

Grammar Reference

UNIT 1

Introduction to auxiliary verbs

There are three classes of verbs in English.

- 1 The auxiliary verbs *do*, *be*, and *have*
These are used to form tenses, and to show forms such as questions and negatives.
- 2 Modal auxiliary verbs
Must, *can*, *should*, *might*, *will*, and *would* are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do*, *be*, and *have*, they have their own meanings. For example, *must* expresses obligation and *can* expresses ability. (See Units 4, 5, 8, and 9.)
- 3 Full verbs
These are all the other verbs in the language, for example, *play*, *run*, *help*, *think*, *want*, *go*, etc.
Do, *be*, and *have* can also be used as full verbs with their own meanings.

do

I do my washing on Saturdays.

She does a lot of business in Eastern Europe.

What do you do? = What's your job? (The first *do* is an auxiliary; the second is a full verb.)

be

We are in class at the moment.

They were at home yesterday.

I want to be a teacher.

have

He has a lot of problems.

They have three children.

A note on *have* and *have got*

There are two forms of the verb *have*: *have* as a full verb with *do/does/did* for questions, negatives, and short answers and *have got* where *have* is an auxiliary.

▶▶ **Workbook p8** More information on *have/have got*

1.1 Tenses and auxiliary verbs

When *do*, *be*, and *have* are used as auxiliary verbs, they make different verb forms.

do

In the Present Simple and the Past Simple there is no auxiliary verb, so *do*, *does*, and *did* are used to make questions and negatives (except with *be* / *have got*).

Where do you work?

She doesn't like her job.

What did you buy?

We didn't buy anything.

be

- 1 *Be* + verb + *-ing* is used to make continuous verb forms. Continuous verb forms describe activities in progress and temporary activities.
He's washing his hair. (Present Continuous)
They were going to work. (Past Continuous)
I've been learning English for two years. (Present Perfect Continuous)
I'd like to be lying on the beach right now. (Continuous infinitive)
- 2 *Be* + past participle is used to form the passive.
Paper is made from wood. (Present Simple passive)
My car was stolen yesterday. (Past Simple passive)
The house has been redecorated. (Present Perfect passive)
This homework needs to be done tonight. (Passive infinitive)
There is an introduction to the passive on p137.

have

Have + past participle is used to make perfect verb forms.

He has worked in seven different countries. (Present Perfect)

She was crying because she had had some bad news. (Past Perfect)

I'd like to have met Napoleon. (Perfect infinitive)

Perfect means 'before,' so Present Perfect means 'before now.' (See Units 7 and 10.) Past Perfect means 'before a time in the past.' (See Unit 3.)

1.2 Negatives and auxiliary verbs

To make a negative, add *-n't* to the auxiliary verb. If there is no auxiliary verb, use *don't/doesn't/didn't*.

Positive

He's working.

I was thinking.

We've seen the play.

She works in a bank.

They like skiing.

He went on holiday.

Negative

He isn't working.

I wasn't thinking.

We haven't seen the play.

She doesn't work in a bank.

They don't like skiing.

He didn't go on holiday.

It is possible to contract the auxiliaries *be* and *have* and use the uncontracted *not*.

He's not playing today. (= *He isn't playing today.*)

We're not going to Italy after all. (= *We aren't going to Italy ...*)

I've not read that book yet. (= *I haven't read the book yet.*)

But

I'm not working. NOT ~~*I amn't working.*~~

UNIT 2

1.3 Questions and auxiliary verbs

- 1 To make a question, invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does/did*.

She's wearing jeans.
You aren't working.
You were born in Paris.
Peter's been to China.
We have been studying.
I know you.
He wants ice-cream.
They didn't go out.

Question

What is she wearing?
Why aren't you working?
Where were you born?
Has Peter been to China?
Have you been studying?
Do I know you?
What does he want?
Why didn't they go out?

- 2 There is usually no *do/does/did* in subject questions. Compare:

Who wants ice-cream? *What flavour ice-cream do you want?*
What happened to your eye? *What did you do to your eye?*
Who broke the window? *How did you break the window?*

1.4 Short answers and auxiliary verbs

Short answers are very common in spoken English. If you just say *Yes* or *No*, it can sound rude. We use short answers after *Yes / No* questions. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use *do/does/did*.

Are you coming with us?
Have you had breakfast?
Kate likes walking.
Mary didn't phone.
Don't forget to write.

Short answer

Yes, I am.
No, I haven't.
No, she doesn't. She hates it.
Yes, she did. You were out.
No, I won't.

2.1 Present Simple

Form

Positive and negative

I	
We	work.
You	don't work.
They	
He	works.
She	doesn't work.
It	

Question

Where	do	I we you they	live?
	does	he she it	

Do you live in Bristol?
Does he have a car?

Short answer

Yes, we do.
No, he doesn't.

Use

The Present Simple is used to express:

- an action that happens again and again (a habit).
I go to work by car.
She drinks ten cups of coffee a day.
I wash my hair twice a week.
- a fact that is always true.
Ronaldo comes from Brazil.
Some birds fly south in winter.
My daughter has brown eyes.
- a fact that is true for a long time (a state).
He works in a bank.
I live in a flat near the centre of town.
I prefer coffee to tea.

Spelling of verb + -s

- Most verbs add *-s* to the base form of the verb.
wants eats helps drives
- Add *-es* to verbs that end in *-ss, -sh, -ch, -x, and -o*.
kisses washes watches fixes goes
- Verbs that end in a consonant + *-y* change the *-y* to *-ies*.
carries flies worries tries
 But verbs that end in a vowel + *-y* only add *-s*.
buys says plays enjoys

▶▶ Workbook p14 Pronunciation of -s at the end of a word

Adverbs of frequency

- 1 We often use adverbs of frequency with the Present Simple.

0% ————— 50% ————— 100%
 never rarely not often sometimes often usually always

- 2 They go before the main verb, but after the verb *be*. Compare:
I usually start school at 9.00. *They're usually in a hurry in the morning.*
I don't often go to bed late. *I'm not often late for school.*
She never eats meat. *He's never late.*
I rarely see Peter these days. *We're rarely at home at the weekends.*

- 3 Sometimes and usually can also go at the beginning or the end.
Sometimes we play cards. We play cards **sometimes**.
Usually I go shopping with friends. I go shopping with friends **usually**.

Never, always, rarely, and seldom cannot move in this way.

NOT Never I go to the movies.

Always I have tea in the morning.

- 4 Every day, etc., goes at the end.
 He phones me **every night**.

2.2 Present Continuous

Form

Positive and negative

I	'm 'm not	eating.
He/She/It	's isn't	
We/You/They	're aren't	

Question

What	am is are	I he/she/it we/you/they	doing?
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Short answer

Are you going by train?	Yes, I am. No, I'm not.
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Use

The Present Continuous is used to express:

- an activity that is happening now.
Don't turn the TV off. I'm watching it.
You can't speak to Lisa. She's having a bath.
- an activity or situation that is true now, but is not necessarily happening at the moment of speaking.
Don't take that book. Jane's reading it.
I'm doing a French evening class this year.
- a temporary activity.
Peter is a student, but he's working as a waiter during the holidays.
I'm living with friends until I find a place of my own.
- a planned future arrangement.
I'm having lunch with Glenda tomorrow.
We're meeting at 1.00 outside the restaurant.

Spelling of verb + -ing

- Most verbs add -ing to the base form of the verb.
going wearing visiting eating
- Verbs that end in one -e lose the -e.
smoking coming hoping writing
 Verbs that end in -ee don't drop an -e.
agreeing seeing

lie lying

- 3 Verbs of one syllable, with one vowel and one consonant, double the consonant.

stopping getting running planning jogging

If the final consonant is -y or -w, it is not doubled.

playing showing

2.3 State verbs

- 1 There are certain groups of verbs that are usually only used in the Present Simple. This is because their meanings are related to states or conditions that are facts and not activities. This is a feature of the use of the Present Simple. The groups of verbs are:

Verbs of thinking and opinions

believe	think	understand	suppose	expect
agree	doubt	know	remember	forget
mean	imagine	realize	deserve	prefer

I believe you.

Do you understand?

I know his face, but I forget his name.

Verbs of emotions and feelings

like love hate care hope wish want admit

I like black coffee.

Do you want to go out?

I don't care.

Verbs of having and being

belong own have possess contain cost seem appear
 need depend on weigh come from resemble

This book belongs to Jane.

How much does it cost?

He has a lot of money.

Verbs of the senses

look hear taste smell feel

The food smells good.

We often use *can* when the subject is a person.

Can you smell something burning?

I can hear someone crying.

- 2 Some of these verbs can be used in the Present Continuous, but with a change of meaning. In the continuous, the verb expresses an activity, not a state. Compare:

I think you're right.

(opinion)

He has a lot of money.

(possession)

I see what you mean.

(understand)

The soup tastes awful.

(state)

We're thinking of going to the cinema.

(mental activity)

She's having a bad day.

(activity)

Are you seeing Nigel tomorrow?

(activity)

I'm tasting the soup to see if it needs salt.

(activity)

Introduction to the passive

The passive is dealt with in Units 2, 3, and 7.

Form

to be + past participle

The tense of the verb to be changes to give different tenses in the passive. Compare:

A party **is being held** by the Patels next week. (Present Continuous passive)

My neighbour **is invited** to their party every year. (Present Simple passive)

He **was invited** last year, I wasn't. (Present Perfect passive)

I'd love to **be invited** to their party. (Passive infinitive)

Use

1 Passive sentences move the focus from the subject to the object of active sentences.

Alfred Hitchcock **directed** Psycho in 1960.

Psycho, one of the classic thrillers of all time, **was directed** by Alfred Hitchcock.

The passive is not just another way of expressing the same sentence in the active.

We choose the active or the passive depending on what we are more interested in.

In the first sentence, we are more interested in Alfred Hitchcock; in the

second sentence, Psycho has moved to the beginning of the sentence because we

are more interested in the film.

2 By and the agent are often omitted in passive sentences if the agent:

– is not known.

My apartment **was robbed** last night.

– is not important.

This bridge **was built** in 1886.

– is obvious.

I **was fined** £100 for speeding.

3 The passive is associated with an impersonal, formal style. It is often used in notices and announcements.

Customers **are requested** to refrain from smoking.

It **has been noticed** that reference books **have been removed** from the library.

4 In informal language, we often use you, we, and they to refer to people in general or to no person in particular. In this way, we can avoid using the passive.

You **can buy** stamps in lots of shops, not just the post offices.

They're **building** a new department store in the city centre.

We **speak** English in this shop.

⚠ Be careful! Many past participles are used as adjectives.

I'm very **interested** in modern art.

We were extremely **worried** about you.

I'm **exhausted!** I've been working hard all day.

2.4 Present Simple and Present Continuous passive

Form

Present Simple Passive am/is/are + past participle

Present Continuous Passive am/is/are being + past participle

It	is is being	mended.
They	are are being	

Use

The uses are the same in the passive as in the active.

My car **is serviced** every six months. (habit)

Computers **are used** in all areas of life and work. (fact that is always true)

Sorry about the mess. The house **is being redecorated** at the moment. (activity happening now)

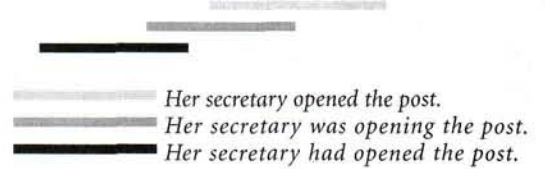
Introduction to past tenses

We use different past tenses to focus on different moments and periods of time in the past.

Look at the diagram. Read the sentences.

When Andrea arrived at work at 9.00 a.m. ...

8.30 9.00 9.30 10.00



3.1 Past Simple

Form

The form of the Past Simple is the same for all persons.

Positive

I	finished	yesterday.
He/She/It		
We		
You		
They		

Negative

I	didn't	finish	yesterday.
She			
They			
(etc.)			

Question

When	did	you he they (etc.)	finish the report? get married?
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Short answer

Did you enjoy the meal?	Yes, we did. No, we didn't.
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Use

The Past Simple is used to express:

1 a finished action in the past.

We **met** in 2000.

I **went** to Manchester last week.

John **left** two minutes ago.

2 actions that follow each other in a story.

Mary **walked** into the room and **stopped**. She **listened** carefully. She **heard** a noise coming from behind the curtain. She **threw** the curtain open, and then she **saw** ...

3 a past situation or habit.

When I **was** a child, we **lived** in a small house by the sea. Every day I **walked** for miles on the beach with my dog.

This use is often expressed with *used to*.

We **used to** live in a small house ... I **used to** walk for miles ...

Spelling of verb + -ed

1 Most verbs add -ed to the base form of the verb.

worked wanted helped washed

2 When the verb ends in -e, add -d.

liked used hated cared

3 If the verb has only one syllable, with one vowel + one consonant, double the consonant before adding -ed.

stopped planned robbed

But we write *cooked, seated, and moaned* because there are two vowels.

4 The consonant is not doubled if it is -y or -w.

played showed

5 In most two-syllable verbs, the end consonant is doubled if the stress is on the second syllable.

pre'ferred ad'mitted

But we write *'entered* and *'visited* because the stress is on the first syllable.

6 Verbs that end in a consonant + -y change the -y to -ied.

carried hurried buried

But we write *enjoyed*, because it ends in a vowel + -y.

There are many common irregular verbs.

▶▶ Irregular verbs p157

Past Simple and time expressions

Look at the time expressions that are common with the Past Simple.

I met her	last night.
	two days ago.
	yesterday morning.
	in 2001.
	in summer.
	when I was young.

▶ 3.2 Past Continuous

Form

Positive and negative

I	was wasn't	working.
He		
She		
It		
We	were weren't	
You		
They		

Question

What	was	I she he it	doing?
	were	we you they	

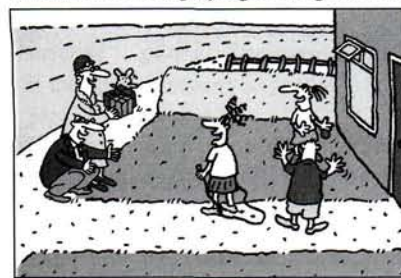
Short answer

Yes, I **was**./No I **wasn't**.
Yes, they **were**./No, they **weren't**.

Use

We often use the Past Continuous in sentences with the Past Simple. The Past Continuous refers to longer, background activities, while the Past Simple refers to shorter, completed actions.

The children were playing in the garden ...



... when their grandparents arrived.

The Past Continuous is used:

- to express activities in progress before, and probably after, a particular time in the past.
*At 7 o'clock this morning I **was having** my breakfast.
I **walked past** your house last night. There was an awful lot of noise.
What **were you doing**?*
- for descriptions.
*Jan **looked beautiful**. She **was wearing** a green cotton dress. Her eyes **were shining** in the light of the candles that **were burning** nearby.*
- to express an interrupted past activity.
*When the phone rang, I **was having** a shower.
While we **were playing** tennis, it started to rain.*
- to express an incomplete activity in the past in order to contrast with the Past Simple that expresses a completed activity.
*I **was reading** a book during the flight. (I didn't finish it.)
I **watched** a film during the flight. (the whole film)*

Note

The Past Simple is usually used to express a repeated past habit or situation. But the Past Continuous can be used if the repeated habit becomes a longer setting for something. Compare:

*I **went out with** Jack for ten years.
I **first met** Harry while I **was going out with** Jack.*

▶▶ **Workbook p20** More information on *while, during, and for*

▶ 3.3 Past Simple or Past Continuous?

- Sometimes we can use the Past Simple or the Past Continuous. The Past Simple focuses on past actions as simple facts. The Past Continuous focuses on the duration of past situations and activities. Compare:
A *I **didn't see** you at the party last night.*
B *No, I **stayed** at home and **watched** football.*
A *I **didn't see** you at the party last night.*
B *No, I **was watching** football at home.*
- Questions in the Past Simple and Past Continuous refer to different time periods: the Past Continuous asks about activities before; the Past Simple asks about what happened after.
*When the war broke out, Peter **was studying** medicine at medical school. He **decided** that it was safer to go home to his parents and postpone his studies.
What **was** Peter **doing** when the war broke out? He **was studying**.
What **did** Peter **do** when the war broke out? He **went** home to his parents.*

3.4 Past Perfect

Perfect means 'before,' so Past Perfect refers to an action in the past that was completed before another action in the past.

Form

The form of the Past Perfect is the same for all persons.

Positive and negative

I	'd (had)	seen him before.
You	hadn't	finished work at 6 o'clock.
We		
(etc.)		

Question

Where had	you she they (etc.)	been before?
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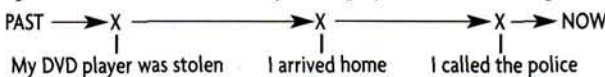
Short answer

Had he already left?	Yes, he had. No, he hadn't.
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Use

- The Past Perfect is used to make clear that one action in the past happened *before* another action in the past.

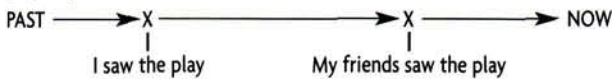
*When I got home, I found that someone **had broken** into my apartment and **had stolen** my DVD player, so I called the police.*



Action 1: Someone broke into my apartment and stole my DVD player.

Action 2: I got home and called the police.

*I didn't want to go to the theatre with my friends because I'd **seen** the play before.*



Action 1: I saw the play.

Action 2: My friends went to the theatre to see the play.

- Notice the difference between the following sentences:

*When I got to the party, Peter **went** home.*

(= First I arrived, then Peter left.)

*When I got to the party, Peter **had gone** home.*

(= First Peter left, then I arrived.)

3.5 Past tenses in the passive

Form

Past Simple Passive	was/were + past participle
Past Continuous Passive	was/were being + past participle
Past Perfect Passive	had been + past participle

Use

The uses are the same in the passive as in the active.

*The bridge **was built** in 1876. (finished action in the past)*

*The bomb **was being defused** when it exploded. (interrupted past activity)*

*The letter **didn't arrive** because it **had been sent** to my old address. (one action before another action in the past)*

Introduction to modal verbs

The modal verbs are *can, could, may, might, must, will, would, should, ought to*. They are known as modal auxiliary verbs because they 'help' another verb. (See also Units 1, 5, 8, and 9.)

*I **can** swim.*

*Do you think I **should** go?*

Form

- There is no -s in the third person singular.
*She **can** ski. He **must** be tired. It **might** rain.*
- There is no *do/does/don't/doesn't* in the question or negative.
*What **should** I do? **Can** I help you? You **mustn't** steal!*
*He **can't** dance. I **won't** be a minute.*
- Modal auxiliary verbs are followed by the infinitive without *to*. The exception is *ought to*.
*You **must** go. I'll **help** you. You **ought to** see a doctor.*
- They have no infinitives and no -ing forms. Other expressions are used instead.
*I'd love to **be able to** ski.*
*I hate **having to** get up on cold, winter mornings.*
- They don't usually have past forms. Instead, we can use them with perfect infinitives:
*You **should have told** me that you **can't** swim. You **might have drowned!***
or we use other expressions:
*I **had to** work hard in school.*

Note

Could is used with a past meaning to talk about a general ability.
*I **could** swim when I was six. (= general ability)*

To talk about ability on one specific occasion, we use *was able to/managed to*.

*The prisoner **was able to/managed to** escape by climbing on to the roof of the prison. NOT **could** escape*

Use

- Modal verbs express our attitudes, opinions, and judgements of events. Compare:
'Who's that knocking on the door?'
'It's John.' (This is a fact.)
'Who's that knocking on the door?'
*'It **could/may/might/must/should/can't/ll** be John.'* (These all express our attitude or opinion.)
- Each modal verb has at least two meanings. One use of all of them is to express possibility or probability. (See Unit 9 p147.)
*I **must** post this letter!* (= obligation)
*You **must** be tired!* (= deduction, probability)
***Could** you help me?* (= request)
*We **could** go to Spain for our holiday.* (= possibility)
*You **may** go home now.* (= permission)
*'Where's Anna?' 'I'm not sure. She **may** be at work.'* (= possibility)

Modal verbs of obligation and permission

4.1 *have (got) to*

Form

Positive and negative

I/You/ We/They	have to don't have to	work hard.
He/She	has to doesn't have to	

Question

Do	I you (etc.)	have to work hard?
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Use

Have to is not a modal verb.

- Have to* expresses strong obligation. It expresses a general obligation based on a law or rule, or based on the authority of another person. It is impersonal.
*Children **have to** go to school until they are 16.* (a law)
*Mum says you **have to** clean your room before you go out.* (mother's order)
- Have got to* is common in British English but it is more informal than *have to*.
*I've **got to** go now. See you!*
*Don't go to bed late. We've **got to** get up early tomorrow.*
*'Go and tidy your room.' 'Have I **got to**?' 'Yes, you **have!**'*
- Have to* expresses a general repeated obligation.
*I always **have to** tell my parents where I'm going.*
Have got to expresses an obligation on one particular occasion.
*I've **got to** get up early tomorrow to catch a train.*

4.2 *can and be allowed to*

Form

Affirmative and negative

I/You/ We/They	can/can't are allowed to aren't allowed to	park here.
He/She	can/can't is allowed to isn't allowed to	

Question

Can	I/you/we etc.	allowed to	park here?
Am	I		
Are	you		
Is	he		

Use

Can is a modal verb.

Can and *be allowed to* express permission. *Can* is more informal and usually spoken.
*You **can** borrow my bike, but you **can't** have the car. I need it.*
*They **can't** come in here with those muddy shoes!*
*You're **allowed to** get married when you're 16.*
*Are we **allowed to** use a dictionary for this test?*
*He **isn't allowed to** park here.*

4.2 *should, ought to, and must*

Form

Should, ought to, and must are modal verbs.

I/You/We/They He/She/ It	should/shouldn't ought to / ought not to must	work hard.
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Use

- Should* and *ought to* express mild obligation, suggestions, or advice. They express what, in the speaker's opinion, is the right or best thing to do. We often use them with *I think/don't think ...*.
*You're always asking me for money. I think you **should** spend less.*
*You **shouldn't** sit so close to the television! It's bad for your eyes.*
*You **ought to** be more careful with your money.*
- Should I/she/we ... ?* is possible. We often use *Do you think ... ?*
Should I try to eat less?
*Do you think I **should** see a doctor?*
- Must*, like *have to*, expresses strong obligation. *Must* expresses an obligation that involves the speaker's opinion. It is personal.
*I **must** get my hair cut.* (This is me talking to me.)
*You **must** go and visit your grandmother.* (A parent talking to a child.)
- Must* is also associated with a formal, written style.
*All visitors **must** show proper ID.* (Sign in the lobby of an office building)
*Books **must** be returned on or before the due date.* (Instructions in a library)

have to and must, don't have to and mustn't

- Have to* and *must* are sometimes interchangeable.
*I **must** be home by midnight. I **have to** be home by midnight.*
But *have to* is used more often than *must*. If you are unsure which to use, it is probably safer to use *have to*.
- Must I ... ?* is possible, but question forms with *have to* are more common.
*Do I **have to** do what you say, or can I do what I want?*
- Have to* has all forms; *must* does not.
*I **had to** work until midnight last night.* (Past)
*You'll **have to** study hard when you go to college.* (Future)
*She's a millionaire. She's never **had to** do any work.* (Present Perfect)
*I hate **having to** get up on cold, winter mornings.* (-ing form)
*If you were a nurse, you would **have to** wear a uniform.* (Infinitive)
- Don't have to* and *mustn't* are completely different.
Don't have to expresses absence of obligation – you can but it isn't necessary.
*Some people iron their socks, but you **don't have to**.* *I think it's a waste of time.*
*When you go into a shop, you **don't have to** buy something. You can just look.*
Mustn't expresses negative obligation – it is very important not to do something.
*You **mustn't** steal other people's things. It's wrong.*
*You **mustn't** drive if you've been drinking. You could kill someone!*

▶▶ **Workbook p28** Further practice of *must* and *have to*

4.3 Making requests: can, could, will, and would

1 There are many ways of making requests in English.

Can	you	help me, please?
Could		pass the salt, please?
Will		
Would		

Would you mind helping me, please?

Can	I	speak to you, please?
Could		ask you a question?

Do you mind if I open the window?

Would you mind if I opened the window?

Can, could, will, and would are all modal verbs.

2 *Could* is a little more formal; *can* is a little more familiar. *Could I ... ?* and *Could you ... ?* are very useful because they can be used in many different situations.

3 Here are some ways of responding to requests:

A Excuse me! Could you help me?

B Sure.

Of course.

Well, I'm afraid I'm a little busy right now.

A Would you mind if I opened the window?

B No, not at all.

No, that's fine.

Well, I'm a little cold, actually.

4.4 Making offers: will and shall/should

1 *Will* and *shall/should* are used to express offers. They are both modal verbs.

2 The contracted form of *will* is used to express an intention, decision, or offer made at the moment of speaking.

Come over after work. I'll cook dinner for you.

'It's Jane's birthday today.' 'Is it? I'll buy her some flowers.'

Give him your suitcase. He'll carry it for you.

Don't worry about catching the bus. Dave'll give you a lift.

Give it back or we'll call the police!

In many languages, this idea is often expressed by a present tense, but in English this is wrong.

I'll give you my number. NOT I give you my number.

I'll carry your suitcase. NOT I carry your suitcase.

Other uses of *will* are dealt with in Unit 5.

3 *Shall/Should ... ?* is used in questions with the first person, *I* and *we*. It expresses an offer, a suggestion, or a request for advice.

'Shall I carry your bag for you?' 'That's very kind. Thank you.'

'Shall we go out for a meal tonight?' 'Mmm. I'd love to.'

'What shall we do? We haven't got any money.' 'We could ask Dad.'

We use **should** to make an informal suggestion.

What **should** we have for dinner?

What **should** we do tonight?

Introduction to future forms

There is no future tense in English as there is in many European languages. However, English has several forms that can refer to the future. Three of these are *will*, *going to*, and the Present Continuous.

I'll see you later. (will)

We're going to see a film tonight. Do you want to come? (going to)

I'm seeing the doctor tomorrow evening. (Present Continuous)

The difference between them is *not* about near or distant future, or about certainty. The speaker chooses a future form depending on how the speaker sees the future event. Is it a plan, a decision, an intention, an offer, a prediction, or an arrangement? This is the important question to ask when choosing a future form. There is more about this in **Use** below.

5.1 will/going to and the Present Continuous

Form

Positive and negative

I He They	'll won't	help you. watch TV tonight.
I'm/I'm not She's/She isn't We're/We aren't	going to	
I'm/I'm not He's/He isn't You're/You aren't	catching the 10 o'clock train.	

Question

What time	will you are you going to	arrive?
	are you meeting the manager?	

Note

We avoid saying *going to come* or *going to go*.

We're coming tomorrow.

When are you going home?

Use

Plans, decisions, and intentions (will and going to)

will

Will is used as a modal auxiliary verb to express a decision, intention, or offer made at the moment of speaking. We saw this use in Unit 4. (See 4.4.) Remember that you can't use the present tense for this use.

I'll have the steak, please.

NOT I have the steak.

I'll see you tomorrow. Bye!

NOT I see you tomorrow.

Give me a call sometime. We'll go out for coffee.

'Jeff, there's someone at the door!' 'OK, I'll get it.'

UNIT 6

going to

Going to is used to express a future plan, decision, or intention made before the moment of speaking.

When I grow up, I'm **going to be a doctor**.

Jane and Peter **are going to get married** after they graduate.

We're **going to paint** this room blue.

Facts and predictions (will and going to)

will

The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future or the Future Simple.

We'll **be away** for two weeks.

Those flowers **won't grow** under the tree. It's too dark.

Our love **will last** forever.

You'll **be sick** if you eat all those sweets!

Will for a prediction can be based more on an opinion than a fact.

I don't think Laura **will do** very well in her exam. She doesn't do any work.

I am convinced that inflation **will fall** to three per cent next year.

going to

Going to can also express a prediction, especially when it is based on a present fact. There is evidence now that something is certain to happen.

She's **going to have** a baby. (We can see she's pregnant.)

Our team **is going to win** the match. (It's four-nil, and there are only five minutes left to play.)

It **isn't going to rain** today. (Look at that beautiful blue sky.)

Note

Sometimes there is no difference between *will* and *going to*.

This government	will ruin is going to ruin	the country with its stupid economic policies.
-----------------	-------------------------------	---

Arrangements (Present Continuous)

The Present Continuous can be used to express a future arrangement between people. It usually refers to the near future.

We're **going out** with Jeremy tonight.

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

What **are we having** for lunch?

Think of the things you might put in your diary to remind you of what you are doing over the next few days and weeks. These are the kinds of events that are often expressed by the Present Continuous for the future. The verbs express some kind of activity or movement.

I'm **meeting** Peter tonight.

The Taylors **are coming** for dinner.

I'm **seeing** the doctor in the morning.

Remember that you can't use the present tense for this use.

We're **going to a party** on Saturday night.

NOT ~~We go to a party on Saturday night.~~

We're **catching** the 10 o'clock train.

NOT ~~We catch the 10 o'clock train.~~

What **are you doing** this evening?

NOT ~~What do you do this evening?~~

Sometimes there is no difference between an agreed arrangement (Present Continuous) and an intention (*going to*).

We're going to get We're getting	married in the spring.
-------------------------------------	------------------------

Introduction to like

Like can be a verb or a preposition.

Like as a verb can be followed by *-ing* or *to*, sometimes with a change in meaning.

I **like going out** at the weekend. (general enjoyment)

I **like to sit** in a hot bath and read. (habits and preferences)

Like as a verb has a person as the subject:

I **like modern art**.

I don't **like** the way he looks at me.

Do you **like** fish?

Would you **like** a drink?

Like as a preposition has an object after it:

She's wearing a hat **like mine**.

He's nothing **like his father**.

That sounds **like the postman**.

You're behaving **like children**.

This new girlfriend of his – **what's she like?**

6.1 What ... like?

What is/are/was/were ... *like?* is used to ask about the permanent nature of people and things. It asks for a description or an impression or a comparison.

What's the health service **like** in your country?

What **are** the new students **like**?

⚠ Be careful!

1 With a description or an impression, we do not use *like* in the answer.

What's London **like**? It's quite big, and it's very interesting.
NOT ~~It's like quite big ...~~

What's Amanda **like**? She's tall, attractive, and very funny.
NOT ~~She's like tall ...~~

2 With a comparison, we can use *like* in the answer. Here, *like* means *similar to / the same as*.

What's London **like**? It's **like** New York, but without the tall buildings. (= It's similar to ...)

What's Amanda's daughter **like**?
She's just **like** Amanda.
(= She's the same as ...)

▶ Workbook p39 Like and as

6.2 How ... ?

1 How ... ? is used to ask about the present condition of something that can change.

How's work these days? It's better than last year.

How was the traffic this morning? It was worse than usual.

To ask about the weather, we can use both questions.

How's the weather	where you are?
What's the weather like	

2 How ... ? is also used to ask about people's health and happiness. Compare:

How's Peter? He's fine.

What's Peter like? He's a nice guy. He's quite tall, has dark hair ...

3 How ... ? is also used to ask about people's reactions and feelings.

How's your meal?

How's your new job?

6.3 How ...? or What ... like?

Sometimes we can use *What ... like?* or *How ... ?*, but they aren't the same. *What ... like?* asks for an objective description. *How ... ?* asks for personal feelings. Compare:

How's the party? *It's great!*
What's the party like? *It's very noisy, but there's lots to eat and drink.*

6.4 Verb + -ing or infinitive

▶▶ Verb patterns p158

6.5 Relative clauses

- Relative clauses are used to tell us which person or thing we are talking about. They make it possible to give more information about the person or thing being spoken about.
The boy has gone to the beach. (Which boy?)
*The boy **who lives next door** has gone to the beach.*
The book is very good. (Which book?)
*The book **that I bought yesterday** is very good.*
This is a photo of the hotel. (Which hotel?)
*This is a photo of the hotel **where we stayed**.*
- We use *who* to refer to people (and we can also use *that*).
*The book is about a girl **who marries** a millionaire.*
 We use *that* to refer to things (and we can also use *which*).
*What was the name of the horse **that won** the race?*
- When *who* or *that* is the object of a relative clause, it can be left out.
*The person **you need to talk to** is on holiday.*
*The book **I bought yesterday** is very good.*
 But when *who* or *that* is the subject of a relative clause, it must be included.
*I like people **who are kind and considerate**.*
*I want a computer **that is easy to use**.*
- Which* can be used to refer to the whole previous sentence or idea.
*I passed my driving test on my first attempt, **which surprised everyone**.*
*Jane can't come to the party, **which is a shame**.*
- We use *whose* to refer to someone's possessions.
*That's the woman **whose dog ran away**.*
*That's the man **whose wife won the lottery**.*
- We can use *where* to refer to places.
*The hotel **where we stayed** was right on the beach.*
*We went back to the place **where we first met**.*

6.6 Participles

Participles after a noun define and identify in the same way as relative clauses.

*That woman **driving** the red Porsche is my aunt.*
*The men **seen** outside were probably the thieves.*

Introduction to the Present Perfect

The same form (*have* + past participle) exists in many European languages, but the uses in English are different. In English, the Present Perfect is essentially a present tense, but it also expresses the effect of past actions and activities on the present.



Present Perfect means 'before now'. The Present Perfect does not express when an action happened. If we say the exact time, we have to use the Past Simple.

*In my life, I **have travelled** to all seven continents.*
*I **travelled** around Africa **in 1998**.*

7.1 The Present Perfect

Form

Positive and negative

I	've	lived in Rome.
We	haven't	
You		
They		
He	's	
She	hasn't	

Question

How long have	I we you	known Peter?
How long has	she he	

Short answer

Have you always lived in Budapest?	Yes, I have. No, I haven't.
------------------------------------	--------------------------------

Use

The Present Perfect expresses:

- an action that began in the past and still continues (unfinished past).
*We've **lived** in the same house for 25 years.*
*Peter's **worked** as a teacher since 2000.*
*How long **have you known** each other?*
*They've **been married** for 20 years.*

Note

Many languages express this idea with a present tense, but in English this is wrong.

*Peter **has been** a teacher for ten years.* NOT *Peter is a teacher for ten years.*

These time expressions are common with this use.

for	two years a month a few minutes half an hour ages	since	1970 the end of the class August 8 o'clock Christmas
-----	---	-------	--

We use *for* with a period of time and *since* with a point in time.

- 2 an experience that happened at some time in one's life. The action is in the past and finished, but the effects of the action are still felt. When the action happened is not important.

I've been to the United States. (I still remember.)
She's written poetry and children's stories. (in her writing career)

Have you ever had an operation? (at any time in your life up to now)

How many times has he been married? (in his life)

The adverbs *ever*, *never*, and *before* are common with this use.

Have you ever been to Australia?

I've never tried bungee jumping.

I haven't tried sushi before.

Questions and answers about definite times are expressed in the Past Simple.

When did you go to the United States?

Was her poetry published while she was alive?

I broke my leg once, but I didn't have to stay in the hospital.

He met his second wife in the dry cleaner's.

- 3 a past action that has a present result. The action is usually in the recent past.

The taxi hasn't arrived yet. (We're still waiting for it.)

What have you done to your lip? (It's bleeding.)

We often announce news in the Present Perfect because the speaker is emphasizing the event as a present fact.

Have you heard? *The Prime Minister has resigned.*

Susan's had her baby!

I've ruined the meal.

Details about definite time will be in the Past Simple.

She resigned because she lost a vote of no confidence.

She had a baby boy this morning. It was a difficult birth.

I didn't watch it carefully enough.

The adverbs *yet*, *already*, and *just* are common with this use.

I haven't done my homework yet. (Negative)

Has the postman been yet? (Question)

I've already done my homework.

She's just had some good news.

- ❗ Be careful with *been* and *gone*.

He's been to the United States. (experience – he isn't there now)

She's gone to the United States. (present result – she's there now)

▶▶ **Workbook p45** Further practice of *been* and *gone*

▶ **7.2 Present Perfect or Past Simple?**

- 1 The Present Perfect is for unfinished actions. The Past Simple is for completed actions. Compare:

Present Perfect

I've lived in Texas for six years.

(I still live there.)

I've written several books.

(I can still write some more.)

Past Simple

I lived in Texas for six years.

(Now I live somewhere else.)

Shakespeare wrote 30 plays.

(He can't write any more.)

- 2 We can see that the Present Perfect refers to indefinite time and the Past Simple refers to definite time by looking at the time expressions used with the different tenses.

Present Perfect – indefinite

for a long time.

since July.

before.

recently.

I've already done it.

I haven't done it yet.

Past Simple – definite

yesterday.

last week.

two days ago.

at 8 o'clock.

in 1987.

when I was young.

for a long time.

- ❗ Be careful with *this morning/afternoon*, etc.

Have you seen Amy this morning? (It's still morning.)

Did you see Amy this morning? (It's the afternoon or evening.)

▶ **7.3 Present Perfect Simple passive**

Form

has/have been + past participle

It	has been	sold.
They	have been	

Use

The uses are the same in the passive as in the active.

Two million cars have been produced so far this year. (unfinished past)

Has she ever been made redundant? (past experience)

'Have you heard? Two hundred homes have been washed away by a tidal wave!' (present importance)

▶ **7.4 Phrasal verbs**

There are four types of phrasal verbs. Types 1, 2, and 3 can be literal or idiomatic. Type 4 are nearly always idiomatic.

Type 1

Verb + particle (no object)

a *He put on his coat and went out.*

b *I didn't put enough wood on the fire and it went out.*

In a, the verb and particle are used literally. In b, they are used idiomatically. *Go out* means stop burning.

Examples with literal meaning:

Sit down.

She stood up and walked out.

Please go away.

She walked right past the store without noticing it.

Examples with idiomatic meaning:

The marriage didn't work out. (= succeed)

Our plans fell through. (= fail)

Type 2

Verb + particle + object (separable)

a *I put up the picture.*

b *I put up my sister for the night.*

In a, the verb and particle are used literally. In b, they are used idiomatically. *Put up* means give someone food and a place to sleep, usually for the night or a few days.

Type 2 phrasal verbs are separable. The object (noun or pronoun) can come between the verb and the particle.

I put up the picture. *I put up my sister.*

I put the picture up. *I put my sister up.*

UNIT 8

If the object is a pronoun, it *always* comes between the verb and the particle.

I put it up. NOT ~~*I put up it.*~~
I put her up. NOT ~~*I put up her.*~~

Examples with a literal meaning:

The waiter took away the plates.
Don't throw it away.
They're pulling that old building down.

Examples with an idiomatic meaning:

I put off the meeting. (= postpone)
Don't let me down. (= disappoint)

Type 3

Verb + particle + object (inseparable)

a *She came across the room.*
b *She came across an old friend while she was out shopping.*

In a, the verb and particle are used literally. In b, they are used idiomatically. *Come across* means find by accident.

Type 3 phrasal verbs are inseparable. The object (noun or pronoun) always comes after the particle.

NOT ~~*She came an old friend across.*~~ or ~~*She came her across.*~~

Examples with a literal meaning:

I'm looking for Jane.
They ran across the park.
We drove past them.

Examples with an idiomatic meaning:

I'll look after it for you. (= care for)
She takes after her father. (= resemble in features, build, character, or disposition)
He never got over the death of his wife. (= recover from)

Type 4

Verb + particle + particle

I get along very well with my boss.
I'm looking forward to it.
How can you put up with that noise?

Type 4 phrasal verbs are nearly always idiomatic. The object cannot change position. It cannot come before the particles or between the particles.

NOT ~~*I'm looking forward it to.*~~

Introduction to conditionals

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express real possibilities, and those that express unreal situations.

Real possibilities

If it rains, we'll stay home.
(if + Present Simple + will)
If you've finished your work, you can go home.
(if + Present Perfect + modal auxiliary verb)
If you're feeling ill, go home and get into bed.
(if + Present Continuous + imperative)

Unreal situations

You would understand me better if you came from my country.
(would + if + Past Simple)
If I were rich, I wouldn't have any problems.
(if + were + would)
If I stopped smoking, I could run faster.
(if + Past Simple + modal auxiliary verb)

There are several patterns that you need to know to understand the variations. Note that a comma is usual when the *if* clause comes first.

8.1 First conditional

Form

if + Present Simple + will

Positive

If I find your wallet, I'll let you know.
We'll come and see you on Sunday if the weather's good.

Negative

You won't pass the test if you don't study.
If you lose your ticket, you won't be able to go.

Question

What will you do if you don't find a job?
If there isn't a hotel, where will you stay?

Note that we do not usually use *will* in the *if* clause.

NOT ~~*If you will leave now, you'll catch the train.*~~
~~*If I'll go out tonight, I'll give you a call.*~~

If can be replaced by *unless* (= if ... not) or *in case* (= because of the possibility ...).

Unless I hear from you, I'll come at 8.00.
I'll take my umbrella in case it rains.

Use

1 First conditional sentences express a possible condition and its probable result in the future.

Condition (if clause)

If I find a jumper in your size,
If you can't do the homework,
If you can find my purse,
If you've never been to Wales,

Result (result clause)

I'll buy it for you.
give me a call.
I might buy you an ice-cream.
you should try to go there one day.

2 We can use the first conditional to express different functions (all of which express a possible condition and a probable result).

If you do that again, I'll kill you! (a threat)
Careful! If you touch that, you'll burn yourself! (a warning)
I'll post the letter if you like. (an offer)
If you lend me £100, I'll love you forever. (a promise)

8.2 Time clauses

Conjunctions of time (*when, as soon as, before, until, after*) are not usually followed by *will*. We use a present tense even though the time reference is future.

I'll call you when I get home.

As soon as dinner is ready, I'll give you a call.

Can I have a word with you before I go?

Wait until I come back.

We can use the Present Perfect if it is important to show that the action in the time clause is finished.

When I've read the book, I'll lend it to you.

I'll go home after I've done the shopping.

8.3 Zero conditional

Zero conditional sentences refer to 'all time,' not just the present or future. They express a situation that is always true. *If* means *when* or *whenever*.

If you spend over £50 at that supermarket, you get a five per cent discount.

8.4 Second conditional

Form

if + Past Simple + *would*

Positive

If I won some money, I'd go around the world.

My father would kill me if he could see me now.

Negative

I'd give up my job if I didn't like it.

If I saw a ghost, I wouldn't talk to it.

Question

What would you do if you saw someone shoplifting?

If you needed help, who would you ask?

Note that *was* can change to *were* in the condition clause.

If I	were rich,	I	wouldn't have to work.
If he		he	

Use

1 We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or contrary to known facts.

If I were the president of my country, I'd increase taxes. (But it's not very likely that I will ever be the president.)

If my mother was still alive, she'd be very proud. (But she's dead.)

If Ted needed money, I'd lend it to him. (But he doesn't need it.)

2 Other modal verbs are possible in the result clause.

I could buy some new clothes if I had some money.

If I saved a little every week, I might be able to save up for a car.

If you wanted that job, you'd have to apply very soon.

3 *If I were you, I'd ...* is used to give advice.

If I were you, I'd apologize to her.

I'd take it easy for a while if I were you.

8.5 First or second conditional?

Both conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which conditional to use. First conditional sentences are real and possible; second conditional sentences express situations that will probably never happen.

If I lose my job, I'll ... (My company is doing badly. There is a strong possibility of being made redundant.)

If I lost my job, I'd ... (I probably won't lose my job. I'm just speculating.)

If there is a nuclear war, we'll all ... (Said by a pessimist.)

If there was a nuclear war, ... (But I don't think it will happen.)

would

Notice the use of *would* in the following sentences:

She'd look better with shorter hair. (= If she cut her hair, she'd look better.)

would to express preference

I'd love a cup of coffee.

Where would you like to sit?

I'd rather have coffee, please.

I'd rather not tell you, if that's all right.

What would you rather do, stay in or go out?

would to express a request

Would you open the door for me?

Would you mind lending me a hand?

UNIT 9

Modal verbs

Modal verbs can express ability, obligation, permission, and request. They can also express the idea of probability or how certain a situation is. There is an introduction to modal auxiliary verbs on p139.

Modal verbs of probability

9.1 Expressing possibility/probability: the present/future

- 1 *Must* and *can't* express the logical conclusion of a situation: *must* = logically probable; *can't* = logically improbable. We don't have all the facts, so we are not absolutely sure, but we are pretty certain.

He must be exhausted. He can't even stand up.
Sue can't have a ten-year-old daughter! Sue's only 24!
He's in great shape, even though he must be at least 60!
A walk in this weather! You must be joking!
Is there no answer? They must be in bed. They can't be out this late!

- 2 *Could* and *may/might* express possibility in the present or future. *May/Might* + *not* is the negative. *Couldn't* is rare in this use.

He might be lost.
They could move to a different place.
Dave and Beth aren't at home. They could be at the concert, I suppose.
We may go to Greece for our vacation. We haven't decided yet.
Take your umbrella. It might rain later.
I might not be able to come tonight. I might have to work late.

The continuous infinitive

Must/could/can't/might + *be* + *-ing* make the continuous form in the present.

Peter might be working late.
They can't be working very hard.

Compare:

'John's grass is lovely. He must cut it regularly.' (habit)
'What's John doing in the garden?' *'He might be cutting the grass.'* (now)

9.2 Expressing possibility/probability: the past

The perfect infinitive

Must/could/can't/might + *have* + past participle express degrees of probability in the past.

He must have been exhausted.
She can't have told him about us yet.
He might have got lost.
They could have moved house.

The continuous infinitive

Must/could/can't/might + *have* + *been* + *-ing* make the continuous form in the past.

She must have been joking.
They can't have been trying very hard.
He could have been lying to you.

▶▶ **Workbook p57** Further practice of the continuous infinitive

9.3 Asking about possibilities

To ask about possibility/probability we usually use *Do you think ...?* Question forms with modal verbs of probability are unusual.

'Do you think she's married?' *'She can't be.'*
'Where do you think he's from?' *'He might be Spanish or Portuguese.'*
'Do you think they've arrived yet?' *'They may have. Or they might have got stuck in the traffic.'*

9.4 So do ! Neither do !

When we agree or disagree using *So .../Neither ... I*, we repeat the auxiliary verbs. If there is no auxiliary, use *do/does/did*. Be careful with sentence stress.

AGREEING

I like ice-cream. ● So do I.
I'm wearing jeans. So am I.
I can swim. So can I.
I went out. So did I.

I don't like working. ● Neither do I.
I can't drive. Neither can I.
I haven't been to Paris Neither have I.

DISAGREEING

I don't like Mary. ● I do.
We're going now. We aren't.
I can speak Polish. I can't.
I haven't been skiing. I have.

I like blue cheese. ● I don't.
I saw Pat yesterday. I didn't.
I'm going to have I'm not.
some coffee.

9.5 too and either/neither

We express that we have the same ideas as somebody else by using *too* and *either/neither*. With *too* and *either* we repeat the auxiliary verbs or, if there is no auxiliary, use *do/does/did*.

I like ice-cream. *I do, too. / Me too.*
I have always studied hard. *I have, too. / Me too.*
I don't like working. *I don't, either. / Me neither.*
I can't play a musical instrument. *I can't, either. / Me neither.*

UNIT 10

Continuous forms

Remember, the following ideas are expressed by all continuous forms:

- activity in progress.
Be quiet! I'm thinking.
I was having a shower when the phone rang.
I've been working since 9 o'clock this morning.
- temporary activity.
We're staying with friends until we find a place of our own.
We've been living with them for six weeks.
- possibly incomplete activity.
I'm writing a report. I have to finish it by tomorrow.
Who's been eating my sandwich?

▶▶ **Workbook p63** Further practice of simple and continuous forms

10.1 Present Perfect Continuous

Form

Positive and negative

I	've	been working.
We	haven't	
You		
They		
He	's	hasn't
She		
It		

Question

How long	have	I you we	been working?
	has	she it	

Use

We use the Present Perfect Continuous to express:

- an activity that began in the past and is continuing now.
I've been studying English for three years.
How long have you been working here?

Sometimes there is no difference between the simple and the continuous.

I've played I've been playing	the piano since I was a boy.
----------------------------------	------------------------------

If the continuous is possible, English has a preference for using it.

The continuous can sometimes express a temporary activity, and the simple a permanent state.

I've been living in this house for the past few months. (temporary)

I've lived here all my life. (permanent)

Remember that state verbs rarely take the continuous form (see 2.3 p136).

I've had this book for ages.

I've always loved sunny days.

- a past activity that has caused a present result.

I've been working all day. (I'm tired now.)

Have you been crying? (Your eyes are red.)

Roger's been cutting the grass. (I can smell it.)

The past activity might be finished or it might not. The context usually makes this clear.

Look out of the window! It's been snowing! (It has stopped snowing now.)

I've been writing this book for two years. (It still isn't finished.)

I'm covered in paint because I've been decorating the bathroom. (It might be finished or it might not. We don't know.)

10.2 Present Perfect Simple or Continuous?

- The simple expresses a completed action.

I've painted the kitchen, and now I'm doing the bathroom.

The continuous expresses an activity over a period and things that happened during the activity.

I've got paint in my hair because I've been decorating.

Because the simple expresses a completed action, we use it if the sentence gives a number or quantity. Here, the continuous isn't possible.

I've been reading all day. I've read ten chapters.

She's been eating ever since she arrived. She's eaten ten biscuits already.

- Some verbs don't have the idea of a long time, for example, *find, start, buy, die, lose, break, stop*. These verbs are more usually found in the simple.

Some verbs have the idea of a long time, for example, *wait, work, play, try, learn, rain*. These verbs are often found in the continuous.

I've cut my finger. (One short action.)

I've been cutting firewood. (Perhaps over several hours.)

10.3 Time expressions

Here are some time expressions often found with certain tenses.

Past Simple

I lived in Chicago for six years.

I saw Jack two days ago.

They met during the war.

She got married while she was at university.

Present Perfect

We've been married for ten years.

They've been living here since June.

She hasn't been working since their baby was born.

Future

We're going on vacation for a few days.

The class ends in 20 minutes.

I'll be home in a half an hour.

Prepositions with dates, months, years, etc.

in	September 1965 summer the holidays the 1920s the 20th century	on	Monday Monday morning 8 August Christmas Day holiday	at	7 o'clock the end of May Christmas the age of ten dinner-time
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UNIT 11

Question words

Look at the questions. Notice that *What*, *Which*, and *Whose* can combine with a noun and *How* can combine with an adjective or an adverb.

- What kind* of music do you like?
- What size* shoe do you wear?
- What colour* are your eyes?
- Which pen* do you want?
- Which way* is it to the station?
- Whose book* is this?
- How much* do you weigh?
- How many* brothers and sisters do you have?
- How many times* have you been on a plane?
- How much* homework do you get every night?
- How tall* are you?
- How often* do you go to the dentist?
- How long* does it take you to get to school?

11.1 Indirect questions

- 1 Indirect questions have the same word order as the positive and there is no *do/does/did*.

Tom lives in California.

Do you know where Tom lives?

NOT Do you know where does Tom live?

- 2 We often make direct questions into indirect questions to make them sound 'softer' or more polite.

Direct question

What time do the banks close?

Indirect question

Could you tell me

Do you know

Do you happen to know

Have you any idea

Do you remember

Would you mind telling me

what time the banks close?

If there is no question word, use *if* or *whether*.

I don't know *if* I'm coming or not.

I wonder *whether* it's going to rain.

Here are some more expressions that introduce indirect questions:

I don't know

I wonder

I can't remember

I've no idea

I'd like to know

I'm not sure

how long the journey takes.

11.2 Question tags

Form

- 1 Question tags are very common in spoken English. The most common patterns are:

positive sentence – negative tag

You're Jenny, **aren't** you?

or negative sentence – positive tag

It **isn't** a very nice day, **is** it?

- 2 We repeat the auxiliary verb in the tag. If there is no auxiliary, use *do/does/did*.

You **haven't** been here before, **have** you?

You **can** speak French, **can't** you?

We **should** take the dog out, **shouldn't** we?

Banks close at four, **don't** they?

She eats meat, **doesn't** she?

You went to bed late, **didn't** you?

Note

For negative question tags with *I'm ...*, use *aren't*.

I'm late, **aren't** I? NOT I'm late, **am't** I?

But,

I'm not late, **am** I? NOT I'm not late, **aren't** I?

- 3 Notice the meaning of *Yes* and *No* in answer to question tags.

'You're coming, aren't you?' 'Yes.' (= I **am** coming.)

'No.' (= I'm **not** coming.)

Use

We use question tags to keep a conversation going by involving listeners and inviting them to participate.

The meaning of a question tag depends on how you say it.

A question tag with rising intonation is like a real question – it is asking for confirmation. It means 'I'm not sure, so I'm checking'. The speaker thinks he/she knows the answer, but isn't absolutely certain.

Your name's Abigail, *isn't it?*

You're in advertising, *aren't you?*

You work in the city, *don't you?*

A question tag with falling intonation isn't really a question at all – it is a way of making conversation. It means 'Talk to me'. The speaker expects people to agree with him/her.

Beautiful day, *isn't it?*

It's wonderful weather for swimming, *isn't it?*

That was a great concert, *wasn't it?*

You haven't been here before, *have you?*

Note

We can also use question tags with negative sentences to make a polite request for information or help.

You **couldn't** lend me your car this evening, *could you?*

UNIT 12

12.1 Tense changes in reported statements

- 1 It is usual for the verb in the reported clause to move 'one tense back' if the reporting verb is in the past tense (e.g., *said, told*).

Present —————> Past
 Present Perfect —————> Past Perfect
 Past —————> Past Perfect

'I'm going.' *He said he was going.*
 'She's passed her test.' *He told me she had passed her test.*
 'My father died when I was six.' *She said her father had died when she was six.*

The verb also moves 'one tense back' when we are reporting thoughts and feelings.

I thought she was married, but she isn't.
I didn't know he was a teacher. I thought he worked in a bank.
I forgot you were coming. Never mind. Come in.
I hoped you would call.

- 2 There is no tense change if:
- the reporting verb is in the present tense (e.g. *says, asks*).
 'The train **will be** late.' *He says the train will be late.*
 'I **come** from Spain.' *She says she comes from Spain.*
 - the reported speech is about something that is still true.
 'Rain forests **are being destroyed**.'
She told him that rain forests are being destroyed.
 'I **hate** football.'
I told him I hate football.

Some modal verbs change.

can —————> could
 will —————> would
 may —————> might

'She **can** type well.' *He told me she could type well.*
 'I'll help you.' *She said she'd help me.*
 'I **may** come.' *She said she might come.*

Other modal verbs don't change.

'You **should** go to bed.' *He told me I should go to bed.*
 'It **might** rain.' *She said she thought it might rain.*

Must stays as *must*, or changes to *had to*.

'I **must** go!' *He said he must/had to go.*

12.2 Reporting verbs

There are many reporting verbs.

We rarely use *say* with an indirect object (i.e., the person spoken to).

She said she was going. NOT *She said to me she was going.*

Tell is always used with an indirect object in reported speech.

She told	me	the news.
	the doctor	
	us her husband	

We can use *that* after *say* and *tell*.

He told her (that) he would be home late.

She said (that) sales were down from last year.

Many verbs are more descriptive than *say* and *tell*, for example, *explain, interrupt, demand, insist, admit, complain, warn*.

He	explained	that he would be home late.
	complained admitted	that sales were down that year.

Sometimes we report the idea, rather than the actual words.

'I'll lend you some money.' *He offered to lend me some money.*

'I won't help you.' *She refused to help me.*

12.3 Reported questions

- 1 The word order in reported questions is different in reported speech. There is no inversion of subject and auxiliary verb and there is no *do/does/did*. This is similar to indirect questions (see p149).

'Why have you come here?' *I asked her why she had come here.*

'What time is it?' *He wants to know what time it is.*

'Where do you live?' *She asked me where I lived.*

Note

We do not use a question mark in a reported question.

We do not use *say* in reported questions.

He said, 'How old are you?' *He asked me how old I am.*

- 2 If there is no question word, use *if* or *whether*.

She wants to know	if whether	she should wear a dress.
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12.4 Reported commands, requests, etc.

- 1 For reported commands, requests, offers, and advice, we use verb + person + *to* + infinitive.

They told us to go away.

They asked me to look after their cat.

He urged the teachers to go back to work.

She persuaded me to have my hair cut.

I advised the President to leave immediately.

⚠ *Say* is not possible. Use *ask, told, etc.*

- 2 For negative commands, use *not* before *to*.

He told me not to tell anyone.

The police warned people not to go out.

- 3 We use *tell* for reported statements and reported commands, but the form is different.

Reported statements

He told me that he was going.

They told us that they were going abroad.

She told them what had been happening.

Reported commands

He told me to keep still.

The police told people to move on.

My parents told me to clean up my room.

We use *ask* for reported commands and reported questions, but the form is different.

Reported commands

I was asked to attend the interview.

He asked me to open my suitcase.

She asked me not to leave.

Reported questions

He asked me what I did for a living.

I asked her how much the rent was.

She asked me why I had come.

▶▶ **Workbook p77** Further practice of *ask* and *tell*