometimes go to a concert with my dad.

WILL

I don't like classical music much but now and _____ to a concert with my dad.

5 He was fitter before because he cycled 50 km every day.

WOULD

He used to _____ cycle 50 km every day.

6 I did it all the time when I was younger, but I'm not so keen on it now.

AS

I don't do it _____ to.

COMMON MISTAKES

• *I use to usually / tend to go out with friends on a Friday.*

Don't say *use to* or *used to* to talk about habits in the present.

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

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

• *I would have had / used to have long hair when I was younger.*

Don't use *would* to talk about character and other kinds of states.

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

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

Exercise 2

Rewrite the sentences, correcting the mistake in each.

- 1 I used to go and see films when they come out at the cinema because I prefer to see them on the big screen.
- 2 I'm tend to stay in on Friday nights, as I'm generally too tired to do anything much.
- 3 I don't see her as much how I used to, because we're both so busy.
- 4 My parents never used to go out late at night because we would live in quite a rough area.
- 5 I was making my own comics and films when I was younger.
- 6 By and large I don't use to watch TV much. There are too many ads, which annoys me.

DID YOU KNOW?

Would is actually far more common than *used to* to talk about past habits. That's because while we often introduce a topic with *used to*, we tend to give the details with *would*.

I used to make my own films when I was younger. I'd watch famous films and get ideas and then my brother and I would try to make our own versions. We'd then do screenings for our family.

ADJECTIVES AND ADVERBS

Adjectives

Adjectives tend to go before a noun.

The film had a really uplifting ending.

It's quite dull music, if you ask me.

Adjectives go after 'linking' verbs.

The painting looks very realistic.

She went red with embarrassment.

These verbs can be followed by an adjective on its own: *be, become, get, go, feel, grow, keep, look, remain, seem, smell, stay, sound, taste* and *turn*.

In these cases, the adjective describes the subject of the verb.

Adverbs

Adverbs go before adjectives.

His writing is absolutely impossible to read.

It was a strangely moving film.

Adverbs can come before other adverbs.

The traffic was moving really slowly.

Adverbs at the start of sentences or clauses show an opinion about the whole sentence or clause.

Fortunately, no-one was injured in the accident.

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

Most adverbs are formed by adding *-ly* to the adjective, but some adverbs have the same form as the adjective: *alive, fast, hard, late, later*.

When we use an adverb with the verbs *be, look, become, seem, get, taste, etc.*, they do not describe the subject of the verb, they describe how something is done.

Exercise 1

Choose the correct option in these sentences about the paintings on page 11.

- 1 *Initial / Initially*, they may strike you as fairly *traditional / traditionally* portraits.
- 2 The young man sitting in the chair looks *calm / calmly* and is *obvious / obviously* thinking *hard / hardly* about what to write.
- 3 The two pieces were painted *short / shortly* before the artist's death.
- 4 Gabriel Metsu was both *wide / widely* admired and *reasonable / reasonably* successful during his lifetime.
- 5 *Unfortunate / Unfortunately*, he died at the height of his fame.
- 6 A strange tension and feeling of danger seems *apparent / apparently* in the two paintings.
- 7 Dogs in paintings were a *frequent / frequently* symbol of loyalty and trust.

Exercise 2

Complete the sentences with the adjectives in the box, changing them into adverbs if necessary.

beautiful	disturbing	funny	interesting	occasional
catchy	frequent	hard	later	recent

- 1 You can buy a season ticket for the museum if you're going to be a _____ visitor. It works out a lot cheaper.
- 2 I don't do much exercise, except for _____ going swimming.
- 3 I've been working really _____ to improve my English and I feel I'm making progress at last.
- 4 Seven is a bit early. Can't we get a _____ train?
- 5 _____ enough, I was just thinking about calling you when you rang.
- 6 If we want the book to sell, we need a _____ title to ensure that people remember it.
- 7 A _____ report has found that kids are being exposed to _____ high levels of violence in video games.
- 8 _____, this is one of only two portraits he ever painted, but as you can see it's _____ done – a real masterpiece.

Adverb position

To show frequency, we usually add adverbs before the main verb.

They're always shouting at each other.

I hardly ever go out these days.

To show how we did something or when the action happens, we usually place adverbs after a verb.

He was looking at me strangely.

I went to this great exhibition yesterday.

Exercise 3

Rewrite the sentences with the adverbs in brackets in the correct place.

- 1 I download films from the internet. (never)
- 2 I've seen him all day. (hardly)
- 3 He reacted badly to the news. (fairly)
- 4 I'm going fishing in the week. (later)
- 5 To be honest, I haven't even picked up a book. (lately)

- 6 The car was completely destroyed, but he escaped without a scratch. (amazingly)
- 7 The special effects are amazing – just realistic. (incredibly)
- 8 They got married in 2005, but he died after. (sadly, soon)

Exercise 4

Make collocations by matching 1–9 to a–i. Use a dictionary if you need help.

- | | |
|----------------|-------------------------|
| 1 a heated | a after |
| 2 loosely | b meaning |
| 3 a symbolic | c treated |
| 4 ended | d exactly the same |
| 5 shortly | e discussion |
| 6 an uplifting | f ending |
| 7 almost | g out of control |
| 8 badly | h tragically |
| 9 totally | i based on a true story |

2 SIGHTSEEING

RELATIVE CLAUSES

Clauses with no commas

Sometimes when we use general words like *man, place* or *thing*, we need a relative clause to make clear which *man, place* or *thing* we are referring to. When the relative clause explains this, there's no comma. These are sometimes called defining relative clauses.

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

He's the man I spoke to earlier.

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

Highgate is the place where I met my wife.

These kinds of sentences don't always need a relative pronoun, but if you're unsure, use one!

Clauses with commas

In other sentences, the sentence is clear and complete, but we want to add some extra information. These are called non-defining relative clauses and always need a relative pronoun.

Vaclav Havel was the first Czech president.

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

I met my wife in Highgate.

I met my wife in Highgate, which is where I lived as a student.

DID YOU KNOW?

• We often use *which is where* instead of *where* when adding extra information.

That's the local registry office, which is where we got married.

Exercise 1

Underline the relative pronouns and add a comma where it is necessary.

That was the home of Abe and Betty Zimmerman whose son is a famous singer, Bob Dylan.
That was the home of Abe and Betty Zimmerman, whose son is a famous singer, Bob Dylan.

- 1 We're meeting Jaime later. You know, the guy whose brother got us the tickets for the match.
- 2 People lived in houses carved out of the rock most of which have been destroyed.
- 3 Apparently, the hotel where we're staying in Vienna overlooks the river.
- 4 The 19th of July celebrates the day that we gained independence.

- It took us ages to get there by which time we were starving.
- The first place we will stop at is the Cavern Club which is where the Beatles started out.
- The monument honours those who died during the war many of whom came from this city.

Modifying which and whom

Look at the ways we can show the quantity or time by adding to *which* or *whom*.

People lived in houses carved out of the rock, **most of which** have been destroyed.
some of which still survive today.
a few of which are still lived in.

There were ten of us on the boat trip, **none of whom** I knew before.
many of whom had been before.

We had a look around the old town for two hours, **during which time** it poured with rain.
at which point we decided to have lunch.

We will check in around 11, **by which time** we hope the rooms will be ready. (= before 11)
after which we will have a mid-morning snack.

DID YOU KNOW?

Many native speakers use *who* instead of *whom*.
There were ten of us on the boat trip, **most of who** had been before.

Exercise 2

Complete the sentences with these words and phrases.

at which point	most of whom	where
by which time	none of which	which
during which time	some of which	who

- The statue was erected by Sukarno, _____ was our first president after we gained independence.
- Next stop for us is Yekaterinburg, _____ the last tsar was executed.
- There must have been 20 people waiting to check in, _____ were shouting at the receptionist!
- We didn't get into town until after ten, _____ all the hotels were already booked for the night.
- The museum houses a remarkable collection of books, _____ date back as far as the tenth century.
- Margie and the kids spent a few hours shopping, _____ I stayed in and updated our travel blog.
- After lunch, we went to check out the castle, _____ was very grand.
- We looked in seven different shops and none of them had it in stock, _____ we just gave up.
- The guidebooks, _____ I actually bothered to read at all, were soon conveniently 'lost'!

We often use a relative clause to add an opinion to the sentence we just said.

We spent a week hiking in the jungle, **which was amazing.**
which was quite hard.
which was my idea of hell.

Exercise 3

Rewrite each of the pairs of sentences below as one sentence.

- We saw Big Ben, Buckingham Palace, Tower Bridge and the London Eye. They were all amazing.
- There were loads of recommendations on the internet. Most of them were really helpful.
- We stayed out dancing until two in the morning. I was completely exhausted by then!
- We spent a week in Bolivia. The election was on while we were there.
- We spent two days in Bergen and then drove down to Stavanger. My girlfriend has family in Bergen.
- Chen's grandfather still lives at home with the rest of the family. His grandfather is 97.

COMMON MISTAKES

- We went on the guided tour round the old town, ~~that~~ **which** was nice.
My mum's uncle, ~~that~~ **who** I didn't really know, to be honest, used to work in the palace.
You can't use *that* to add extra information.
- This is the stadium ~~that~~ **it** holds the Cup Final.
The tour guide ~~who~~ **he** showed us round the castle was really funny.
When *that* or *who* is the subject of the relative clause (*the stadium holds ... / the tour guide showed ...*), don't add another pronoun (*it / he, etc.*)
- Balliol is the oldest college in Oxford, many of ~~their~~ **whose** students go into politics.
Whose replaces *their / his / Mary's, etc.*, in a relative clause.

TALKING ABOUT THE FUTURE

Timetables

We prefer the present simple to talk about timetables, but the present continuous is also possible and doesn't change the meaning.

My train leaves at nine. My train is leaving at nine.

Offers

We use *will* to offer to do something for someone.

I'll help you with that. I'll lend you some money, if you want.

Decisions about the future

To talk about a decision about the future that you've already made on your own, we prefer *be going to*. The present continuous is also often possible, and doesn't change the meaning.

I'm going to study for my exams tonight.

I'm studying for my exams tonight.

To talk about a decision (or a promise or a threat) made at the time of speaking, use *will*.

Thanks. I'll pay you back tomorrow.

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

Predictions

For predictions based on what we can see, hear, feel or on what we already know, we prefer *be going to*, but *will* is also possible.

I'm sure they're going to lose the next election.

OR

I'm sure they'll lose the next election.

For predictions made at the moment of speaking, we prefer *will*, but *be going to* is also possible.

You'll break that in a minute!

OR

You're going to break that in a minute!

You'll regret it!

OR

You're going to regret it!

Arrangements

To talk about activities we have arranged with other people in the (near or foreseeable) future, we prefer the present continuous, but can also use *be going to*.

I'm meeting a friend later.

OR

I'm going to meet a friend later.

We're returning to the UK next year.

OR

We're going to return to the UK next year.

Exercise 1

Complete the sentences with the word in brackets using one of the forms given in each space.

- will / present simple*
A: What time _____ you _____ work? (finish)
B: About five, most days.
A: OK. Well, I _____ you outside your office around quarter past, then. (meet)
- present continuous / be going to*
A: I _____ Mary later. Do you want to come? (meet)
B: No. I've got an exam tomorrow, so I _____ some revision tonight. (do)
- present simple / will / present continuous*
A: I _____ some friends after the cinema. Why don't you join us? (meet)
B: I might do. What time _____ the film _____? (end)
A: Half eight.
B: Right. Well, look. I _____ you later to confirm one way or the other, OK? (text)
- be going to / will / present continuous*
A: I'm so excited about this trip. I can't wait. Paris _____ amazing. (be)
B: When _____ you _____? (leave)
A: Thursday. That reminds me, actually. I need to book a cab to the airport before I forget.
B: I _____ you there, if you want. It's not a problem. (drive)
- will / be going to*
A: I'm quite tired now, so I _____ exhausted by the end of the day! (be)
B: You _____, I'm sure. A bit of hard work never killed anyone. (survive)

Things we don't think will happen

To talk about things we don't think will happen, use *be not likely to* or *be (highly) unlikely to*.

She's not likely to change her mind.

It's highly unlikely to make any difference.

Things we see as (almost) inevitable

To talk about things we see as (almost) inevitable, use *be bound to* – or *be likely to*.

It's bound to be sunny in July.

We're quite likely to lose. Half our side is injured.

Things that we expect to happen

Use *be due* to talk about the times that things should happen.

The bus is due (to arrive) in five minutes.

When is the baby due?

Exercise 2

In each sentence, decide if both options are possible. If not, choose the correct option.

- I'm working / I'm quite likely to work* late tonight, but *I'll call / I'm calling* you when I'm done.
- I'm going to go / I'll go* and do the Maracana stadium tour tomorrow. I booked it online.
- Turn the gas down. The food *burns / is going to burn!*
- It's going to / It's bound to* cause problems if they go ahead with the redevelopment plan.
- I don't think he'll / He's highly unlikely to* accept the offer, but I guess it's worth asking.
- I'll give / I'm due to give* you a lift to the airport, if you like.
- He's going to / bound to* fail. He just hasn't done enough work this term to pass.
- We have / are having* a little get-together at our place on Sunday, if you fancy coming.
- I'm due to fly / I'm flying* to Rome on March the 6th to attend a conference.

3 THINGS YOU NEED

EXPLAINING PURPOSE USING SO, IF AND TO

Use *so* to show that the second part of the sentence is a potential result of the first. The word *that* can be added after *so*, but doesn't have to be.

DID YOU KNOW?

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

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

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

We use *if*-clauses (*if* + noun + verb in present tense) to talk about possible situations in which certain things might be necessary.

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

Hang it up with a nail if you can't find anything else.

We use *to* + infinitive (without *to*) to explain the purpose of doing things, why we need something or what something is for.

DID YOU KNOW?

You can also say *in order to* + infinitive (without *to*). This is more common in formal writing.

I'm just going out to buy a few things for the house.

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

Exercise 1

Complete the sentences by adding *so*, *if* or *to*.

- Have you got a dustpan and brush _____ I can clean up this mess I've made?
- I must buy some wire _____ hang this up with.
- _____ you want to put those shelves up properly, you'll need a drill.
- You'll need an adaptor _____ you're going to use your laptop in the States.
- Put some cream on _____ protect yourself from the sun.
- What are those things you wear on your knees _____ you do skateboarding or something like that?
- You should put a plaster on your foot _____ stop your shoes cutting into your skin.
- Can I borrow your stepladder _____ I can change the light bulb in the hall?
- Have you got a clip or something _____ keep these papers together?

Exercise 2

Complete the sentences using *so*, *if* or *to* and the ideas in brackets. You may need to add some extra words.

- 1 We need some matches or something _____ the stove. (light)
- 2 Maybe you should wrap some tape round where there's a crack _____. (it / not / leak)
- 3 You'll need wire cutters _____ that – not scissors. (you / want / cut)
- 4 Have you got something I can stand on _____ this light bulb? (I / can / change)
- 5 Can't you just use some string _____ it? (tie it together / and / make / a handle / you / carry)

SHOULD AND SHOULD HAVE (SHOULD'VE)

We use *should* (not / never) + **verb** to give general advice, suggestions or criticism about a present situation.

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

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

We **should go** and try that new pizzeria that's just opened round the corner.

We use *should* (not / never) + **have** + **past participle** to show a criticism or regret about a past action.

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

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

Exercise 1

Complete the two dialogues with the correct form of *should* and the verbs in brackets.

A: You ¹ _____ bowling with us. We had a great time. (come)

B: Well, you ² _____ me so late. I couldn't rearrange things. (tell)

A: I know. Sorry. Maybe we ³ _____ next week sometime. (go)

A: The neighbours kept me awake last night again.

B: Really? Maybe you ⁴ _____ them next time. (report)

A: I have already, but the police didn't want to do anything.

B: They ⁵ _____ them at least. (come and warn)

A: I guess they felt they had more important things to do.

B: Did you tell them how often it's happening?

A: Not really. Maybe I ⁶ _____ so calm when I spoke to them. (be)

B: Yeah, maybe.

A: I don't know. Maybe we ⁷ _____. (just move)

B: Yeah, but you ⁸ _____. It's just wrong! (have to)

DID YOU KNOW?

Use *should be -ing* to refer to a current unfinished situation. Stop distracting me. We **should be working** not chatting.

Use *should have been -ing* to refer to an unfinished / interrupted action in the past.

It was his own fault he crashed. He **shouldn't have been driving** so fast!

Exercise 2

Choose the correct option after *should*.

- 1 The new system has been a disaster. We should **have tested / have been testing** it properly before we introduced it.
- 2 With so much unemployment, the government shouldn't **cut / be cutting** jobs like it is.

- 3 Apparently, she was sacked because she was seen in a shopping mall when she should **have worked / have been working**.
- 4 It's his own fault he got into trouble. He shouldn't have **texted / been texting** while the teacher was talking to the class.

COMMON MISTAKES

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

I ~~should~~ travelling be travelling there now, but I missed my bus.

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

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

Always follow *should* with a form of the infinitive (without to).

Exercise 3

Rewrite the sentences, correcting the mistake in each.

- 1 I'm sorry it's a bit late. I should rang you earlier, but I forgot.
- 2 They should of try to sort it out instead of blaming me.
- 3 When you take it back, you should to ask for some kind of compensation.
- 4 I sometimes think I should never go to university because I didn't enjoy it much and I have a huge debt now.
- 5 It's terrible I have to work tonight. I should celebrating my birthday with my friends!

4 SOCIETY

SO AND SUCH

In the part of the sentence describing the cause, use *so* before an adjective or an adverb or before words like *few*, *little*, *much* or *many*. Use *such* before a noun, an adjective + noun and before *a lot of* + noun. Remember that you don't have to start the result clause with *that* – especially in spoken English.

It was **so** expensive in Moscow, we couldn't stay there long.

There's **so** much traffic, it's quicker to walk sometimes!

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

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

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

The ride was **such** a laugh **that** we went on it six times.

There's **such** a lot of rubbish on the streets, it makes me angry.

DID YOU KNOW?

Few and *many* go before plural, countable nouns (*people / families*, etc.) and *much* and *little* go before uncountable nouns (*crime / damage*, etc.).

There's **far too much** crime and **too few** people doing anything to change things.

Exercise 1

Choose the correct option in sentences 1–8. Then match them with a–h at the top of page 171.

- 1 Our situation sometimes looks **so / such** bleak,
- 2 He was involved in **so / such** a terrible public scandal,
- 3 The government have lied **so / such** many times,
- 4 Food prices have gone up **so / such** quickly,
- 5 The earthquake caused **so / such** widespread damage,
- 6 **So / Such** few women are having babies these days,
- 7 They've got **so / such** poor hospitals,
- 8 There's **so / such** little crime now,

- a there have been riots in the street markets.
- b that most kids can't even get basic health care.
- c they're actually making police officers redundant!
- d I've just lost faith in them.
- e the government's introduced tax breaks for big families to boost the birth rate.
- f that it's hard not to feel pessimistic about the future.
- g that tens of thousands are feared dead.
- h that in the end he was forced to resign.

Exercise 2

Complete the sentences by adding *many*, *much*, *few* or *little*.

- 1 There's so _____ poverty in the world that surely tackling that has to be our main goal.
- 2 So _____ people bothered to vote that the election results are almost meaningless!
- 3 So _____ people turned up to vote in the election, there were long queues at the polls.
- 4 So _____ new jobs have been created that there are actually a lot of posts which are unfilled.
- 5 So _____ research has been done into the problem that it's hard to say what's causing it.

COMPARATIVES WITH THE ..., THE ...

We show correlations using the following basic patterns:

the + comparative + noun / pronoun (+ verb), *the* + comparative + noun (+ verb).

The more affluent the area is, **the nicer** the cars are.

The bigger you are, **the more difficult** it is to find nice clothes.

The more roads there are, **the more people** use their cars and **the more pollution** there is.

Note: we sometimes leave out the nouns and use *more / less / fewer* as pronouns.

The more I earn, **the more** I buy. (= more money, ... more things)

The less I know, **the better**. (= less information)

Exercise 1

Complete the sentences with one word in each space.

- 1 _____ richer the country, _____ lower the birth rate.
- 2 The better educated people _____, the _____ money they are likely to earn.
- 3 The stronger _____ economy, the _____ unemployment there is.
- 4 The hungrier people are, the _____ desperate they tend to be _____ the more conflicts _____ will be.
- 5 The happier people are, the _____ illnesses they _____.

Common patterns in conversation

We often use these short patterns, especially in conversation:

The sooner, the better *The faster, the better*

The bigger, the better *The fewer, the better*

The simpler, the better *The more, the better*

Exercise 2

Write a short reply to each question using *the ...*, *the better*.

- 1 What size boxes do you want?
- 2 What kind of camera are you thinking of buying?
- 3 When do you want this done by?
- 4 How do you want your coffee?
- 5 How many people should we invite?

5 SPORTS AND INTERESTS

SHOULD(N'T) HAVE, COULD(N'T) HAVE, WOULD(N'T) HAVE

Use *should have* (*should've*) + past participle to show you think something in the past was a good idea, but didn't happen.

We **should have phoned** you. We forgot. Sorry.

Use *shouldn't have* or *should never have* + past participle to show you think something that happened wasn't a good idea.

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

Add a comment using *would have* (*would've*) / *wouldn't have* / *would never have* + past participle to show a certain past result.

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

I **should've gone** more slowly. I **wouldn't have made** that mistake.

Add a comment with *could have* (*could've*) / *couldn't have* / *could never have* (or *might have* / *might never have*) + past participle to show possible past results.

They **should've acted** sooner. They **could have saved** his life. They **should've asked** for help. They **could never have done** it on their own.

He **shouldn't have substituted** the striker. They **might have won**.

Exercise 1

Choose the correct option.

- 1 It's his fault. He **should have / would have** dealt with the problem sooner rather than leaving it so long.
- 2 The fire was my fault. I **shouldn't have / wouldn't have** left the gas on while I was out.
- 3 It's my own fault. I **should have / would have** warmed up more before I started playing. I **wouldn't have / couldn't have** strained my back if I had.
- 4 I blame the players. They got knocked out because they **wouldn't have underestimated / underestimated** the opposition. They **should've / would've** taken the game more seriously.
- 5 He **should have / would have** talked it through first. He **might not have / might've** got himself into so much trouble.
- 6 The game was pretty awful, but I suppose it **would have been / might have been** worse – we **could have / wouldn't have** lost.

DID YOU KNOW?

We often follow *would have / wouldn't have* with a clause starting with *but*.

We **would have won, but** we had a goal that wasn't allowed. (= that's why we didn't win)

I **wouldn't have said** anything, **but** he asked me how you were. (= that's why I spoke)

Exercise 2

Complete sentences 1–4 with the correct form of *would* and the verb in brackets. Then complete 5–8 with the correct form of *could*.

- 1 I _____ here earlier, but the traffic was terrible. (get)
- 2 She _____ to come, but it was impossible. She had so much work. (like)
- 3 I _____ him forgetting normally, but I'd told him twice that it was really important. That's why I was so angry. (mind)
- 4 I _____ him, but he'd invited me to his party, so I felt I had to! (invite)