



English4- 2nd Course

اللغة الانكليزية 4

Fourth Grade

All Branches

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Lecture 1_Unit1

Grammar

- **The tense system (p. 140)**
 - ✚ Auxiliary verbs
 - ✚ Modal auxiliary verbs
 - ✚ Full verbs

- **English tense usage (p.140-141)**
 - ✚ Time
 - ✚ The simple aspect
 - ✚ The continuous aspect
 - ✚ The perfect aspect
 - ✚ Active and passive

Lecture2

➤ Grammar (Unit2 and Unit3)

□ Present Perfect (p. 141-142)

□ Past Perfect (p.142-143)

➤ The difference between formal and informal language

- Formal and informal language serves different purposes.
- The tone, the choice of words and the way the words are put together vary between the two styles.

➤ Formal language

- ✓ Is less personal than informal language.
- ✓ It is used when writing for professional or academic purposes like university assignments.
- ✓ Formal language does not use colloquialisms, contractions or first person pronouns such as 'I' or 'We'.

➤ Informal language

- ✓ Is more casual and spontaneous.
- ✓ It is used when communicating with friends or family either in writing or in conversation.
- ✓ It is used when writing personal emails, text messages and in some business correspondence.
- ✓ The tone of informal language is more personal than formal language.

Examples of formal and informal language are shown below:

❖ **Contractions**

Informal: The improvements can't be introduced due to funding restrictions.

Formal: Improvements cannot be introduced due to funding restrictions.

Informal: I don't believe that the results are accurate.

Formal: The results are not believed to be accurate.

Informal: The research project won't continue next year.

Formal: The research project will not continue next year.

❖ **Phrasal verbs**

Informal: The balloon was blown up for the experiment.

Formal: The balloon was inflated for the experiment.

Informal: The patient got over his illness.

Formal: The patient recovered from his illness.

Informal: The results of the study were mixed up.

Formal: The results of the study were confused.

❖ Slang/Colloquialisms

Informal: The *mob* was very rowdy during the protest against cuts to university funding.

Formal: The *crowd* was very rowdy during the protest against the cuts to university funding.

Informal: Lecturers *still count on* students to use correct grammar and punctuation in essays.

Formal: Lecturers *expect* students to use correct grammar and punctuation in essays.

Informal: It was raining *cats and dogs*.

Formal: It was raining *very heavily*.

❖ First person pronouns

Informal: *I considered* various research methods for the study.

Formal: Various research methods *were considered* for the study.

Informal: *We believe* the practice is unsustainable.

Formal: *It is believed* the practice is unsustainable.

Informal: During the interview, *I asked students* about their experiences.

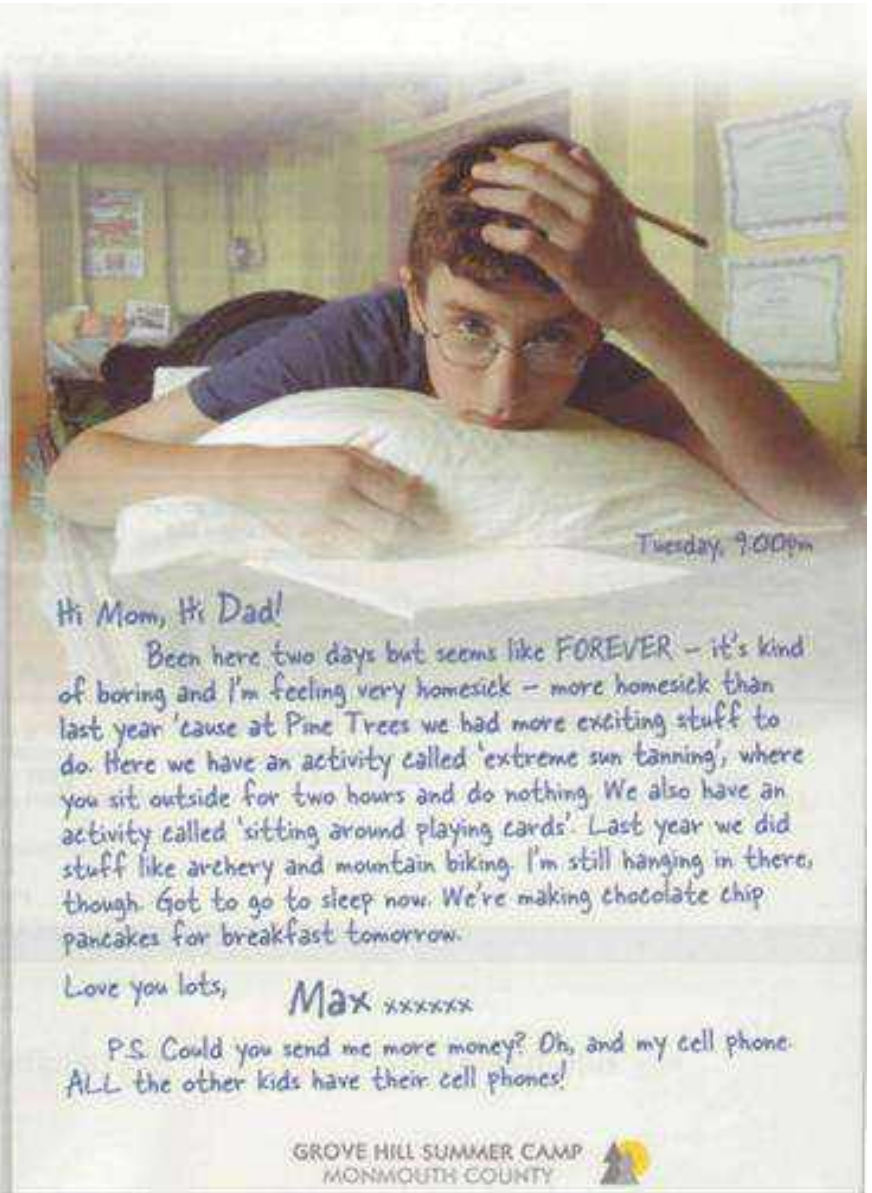
Formal: During the interview, *students were asked* about their experiences.

WRITING HOME

Tense revision and informal language

- 1 Read the letter. Who is writing? Who to? Where is he? What is he complaining about? How old do you think the writer is?
- 2 Complete the questions. Then ask and answer them with a partner.
 - 1 'How long _____ Max _____ at summer camp?'
'Just _____.'
 - 2 '_____ he _____ a good time?'
'No, not really. He _____ very homesick.'
 - 3 'Is this his first time at summer camp?'
'No, it _____ . He _____ once before. Last year he _____ to Pine Trees.'
 - 4 '_____ he like it at Pine Trees?'
'Oh, yes, he _____ , very much.'
 - 5 'Why was that?'
'Because _____.'
 - 6 'What _____ tomorrow?'
'He _____ pancakes.'
 - 7 'Why _____ his cell phone?'
'Because _____.'
- 3 **T.H.** Listen and check your answers.

6 Unit 1 • No place like home



Tuesday, 9:00pm

Hi Mom, Hi Dad!

Been here two days but seems like FOREVER - it's kind of boring and I'm feeling very homesick - more homesick than last year 'cause at Pine Trees we had more exciting stuff to do. Here we have an activity called 'extreme sun tanning', where you sit outside for two hours and do nothing. We also have an activity called 'sitting around playing cards'. Last year we did stuff like archery and mountain biking. I'm still hanging in there, though. Got to go to sleep now. We're making chocolate chip pancakes for breakfast tomorrow.

Love you lots,

Max xxxxxx

P.S. Could you send me more money? Oh, and my cell phone. ALL the other kids have their cell phones!

GROVE HILL SUMMER CAMP
MONMOUTH COUNTY



Lecture 3

Compound Words, Hot verbs- make, do, Exclamations

Unit-4 (Grammar)

➤ **Grammar (Unit-4 _ Questions, Negatives p.144)**

➤ **Compound Words**

- When two words are used together to yield a new meaning, a compound is formed.
- Compound words can be written in three ways:
 - ***Open compounds:*** spelled as two words, is created in cases when the modifying adjective is used with its noun to create a new noun e.g. (ice cream, living room, full moon, real estate, dinner table, coffee mug).

When adverbs ending in -ly combine with another word, the resulting compound is always spelled as two separate words, e.g. (largely irrelevant, newly formed).

- ***Closed compounds*** (joined to form a single word, e.g., doorknob, Notebook, Superman, waistcoat, bookstore, and fireman).
- ***Hyphenated compounds*** (two words joined by a hyphen, e.g., long-term).

Sometimes, more than two words can form a compound (e.g., mother-in-law, a long-term solution, an up-to-date user guide).

➤ Hot verbs- make, do

When we use *do* and *make* with noun phrases, **do** focuses on the process of acting or performing something, **make** emphasizes more the product or outcome of an action:

Ex.:

- ✓ When I was doing the calculations, I made two mistakes.
- ✓ I did some work for her last summer; I made a pond in her garden.

Examples of nouns used with do and make

➤ *Nouns which combine with do*

<i>activity</i>	<i>damage</i>	<i>favour</i>	<i>job</i>	<i>task</i>
<i>business</i>	<i>drawing</i>	<i>gardening</i>	<i>laundry</i>	<i>test</i>
<i>cleaning</i>	<i>duty</i>	<i>harm</i>	<i>one's best</i>	<i>washing (up)</i>
<i>cooking</i>	<i>exam(ination)</i>	<i>homework</i>	<i>painting</i>	<i>work</i>
<i>course</i>	<i>exercise</i>	<i>ironing</i>	<i>shopping</i>	

Ex.:

- ✓ I *do the shopping* on Fridays usually.
- ✓ Could you *do a job* for me next week?
- ✓ Who *does the cooking* in your house?

➤ *Nouns which combine with make*

apology	coffee	excuse	love	offer	remark
assumption	comment	friends	lunch	phone call	sound
bed	complaint	guess	mess	plan	soup
breakfast	dinner	law	mistake	profit	speech
cake	effort	list	money	progress	statement
change	error	loss	noise	promise	tea

Ex.:

- ✓ They *made me an interesting offer* of a job in Warsaw.
- ✓ Not many building firms will *make a profit* this year.
- ✓ I have to *make a phone call*.

➤ **Exclamations**

- We use exclamations to express surprise or shock or a strong emotion about something.
- The type of phrase or clause associated with exclamations is called exclamative.
- We usually form exclamatives with ***what*** or ***how***.
- In writing, we usually put an exclamation mark (!) at the end of the exclamative

Ex. *What an amazing car!*

How I love the summer holidays!

- ***What ...!***

We can use *what* + noun phrase ((+ verb) (+ tag)):

+ noun phrase	+ verb	+ tag
<i>What a beautiful day!</i>	<i>What a beautiful day it is!</i>	<i>What a beautiful day it is, isn't it!</i>
<i>What bad luck!</i>	<i>What bad luck they had!</i>	<i>What bad luck they had, didn't they!</i>

- ***How ...!***

We often use *how* followed by an adjective only:

<i>How sweet!</i>	<i>How lovely!</i>	<i>How amazing!</i>
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- We can use *How* + adjective/adverb + subject + verb:

How interesting it was to hear her story!

How wonderful it is to see you!

How beautifully she sang! Everyone was delighted.

- In informal styles, we can also use *How* + adjective + verb + subject. This is particularly common in American English:

How clever am I!

How crazy is that!

- Here are some short expressions we use to express surprise:

<i>Wow!</i>	<i>No way!</i>
<i>Gosh!</i>	<i>That's amazing!</i>

- We sometimes make an exclamation using interrogative (question) word order:

Ex. *Have I got news for you! Peter and Michaela are getting divorced!* (or, less strong: *I've got news for you!*)

Did I do something stupid last night!

Lecture 4_ Unit5

Grammar

- Introduction to Future Forms (p. 144-p. 146)

Vocabulary

- Hot Verbs- take, put (p. 51)

- We use take with:

washing	a bath, a shower, a wash
resting	a break, a holiday, a rest

Ex.

- ✓ I always take a cold shower in the morning.
- ✓ You look tired. You need to take a break.

- and with these words:

<i>care</i> <i>care of</i>	<i>a turn</i> <i>turns</i>	<i>trouble</i> <i>the trouble</i>	<i>a chance</i> <i>a risk</i>	<i>a decision</i> <i>a photograph</i>
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- ✓ We took hundreds of photographs on holiday.
- ✓ Jane always takes a lot of trouble with her homework.

- We also use take with some nouns formed from verbs:
 - ✓ I think you should take a look at this.
 - ✓ Let's take a walk.
 - ✓ They are going to take a swim.
- The word put means to place an object in a particular position.
- The word put can be used in both the present and past tense.

Ex.:

- ✓ We put (placed) our clothes in the cupboard.
- ✓ He puts (places) his car in the garage before going to bed.
- ✓ Maria put (placed) her reading glasses down on the table
- ✓ Gaby puts (places) her handbag on the conveyor belt for a security check.
- ✓ People put (place) a lot of trust in the new government.

Lecture 5_ Unit 6

➤ **Grammar_ Unit 6 (Expressing quantity p.146)**

1 Underline the words that can complete the expressions of quantity.

a few ... cars/traffic/hold-ups/pollution
not many ... crimes/criminals/violence/accidents
several ... times/letters/paper/rooms

very little ... time/room/hope/spaces
not much ... jobs/unemployment/work/experience
a bit of ... luck/opportunity/fun/help

a lot of ... enthusiasm/energy/people/ingredients
enough ... chairs/food/herbs/cutlery
plenty of ... fresh air/fluids/sleep/walks
hardly any ... money/experience/clothes/friends

3 Find word pairs linked according to meaning. Which are normally count nouns, and which uncount? Write them in the correct column.

dollar lorry suitcase job furniture advice apple
trouble fact money suggestion fruit journey chair
problem work traffic information luggage travel

Count nouns	Uncount nouns
dollar	money

➤ **Reading (Passage _ Jamie Oliver_p54)**



Jamie Oliver

At only 28, JAMIE OLIVER is now an extremely successful and well-known chef, with his own acclaimed restaurant in the centre of London. He has made five TV series, written several books, and still does around twenty live shows a year. He doesn't have much free time any more. How did he make it big?

Well, his rise to fame and fortune came early and swiftly. By the age of eight he had already started cooking at his parents' pub. It was an easy way to earn a bit of pocket money! After two years in catering college, and some time spent in France, he started working in restaurants. He worked under three famous chefs in London before he was spotted by a TV producer at 21, and his life changed.

Even though he had very little experience, he had a great deal of enthusiasm for cooking, and was very natural in front of the camera. His first TV programme featured him zipping around London on his scooter buying ingredients and cooking for his friends, all to a rock and roll soundtrack. The recipes were bare and simple – they didn't involve complicated cooking techniques and used plenty of fresh ingredients and herbs. It attracted a completely new audience that previously had no interest in food programmes. Jamie Oliver became an overnight success.

So what's his recipe for success? 'A little bit of luck, a little bit of passion, and a little bit of knowledge!' he says.

54 Unit 6 • Making it big

Grammar Reference

UNIT 1

1.1 The tense system

There are three classes of verbs in English: auxiliary verbs, modal verbs, and full verbs.

1 Auxiliary verbs

The auxiliary verbs are *be*, *do*, and *have*.

be

- 1 *Be* is used with verb + *-ing* to make continuous verb forms.

You're lying. (present)

They were reading. (past)

I've been swimming. (present perfect)

We'll be having dinner at 8 o'clock. (future)

You must be joking! (infinitive)

- 2 *Be* is used with the past participle to make the passive.

These books are printed in Hong Kong. (present)

Where were you born? (past)

The car's been serviced. (present perfect)

The city had been destroyed. (past perfect)

This work should be done soon. (infinitive)

do

- 1 *Do/does/did* are used in the Present Simple and the Past Simple.

Do you smoke? (question)

She doesn't understand. (negative)

When did they arrive? (question)

- 2 *Do/does/did* are used to express emphasis when there is no other auxiliary.

I'm not interested in sport, but I do like tennis.

'If only she had a car!' 'She does have a car!'

'Why didn't you tell me?' 'I did tell you!'

have

Have is used with the past participle to make perfect verb forms.

Have you ever tried sushi? (present)

My car had broken down before. (past)

I'll have finished soon. (future)

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

Having had lunch, we tidied up. (participle)

have and have got

- 1 *Have* and *have got* are both used to express present possession.

Do you have | *any brothers or sisters?*
Have you got |

Yes, | *I do. I have* | *two brothers.*
| *I have. I've got* |

- 2 *Have to* can be replaced with *have got to* for present obligation.

Do you have to | *go now?*
Have you got to |

Yes, | *I do. I have to* | *catch the bus.*
| *I have. I've got to* |

- 3 Only forms of *have* (not *have got*) are used in all other tenses.

I had my first car when I was nineteen.

I've had this car for two years.

I'll have a strawberry ice-cream, please.

I'd had three cars by the time I was twenty.

I'd like to have a dog.

He loves having a sports car.

- 4 *Have* (not *have got*) is used in many expressions.

have breakfast

have a bath

have a party

have a good time

have fun

have a word with someone

- 5 *Have got* is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable.

Have with the *do/does* forms is more common in American English.

Other uses of auxiliary verbs

- 1 In question tags.

It's cold today, isn't it?

You don't understand, do you?

You haven't been to China, have you?

- 2 In short answers. *Yes* or *No* alone can sound abrupt.

'Are you hungry?' 'No, I'm not.'

'Do you like jazz?' 'Yes, I do.'

'Did you have a nice meal?' 'Yes, we did.'

'Has she seen the mess?' 'No, she hasn't.'

- 3 In reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested. They are practised on p33 of the Student's Book.

'The party was awful.' 'Was it? What a pity.'

'I love hamburgers.' 'Do you? I hate them.'

'I've bought you a present.' 'Have you? How kind!'

2 Modal auxiliary verbs

These are the modal auxiliary verbs.

can	could	may	might	will	would
shall	should	must	ought to	need	

They are auxiliary verbs because they 'help' other verbs. They are different from *be*, *do*, and *have* because they have their own meanings.

He must be at least 70. (= probability)

You must try harder. (= obligation)

Can you help me? (= request)

She can't have got my letter. (= probability)

I'll help you. (= willingness)

(Ring) *That'll be the postman.* (= probability)

Modal auxiliary verbs are dealt with in Units 5, 7, 9, 10, and 11.

3 Full verbs

Full verbs are all the other verbs in the language.

run	walk	eat	love	go	talk	write
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The verbs *be*, *do*, and *have* can also be used as full verbs with their own meanings.

Have you been to school today?

I want to be an engineer.

I do a lot of business in Russia.

The holiday did us a lot of good.

They're having a row.

Have you had enough to eat?

1.2 English tense usage

English tenses have two elements of meaning: time and aspect.

Time

- 1 The time referred to is usually obvious.

English people drink tea. (all time)

Shh! I'm watching this programme! (now)

I'll see you later. (future)
I went out with Jenny last night. (past)

- Sometimes a present tense form can refer to the future.
I'm going out tonight. (Present Continuous for near future)
The train leaves at 10.00 tomorrow. (Present Simple for a timetable)
If you see Peter, say hello from me. (Present Simple in a subordinate clause)
- Sometimes a past tense form can refer to the present.
I wish I could help you, but I can't.
This use of unreal tense usage is dealt with in Unit 11.

The simple aspect

- The simple aspect describes an action that is seen to be complete. The action is viewed as a whole unit.
The sun rises in the east. (= all time)
When I've read the book, I'll lend it to you. (= complete)
She has red hair. (= permanent)
He always wore a suit. (= a habit)
It rained every day of our holiday. (= the whole two weeks)
This shop will close at 7.00 this evening. (= a fact)
- Remember the verbs that rarely take the continuous. This is because they express states that are seen to be permanent and not subject to frequent change.

Verbs of the mind	know	understand	believe	think	mean
Verbs of emotions	love	hate	like	prefer	care
Verbs of possession	have	own	belong		
Certain other verbs	cost	need	contain	depend	

- The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to 'things done'.
She's written three letters this morning.
I drink ten cups of tea a day.
He read five books while he was on holiday.
Simple tenses are dealt with further in Units 2, 3, and 5.

The continuous aspect

- The continuous aspect focuses on the duration of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.
I'm staying with friends until I find a flat. (= temporary)
What are you doing on your hands and knees? (= in progress)
I've been learning English for years. (And I still am.)
Don't phone at 8.00. We'll be eating. (= in progress)
- Because the activity is seen in progress, it can be interrupted.
We were walking across a field when we were attacked by a bull.
'Am I disturbing you?' 'No, I'm just doing the ironing.'
- The activity may not be complete.
I was writing a report on the flight home. (I didn't finish it.)
He was drowning, but we saved him. (He didn't die.)
Who's been drinking my beer? (There's some left.)
- The action of some verbs, by definition, lasts a long time, for example, *live, work, play*. The continuous gives these actions limited duration and makes them temporary.
Hans is living in London while he's learning English.
I'm working as a waiter until I go to university.
Henman has been playing well recently. Maybe he'll win Wimbledon.
- The action of some other verbs lasts a short time, for example, *lose, break, cut, hit, crash*. They are often found in the simple.
I lost all my money. *I've crashed your car. Sorry.*
She's cut her finger. *He hit me.*
In the continuous, the action of these verbs seems longer or habitual.
I've been cutting the grass. (= for hours)
He was hitting me. (= again and again)

Note

We cannot say a sentence such as **I've been crashing your car* because it suggests an activity that was done deliberately and often. Continuous tenses are dealt with further in Units 2, 3, and 5.

The perfect aspect

The perfect aspect expresses two ideas.

- The action is completed before another time.
Have you ever been to America? (= some time before now)
When I arrived, Peter had left. (= some time before I arrived)
I'll have finished the report by 10.00. (= some time before then)
- The exact time of the verb action is not important. The perfect aspect refers to indefinite time.
Have you seen my wallet anywhere? I've lost it. (= before now)
We'll have arrived by this evening. (= before this evening)
The exception to this is the Past Perfect, which *can* refer to definite time.
I recognized him immediately. I had met him in 1992 at university.
Perfect tenses are dealt with further in Units 2, 3, and 5.

Active and passive

- Passive sentences move the focus of attention from the subject of an active sentence to the object.
Shakespeare wrote Hamlet in 1599.
Hamlet, one of the great tragedies, was written in 1599.
- In most cases, *by* and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.
My car was stolen yesterday.
This house was built in the seventeenth century.
She was arrested for shoplifting.
- Sometimes we prefer to begin a sentence with what is known, and end a sentence with what is 'new'. In the passive, the 'new' can be the agent of the active sentence.
'What a lovely painting!' 'Yes. It was painted by Canaletto.'
- In informal language, we often use *you* or *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 anything in Harrods.
They're building a new airport soon.
- There are many past participles that are used more like adjectives.
I'm very impressed by your work.
You must be disappointed with your exam results.
I'm exhausted! I've been on my feet all day.
Passive sentences are dealt with further in Unit 3.

UNIT 2

Introduction to the Present Perfect

- Many languages have a past tense to refer to past time, and a present tense to refer to present time. English has these, too, but it also has the Present Perfect, which relates past actions to the present.
- The use of the Past Simple roots an action in the past, with no explicit connection to the present. When we come across a verb in the Past Simple, we want to know *When?*
- The use of the Present Perfect always has a link with the present. When we come across a verb in the Present Perfect, we want to know how this affects the situation now.
- Compare these sentences.
I lived in Rome. (But not any more.)
I've lived in Rome, Paris, and New York. (I know all these cities now.)
I've been living in New York for ten years. (And I'm living there now.)

She's been married three times. (She's still alive.)
She was married three times. (She's dead.)
Did you see the Renoir exhibition? (It's finished now.)
Have you seen the Renoir exhibition? (It's still on.)
Did you see that programme on TV? (I'm thinking of the one that was on last night.)
Did you enjoy the film? (Said as we're leaving the cinema.)
Have you enjoyed the holiday? (Said near the end of the holiday.)
Where have I put my glasses? (I want them now.)
Where did I put my glasses? (I had them a minute ago.)
It rained yesterday. (= past time)
It's been snowing. (There's snow still on the ground.)

Present Perfect Simple and Continuous

See the introduction to the perfect aspect and the continuous aspect in Unit 1. These tenses have three main uses.

1 Unfinished past

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.

We've lived in this house for twenty years.
Sorry I'm late. Have you been waiting long?
I've been a teacher for five years.
I've been working at the same school all that time.

Notes

- There is sometimes little or no difference between the simple and the continuous.
I've played | tennis since I was a kid.
I've been playing
- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.
I've been living with a host family for six weeks.
The castle has stood on the hill overlooking the sea for centuries.
- Certain verbs, by definition, suggest duration, for example, *wait, rain, snow, learn, sit, lie, play, stay*. They are often found in the continuous.
It's been raining all day.
She's been sitting reading for hours.
- Remember that state verbs rarely take the continuous.
I've known Joan for years. **I've been knowing*
How long have you had that car? **have you been having*
I've never understood why she likes him. **I've never been understanding*

2 Present result

The verb action happened in the past, usually the recent past, and the results of the action are felt now.

You've changed. What have you done to yourself?
I've lost some weight.
I've been doing some exercise.
I'm covered in mud because I've been gardening.

In this use, the simple emphasizes the completed action. The continuous emphasizes the repeated activities over a period of time.

Notes

- Certain verbs, by definition, suggest a short action, for example, *start, find, lose, begin, stop, break, die, decide, cut*. They are more often found in the simple.
We've decided to get married.
I've broken a tooth.
I've cut my finger.
 In the continuous, these verbs suggest a repeated activity.
I've been stopping smoking for years.
You've been losing everything lately. What's the matter with you?
I've been cutting wood.
- The use of the simple suggests a completed action.
I've painted the bathroom.

The use of the continuous suggests a possibly incomplete action.
I'm tired because I've been working. (Finished? Not finished?)
Someone's been drinking my beer. (There's some left.)

- The continuous can be found unqualified by any further information.
I'm wet because I've been swimming.
We're tired because we've been working.
'Why are you red?' 'I've been running.'
 The simple sounds quite wrong in this use.
 **I've swam.* **We've worked.* **I've run.*

- Sometimes there is little difference between the Past Simple and the Present Perfect.

Where | *did you put* | my keys?
 | *have you put* |

- American English is different from British English. In American English, these sentences are correct.

Did you hear the news? The President resigned!
Did you do your homework yet?
Your father just called you.
I had breakfast already.

3 Indefinite past

The verb action happened at an unspecified time in the past. The actual time isn't important. We are focusing on the experience at some time in our life.

Have you ever taken any illegal drugs?
She's never been abroad.
Have you ever been flying in a plane when it's hit an air pocket?

Note

- Notice these two sentences.
She's been to Spain. (At some time in her life.)
She's gone to Spain. (And she's there now.)
 The first is an example of indefinite past.
 The second is an example of present result.

UNIT 3

Narrative tenses

Past Simple and Present Perfect

See the introduction to the perfect aspect and the simple aspect on p141. The Past Simple differs from all three uses of the Present Perfect.

- 1 The Past Simple refers to **finished past**.
Shakespeare wrote plays. (He's dead.)
I've written short stories. (I'm alive.)
- 2 There is **no present result**.
I hurt my back. (But it's better now.)
I've hurt my back. (And it hurts now.)
- 3 It refers to **definite past**.

I saw him | *last night.*
 | *two weeks ago.*
 | *on Monday.*
 | *at 8.00.*

Compare this with the indefinite adverbials found with the Present Perfect.

I've seen him | *recently.*
 | *before.*
I haven't seen him | *since January.*
 | *yet.*
 | *for months.*
I've | *never* | *seen him.*
 | *just* |

Note

Even when there is no past time adverbial, we can 'build' a past time in our head.

Did you have a good journey? (The journey's over. You're here now.)

Thank you for supper. It was lovely. (The meal is finished.)

Where did you buy that shirt? (when you were out shopping the other day.)

Past Simple

The Past Simple is used:

- 1 to express a finished action in the past.
Columbus discovered America in 1492.
- 2 to express actions which follow each other in a story.
I heard voices coming from downstairs, so I put on my dressing-gown and went to investigate.
- 3 to express a past state 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 ...

I used to walk ...

See Unit 9 for more information on *used to*.

See Unit 11 for information on the Past Simple used for hypothesis.

Past Continuous

See the introduction to the continuous aspect on p141.

The Past Continuous is used:

- 1 to express an activity in progress before and probably after a time in the past.
I phoned at 4.00, but there was no reply. What were you doing?
- 2 to describe a past situation or activity.
The cottage was looking so cosy. A fire was burning in the grate, music was playing, and from the kitchen were coming the most delicious smells.
- 3 to express an interrupted past activity.
I was having a bath when the phone rang.
- 4 to express an incomplete activity in the past.
I was reading a book during the flight. (But I didn't finish it.)
I watched a film during the flight. (the whole film)
- 5 to express an activity that was in progress at every moment during a period of time.
I was working all day yesterday.
They were fighting for the whole of the holiday.

Notes

- The Past Simple expresses past actions as simple, complete facts. The Past Continuous gives past activities time and duration.
'What did you do last night?'
'I stayed at home and watched the football.'
'I phoned you last night, but there was no reply.'
'Oh, I was watching the football and I didn't hear the phone. Sorry.'
- Notice how the questions in the Past Continuous and Past Simple refer to different times.
When we arrived, Jan was ironing. She stopped ironing and made some coffee.
What was she doing when we arrived? She was ironing.
What did she do when we arrived? She made some coffee.

Past Perfect

See the introduction to the perfect aspect and the continuous aspect on p141.

The Past Perfect is used to look back to a time in the past and refer to an action that happened before then.

She was crying because her dog had died.

I arrived to pick up Dave, but he had already left.

Keith was fed up. He'd been looking for a job for months, but he'd found nothing.

Notes

- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.
He'd lost his job and his wife had left him. Since then he'd been sleeping rough, and he hadn't been eating properly.
- The Past Perfect can refer to definite as well as indefinite time.
I knew his face immediately. I'd first met him in October 1993. (= definite)
I recognized her face. I'd seen her somewhere before. (= indefinite)

Past Perfect and Past Simple

- 1 Verbs in the Past Simple tell a story in chronological order.
John worked hard all day to prepare for the party. Everyone had a good time. Even the food was all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he wasn't there.
It was a great party. John sat and looked at all the mess. He felt tired. It was time for bed.
- 2 By using the Past Perfect, the speaker or writer can tell a story in a different order.
John sat and looked at all the mess. It had been a great party, and everyone had had a good time. Even the food had been all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he'd already gone.
John felt tired. He'd been working all day to prepare for the party. It was time for bed.

Note

For reasons of style, it is not necessary to have every verb in the Past Perfect.

... Andy upset Peter ... Peter left ...

Once the time of 'past in the past' has been established, the Past Simple can be used as long as there is no ambiguity.

Time clauses

- 1 We can use time conjunctions to talk about two actions that happen one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.
After I'd had/had a bath, I went to bed.
As soon as the guests left/had left, I started tidying up.
I sat outside until the sun had gone/went down.
 - 2 The Past Perfect can help to make the first action seem separate, independent of the second, or completed before the second action started.
When I had read the paper, I threw it away.
We stayed up until all the beer had gone.
 - 3 Two verbs in the Past Simple can suggest that the first action led into the other, or that one caused the other to happen.
When I heard the news, I burst out crying.
As soon as the alarm went off, I got up.
 - 4 The Past Perfect is more common with *when* because it is ambiguous. The other conjunctions are more specific, so the Past Perfect is not so essential.
As soon as all the guests left, I tidied the house.
Before I met you, I didn't know the meaning of happiness.
When I opened the door, the cat jumped out.
When I'd opened the mail, I made another cup of tea.
- See Unit 11 for information on the Past Perfect used for hypothesis.

UNIT 4

4.1 Questions

Question forms

Notice these question forms.

- Subject questions with no auxiliary verb
Who broke the window?
What happens at the end of the book?
- Questions with prepositions at the end
Who is your letter from?
What are you talking about?
- Question words + noun/adjective/adverb
What sort of music do you like?
How big is their new house?
How fast does your car go?
- Other ways of asking *Why?*
What did you do that for?
How come you got here before us?
How come ...? expresses surprise. Notice that there is no inversion in this question form.

what and which

- 1 *What* and *which* are used with nouns to make questions.
What size shoes do you take?
Which of these curries is the hottest?
- 2 Sometimes there is no difference between questions with *what* and *which*.
What/which is the biggest city in your country?
What/which channel is the match on?
- 3 We use *which* when the speaker has a limited number of choices in mind.
There's a blue one and a red one. Which do you want?
We use *what* when the speaker is not thinking of a limited number of choices.
What car do you drive?

Asking for descriptions

- 1 *What is X like?* means Give me some information about X because I don't know anything about it.
What's your capital city like?
What are your parents like?
- 2 *How is X?* asks about a person's health and happiness.
How's your mother these days?
Sometimes both questions are possible. *What ... like?* asks for objective information. *How ... ?* asks for a more personal reaction.
'What was the party like?' 'Noisy. Lots of people. It went on till 3.'
'How was the party?' 'Brilliant. I danced all night. Met loads of great people.'
How was your journey?
How's your new job going?
How's your meal?

Indirect questions

There is no inversion and no *do/does/did* in indirect questions.
I wonder what she's doing. *I wonder what is she doing.
I don't know where he lives. *I don't know where does he live.
Tell me when the train leaves.
Do you remember how she made the salad?
I didn't understand what she was saying.
I've no idea why he went to India.
I'm not sure where they live.
He doesn't know whether he's coming or going.

4.2 Negatives

Forming negatives

- 1 We make negatives by adding *not* after the auxiliary verb. If there is no auxiliary verb, we add *do/does/did*.
I haven't seen her for ages.
It wasn't raining.
You shouldn't have gone to so much trouble.
We don't like big dogs.
They didn't want to go out.
- 2 The verb *have* has two forms in the present.
I don't have | any money.
I haven't got
But ... *I didn't have any money.*
- 3 Infinitives and *-ing* forms can be negative.
We decided not to do anything.
I like not working. It suits me.
- 4 *Not* can go with other parts of a sentence.
Ask him, not me.
Buy me anything, but not perfume.
- 5 When we introduce negative ideas with verbs such as *think, believe, suppose*, and *imagine*, we make the first verb negative, not the second.
I don't think you're right. *I think you aren't ...
I don't suppose you want a game of tennis?
- 6 In short answers, the following forms are possible.

<i>Are you coming?</i>	<i>'I think so.'</i>
	<i>'I believe so.'</i>
	<i>'I hope so.'</i>
	<i>'I don't think so.'</i>
	<i>'I hope not.'</i>

I think not is possible. **I don't hope so* is not possible.

Negative questions

- 1 Negative questions can express various ideas.
Haven't you finished school yet? (surprise)
Don't you think we should wait for them? (suggestion)
Wouldn't it be better to go tomorrow? (persuasion)
Can't you see I'm busy? Go away! (criticism)
Isn't it a lovely day! (exclamation)
- 2 In the main use of negative questions, the speaker would normally expect a positive situation, but now expresses a negative situation. The speaker therefore is surprised.
Don't you like ice-cream? Everyone likes ice-cream!
Haven't you done your homework yet? What have you been doing?
- 3 Negative questions can also be used to mean *Confirm what I think is true*. In this use it refers to a positive situation.
Haven't I met you somewhere before? (I'm sure I have.)
Didn't we speak about this yesterday? (I'm sure we did.)
- 4 The difference between the two uses can be seen clearly if we change them into sentences with question tags.
You haven't done your homework yet, have you? (negative sentence, positive tag)
We've met before, haven't we? (positive sentence, negative tag)

UNIT 5

Introduction to future forms

There is no one future tense in English. Instead, there are several verb forms that can refer to future time. Sometimes, several forms are possible to express a similar meaning, but not always.

will for prediction

- 1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction – *at some time in the*

future this event will happen. This use is uncoloured by ideas such as intention, decision, arrangement, willingness, etc.

I'll be thirty in a few days' time.

It will be cold and wet tomorrow. I'm afraid.

Who do you think will win the match?

You'll feel better if you take this medicine.

I'll see you later.

This is the nearest English has to a neutral, pure future tense.

- 2 *Will* for a prediction can be based more on an opinion than a fact or evidence. It is often found with expressions such as *I think ...*, *I hope ...*, *I'm sure ...*.

I think Labour will win the next election.

I hope you'll come and visit me.

I'm sure you'll pass your exams.

- 3 *Will* is common in the main clause when there is a subordinate clause with *if*, *when*, *before*, etc. Note that we don't use *will* in the subordinate clause.

You'll break the glass if you aren't careful.

When you're ready, we'll start the meeting.

I won't go until you arrive.

As soon as Peter comes, we'll have lunch.

going to for prediction

Going to can express a prediction based on a present fact. There is evidence now that something is sure to happen. We can see the future from the present.

Careful! That glass is going to fall over. Too late!

Look at that blue sky! It's going to be a lovely day.

Notes

- Sometimes there is little or no difference between *will* and *going to*.
We'll | *run* out of money if we aren't careful.
We're going to |

- We use *going to* when we have physical evidence to support our prediction.

She's going to have a baby. (Look at her bump.)

Liverpool are going to win. (It's 4-0, and there are only five minutes left.)

That glass is going to fall. (It's rolling to the edge of the table.)

- We can use *will* when there is no such outside evidence. Our prediction is based on our own personal opinion. It can be more theoretical and abstract.

I'm sure you'll have a good time at the party. (This is my opinion.)

I reckon Liverpool will win. (Said the day before the match.)

The glass will break if it falls. (This is what happens to glasses that fall.)

- Compare the sentences.

I bet John will be late home. The traffic is always bad at this time.

(= my opinion)

John's going to be late home. He left a message on the answerphone.

(= a fact)

Don't lend Keith your car. He'll crash it. (= a theoretical prediction)

Look out! We're going to crash! (= a prediction based on evidence)

Decisions and intentions – will and going to

- 1 *Will* is used to express a decision or intention made at the moment of speaking.

I'll phone you back in a minute.

Give me a ring some time. We'll go out together.

'The phone's ringing.' 'I'll get it.'

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

When she grows up, she's going to be a ballet dancer.

We're going to get married in the spring.

Other uses of will and shall

- 1 *Will* as a prediction is an auxiliary verb that simply shows future time. It has no real meaning.

Tomorrow will be cold and windy.

- 2 *Will* is also a modal auxiliary verb, and so it can express a variety of meanings. The meaning often depends on the meaning of the main verb.

I'll help you carry those bags. (= offer)

Will you marry me? (= willingness)

Will you open the window? (= request)

My car won't start. (= refusal)

I'll love you for ever. (= promise

'The phone's ringing.'

'It'll be for me.' (= prediction about the present)

- 3 *Shall* is found mainly in questions. It is used with *I* and *we*.

Where shall I put your tea? (I'm asking for instructions.)

What shall we do tonight? (I'm asking for a decision.)

Shall I cook supper tonight? (I'm offering to help.)

Shall we eat out tonight? (I'm making a suggestion.)

Present Continuous for arrangements

- 1 The Present Continuous is used to express personal arrangements and fixed plans, especially when the time and place have been decided. A present tense is used because there is some reality in the present. The event is planned or decided, and we can see it coming. The event is usually in the near future.

I'm having lunch with Brian tomorrow.

What time are you meeting him?

Where are you having lunch?

What are you doing tonight?

- 2 The Present Continuous for future is often used with verbs of movement and activity.

Are you coming to the dance tonight?

I'm meeting the director tomorrow.

I'm just taking the dog for a walk.

We're playing tennis this afternoon.

- 3 The Present Continuous is used to refer to arrangements between people. It is not used to refer to events that people can't control.

It's going to rain this afternoon. *It's raining this afternoon.

The sun rises at 5.30 tomorrow. *The sun is rising ...

Notes

- Sometimes there is little or no difference between the Present Continuous and *going to* to refer to the future.

We're seeing

We're going to see | *Hamlet at the theatre tonight.*

- When there is a difference, the Present Continuous emphasizes an arrangement with some reality in the present; *going to* expresses a person's intentions.

I'm seeing my girlfriend tonight.

I'm going to ask her to marry me. *I'm asking ...

What are you doing this weekend?

What are you going to do about the broken toilet? (= What have you decided to do?)

Present Simple for timetables

- 1 The Present Simple refers to a future event that is seen as unalterable because it is based on a timetable or calendar.

My flight leaves at 10.00.

Term starts on 4 April.

What time does the film start?

It's my birthday tomorrow.

- 2 It is used in subordinate clauses introduced by conjunctions such as *if*, *when*, *before*, *as soon as*, *unless*, etc.

We'll have a picnic if the weather stays fine.

When I get home, I'll cook the dinner.

I'll leave as soon as it stops raining.

Future Continuous

- 1 The Future Continuous expresses an activity that will be in progress before and after a time in the future.

*Don't phone at 8.00. We'll be having supper.
This time tomorrow I'll be flying to New York.*

- 2 The Future Continuous is used to refer to a future event that will happen in the natural course of events. This use is uncoloured by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.

*Don't worry about our guests. They'll be arriving any minute now.
We'll be going right back to the football after the break. (said on television)*

Future Perfect

The Future Perfect refers to an action that will be completed before a definite time in the future. It is not a very common verb form.

I'll have done all my work by this evening.

UNIT 6

Expressing quantity

Quantifiers

- 1 The following can be used before a noun.

some/any	much/many	each/every	more/most
a little/little	a few/few	both	fewer/less
several			
all/no	enough		

With count nouns only	With uncount nouns only	With both count and uncount nouns
(not) many cigarettes a few cars very few trees fewer books several answers	(not) much luck a little cheese very little experience less time	some money some eggs (not) any water (not) any friends more/most wine more/most people all/no work all/no children enough food enough apples
With singular count nouns only	With plural count nouns only	
each boy every time	both parents	

- 2 Most of the quantifiers can be used without a noun. *No, all, every, and each* cannot.

<i>Have you got any money?</i>	<i>Not much/a little/enough.</i>
<i>Are there any eggs?</i>	<i>A few/not many.</i>
<i>Have some wine.</i>	<i>I don't want any.</i>
<i>How many people came?</i>	<i>Very few.</i>
<i>Have some more tea.</i>	<i>I've got some.</i>
<i>Did Ann or Sam go?</i>	<i>Both.</i>

- 3 Most of the quantifiers can be used with *of + the/my/those, etc. + noun*. *No* and *every* cannot.

*They took all of my money.
Take a few of these tablets.
Some of the people at the party started dancing.
Were any of my friends at the party?
Very few of my friends smoke.
Not much of the food was left.
I've missed too many of my French lessons.
I couldn't answer several of the questions.
I'll have a little of the strawberry cake, please.*

*Both of my children are clever.
I feel tired most of the time.
I've had enough of your jokes.*

- 4 For *no* and *every*, we use *none* and *every one* or *all*.

*None of the audience was listening.
All of the hotels were booked.*

In formal, written English, *none* is followed by a singular form of the verb.

None of the guests has arrived yet.

But in informal English, a plural verb is possible.

*None of my friends smoke.
None of the lights are working.*

Note

When we use *none* with a plural noun or pronoun, the verb can be singular or plural. Grammatically, it should be singular, but people often use the plural when they speak.

*None of my friends is coming.
None of my friends are coming.*

some, any, somebody, anything

- 1 The basic rule is that *some* and its compounds are used in affirmative sentences, and *any* and its compounds in negatives and questions.

*I need some help.
I need somebody to help me.
Give me something for my headache.
I don't need any shopping.
We can't go anywhere without being recognized.
Is there any sugar left?
Did anyone phone me last night?*

- 2 *Some* and its compounds are used in requests or invitations, or when we expect the answer 'yes'.

*Have you got some money you could lend me?
Would you like something to eat?
Did someone phone me last night?
Can we go somewhere quiet to talk?*

- 3 *Any* and its compounds are used in affirmative sentences that have a negative meaning.

*He never has any money.
You made hardly any mistakes.
I made the cake myself without any help.*

- 4 *Any* and its compounds are used to express *It doesn't matter which/who/where*.

*Take any book you like. I don't mind.
Anyone will tell you 2 and 2 makes 4.
Sit anywhere you like.
I eat anything. I'm not fussy.*

nobody, no one, nowhere, nothing

- 1 These are more emphatic forms.

*I saw nobody all weekend.
I've eaten nothing all day.*

- 2 They can be used at the beginning of sentences.

*No one was saved.
Nobody understands me.
Nowhere is safe any more.*

much, many, a lot of, lots of, a great deal of, a large number of, plenty of

- 1 *Much* and *many* are usually used in questions and negatives.

*How much does it cost?
How many people came to the party?
Is there much unemployment in your country?
I don't have much money.
Will there be many people there?
You don't see many snakes in England.*

UNIT 7

- 2 We find *much* and *many* in affirmative sentences after *so*, *as*, and *too*.

He has so much money that he doesn't know what to do with it.

She hasn't got as many friends as I have.

You make too many mistakes. Be careful.

- 3 In affirmative sentences, the following forms are found.

Spoken/informal

There'll be plenty of food/people. (uncount and count)

We've got lots of time/friends. (uncount and count)

I lost a lot of my furniture/things. (uncount and count)

Written/more formal

A great deal of money was lost during the strike. (uncount)

A large number of strikes are caused by bad management. (count)

Many world leaders are quite young. (count)

Much time is wasted in trivial pursuits. (uncount)

- 4 These forms are found without nouns.

'Have you got enough socks?' 'Lots.'

'How many people were there?' 'A lot.'

Don't worry about food. We've got plenty.

little/few/less/fewer

- 1 *A little* and *a few* express a small amount or number in a positive way. Although there is only a little, it is probably enough.

Can you lend me a little sugar?

A few friends are coming round tonight.

- 2 *Little* and *few* express a small amount in a negative way. There is not enough.

Very few people passed the exam.

There's very little milk left.

- 3 *Fewer* is the comparative of *few*; *less* is the comparative of *little*.

Fewer people go to church these days. (= count noun)

I spend less and less time doing what I want to. (= uncount noun)

It is becoming more common to find *less* with a count noun. Many people think that this is incorrect and sounds terrible.

**Less people go to church.*

**You should smoke less cigarettes.*

all

- 1 We do not usually use *all* to mean *everybody/everyone/everything*.

Everybody had a good time.

Everything was ruined in the fire.

I said hello to everyone.

But if *all* is followed by a relative clause, it can mean *everything*.

All (that) I own is yours.

I spend all I earn.

This structure can have a negative meaning, expressing ideas such as *nothing more* or *only this*.

All I want is a place to sleep.

All I had was a couple of beers.

All that happened was that he pushed her a bit, and she fell over.

- 2 Before a noun with a determiner (for example *the*, *my*, *this*) both *all* and *all of* are possible.

You eat all (of) the time.

All (of) my friends are coming tonight.

Before a noun with no determiner, we use *all*.

All people are born equal.

- 3 With personal pronouns, we use *all of*.

All of you passed. Well done!

I don't need these books. You can have all of them.

Introduction to modal auxiliary verbs

- 1 These are the modal auxiliary verbs.

can	could	may	might	shall	should
will	would	must	ought to		

They are used with great frequency and with a wide range of meanings. They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, suggestion, necessity, promise and intention. All modal auxiliary verbs can express degrees of certainty, probability, or possibility.

- 2 They have several characteristics.

- There is no *-s* in the third person.

He can swim.

She must go.

- There is no *do/does* in the question.

May I ask a question?

Shall we go?

- There is no *don't/doesn't* in the negative.

You shouldn't tell lies.

You won't believe this.

- They are followed by an infinitive without *to*. The exception is *ought to*.

It might rain.

Could you help?

We ought to be on our way.

- They don't really have past forms or infinitives or *-ing* forms. Other verbs are used instead.

I had to work hard when I was young.

I'd love to be able to ski.

I hate having to get up in the morning.

- They can be used with perfect infinitives to refer to the past. For more information, see Grammar Reference Unit 10 on p151.

You should have told me that you can't swim.

You might have drowned!

She must have been crazy to marry him.

Modal auxiliary verbs of probability, present and future

The main modal auxiliary verbs that express probability are described here in order of certainty. *Will* is the most certain, and *might/could* are the least certain.

will

- 1 *Will* and *won't* are used to predict a future action. The truth or certainty of what is asserted is more or less taken for granted.

I'll see you later.

His latest book will be out next month.

- 2 *Will* and *won't* are also used to express what we believe or guess to be true about the present. They indicate an assumption based on our knowledge of people and things, their routines, character, and qualities.

'You've got a letter from Canada.' 'It'll be from my aunt Freda.'

Leave the meat in the oven. It won't be cooked yet.

'I wonder what Sarah's doing.' 'Well, it's Monday morning, so I guess that right now she'll be taking the children to school.'

must and can't

- 1 *Must* is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation. We do not have all the facts, so it is less certain than *will*.

You say he walked across the Sahara Desert! He must be mad!

You must be joking! I simply don't believe you.

- 2 The negative of this use is *can't*.
She can't have a ten-year-old daughter! She's only twenty-one herself.
'Whose is this coat?' 'It can't be Mary's. It's too small.'

should

- 1 *Should* expresses what may reasonably be expected to happen. Expectation means believing that things are or will be as we want them to be. This use of *should* has the idea of *if everything has gone according to plan*.
Our guests should be here soon (if they haven't got lost).
This homework shouldn't take you too long (if you've understood what you have to do).
We should be moving into our new house soon (as long as nothing goes wrong).
- 2 *Should* in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.
You should pass the exam. You've worked hard.
**You should fail the exam. You haven't done any work at all.*
 We would say ... *I don't think you'll pass the exam.*

may and might

- 1 *May* expresses the possibility that an event will happen or is happening.
We may go to Greece this year. We haven't decided yet.
'Where's Ann?' 'She may be having a bath, I don't know.'
- 2 *Might* is more tentative and slightly less certain than *may*.
It might rain. Take your umbrella.
'Where's Peter?' 'He might be upstairs. There's a light on.'
- 3 Learners of English often express these concepts of future possibility with *perhaps* or *maybe ... will* and so avoid using *may* and *might*. However, these are widely used by native speakers, and you should try to use them.

could

- 1 *Could* has a similar meaning to *might*.
You could be right. I'm not sure.
That film could be worth seeing. It had a good review.
- 2 *Couldn't* is not used to express a future possibility. The negative of *could* in this use is *might not*.
You might not be right.
That film might not be any good.
- 3 *Couldn't* has a similar meaning to *can't* above, only slightly weaker.
She couldn't have a ten-year-old daughter! She's only 21 herself.

Related verbs

Here are some related verb forms that express probability.
William's so brainy. He's bound to pass the exam.
We're having a picnic tomorrow, so it's bound to rain.
You're likely to find life very different when you live in China.
Are you likely to come across Judith while you're in Oxford?

Other uses of modal auxiliary verbs and related verbs

Here is some further information about modal auxiliary verbs, but it is by no means complete. See a grammar book for more details.

Ability

- 1 *Can* expresses ability. The past is expressed by *could*.
I can speak three languages.
I could swim when I was three.
- 2 Other forms are provided by *be able to*.
I've never been able to understand her. (Present Perfect)
I'd love to be able to drive. (infinitive)
Being able to drive has transformed my life. (-ing form)
You'll be able to walk again soon. (future)

- 3 To express a fulfilled ability on one particular occasion in the past, *could* is not used. Instead, we use *was able to* or *managed to*.
She was able to survive by clinging onto the wrecked boat.
The prisoner managed to escape by climbing onto the roof.

Advice

- 1 *Should* and *ought* express mild obligation or advice. *Should* is much more common.
You should go to bed. You look very tired.
You ought to take things easier.
- 2 We use *had better* to give strong advice, or to tell people what to do. There can be an element of threat – 'If you don't do this, something bad will happen.'
You'd better get a haircut before the interview. (If you don't, you won't get the job.)
I'm late. I'd better get a move on. (If I don't, I'll be in trouble.)

Note

The form is always past (*had*), but it refers to the immediate future.
She'd better start revising. The exams are next week.

Obligation

- 1 *Must* expresses strong obligation. Other verb forms are provided by *have to*.
You must try harder!
You mustn't hit your baby brother.
What time do you have to start work?
I had to work hard to pass my exams. (Past Simple)
You'll have to do this exercise again. (future)
We might have to make some economies. (infinitive)
She's never had to do a single day's work in her life. (Present Perfect)
I hate having to get up early. (-ing form)
- 2 *Must* expresses the opinion of the speaker.
I must get my hair cut. (I am telling myself.)
You must do this again. (Teacher to student)
Must is associated with a more formal, written style.
Candidates must answer three questions. (On an exam paper)
Books must be returned by the end of the week. (Instructions in a library)
- 3 *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.
Children have to go to school until they're sixteen. (It's the law.)
Mum says you have to tidy your room.
- 4 *Mustn't* expresses negative obligation. *Don't have to* expresses the absence of obligation.
You mustn't steal. It's very naughty.
You don't have to go to England if you want to learn English.
- 5 *Have got to* is common in British English. It is more informal than *have to*.
I've got to go now. Cheerio!
Don't have a late night. We've got to get up early tomorrow.
- 6 Here are some related verb forms that express obligation.
Visitors are required to have a visa.
When you're 18, you're supposed to take responsibility for yourself.
You aren't supposed to park on double yellow lines.
You need to think carefully before you make a decision.
He doesn't need to work. He's a millionaire.

Permission

- 1 *May*, *can*, and *could* are used to ask for permission.
May I ask you a question?
May I use your phone?
Can/Could I go home? I don't feel well.
Can/Could I borrow your car tonight?

- 2 *May* is used to give permission, but it sounds very formal. *Can* and *can't* are more common.
You can use a dictionary in this exam.
You can't stay up till midnight. You're only five.
You can't smoke in here. It's forbidden.
- 3 To talk about permission generally, or permission in the past, we use *can*, *could*, or *be allowed to*.
Children can/are allowed to do what they want these days.
I couldn't go out on my own until I was sixteen.
wasn't allowed to
- 4 Here are some related verb forms that express permission.
Passengers are not permitted to use mobile phones.
My parents don't allow me to
I'm not allowed to stay out late.
My parents don't let me
 Note that this sentence with *let* is not possible in the passive.
 **Am not let ...*

Willingness and refusal

- 1 *Will* expresses willingness. *Won't* expresses a refusal by either people or things. *Shall* is used in questions.
I'll help you.
She says she won't get up until she's had breakfast in bed.
The car won't start.
Shall I give you a hand?
- 2 The past is expressed by *wouldn't*.
My mum said she wouldn't give me any more money. Isn't she mean?

Requests

- Several modal verbs express a request.
Can/could/will/would you do me a favour?
Can/could I open the window?
 Modal verbs are also dealt with in Units 9, 10, and 11.

UNIT 8

8.1 Introduction to relative clauses

It is important to understand the difference between two kinds of relative clauses.

- 1 Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.
She likes people who are good fun to be with.
Politicians who tell lies are odious.
A corkscrew is a thing you use to open a bottle of wine.
She likes people on its own doesn't mean very much; we need to know which people she likes.
who tell lies tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.
A corkscrew is a thing doesn't make sense on its own.
- 2 Non-defining relative (NDR) clauses add secondary information to a sentence, almost as an afterthought.
My friend Andrew, who is Scottish, plays the bagpipes.
Politicians, who tell lies, are odious.
My favourite building is Durham Cathedral, which took over 200 years to build.
My friend Andrew is clearly defined. We don't need to know which Andrew is being discussed. The clause *who is Scottish* gives us extra information about him.
 The clause *who tell lies* suggests that all politicians tell lies. It isn't necessary to identify only those that deceive – they all do!
My favourite building is clearly defined. The following clause simply tells us something extra.

- 3 DR clauses are much more common in the spoken language, and NDR clauses are more common in the written language. In the spoken language, we can avoid a NDR clause.
My friend Andrew plays the bagpipes. He's Scottish, by the way.
- 4 When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.
I like the things you say to me. (No commas, no pauses)
My aunt (pause), who has been a widow for twenty years (pause), loves travelling.

Defining relative clauses

- 1 Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.

Pronoun left out

Did you like the present () I gave you?
Who was that man () you were talking to?
The thing () I like about Dave is his sense of humour.

- 2 We cannot leave out the pronoun if it is the subject of the clause.

Pronoun not left out

I met a man who works in advertising.
I'll lend you the book that changed my life.
The thing that helped me most was knowing I wasn't alone.

- 3 Here are the possible pronouns. The words in brackets are possible, but not as common. ___ means 'nothing'.

	Person	Thing
Subject	who (that)	that (which)
Object	___ (that)	___ (that)

Notes

- That* is preferred to *which* after superlatives, and words such as *all*, *every(thing)*, *some(thing)*, *any(thing)*, and *only*.
That's the funniest film that was ever made.
All that's left is a few slices of ham.
Give me something that'll take away the pain.
He's good at any sport that is played with a ball.
The only thing that'll help you is rest.
- That* is also preferred after *it is ...*
It is a film that will be very popular.
- Prepositions usually come at the end of the relative clause.
Come and meet the people I work with.
This is the book I was telling you about.
She's a friend I can always rely on.

Non-defining relative clauses

- 1 Relative pronouns *cannot* be left out of NDR clauses.
- Relative pronoun as subject**
Paul Jennings, who has written several books, addressed the meeting.
His last book, which received a lot of praise, has been a great success.
- Relative pronoun as object**
Paul Jennings, who I knew at university, addressed the meeting.
His last book, which I couldn't understand at all, has been a great success.
- 2 Look at the possible pronouns. *Whom* is possible, but not as common.

	Person	Thing
Subject	..., who ... ,	..., which ... ,
Object	..., who (whom) ... ,	..., which ... ,

Note

- Prepositions can come at the end of the clause.
He talked about theories of market forces, which I'd never even heard of.

In a more formal written style, prepositions come before the pronoun.
The privatization of railways, to which the present government is committed, is not universally popular.

which

Which can be used in NDR clauses to refer to the whole of the sentence before.

She arrived on time, which amazed everybody.

He gambled away all his money, which I thought was ridiculous.

The coffee machine isn't working, which means we can't have any coffee.

whose

Whose can be used in both DR clauses and NDR clauses.

That's the woman whose son was killed recently.

My parents, whose only interest is gardening, never go away on holiday.

what

What is used in DR clauses to mean *the thing that*.

Has she told you what's worrying her?

What I need to know is where we're meeting.

why, when, where

1 Why can be used in DR clauses to mean *the reason why*.

I don't know why we're arguing.

2 When and where can be used in DR clauses and NDR clauses.

Tell me when you expect to arrive.

The hotel where we stayed was excellent.

We go walking on Mondays, when the rest of the world is working.

He works in Oxford, where my sister lives.

8.2 Participles

1 When present participles (-ing) are used like adjectives or adverbs, they are active in meaning.

Modern art is interesting.

Pour boiling water onto the pasta.

She sat in the corner crying.

2 When past participles (-ed) are used like adjectives or adverbs, they are passive in meaning.

I'm interested in modern art.

Look at that broken doll.

He sat in his chair, filled with horror at what he had just seen.

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

I met a woman riding a donkey. (= who was riding ...)

The car stolen in the night was later found abandoned. (= that was stolen ...)

4 Participles can be used as adverbs. They can describe:

• two actions happening at the same time.

She sat by the fire reading a book.

• two actions that happen one after another.

Opening his case, he took out a gun.

If it is important to show that the first action is completed before the second action begins, we use the perfect participle.

Having finished lunch, we set off on our journey.

Having had a shower, she got dressed.

• two actions that happen one because of another.

Being mean, he never bought anyone a Christmas present.

Not knowing what to do, I waited patiently.

5 Many verbs are followed by -ing forms.

I spent the holiday reading.

Don't waste time thinking about the past.

Let's go swimming.

He keeps on asking me to go out with him.

UNIT 9

Expressing habit

Present Simple

1 Adverbs of frequency come before the main verb, but after the verb *to be*.

We hardly ever go out.

She frequently forgets what she's doing.

We don't usually eat fish.

I rarely see Peter these days.

We are seldom at home in the evening.

Is he normally so bad-tempered?

2 Sometimes, usually, and occasionally can come at the beginning or the end of a sentence.

Sometimes we play cards.

We go to the cinema occasionally.

The other adverbs of frequency don't usually move in this way.

**Always I have tea in the morning.*

Present Continuous

1 The Present Continuous can be used to express a habit which happens often and perhaps unexpectedly. It happens more than is usual.

I like Peter. He's always smiling.

She's always giving people presents.

2 However, there is often an element of criticism with this structure. Compare these sentences said by a teacher.

Pedro always asks questions in class. (This is a fact.)

Pedro is always asking questions in class. (This annoys the teacher.)

3 There is usually an adverb of frequency with this use.

I'm always losing my keys.

She's forever leaving the bath taps running.

will and would

1 Will and would express typical behaviour. They describe both pleasant and unpleasant habits.

He'll sit in his chair for hours on end.

She'd spend all day long gossiping with the neighbours.

Would cannot be used to express a state.

**He'd live in a large house.*

2 Will and would, when decontracted and stressed, express an annoying habit.

He WILL come into the house with his muddy boots on.

She WOULD make us wash in ice-cold water.

used to + infinitive

1 This structure expresses a past action and/or a state. It has no present equivalent.

When I was a child, we used to go on holiday to the seaside. (action)

He used to live in a large house. (state)

2 Notice the negative and the question.

Where did you use to go?

We didn't use to do anything interesting.

3 We cannot use *used to* with a time reference + a number.

**We used to have a holiday there for 10 years/three times.*

But ...

We used to go there every year.

In a narrative, when expressing a series of past actions, it is common to begin with *used to*, then continue with *would*, for reasons of style.

When I was a child, we used to go on holiday to the seaside. We'd play on the beach, then we'd eat at a small café at lunchtime.

be/get used to + noun + -ing form

- 1 This is totally different from *used to* + infinitive. It expresses an action that was difficult, strange, or unusual before, but is no longer so. Here, *used* is an adjective, and it means *familiar with*.
I found it difficult to get around London when I first came, but I'm used to it now.
I'm used to getting around London by tube.
- 2 Notice the use of *get* to express the process of change.
I'm getting used to the climate.
Don't worry. You'll get used to eating with chopsticks.

UNIT 10

Modal auxiliary verbs 2

Modal auxiliary verbs of probability in the past

- 1 All modal auxiliary verbs can be used with the perfect infinitive. They express the same varying degrees of certainty as explained on pp147–149. Again, *will have done* is the most certain, and *might/may/could have done* is the least certain.
'I met a girl at your party. Tall. Very attractive.' *'That'll have been Sonya.'*
It must have been a good party. Everyone stayed till dawn.
The music can't have been any good. Nobody danced.
Where's Pete? He should have been here ages ago!
He may have got lost.
He might have decided not to come.
He could have had an accident.
- 2 *Would have thought* is common to express an assumption or supposition.
I'd have thought they'd be here by now. Where are they?
You'd have thought she'd remember my birthday, wouldn't you?
Wouldn't you have thought they'd ring if there was a problem?

Other uses of modal verbs in the past

should have done

- 1 *Should have done* can express advice or criticism about a past event. The sentence expresses what is contrary to the facts.
You should have listened to my advice. (You didn't listen.)
I shouldn't have lied to you. I'm sorry. (I did lie.)
You shouldn't have told her you hated her. (You did tell her.)
- 2 Look at these sentences.
You should have been here yesterday!
You should have seen his face!
Should have done is used here for comic effect. The suggestion is because it was so funny!

could have done

- 1 *Could have done* is used to express an unrealized past ability. Someone was able to do something in the past, but didn't do it.
I could have gone to university, but I didn't want to.
We could have won the match. We didn't try hard enough.
I could have told you that Chris wouldn't come. He hates parties.
I was so angry with her, I could have killed her!
- 2 It is used to express a past possibility that didn't happen.
You fool! You could have killed yourself!
We were lucky. We could have been caught in that traffic jam.
When I took the burnt meal out of the oven, I could have cried!
- 3 It is used to criticize people for not doing things.
You could have told me that Sue and Jim had split up!
I've been cleaning the house for hours. You could at least have done your bedroom!

might have done

- 1 The above use of *should have done* can also be expressed with *might have done*.
You might have helped instead of just sitting on your backside!
- 2 *I might have known/guessed that ...* is used to introduce a typical action of someone or something.
I might have known that Peter would be late. He's always late.
The car won't start. I might have guessed that would happen.

needn't have

- Needn't have done* expresses an action that was done, but it wasn't necessary. It was a waste of time.
I needn't have got up so early. The train was delayed.
'I've bought you a new pen, because I lost yours.' *'You needn't have bothered. I've got hundreds.'*

UNIT 11

Hypothesizing

First and second conditionals

- 1 First conditional sentences are based on fact in real time. They express a possible condition and its probable result in the present or future.
If you pass your exams, I'll buy you a car.
- 2 Second conditional sentences are not based on fact. They express a situation which is contrary to reality in the present and future. This unreality is shown by a tense shift from present to past. They express a hypothetical condition and its probable result.
If I were taller, I'd join the police force.
What would you do if you won the lottery?

Notes

- The difference between first and second conditional sentences is not about time. Both can refer to the present and future. By using past tense forms in the second conditional, the speaker suggests the situation is less probable, or impossible, or imaginary. Compare the pairs of sentences.
If it rains this weekend, we'll ... (said in England where it often rains)
If it rained in the Sahara, it would ... (this would be most unusual)
If global warming continues, we'll ... (I'm a pessimist.)
If global warming continued, we'd ... (I'm an optimist.)
If you come to my country, you'll have a good time. (possible)
If you came from my country, you'd understand us better. (impossible)
If I am elected as a member of Parliament, I'll ... (said by a candidate)
If I ruled the world, I'd ... (imaginary)
- We can use *were* instead of *was*, especially in a formal style.
If the situation were the opposite, would you feel obliged to help?
I'd willingly help if it were possible.

Third conditional

- 1 Third conditional sentences are not based on fact. They express a situation which is contrary to reality in the past. This unreality is shown by a tense shift from past to Past Perfect.
If you'd come to the party, you'd have had a great time.
I wouldn't have met my wife if I hadn't gone to France.
- 2 It is possible for each of the clauses in a conditional sentence to have a different time reference, and the result is a mixed conditional.
If we had brought a map (we didn't), we would know where we are (we don't).
I wouldn't have married her (I did) if I didn't love her (I do).

Other structures that express hypothesis

- 1 The tense usage with *wish*, *if only*, and *I'd rather* is similar to the second and third conditionals. Unreality is expressed by a tense shift.
I wish I were taller. (But I'm not.)
If only you hadn't said that! (But you did.)
I'd rather you didn't wear lots of make-up. (But you do.)
I'd rather you ... is often used as a polite way to tell someone to do something differently. The negative form *I'd rather you didn't ...* is especially useful as a polite way to say 'no'.
'I'll come in with you.' *'I'd rather you waited outside.'*
'Can I smoke in here?' *'I'd rather you didn't.'*

Notes

- *wish ... would* can express regret, dissatisfaction, impatience, or irritation because someone WILL keep doing something.
I wish you'd stop smoking.
I wish you'd do more to help in the house.
I wish it would stop raining.
- If we are not talking about willingness, *wish ... would* is not used.
I wish my birthday wasn't in December. (**I wish it would be ...*)
I wish I could stop smoking. (**I wish I would* is strange because you should have control over what you are willing to do.)
I wish he would stop smoking.
This is correct because it means *I wish he were willing to ...*

UNIT 12

Determiners

There are two kinds of determiners.

- 1 The first kind identifies things.
articles – *a/an, the*
possessives – *my, your, our ...*
demonstratives – *this, that, these, those*
- 2 The second kind are quantifiers, expressing *how much* or *how many*.
some, any, no
each, every, either, neither
much, many, more, most
(a) little, less, least
(a) few, fewer, fewest
enough, several
all, both, half
another, other
Determiners that express quantity are dealt with in Unit 6.

each and *every*

- 1 *Each* and *every* are used with singular nouns. *Each* can be used to talk about two or more people or things. *Every* is used to talk about three or more.
Every/each time I come to your house it looks different.
Each/every bedroom in our hotel is decorated differently.
- 2 In many cases, *each* and *every* can both be used with little difference in meaning.
We prefer *each* if we are thinking of people or things separately, one at a time. We use *every* if we are thinking of the things or people all together as a group.
Each student gave the teacher a present.
Every policeman in the country is looking for the killer.

enough

- 1 When *enough* is used as a determiner, it comes before the noun.
We haven't got enough food.
- 2 When it is used as an adverb, it comes after the adjective, adverb, or verb.
Your homework isn't good enough.
I couldn't run fast enough.
You don't exercise enough.

Articles

The use of articles is complex as there are a lot of 'small' rules and exceptions. Here are the basic rules.

a/an

- 1 We use *a/an* to refer to a singular countable noun which is indefinite. Either we don't know which one, or it doesn't matter which one.
They live in a lovely house.
I'm reading a good book.
She's expecting a baby.
- 2 We use *a/an* with professions.
She's a lawyer.

the

- 1 We use *the* before a singular or plural noun, when both the speaker and the listener know which noun is being referred to.
They live in the green house opposite the library.
The book was recommended by a friend.
Mind the baby! She's near the fire.
I'm going to the shops. Do you want anything?
I'll see you in the pub later.
'Where's Dad?' 'In the garden.'
- 2 We use *the* when there is only one.
the world the River Thames the Atlantic
- 3 We use *the* for certain places which are institutions. Which particular place isn't important.
We went to the cinema/theatre last night.
We're going to the seaside.

a followed by *the*

We use *a* to introduce something for the first time. When we refer to it again, we use *the*.
I saw a man walking a dog in the park today. The man was tiny and the dog was huge!

Zero article

- 1 We use no article with plural and uncountable nouns when talking about things in general.
Computers have changed our lives.
Love is eternal.
Dogs need a lot of exercise.
I hate hamburgers.
- 2 We use no article with meals.
Have you had lunch yet?
Come round for dinner tonight.
But ... *We had a lovely lunch in an Italian restaurant.*

Tenses in English

Group/Time	Present	Past	Future
Simple	verb / verb + s <input type="text"/>	the second form (regular/irregular)	will + verb
Continuous	am/is/are + verb + ing	was/were + verb + ing	will be + verb + ing
Perfect	have/has + the third form	had + the third form	will have + the third form
Perfect Continuous	have/has been + verb + ing	had been + verb + ing	will have been + verb + ing

Passive voice

TENSE	ACTIVE VOICE	PASSIVE VOICE
Present Simple	They sell ice cream here. They sell books here.	Ice cream is sold here. <i>is + PP</i> Books are sold here. <i>are + PP</i>
Present Continuous	Someone is washing my car at the moment. Someone is washing my cars at the moment.	My car is being washed at the moment. <i>is being + PP</i> My cars are being washed at the moment. <i>are being + PP</i>
Present Perfect Simple	They have repaired my bike. They have repaired all the bikes.	My bike has been repaired . <i>has been + PP</i> All the bikes have been repaired . <i>have been + PP</i>
Past Simple	They sold a car yesterday. They sold three cars yesterday.	A car was sold yesterday. <i>was + PP</i> Three cars were sold yesterday. <i>were + PP</i>
Past Continuous	He was painting my bedroom then. He was painting my bedroom and the kitchen then.	My bedroom was being painted then. <i>was being + PP</i> My bedroom and the kitchen were being painted then. <i>were being + PP</i>
Past Perfect Simple	Somebody had left an envelope on the table.	An envelope had been left on the table. <i>had been + PP</i>
Future Simple	They will send an e-mail.	An e-mail will be sent . <i>will be + PP</i>
Future going to	Somebody is going to call Peter. Somebody is going to call you soon.	Peter is going to be called . <i>is going to be + PP</i> You are going to be called soon. <i>are going to be + PP</i>