

Present tenses

present simple; present continuous; state verbs

1

A Context listening

1 You are going to hear a woman interviewing a student for a survey about what people do in their free time. Before you listen, look at the pictures. Which activities do you think the student does in his free time?



2 **1** Listen and check if you were right.

3 **1** Listen again and decide if the following statements are true or false. If a statement is false, write the correction.

- 1 Peter is waiting for his friends.
- 2 He isn't studying much this month.
- 3 His parents own a shop.
- 4 He practises the guitar most mornings.
- 5 He frequently uses the Internet.
- 6 His cousin is living in America at the moment.
- 7 Peter doesn't support any football teams.

4 Look at your answers to Exercise 3 and answer these questions.

- 1 Which sentences are about a situation that is permanent or a fact?
- 2 Which sentences are about everyday habits?
- 3 Which sentence is about an action happening at the moment of speaking?
- 4 Which sentences are about a temporary situation?

B Grammar

1 Present simple

+	verb/verb + (e)s	<i>He plays tennis.</i>
-	do/does not + verb	<i>She doesn't play tennis.</i>
?	do/does ... + verb?	<i>Do you play tennis?</i>

We use the present simple

- ♦ to talk about regular habits or repeated actions:

I get up really early and practise for an hour or so most days.

I use the Internet just about every day.

Words that describe how often or when are often used (e.g. *always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening*).

- ♦ to talk about permanent situations:

My parents own a restaurant.

▲ We use the present perfect, not the present simple, to say how long something has continued:

I have worked there since I was 15. (not I work there since I was 15 : see Unit 3)

- ♦ to talk about facts or generally accepted truths:

Students don't generally have much money.

If you heat water to 100°C, it boils. (see Unit 17)

The following words are often used: *generally, mainly, normally, usually, traditionally.*

- ♦ to give instructions and directions:

You go down to the traffic lights, then you turn left.

To start the programme, first you click on the icon on the desktop.

- ♦ to tell stories and talk about films, books and plays:

In the film, the tea lady falls in love with the Prime Minister.

2 Present continuous

+	am/is/are + verb + -ing	<i>He's living in Thailand.</i>
-	am/is/are not + verb + -ing	<i>I'm not living in Thailand.</i>
?	am/is/are ... + verb + -ing?	<i>Are they living in Thailand?</i>

We use the present continuous

- ♦ to talk about temporary situations:

I'm studying really hard for my exams.

My cousin is living in Thailand at the moment. (= he doesn't normally live there)

Words like *at the moment, currently, now, this week/month/year* are often used.

- ♦ to talk about actions happening at the moment of speaking:

I'm waiting for my friends.

- ◆ to talk about trends or changing situations:

The Internet **is making** it easier for people to stay in touch with each other.

The price of petrol **is rising** dramatically.

- ◆ to talk about things that happen more often than expected, often to show envy or to criticise with words like *always*, *constantly*, *continually*, *forever*:

My mum's **always saying** I don't help enough! (complaint)

He's **always visiting** exciting places! (envy)

3 State verbs

The present continuous is not normally used with state verbs because the meaning of the verb itself is a general truth rather than something temporary. These verbs describe thoughts, feelings, senses, possession and description.

Here are some examples of state verbs.

- ◆ thoughts: *agree*, *assume*, *believe*, *disagree*, *forget*, *hope*, *know*, *regret*, *remember*, *suppose*, *think*, *understand*

I **assume** you're too busy to play computer games.

- ◆ feelings: *adore*, *despise*, *dislike*, *enjoy*, *feel*, *hate*, *like*, *love*, *mind*, *prefer*, *want*

Do you mind if I ask you a few questions?

I **love** music.

- ◆ senses: *feel*, *hear*, *see*, *smell*, *taste*

This pudding **smells** delicious.

▲ To talk about something happening now we use *can*:

I **can smell** something burning.

- ◆ possession: *have*, *own*, *belong*

My parents **own** a restaurant.

- ◆ description: *appear*, *contain*, *look*, *look like*, *mean*, *resemble*, *seem*, *smell*, *sound*, *taste*, *weigh*

You **look like** your mother. (= a permanent situation, not a temporary one)

▲ Some state verbs can be used in the continuous form when the meaning is temporary.

Compare:

What **are** you **thinking** about? (now)

I **think** you should tell her exactly what happened. (my opinion, so not temporary)

I'm **tasting** the sauce to see if it needs any more salt.

The sauce **tastes** delicious.

She's **having** a great time. (is having = is experiencing, not possession)

Students **don't** generally **have** much money. (have = possession)

C Grammar exercises

1 Choose the best endings for sentences 1–8.

- | | |
|--|--|
| 1 Fiona is watching television | a because her favourite film star is on. |
| | b when she has time. |
| 2 I'm having my lunch | a at one o'clock every day. |
| | b early today as I have an appointment. |
| 3 I do the shopping | a at the same time every week. |
| | b today for a friend who's ill. |
| 4 What are you doing | a to your sister when she behaves badly? |
| | b to your sister? Leave her alone! |
| 5 I wear casual clothes | a at the weekend. |
| | b because we're having a party at lunchtime. |
| 6 Teachers work hard | a to get the concert ready for next week. |
| | b but they get long holidays. |
| 7 The company's financial situation is improving | a now that it has a new Chief Executive. |
| | b when there is greater demand for its products. |
| 8 Serge is thinking of retiring early | a every time something bad happens at work. |
| | b because he isn't happy at work any more. |

2 Fill in the gaps with the correct form of the verbs in brackets.

- I'm busy right now. I 'm filling in (fill in) an application form for a new job.
- My tutor (see) me for a tutorial every Monday at two o'clock.
- John (not/study) very hard at the moment. I (not/think) he'll pass his exams.
- 'What (he/do)?' 'He (try) to fix the television aerial.'
- Animals (breathe in) oxygen and (give out) carbon dioxide.
- Be quiet! I (want) to hear the news.
- In my country we (drive) on the right-hand side of the road.
- My friend Joe's parents (travel) round the world this summer, and probably won't be back for a couple of months.
- The college (run) the same course every year.
- Numbers of wild butterflies (fall) as a result of changes in farming methods.

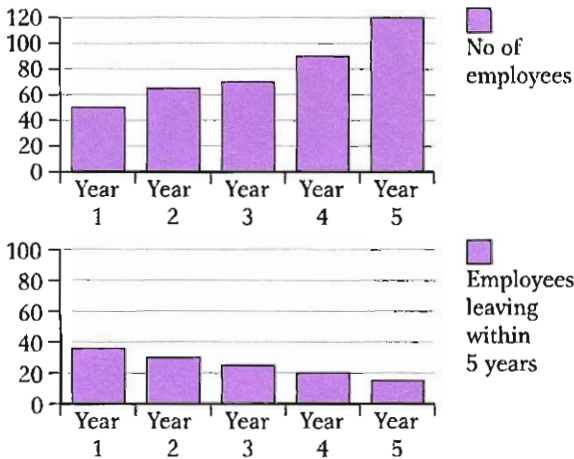
3 Fill in the gaps with the verbs in the box in the correct present tense.

agree catch up cause have go up know think use

We 1 use energy for three main things: electricity production, heating and transport. For the first two, we 2 options such as solar and wind power, or natural gas. But oil is still the world's number one source of energy, and for transport at least, there is currently no alternative. In China, domestic energy consumption 3 year by year and demand in similar regions 4 fast. We 5 how to use energy more efficiently now than in the past but the worldwide rise in demand 6 concern amongst experts. Some experts 7 that oil supplies will start to fall within the next twenty years. Most experts 8 that we need to find a new source of energy soon.

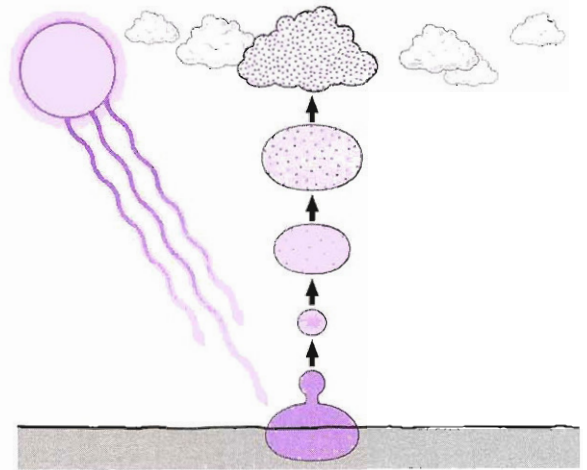
4 Look at the following extracts. There are six incorrect verbs. Find and correct them.

Extract A



From the graphs, we are seeing that the number of employees employed by this firm increases each year and the number of employees leaving after less than five years decreases.

Extract B



The sun heats the ground This is warming the air nearby and the warm air rises into the sky. As the air is rising, it becomes cooler and the water vapour inside it change into droplets of water. These join together to form a cloud.

- 1 can see
- 2
- 3

- 4
- 5
- 6

D Test practice**Listening Section 1****Questions 1–3**

Choose the correct letter, **A**, **B** or **C**.

Example

Which sport is the woman interested in?

A gymnastics

B swimming

C tennis

1 How long is the heated pool?

A 15 metres

B 25 metres

C 50 metres

2 Which of these is free for all members?

A the beginners swimming class

B the training session

C the keep-fit class

3 Which of these does the woman need to book?

A swimming lanes

B gym equipment

C sauna

2

Past tenses 1

past simple; past continuous; *used to*; *would*

A Context listening

- 1 You will hear a man giving a talk on the radio about protecting your home from burglaries. Before you listen look at the pictures below. Make a list of all of the items.



- 2 Listen and answer the following questions.

- 1 Which three items from your list were stolen?
- 2 Why did the man tell this story?
A to show that crime has increased
B to show that crime can happen at any time
C to show that burglars can open any lock

- 3 Listen again and complete these sentences.

- 1 A few weeks ago a woman to report a burglary.
- 2 It at five in the afternoon when she the news on TV.
- 3 This woman the front door locked.
- 4 When her son got older she the door unlocked whenever she was at home.
- 5 The burglar simply in through the front door.
- 6 The son anything because he to music.
- 7 Then the burglar into the front room, all the cupboards and a valuable collection of CDs.

- 4 Look at sentences 1-7 above and answer the following questions.

- 1 Which two sentences provide a background scene and an action?
- 2 Which two sentences talk about a single completed action in the past?
- 3 Which sentence describes a series of completed actions in the past?
- 4 Which two sentences talk about a repeated action in the past?
- 5 Which four tenses or structures are used in sentences 1-7?

B Grammar

1 Past simple

+	verb + -ed (or -d)	<i>He worked for the police.</i>
-	did not + verb	<i>She didn't work for the police.</i>
?	did ... + verb?	<i>Did they work for the police?</i>

⚠ Irregular verbs

Many verbs are irregular: **went** (go), **came** (come), **wrote** (write) (see Appendix 1)

Note the verb *be* is irregular: *I/he/she/it **was**; you/we/they **were***

We use the past simple

- ◆ to talk about single past completed actions. Often the time is mentioned:

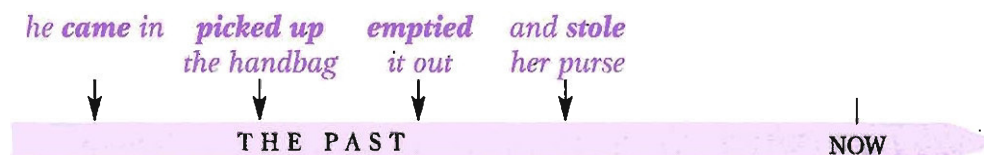
*A few weeks ago a woman **called** to report a robbery at her house.*

But no time reference is necessary if it is already known:

*How **did** the burglar **break** in without anybody hearing him? (in the story I just told you about)*

- ◆ to give a series of actions in the order that they happened:

*The burglar **came in** through the front door, **picked up** the woman's handbag, **emptied** it out and **stole** her purse.*



We often use words like *next* or *then* to indicate the sequence of events:

***Then**, the burglar **went** into the front room, **opened** all the cupboards and **took** a valuable collection of CDs.*

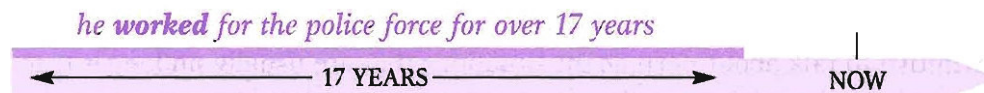
- ◆ to talk about past repeated actions:

*When her son got older he often **went out** to visit his friends after school.*

Notice that *used to* and *would* can also be used (see B3).

- ◆ to talk about long-term situations in the past which are no longer true:

*Bill Murphy **worked** for the police force for over 17 years.*



*Explorers at that time **believed** that the world was flat.*

Notice that *used to* can also be used (see B3).

2 Past continuous

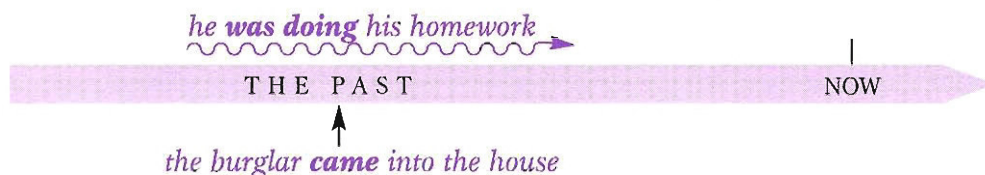
+	was/were + verb + -ing	She was watching the news.
-	was/were not + verb + -ing	They weren't watching the news.
?	was/were ... + verb + -ing?	Were you watching the news?

We use the past continuous

- ◆ to provide the background scene to an action or event (usually in the past simple). We often use words like *when*, *while* and *as*:

It happened at five in the afternoon **while** she **was watching** the news on TV.

He **was doing** his homework in his bedroom **when** the burglar came into the house.



It is possible to have more than one background scene happening at the same time:

He **was listening** to music and **working** on his computer.

- ◆ when we want to emphasize the activity without focusing on its completion. Compare:
For a while last year I **was working** at the cinema, **studying** for my degree and **writing** a column for the local newspaper. (we don't know if the actions were completed or not, or whether they happened at the same time)

Last year I **worked** at the cinema, **studied** for my degree and **wrote** a column for the local newspaper. (suggests all of the jobs are now complete, and probably happened in that order)

- ▲ State verbs (see Unit 1) do not generally have a continuous form.

3 Used to and would

+	used to / would + infinitive	She used to / would lock the door.
-	did not + use to + infinitive	I didn't use to lock the door.
?	did ... use to + infinitive?	Did they use to lock the door?

We use *used to* + infinitive or *would* + infinitive (contracted to 'd in spoken English) to talk about past repeated actions:

She **used to keep** the front door locked. (but she stopped doing this)

She **would leave** the door unlocked whenever she was at home.

- ▲ *Would* is unusual in the negative form and in Yes/No questions.

We use *used to* + infinitive to talk about permanent situations that are usually no longer true:

Bill Murphy **used to work** for the police force. (but he doesn't now: **not Bill Murphy would work for the police force.**)

We do not use *used to* if we want to talk about how long the situation lasted:

Bill Murphy **worked** for the police force for over 17 years. (**not Bill Murphy used to work for the police force for over 17 years.**)

- ▲ We do not use *would* with state verbs.

C Grammar exercises

1 Fill in the gaps in this model answer with verbs from the box in the past simple.

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?

allow be be be invent increase lay
mean own receive replace ride take walk

The pace of change in the world of technology is amazing. It 1 *wasn't* (not) long ago that the postal service 2 our only way to communicate over any distance. It 3 days and sometimes weeks to receive letters from within the same country. As a result, the news in the letters 4 already out of date when people 5 them. In the workplace, this 6 that business was mostly conducted locally, over relatively short distances.

When Alexander Graham Bell 7 the telephone in 1876 it 8 the foundation for the communication systems we have today. The telephone 9 two people to communicate instantly across a great distance. Eventually computers 10 typewriters and dramatically 11 the speed of our daily work life. Nowadays the Internet is an essential part of every business.

However, it is not just communications that have changed. Only 50 years ago most people 12 (not) a car. People 13 to work or 14 bicycles. Changes in travel as well as the increased speed of communications have led to the global business world that we have today.



- 2** Fill in the gaps with the past simple or past continuous form of the verbs in brackets. In which gaps could you use *used to*?

I 1 *had* (have) a wonderful biology teacher, Mrs Hughes. She 2 (make) us excited about the subject because she was so interested herself. I remember one lesson in particular; we 3 (study) different types of plants, and Mrs Hughes 4 (describe) the different parts of the flower. She 5 (pick up) a purple flower, I can't remember exactly what it was, and then suddenly we 6 (notice) that she 7 (cry)! She 8 (apologise) and 9 (say) that sometimes nature was so beautiful it just made her cry! We 10 (not/know) what to do at first, but it certainly 11 (make) us think. Something similar 12 (happen) while she 13 (show) us how to work the microscope. She 14 (examine) a slide of some plant tissue and she 15 (smile) all over her face. She suddenly 16 (get) all excited and 17 (say), 'Isn't it wonderful?' Some students 18 (laugh) at her when she 19 (not/look) but I didn't. Somehow her enthusiasm 20 (inspire) me, and I 21 (start) to like biology.

- 3** A teacher and student are talking about local customs. Fill in the gaps with the verbs in brackets in the correct form. Use *would* or *used to* where possible.

Teacher: What sort of things 1 *did you use to do* (you/do) as a child?

Yoko: Oh, when I was a child growing up in Japan there were many customs that we 2 (follow). For example, I remember we 3 (move) house when I was seven and we 4 (visit) our new neighbours with gifts. At that time the tradition was that people 5 (give) gifts of Japanese noodles, but it is different now and people tend to give things like soap or towels or nothing at all.

Teacher: 6 (have) one tradition that you particularly remember?

Yoko: Yes, one tradition that I 7 (really/like) was in the spring when the cherry blossoms were out. As a family we 8 (go) into the countryside and we 9 (spend) the day eating, drinking and singing. One year my father 10 (take) a lovely photo of me and my sisters and I still keep that picture on my wall today.

Teacher: And 11 (you/have to) do anything you didn't like?

Yoko: Yes. I remember how we 12 (have to) clean the house thoroughly. This ceremony is called Osoji and my sisters and I 13 (not/look forward to) it very much!

4 Read the test task and a student's response. Tick (✓) the underlined verbs if they are right, and correct them if they are wrong.

Describe an unforgettable trip you once made.

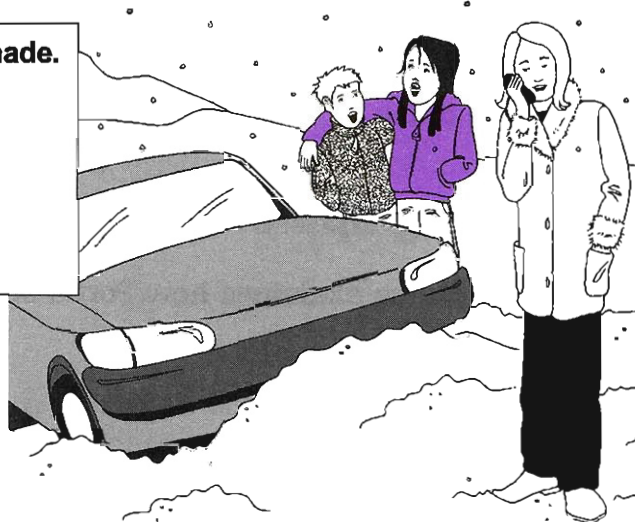
You should say:

where you went

why you went there

what happened

and explain why you remember it so well.




I remember a trip I once 1 made to my grandmother's house. She 2 would live about 30 kilometres away from us and we 3 used to going there quite often with our mother. On this occasion we 4 set off to my grandmother's after school on a cold winter's day. When we were about to leave we 5 were noticing that some snow was beginning to fall, and as we 6 were driving along we 7 were realising that it 8 snowed more and more heavily. Suddenly we had to brake hard as the car in front stopped suddenly. We 9 were skidding and 10 went off the road into a ditch! It was pretty scary, but we were lucky and none of us were hurt. We got out of the car, and my mother 11 was phoning for help on her mobile phone. While we 12 were waiting for help it 13 was stopping snowing and we 14 sang lots of songs to keep ourselves cheerful. Eventually the truck 15 was coming and pulled our car out of the ditch. The car wasn't badly damaged, but we 16 decided to turn round and go home. We didn't manage to see our grandmother that day, but it was so frightening that I will never forget it.

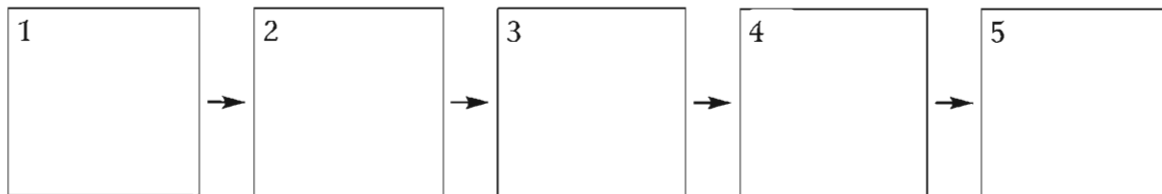
- 1 ✓
- 2 used to live / lived
- 3
- 4
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- 11
- 12
- 13
- 14
- 15
- 16


A Context listening

- 1 You are going to hear two university students, Carl and Sue, talking about an assignment. Before you listen, look at the list of activities (A–F). Put the activities in the order which you think is best when writing an assignment.

- A make notes
- B start to write
- C do research
- D make a plan
- E re-read books
- F get a book list

- 2  3 Listen to the first part of the conversation. Which five activities does Sue mention? Write the letters A–F in the correct order in boxes 1–5 on the flowchart.



- 3  3 Listen to the second part of the conversation and fill in the gaps.

- 1 Sue: I plenty of information for the assignment.
- 2 Sue: When I was in the library last week, I those leaflets.
- 3 Carl: I tired since I started this course!
- 4 Carl: I and I'm already tired.

- 4 Look at your answers to Exercise 3 and find examples of each of the following:

- a something that only happened recently
- b something that happened at some time before now, but we do not know when
- c an action + the length of time it has been going on
- d something that happened at a stated time in the past

Which tense is used in each of the examples a–d above?

B Grammar

We use the present perfect when we want to show a link between the present and the past.

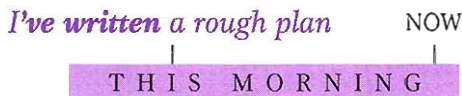
1 Present perfect simple

+	<i>have/has + past participle</i>	<i>She's started the assignment.</i>
-	<i>have/has not + past participle</i>	<i>I haven't started the assignment.</i>
?	<i>have/has ... + past participle?</i>	<i>Have you started the assignment?</i>

We use the present perfect simple

- ◆ to talk about a time period that is not finished (e.g. *today, this week*):

I've written a rough plan this morning. (it is still morning)



- ◆ to show that something happened at some point in the past before now. We don't state when it happened:

I've collected plenty of information. (at some point before now and I will use it to write my essay)

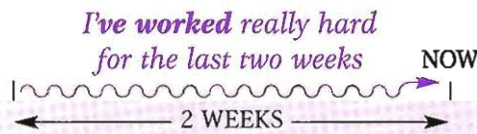
The following time expressions are often used: *ever, never, before, up to now, still, so far.*

It's the longest I've ever had to write. (at any point before now)

▲ If we state when something happened we must use the simple past:

I wasted a lot of time last week. (~~*not I have wasted a lot of time last week*~~)

- ◆ to talk about a present situation which started in the past, usually with *for/since*:



I've worked really hard for the last two weeks. (I've worked hard till now)

We use *for* with a length of time (e.g. *for two hours, for three days, for six months*) and *since* with a point in time (e.g. *since 2001, since Monday, since ten o'clock, since I was four, since I started the course*).

- ◆ to talk about something that happened at an unstated time in the past but is connected to the present:

I've read all the books on the reading list. (I have the notes now)

The following time expressions are often used: *recently, just, already*, and *yet* with negatives or questions.

I've just got up.

Have you written your assignment yet?

Compare the use of the present perfect with the past simple:

Present perfect

- ◆ links the past with the present:
I've made quite a lot of notes. (at some point before now and I may make more notes)
- ◆ does not talk about a specific time in the past:
Have you read the leaflet? (at some time before now)
- ◆ uses time expressions that show the time period is unfinished:
I've read six articles this week. (the week isn't finished)

Past simple

- ◆ only talks about the past:
I made notes on the most important things. (when I did the reading and I've finished making notes)
- ◆ states a specific past time, or the time is understood:
I read the leaflets when I was in the library. (I'm not in the library now and the reading is finished)
- ◆ uses time expressions that show the time is finished:
I read five books last week. (last week has finished)

Note the position of the following time expressions that occur with the present perfect:

- ◆ between the auxiliary and main verb (e.g. *recently, already, always, ever, just, never*)
*I've **already** written the notes.*
*I've **just** finished my essay.*
Ever is generally used with questions or negatives:
*Have you **ever** been to Buenos Aires?*
- ◆ after the main verb (e.g. *all my life, every day, yet, before, for ages, for two weeks, since 2003, since I was a child* etc.)
*I've felt tired **for weeks**.*
*I haven't flown **before**.*

If there is an object clause, the time expression comes at the end:

- I've gone to bed early **every night since then**.*
*I've written more than ten assignments **since I started this course**.*

2 Present perfect continuous

+	have/has been + verb + -ing	<i>I've been studying really hard.</i>
-	have/has not been + verb + -ing	<i>He hasn't been studying really hard.</i>
?	have/has ... been + verb + -ing?	<i>Have you been studying really hard?</i>

We can use either the present perfect simple or the present perfect continuous to say how long a situation or activity has been going on (often with *for* or *since*):

- I've felt tired **for weeks**.*
*I've **been feeling** tired **since** I started this course.*
*I've **worked** at the restaurant **since** I moved here.*
*I've **been working** at the restaurant **for** three years.*

Compare the different uses of the present perfect simple and the present perfect continuous:

Present perfect continuous

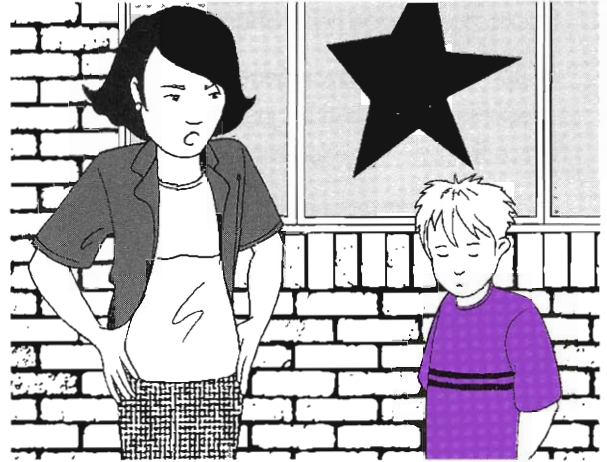
- ◆ emphasises how long:
I've been reading for the past two weeks.
- ◆ focuses on the activity itself (it does not show whether the activity is completed or not):
I've been writing my essay. (we don't know if the essay is finished or not)

Present perfect simple

- ◆ says how many times:
I've read three articles.
- ◆ focuses on the result or completion of the activity:
I've written my essay. (the essay is finished but we don't know when)



What have you been doing? (the boy's mother is interested in the activity that made him so dirty now)



What have you done? (the boy's mother is interested in the result of the action: the broken window)

▲ State verbs (see Unit 1) do not generally have a continuous form:

I've known them since I was a child. (~~*not I've been knowing them since I was a child*~~)

Grammar extra: *This is the first time etc.*

We use the present perfect tense with the following structures: *it/this/that is the first / the second / the best / the only / the worst ...*

It's the first time I've ever had to write such a long assignment.

Is this the only time you've travelled abroad?

That's the sixth cup of coffee you've had today.

C Grammar exercises

1 Tick (✓) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in Zoology, starting in October next year. I feel I am a good candidate for this course as I **1** have always been interested in natural history and even as a child I **2** have enjoyed studying animals and insects in my garden. Your science faculty has a good reputation and I would very much like to be part of it.

As you **3** already saw in Section A of this application, I have a good academic record and I **4** just received the results of my recent exams, all of which **5** have been excellent.

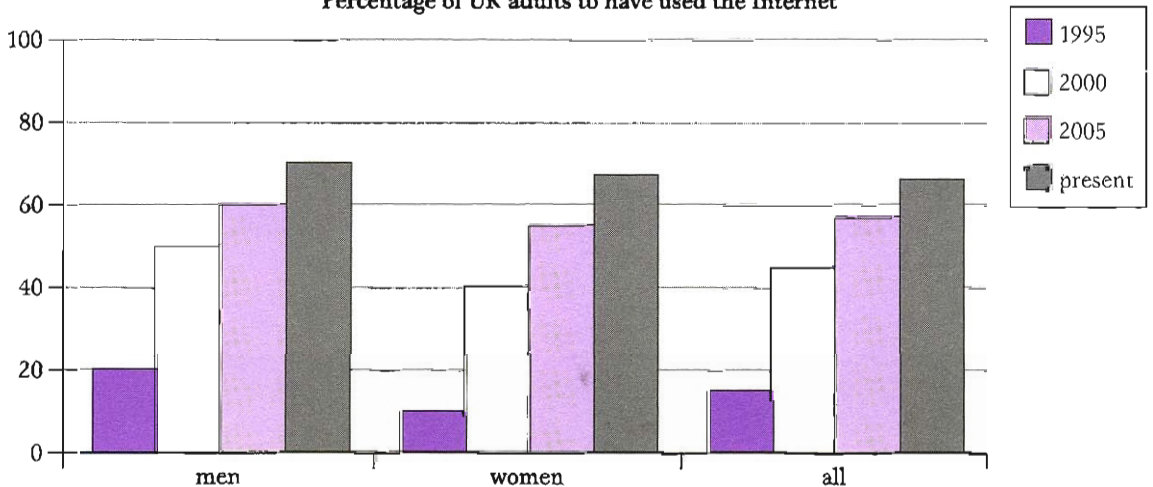
In addition, your university attracts me because I enjoy sports and I **6** have read in your prospectus about the large number of sports on offer. Last year I **7** have represented my school at badminton and I **8** played in football teams since I was eleven. I **9** have recently joined a basketball team which competes at a national level.

I **10** did not travel abroad much yet, although as a young child I **11** have been to Singapore and Hong Kong with my family. I realize that I **12** have not spent much time away from home up to now, but am keen to become more independent.

- 1 ✓
- 2 enjoyed
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

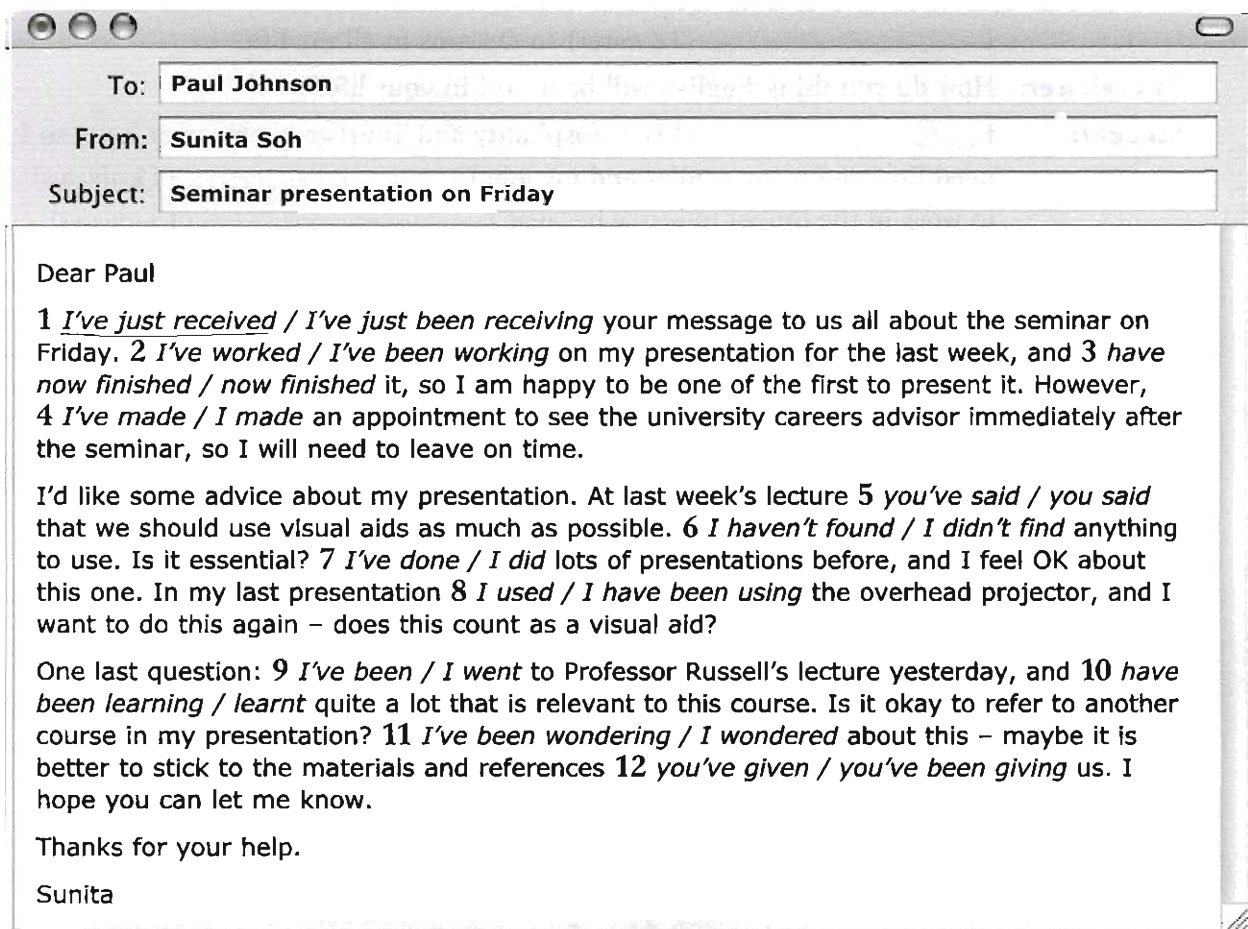
2 Look at the chart and fill in the gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences.

Percentage of UK adults to have used the Internet



- 1 The chart shows the percentage of British adults who have used (use) the Internet since 1995.
- 2 The number of women who have ever used the Internet (increase) by more than 60% since 1995.
- 3 The percentage of men who have accessed the Internet (rise) to 60% in 2005.
- 4 The number of women to have accessed the Internet (rise) each year.
- 5 The percentage of men who used the Internet (be) greater than the percentage of women from 1995 to 2005.
- 6 However, British women (overtake) British men in Internet usage since 2005.
- 7 The total number of people accessing the Internet (grow) each year although the most significant rise (occur) between 1995 and 2000.

3 Underline the correct form of the verbs.



To: Paul Johnson

From: Sunita Soh

Subject: Seminar presentation on Friday

Dear Paul

1 I've just received / *I've just been receiving* your message to us all about the seminar on Friday. 2 I've worked / *I've been working* on my presentation for the last week, and 3 have now finished / *now finished* it, so I am happy to be one of the first to present it. However, 4 I've made / *I made* an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture 5 you've said / *you said* that we should use visual aids as much as possible. 6 I haven't found / *I didn't find* anything to use. Is it essential? 7 I've done / *I did* lots of presentations before, and I feel OK about this one. In my last presentation 8 I used / *I have been using* the overhead projector, and I want to do this again – does this count as a visual aid?

One last question: 9 I've been / *I went* to Professor Russell's lecture yesterday, and 10 have been learning / *learnt* quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? 11 I've been wondering / *I wondered* about this – maybe it is better to stick to the materials and references 12 you've given / *you've been giving* us. I hope you can let me know.

Thanks for your help.

Sunita

4 Fill in the gaps with a verb from the box in the present perfect simple or present perfect continuous. You will need to use some verbs more than once.

be do feel have live pass study start take travel want work

Interviewer: How long have you been living (1 *you*) here?

Student: I (2) in London for the past three years. I come from Japan originally. I (3) at a college here since I arrived.

Interviewer: (4 *you*) any travelling over the past three years?

Student: Yes, I (5) really lucky. I have long holidays so I (6) all over Europe. I especially liked Spain.

Interviewer: What is the most interesting thing you (7) recently?

Student: Well, I (8) to play tennis, and I (9) singing lessons for a few months now too. But the thing that I am most proud of is that I (10 *just*) my driving test. It's the first time I (11) it so I'm really pleased but I (12 *never*) so nervous in all my life!

Interviewer: How do you think English will be useful in your life?

Student: I (13) a Hospitality and Tourism course over here, so I need English for my studies and my job. I (14 *always*) to work in the tourist industry because I (15 *always*) interested in history and cultural sites, and I (16 *already*) as a tour guide in my home town.

Now answer these questions about yourself.

17 How long have you been studying English?

.....

18 Have you studied any other languages? (Which ones? For how long?)

.....

19 Have you travelled very much? (Where have you been to?)

.....

20 What have you been doing to prepare for this exam?

.....


21 How has your life changed over the past ten years?

.....

A Context listening

1 You will hear a woman giving a talk on the famous composer, Mozart. Before you listen match the words (1-10) with the correct meanings (a-j).

- | | |
|--------------------------|--|
| 1 extraordinary | a brother or sister |
| 2 sibling | b reach a high level in something |
| 3 achievement | c part of a piano or computer |
| 4 keyboard | d amazing |
| 5 demand | e status |
| 6 master (<i>verb</i>) | f success |
| 7 gifted | g very talented |
| 8 in rapid succession | h ask in a forceful way |
| 9 reputation | i fast development at a very early age |
| 10 precocious | j quickly one after another |

2  4 Now listen and complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1

Number of surviving brothers and sisters:

2

Profession of father:

3

Wrote first composition before the age of:

4

Taught self to play:

5



3 **4** Listen to the text again and fill in the gaps.

- 1 However, when Mozart five of his siblings in infancy or early childhood.
- 2 Mozart's father, Leopold, a composer, and his grandfather a musician.
- 3 In just 30 minutes Mozart the piece of music, which his father into Nannerl's notebook.
- 4 By the time he six, the little boy a composition of his own.
- 5 They to Vienna and sensational reports of Mozart's talent.
- 6 His family richer than they before.

For each sentence underline which event happened first.

4 Look at your answers to Exercise 3 and answer these questions.

- 1 Which tense is used in sentence 5 to show that the events took place in chronological order?
- 2 Which tense is used in the other sentences to show that the second event the speaker mentioned actually happened first?

B Grammar

1 Past perfect simple

+	<i>had</i> + past participle	<i>They had listened to his music.</i>
-	<i>had not</i> + past participle	<i>They hadn't listened to his music.</i>
?	<i>had ...</i> + past participle?	<i>Had they listened to his music?</i>

We use the past perfect simple

- when we are talking about the past and want to mention something that happened earlier:

*His father was a composer and his grandfather **had also been** a musician.* (Mozart's grandfather was a musician and then later his father became a composer)

Sometimes we use words like *just* or *already*. Notice that these adverbs go between the auxiliary and the main verb:

*By the time he was 17, Mozart's reputation **had already begun** to spread through Europe.*

▲ We use the past simple tense if the events are mentioned in chronological order:

*His grandfather **was** a musician and his father **was** also a composer.*

- with words like *when*, *as soon as*, *by the time*, *after* to show the order of events:

***When** Mozart was born, five of his siblings **had already died**.* (Mozart's siblings died first, then Mozart was born)

▲ Notice the difference in meaning between these two sentences:

*When I got home, my husband **cooked** dinner.* (= I got home and then my husband cooked dinner)

*I got home my husband **cooked** dinner*



THE PAST

*When I got home, my husband **had cooked** dinner.* (= my husband cooked dinner before I got home)

*my husband **had cooked** dinner I got home*



THE PAST

- to talk about an indefinite time before a particular point in the past, often with words like *always*, *sometimes*, *never*, *before*, *by* + fixed time:

*His family were richer than they **had ever been before**.* (= they were not as rich at any time before this point in the past)

***By the time** he was six, the little boy **had written** a composition of his own.*

- to report past events using reporting verbs (see Unit 15):

*The man told me he **had met** my father a long time before.*

2 Past perfect continuous

+	<i>had been + verb + -ing</i>	<i>She'd been studying for ages.</i>
-	<i>had not been + verb + -ing</i>	<i>He hadn't been studying for long.</i>
?	<i>had ... been + verb + -ing?</i>	<i>Had you been studying for long?</i>

We use the past perfect continuous to focus on how long an activity continued or to focus on the activity itself:

*Times were hard and the family **had been struggling for some time.** (to show how long)*

*Mozart's sister was extremely gifted at the keyboard and she **had been making excellent progress.** (focus on the activity)*

⚠ We cannot use the past perfect continuous to say how many times something happened:
*I knew the way as I **had visited** her several times before. (not ~~I knew the way as I had been visiting her several times before.~~)*

⚠ State verbs (see Unit 1) do not generally have a continuous form.

Grammar extra: Unfulfilled hopes

We use the past perfect to talk about past disappointments or things that did not happen as expected:

*The politician **had expected** to be re-elected, but in the end she only got ten per cent of the vote.*

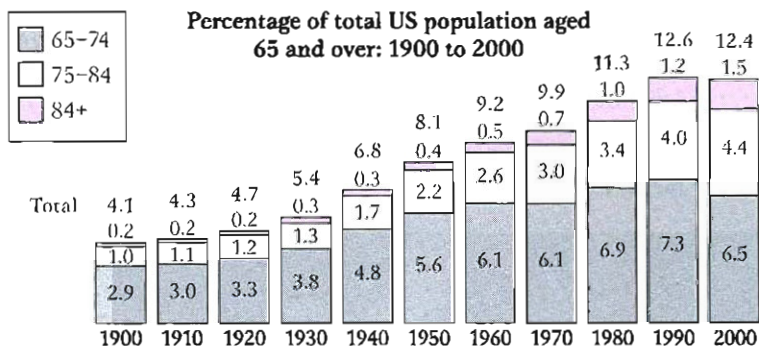
*I **had been hoping** to go with my brother on his trip but I was too sick to go.*

C Grammar exercises

1 Fill in the gaps with the past perfect simple of the verbs in brackets in the positive or negative.

According to Dr Ken Winkle, Australia's Red-back spider is colonising the world. Dr Winkle, a venom expert from the University of Melbourne, said that authorities 1 *had found* (*find*) Red-back spiders in Japan and Belgium. They suspected that spiders or their eggs 2 (*enter*) these countries along with Australian trading goods. Furthermore, it was extremely likely that the spiders 3 (*make*) their way into other nations around the world but that people 4 (*discover*) them yet. Dr Winkle said the spiders 5 (*also/turn up*) in the port city of Osaka (which receives a variety of Australian trade goods) in the late 1990s and 6 (*multiply*) quickly. He said Australian spider experts were collaborating with Japanese officials to find a way to stop the venomous invader.

2 Complete the report with the past simple or past perfect simple of the verbs in brackets.



The chart shows the percentage of people aged 65 and over in the United States between 1900 and 2000. In the year 1900 just over 4% of the population 1 *was* (*be*) aged over 65. However, by 1960 this figure 2 *doubled* (*double*).

The number of people aged between 75 and 84 3 *remained* (*remain*) fairly steady between 1900 and 1930, making up only 1-1.3% of the population. The figure 4 *began* (*begin*) to rise more significantly in 1940 and by 1970 it 5 *tripled* (*triple*) to reach 3% of the population.

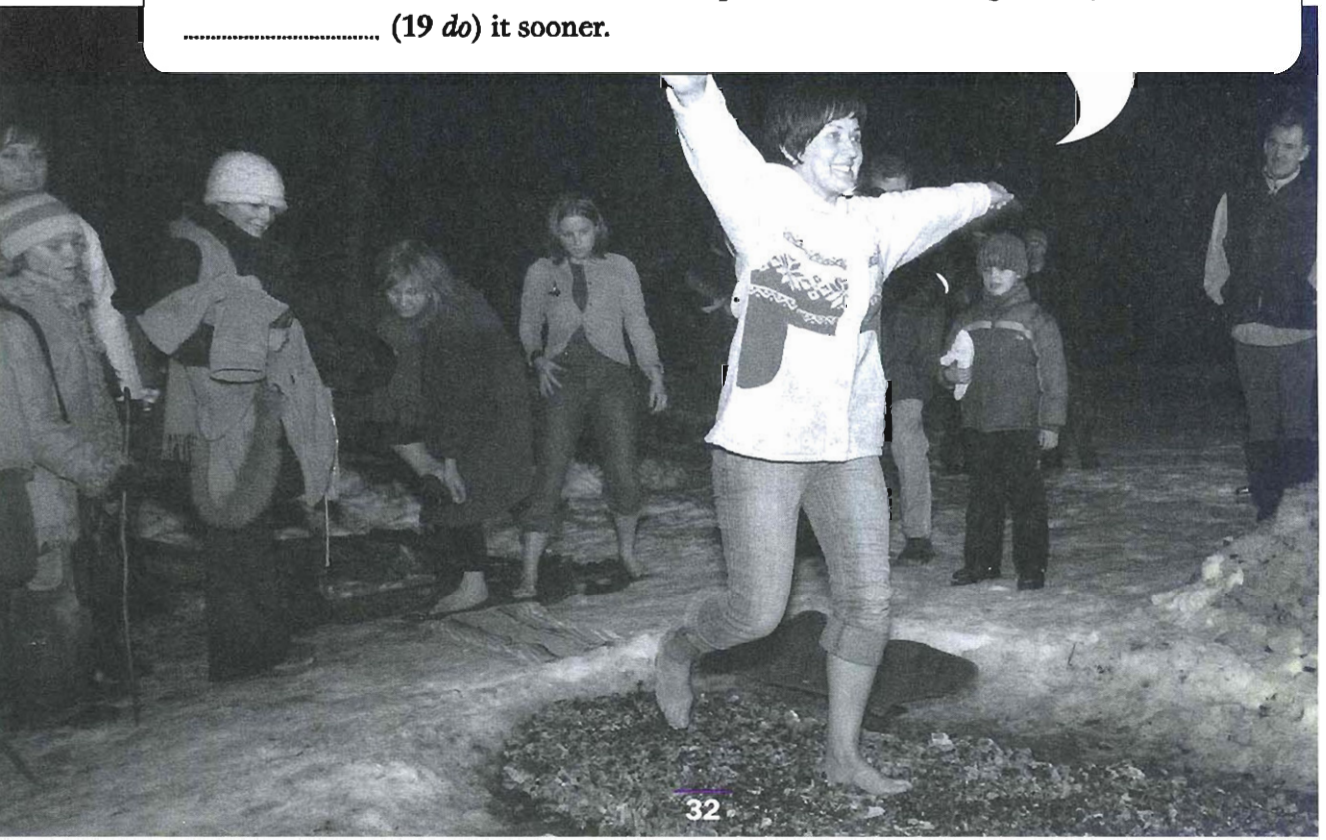
Although there 6 *was* (*be*) no change in the number of people aged 65-74 between 1960 and 1970, the number of people aged 75 and over 7 *increased* (*increase*) during this time. By the year 2000, 12.4% of the US population 8 *reached* (*reach*) the age of 65 or more, although this was slightly lower than in 1990 when it 9 *peaked* (*peak*) at 12.6%.

The chart shows that today people in the United States can expect to live longer than in 1900. By the year 2000 more than 12% of the population 10 *managed* (*manage*) to live to the age of 65 and over compared to only 4.1% in 1900.

3 Fill in the gaps with the past simple, past perfect simple or past perfect continuous of the verbs in brackets.

Last year my friends *arranged* (1 *arrange*) for us to try fire-walking, which is when you walk on hot coals. I (2 *always/be*) fascinated by it and I (3 *hear*) people say it was an unforgettable experience. I was very excited when I (4 *arrive*) on the day, although beforehand I (5 *feel*) a little frightened! My friends and I (6 *come*) in the hope that by the end of the day we would be able to say we (7 *walk*) across hot, burning coals.

Our teacher was very good, and by teatime we (8 *learnt*) a great deal and (9 *prepare*) the fires. I (10 *expect*) to be terrified when the time came to walk, but as I (11 *take off*) my shoes and socks I (12 *not/feel*) afraid. I (13 *approach*) the coals as all my friends before me (14 *do*), and started walking! I could feel the heat, but as I (15 *step*) back onto the grass at the other end I knew the coals (16 *not/burn*) my feet at all. As I (17 *hope*), all my friends (18 *manage*) the walk and none of us were burnt. The whole experience was amazing, and I just wished I (19 *do*) it sooner.



- 4** Fill in the gaps with a verb from the box in the past simple, past perfect simple or past perfect continuous tense. Use each verb once.

be buy decide develop discuss feel like make
phone run start stay take visit wait ~~work~~

- 1 She 'd. been working..... as a waitress for five years when he met her.
- 2 The lecture by the time they got there.
- 3 In the supermarket he all the ingredients he needed and then went home to make her birthday cake.
- 4 Holly did very well in her exam, which was a shock because she
(*never*) an exam before.
- 5 They went on a big tour of Britain. First they in London for a few days. Then they Cambridge, York, and Edinburgh, and then Bath. They to Bath before, but they it so much that they to go back again.
- 6 Scientists announced the launch of the new drug last week. They it for five years.
- 7 By the time I got to the meeting they (*already*) the important issues and they the big decisions without me. I from my mobile to tell them the train was late and I annoyed that they (*not*) for me.
- 8 I looked terrible when I saw Joe last night because I for over an hour and I was exhausted.

Future 1

plans, intentions and predictions:
present continuous; *going to*; *will*

A Context listening

- 1 You are going to hear Tim, a sports team coach, talking to Amanda, a player in the team, about a trip they are going to make. Before you listen look at the pictures. Which sport does the team play? Which two countries will they visit?



- 2 **5** Listen and complete the table below. Write no more than two words or a number for each answer.

Country	Number of matches	Number of free days	Accommodation	Other plans
1	2	3	stay in a 4	do lots of walking
5	6	7	8	visit some 9

- 3 **5** Now listen again and write

- A if Tim makes this statement
B if Amanda makes this statement
C if both Tim and Amanda make this statement

- We're travelling to Scotland by plane.
- We'll have fun even if the weather is bad.
- The team will be pleased with the accommodation in Athens.
- The two countries are going to provide very different experiences.
- The team manager is holding a party on our return.

- 4 Look at the statements in Exercise 3 and answer these questions.

- Which tense is used in statements 1 and 5?
- Which structure is used in statements 2 and 3 to refer to the future?
- Which structure is used in statement 4 to refer to the future?
- Which statements talk about a fixed arrangement?
- Which statements are predictions?

B Grammar

1 Present continuous

We use the present continuous to talk about plans or definite arrangements for the future:

We're staying in a small hotel. (we have made the arrangements)

Notice that time expressions are used or understood from the context in order to show that we are talking about the future (and not the present):

The manager is having a party just after we get back. (time expression given)

We're playing four matches there. (future time expression understood)

2 Will

+	<i>will + verb</i>	<i>We'll enjoy it.</i>
-	<i>will not (won't) + verb</i>	<i>He won't enjoy it.</i>
?	<i>will ... + verb?</i>	<i>Will they enjoy it?</i>

We use *will*

- ◆ to make predictions, usually based on our opinions or our past experience:

I think it'll be extremely hot there.

- ◆ to talk about future events we haven't arranged yet:

We'll probably stay in some sort of mountain lodge there.

- ◆ to talk about future events or facts that are not personal:

The best player on the tour will get a special trophy.

The prime minister will open the debate in parliament tomorrow.

- ◆ to talk about something we decide to do at the time of speaking:

Tell me all about it and I'll pass on the information to the rest of the team.

We often use *will* to make offers, promises or suggestions:

Don't worry, I'll let everyone know. (a promise)

3 Going to

+	<i>am/is/are + going to + verb</i>	<i>We're going to hire a bus.</i>
-	<i>am/is/are not + going to + verb</i>	<i>He's not going to hire a bus.</i>
?	<i>am/is/are ... + going to + verb?</i>	<i>Are they going to hire a bus?</i>

Going to often means the same as the present continuous and *will*.

We use *going to*

- ◆ to talk about events in the future we have already thought about and intend to do:

We're going to hire a bus. (we intend to go, but we haven't made the arrangements yet)

We're going to get a boat to a couple of the islands.

- ◆ to make predictions when there is present evidence:

Well, we're certainly going to have a varied trip. (I am judging this from what I know about the plans)

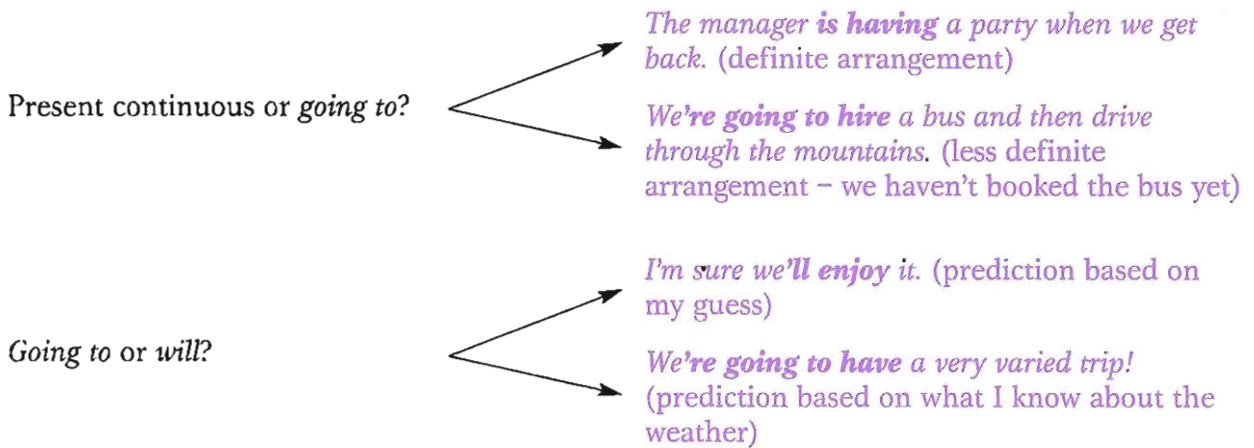
Going to and will can follow words like *think, doubt, expect, believe, probably, certainly, definitely, be sure* to show that it is an opinion about the future:

I think it's going to be a great trip.

I'm sure we'll enjoy it whatever the weather.

It'll probably rain every day.

We can often choose different future forms to talk about the same future situation. It depends on the speaker's ideas about the situation:



Often there is very little difference between *going to* and *will* for predictions.

Grammar extra: Making predictions using words other than *will*

In formal writing we often use expressions other than *will* to predict the future (e.g. *be likely to, be predicted to, be estimated to, be certain to*):

The population is likely to increase to 22 million in 2011.

The average annual rainfall is predicted to be ten per cent lower than today's figures.

C Grammar exercises

1 Fill in the gaps in the second half of this model answer with phrases from the box.

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?

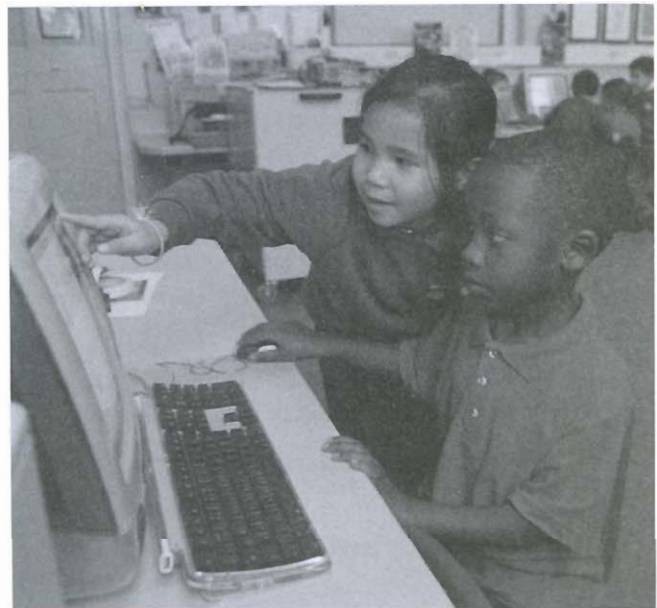
- | | | |
|--------------------------------|-----------------------|-----------------------|
| are going to feel | are going to happen | are likely to lead to |
| are likely to occur | are predicted to work | is likely to become |
| will be | will continue | will develop |
| will find | will have | will result |

... So, now let us consider the changes that **1** are likely to occur in the next 100 years. Unfortunately, I believe that not all changes **2** for the better. For example, in the future more and more people **3** from home and so they **4** more isolated from their colleagues. On the other hand, they **5** (certainly) greater freedom to choose their working hours.

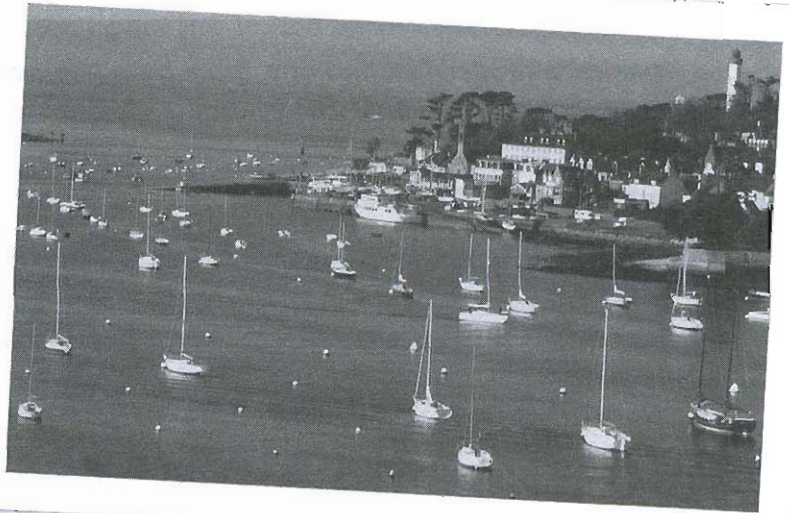
A further possible change is that handwriting **6** obsolete. We are already so used to using a keyboard that today's children are losing the ability to spell without the aid of a word processor:

Without a doubt, even greater changes **7** in technology used in the workplace. Computers **8** (undoubtedly) to grow even more powerful and this **9** (probably) in an even faster pace of life than we have now. Let us hope that our employers **10** a way to reduce the stress on workers this fast pace can bring.

I also think these improvements in technology **11** even more globalisation than now and companies **12** very strong international links.



2 Underline the most suitable form of the verbs.



Dear Paul and Claire

We're having a wonderful time here in France. The weather is beautiful and we've got lots of plans for how to spend the next couple of weeks. Tomorrow **1** *we're going out / we will go out* on a glass-bottomed boat to look at the wonderful sea life, and then on Wednesday we think **2** *we're taking / we'll take* a tour of the old town. Ollie's aunt lives quite close, so **3** *we're visiting / we're going to visit* her too if we have time.

The hotel is lovely and lively and has lots of good night life. Tonight **4** *they're holding / they'll hold* an international evening, with lots of food from different countries.

As you know, we're here with our friends, John and Wendy, but **5** *they aren't staying / they won't stay* as long as us, so **6** *we're probably doing / we'll probably do* the really 'touristy' things with them, and be lazy in our second week. You can hire small sailing boats for the day, so we think **7** *we're doing / we're going to do* that next week, and **8** *we're also going to try / we're also trying* to have time to do some shopping!

I hope you are ready for your big trip. **9** *You're loving / You'll love* Australia. In fact **10** *you're going to probably end up / you'll probably end up* staying there much longer than you've planned.

Have a great time, and **11** *we're going to see / we'll see* you when you get back.

Love Kath and Ollie

3 Fill in the gaps with the present continuous or *will*-future form of the verbs in brackets.

Kirsty: Hi Elaine. It's Kirsty, here.

Elaine: Hello, how are you?

Kirsty: Fine. Listen, I know this is very short notice but are you doing (1 *do*) anything tonight?

Elaine: Nothing why?

Kirsty: Well I (2 *take*) my class to the theatre, but one of them can't go. Would you like to come?

Elaine: I'd love to. What's the play about?

Kirsty: Oh, I (3 *tell*) you all about that a little later. I (4 *pick*) you up at 6.30 – is that okay?

Elaine: Yes, OK. Or how about meeting a bit earlier? We could have a coffee beforehand.

Kirsty: Well, I (5 *see*) the school principal at four, but I suppose I could come after that. My meeting (6 *probably/finish*) at about 5.30. Is that okay?

Elaine: Yes, of course. What time does the play actually start?

Kirsty: At 7.30, although we (7 *need*) to be there before as I (8 *meet*) my students at the theatre at seven. Afterwards they (9 *probably/want*) to talk about the play for a little while. But I hope that (10 *not/go on*) for too long. There (11 *be*) plenty of time for us to discuss it at tomorrow's lesson.

Elaine: That's fine. I (12 *see*) you at 5.30!

4 Write sentences about yourself.

1 Write two **intentions** about your future.

.....

2 Write three **plans** or **arrangements** for your future.

.....

3 **Predict** three things that you think will happen to the workplace in the future.

.....

Grammar focus task

These are extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets and then answer the questions that follow.

- 1 Your motives (*help*) you choose the best course for your aims and goals.
- 2 If you are career-driven, you (*need*) a course relevant to your profession.
- 3 You (*ensure*) that you don't waste any time or money.
- 4 What (*I/do*) after the course?
- 5 Having a plan (*help*) you make the most of the opportunities that come your way when you're on the course.



Which future forms are used?

Why?

A Context listening

- 1 Janet is a university lecturer. She gets nervous when she gives talks at conferences. Look at the pictures. Which do you think would help Janet feel more confident and relaxed?



- 2  6 Listen to Janet's conversation with her colleague, Phil. What advice does Phil give her?
- 3  6 Listen again and complete the sentences below. Write no more than three words for each answer.

- 1 Janet on the report all next week.
- 2 By the end of the year, Janet the same talk at six conferences.
- 3 When she gets to Rome, Janet very nervous.
- 4 Before he gives his talk in London, Phil it at least ten times.
- 5 Janet is in a hurry because the train to the airport in 20 minutes.

- 4 Look at the sentences used in Exercise 3 and answer these questions.

- 1 Which sentences talk about events that will be over before a time in the future?
.....
- 2 Which sentences talk about events or situations in progress at a particular time in the future?
- 3 Which sentence talks about a scheduled event?

B Grammar

1 Present simple

We use the present simple with a future meaning

- ◆ to talk about timetables or schedules:

*The conference only **lasts** three days.*

*The train to the airport **leaves** in 20 minutes.*

- ◆ after conjunctions such as *when, as soon as, after, before, until, as long as*:

*I'll be feeling really nervous **when** I **get to** Rome. (~~not when I will get to Rome~~)*

*Can you do it **before** we **have** the departmental meeting? (~~not before we will have the meeting~~)*

Note that other present tenses are also possible:

*I won't be able to relax **until** I'm actually **giving** my talk.*

2 Be about to

+	<i>am/is/are about to + verb</i>	<i>I'm about to go to Rome.</i>
-	<i>am/is/are not about to + verb</i>	<i>I'm not about to go to Rome.</i>
?	<i>am/is/are ... + verb?</i>	<i>Are you about to go to Rome?</i>

We use *be about to* to talk about something likely to happen in the immediate future:

I'm about to go to Rome for a conference. (I will be leaving very soon)

- ▲ The negative form suggests the speaker has no intention of doing something:

I'm not about to cancel my trip. (= I have no intention of cancelling my trip)

3 Future continuous

+	<i>will be + verb + -ing</i>	<i>I'll be feeling nervous.</i>
-	<i>will not (won't) be + verb + -ing</i>	<i>She won't be feeling nervous.</i>
?	<i>will ... be + verb + -ing?</i>	<i>Will you be feeling nervous?</i>

We use the future continuous

- ◆ to describe or predict events or situations continuing at a particular point in the future or over a period of time in the future:

I'll be working on the report all next week.



I'll be thinking of you in Rome.

*By the year 2015 it is estimated that well over one billion people **will be learning** English.*

- ◆ to talk about events that are planned or already decided (this use is similar to the present continuous for future arrangements):

I'll be seeing Sarah at lunch.

4 Future perfect simple

+	will have + past participle	<i>I'll have done it by then.</i>
-	will not (won't) have + past participle	<i>We won't have done it by then.</i>
?	will ... + have + past participle?	<i>Will you have done it by then?</i>

We use the future perfect simple to talk about a future event that will finish before a specified time in the future, often with *before*, *by* + fixed time, or *in* + amount of time:

By the end of the year I will have given the same talk at 6 conferences!

I'll have finished it by next Friday.

In a week's time I'll have written the report.

5 Future perfect continuous

+	will have been + verb + -ing	<i>I'll have been studying here for three months.</i>
-	will not (won't) have been + verb + -ing	<i>We won't have been studying here for long.</i>
?	will ... + have been + verb + -ing?	<i>How long will you have been studying here?</i>

We use the future perfect continuous to show how long an activity or situation has been in progress before a specified time in the future. We usually mention the length of time:

By the end of the month I'll have been working here for three years.

Grammar extra: The future in the past

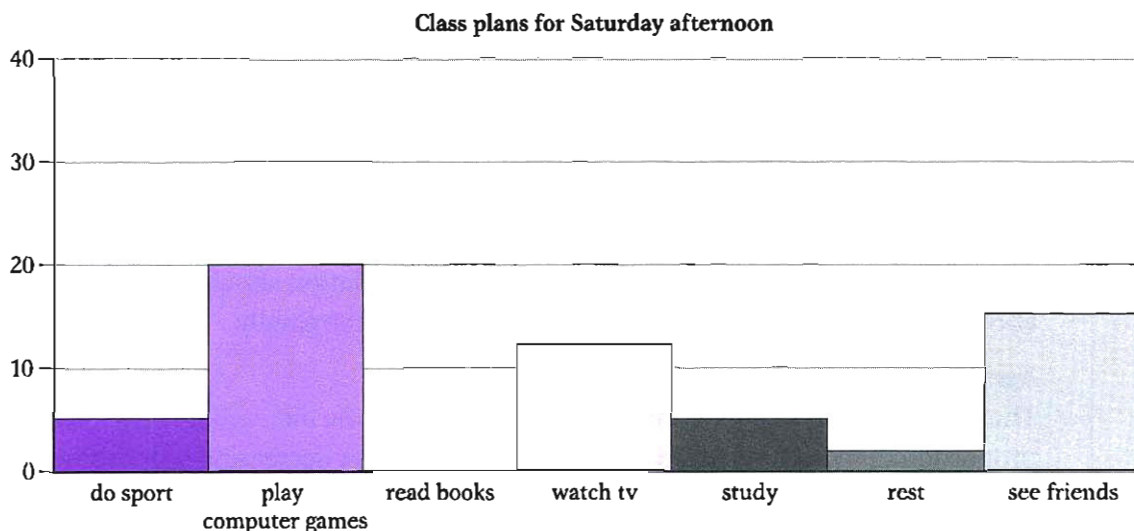
We use *was/were going to*, *was/were planning to*, *was/were about to* + verb to talk something planned which did not or will not happen:

I was going to leave this morning but they cancelled my flight.

We were about to leave when the phone rang.

C Grammar exercises

1 The following chart shows the results of a class survey about planned activities for Saturday afternoon. Complete the sentences using the future continuous tense.



- 1 Twelve students will be watching TV on Saturday afternoon.
- 2 The students books on Saturday.
- 3 The largest group of students this Saturday afternoon.
- 4 A similar number of students and this weekend.
- 5 A very small number of students this weekend.
- 6 Approximately 15 students this weekend.

Write what you will be doing at the following times.

- 7 At six o'clock tomorrow I'll
- 8 Next Saturday afternoon I won't
- 9 On Sunday morning
- 10 In a year's time

2 Read the following projections about the future population of Australia.

Population projections

According to the latest available projections (which are based on several combinations of assumptions reflecting past trends in births, deaths and migration), the total population of Australia is likely to have increased to between 22.3 and 23.3 million by 2021.

The projected population will increase at a declining rate. The average annual growth rate is predicted to be between 0.5 and 0.8 during 2011–2021. Without overseas migration, the projected total population should peak at about 23.3 million in 2041, and then start to decline marginally.

Age distribution

The projected population will age progressively due to the increasing proportion of the elderly (aged 65 years or more) and the decreasing proportion of children (aged under 15 years). In brief, the number of persons aged under 15 is projected to be between 3.7 and 4.1 million in 2031; the population of working age (15–64 years) is projected to increase to between 14.4 and 15.0 million in 2031; and the number of persons aged 65 years or more is projected to increase to between 2.94 and 2.98 million in 2031. The projections also show significant increases in the number of persons aged 80 years or more.

Write the verbs in brackets in the future perfect tense. Then choose the correct ending for each sentence.

- | | |
|---|-----------------------------------|
| 1 By the year 2021 the population of Australia <u>will have reached</u> (reach) | a by the early 2040s. |
| 2 The population of Australia (peak) | b to almost 2.98 million. |
| 3 By the year 2031 the number of children aged under 15 (rise) | c a maximum of 23.3 million. |
| 4 By 2031 the number of people of working age in Australia (grow) | d to between 3.7 and 4.1 million. |
| 5 By 2031 the number of people aged 65 and over (go up) | e significantly. |
| 6 By the year 2031 the number of people aged over 80 (increase) | f to around 15 million. |

3 In six of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.

- 1 When I'll find the answer I'll let you know. I find
- 2 My exams finish on 27th June.
- 3 I'll be fine in the interview as long as they won't ask me technical questions.
- 4 What time is your meeting about to start tomorrow?
- 5 I'll hand in my notice for this job after I'll get the contract for my new one.
- 6 I'll text you before we set off.
- 7 The bus doesn't arrive until 7.30 in the evening.
- 8 I've got my schedule for the Japan trip. We're about to fly to Tokyo at 10 am on Monday, and then travel by train to Kyoto for one night.
- 9 The moment I'll receive my results I'll phone you.

4 Fill in the gaps with a future form from this unit and the verbs in brackets.

Teacher: What will you be doing (1 *you/do*) this time next year?

Student 1: Well, that's difficult to say but I hope that I (2 *travel*) round the world. Before then I (3 *hopefully/save up*) enough money for the ticket. I plan to end up in Australia and when I (4 *get*) there I'll get a job and earn some money. So, in a year's time I (5 *probably/travel*) for a few months already. I hope that I (6 *visit*) quite a lot of different countries by then too.

Teacher: What do you plan to do when you graduate?

Student 2: Well, my plans have changed a bit. I (7 *do*) a journalism course, but I didn't get accepted. So I've sorted something else out and I (8 *start*) a hospitality course tomorrow, actually. It's for six months, so I (9 *not/finish*) in time to go travelling next spring, unfortunately. However, as soon as I (10 *find out*) if I've passed the course, I can apply for a job in a hotel in Australia.

A Context listening

- 1 You are going to hear two doctors discussing a patient. Before you listen look at the newspaper headline and guess how it relates to the patient.

- 2 11 Listen and check if you were right.
- 3 11 Listen again and say whether the sentences below are true or false. Correct the sentences that are false.

- 1 The patient could remember all his personal details.
- 2 The patient definitely came from Yorkshire.
- 3 The patient could speak French and Italian.
- 4 Joe thinks that the patient might have been running away from something.
- 5 Joe thinks that the patient was definitely unmarried.
- 6 The patient has been unable to make contact with anyone he knows.
- 7 Deborah thinks that the patient can't have hit his head.
- 8 Deborah thinks that the patient will never recover his memory.

- 4 Underline these words in the questions and answers in Exercise 3.

could couldn't might be able to must can't will

- 1 Which words refer to ability?
- 2 Which words refer to certainty or impossibility?
- 3 Which words refer to possibility?

B Grammar

Modal verbs (*can, could, may, might, must, will, would, shall, should, ought to, need*) are auxiliary verbs that give information about ability, possibility or necessity.

Modal verbs are followed by the infinitive without *to* and their form doesn't change:

*He **could speak** French and Italian. (not ~~He coulds speak~~)*

***Could you speak** French before you lived there? (not ~~Did you could speak~~)*

1 Ability

We use the following verbs to talk about ability:

Present	<i>can, can't, be able to, manage to</i>	<i>I can't swim.</i>
Past	<i>could, couldn't, be able to, manage to</i>	<i>They weren't able to find out his name.</i>
Perfect	<i>be able to, manage to</i>	<i>Have you managed to finish the report yet?</i>
Future	<i>be able to, manage to</i>	<i>I won't be able to meet you later.</i>

It is more common to use *can/could* to talk about general ability in the present and past than *be able to*:

***Can you remember much about it?** (= Are you able to remember?)*

*He **could** speak French and Italian, but he **couldn't** remember his name.*

To talk about ability on one specific occasion in the past we use *couldn't, was(n't)/were(n't) able to*, but not *could*:

*The police **were able to** find out that he could speak French and Italian. (not ~~The police could find out~~)*

*He **couldn't** remember who he was.*

We sometimes use *manage to* to show that something is difficult to achieve:

*I've finally **managed to** give up smoking after all these years!*

We use *be able to* or *manage to* with perfect or future forms:

*Apparently he's **been able to** find his family.*

*Within a year he'll probably **be able to** remember quite a lot. (not ~~Within a year he can probably remember quite a lot.~~)*

2 Other uses of can

We use *can* to mean *sometimes*:

*People **can do** funny things when they've experienced something terrible. (= people sometimes do funny things)*

We also use *can* to ask for and give permission:

***Can I** borrow the car this afternoon?*

***You can** borrow it, but I need it later this evening.*

3 Possibility

We use *must*, *may*, *might*, *could*, *couldn't* and *can't* when there is some evidence, information or belief that something is probably or possibly true (or not true). The modal verb we choose depends on the strength of the evidence we have to support our ideas.

very likely	<i>must</i>
possible	<i>might, may, could, may not, might not</i>
very unlikely	<i>can't, couldn't</i>

Could, *may* and *might* express the same degree of possibility:

*He **may/might/could** remember some things already.*

Couldn't expresses the same probability as *can't*. It is usually used to talk about the past:

*The police realised he **couldn't** be Canadian. (= it was very unlikely that he was Canadian)*

▲ *May not* and *might not* do not express the same probability as *couldn't*:

*The supermarket **may/might not** be open today because it's a Bank Holiday. (~~not the supermarket couldn't be open~~)*

Present

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + infinitive without *to* to talk about possibility in the present:

*He **may remember** some things already. (= it is possible he remembers some things now)*

*It **can't be** very easy living with someone who doesn't remember any of the past. (= it is very unlikely that it is easy)*

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *be* + *-ing* to talk about things (possibly) happening or in progress at the time of speaking:

*They **must be having** a difficult time adjusting to it all.*

*The phone is engaged. She **might be talking** to her sister on the phone.*

Past

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have* + past participle to talk about possibility in the past:

*In the attack he **must have hit** his head. (= there is strong evidence that he hit his head)*

*He **could have had** a wife and children. (this is a possible situation)*

*He **can't have been** married. (= there is strong evidence that he wasn't married)*

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have been* + *-ing* to talk about things possibly happening or in progress in the past:

*He **might have been trying** to run away from his past.*

Future

We can use *may (not)*, *might (not)*, and *could (not)* + infinitive without *to* to talk about possibility or uncertainty in the future:

He could make a total recovery one day.

We can use *may (not)*, *might (not)*, *could (not)*, *must*, *can't* + *be* + *-ing* to talk about things possibly happening at a time in the future:

I might be meeting John later.

4 Expressing possibility and opinions in written texts

Modals are very important in written texts because they 'soften' the message and help to show that the author is expressing an opinion rather than a proven fact. *May* is very common in these kinds of texts as well as *can* used to mean 'sometimes'. (see B3)

Compare these sentences and the teacher's comments:

Student's work	Teacher's comment
People <u>are unkind</u> about their colleagues but it <u>is simply</u> because they are feeling insecure at work.	How do you know this?
People <u>can be unkind</u> about their colleagues but it <u>may simply be</u> because they are feeling insecure at work.	Good sentence.
Banning cars with high fuel consumption is a <u>good idea</u> , as it will <u>result</u> in less pollution.	This is a very strong opinion.
Banning cars with high fuel consumption <u>may be</u> a <u>good idea</u> , as it <u>could result</u> in a less pollution.	Good sentence. You are making your opinion 'softer'.

5 Alternatives to modals

Adverbs like *certainly*, *probably*, *possibly*, *perhaps* and *maybe* can be used to express similar ideas to modal verbs:

*He had **probably** been attacked and robbed.* (= he must have been attacked)

We can use *it + be + certain/likely/probable/possible/impossible* to express ability, probability and possibility:

***It is possible** to program your computer to translate texts automatically.* (= you can program your computer)

***It is possible** that the train will be late.* (= the train might be late)

C Grammar exercises

1 Underline the most suitable words. Sometimes both options are possible.

- 1 He's a concert pianist and he can / *manages to* play all Beethoven's sonatas.
- 2 When I lived in a small town I *was able to* / *could* walk almost everywhere, but now I live in the capital city I need a car.
- 3 They worked all night and *could* / *managed to* finish the report just in time.
- 4 The protestors *didn't manage to* / *couldn't* persuade the president to change the law.
- 5 Next year she *can* / *will be able to* join the club, but she's not old enough yet.
- 6 In my country it *can* / *is able to* get very cold in the winter.
- 7 I was nearly late as the bus didn't come, but luckily I *could* / *managed to* get a taxi.
- 8 I hope that I *will be able to* / *will manage to* do some sightseeing when I'm in New York next week on business, but I've got a busy schedule.
- 9 She didn't get good enough grades to go to her first choice of university but she *could* / *was able to* get a place at another one.

2 Tick (✓) the sentence, a or b, which best matches the sentence on the right.

- | | |
|--|---|
| 1a He might be British. | He has a British passport. |
| b He must be British. ✓ | |
| 2a Our teacher can't be off sick. | I just saw him in the corridor talking to a student. |
| b Our teacher may not be off sick. | |
| 3a It can be cold in Delhi in December. | I advise you to take some warm clothes just in case. |
| b It must be cold in Delhi in December. | |
| 4a John can't have been working late last night. | He wasn't home when I called at seven. |
| b John might have been working late last night. | |
| 5a He can't be a millionaire. | He has shares in the most successful company of all time. |
| b He must be a millionaire. | |
| 6a I may come to the lecture this afternoon. | It depends if I finish my essay before then. |
| b I must come to the lecture this afternoon. | |
| 7a The exam may have been very difficult. | Not many people passed it. |
| b The exam must have been very difficult. | |
| 8a John couldn't know how to get here. | We will have to give him directions. |
| b John might not know how to get here. | |

3 Replace the underlined phrases with a suitable past modal phrase.



The mummy of Djedmaatesankh, a young woman from the ninth century BC, lies behind a glass display in the Royal Ontario Museum. 2,800 years ago she lived in Thebes with her husband on the east bank of the river Nile. They were well-off, although as a double-income couple without children 1 it is likely they were rather unusual. Djedmaatesankh was a musician at the great Temple of Amun-Re at nearby Karnak, where her husband was a temple doorkeeper. 2 It is possible that their jobs at the temple provided the couple with a small wage and other benefits to supplement their main income from a piece of fertile Nile land on which 3 it is possible that they grew crops of barley, sesame, or dates.

We can only guess at what Djedmaatesankh's life would have been like, and try to imagine what her problems were. 4 It is possible she was anxious about her inability to have children and certainly, as she approached her thirties, 5 it is highly likely that she worried about her health.

Looking upon a face from so long ago, a face not unlike that of any other young woman in Egypt today, ties us more personally to history. In a way that 6 was impossible for her to imagine, Djedmaatesankh has achieved a degree of fame in our 21st century, appearing in dozens of newspapers and magazines.

- | | |
|------------------------------------|---------|
| 1 <u>they must have been</u> | 4 |
| 2 | 5 |
| 3 | 6 |

4 Read the following essay. Find seven places where you can add *may*, *can* or *can't* to soften the verbs.

'Children can be adversely affected by the influence of television.'
To what extent do you agree with this statement? Give reasons for your answer.

Almost every family has a television these days, and many children watch a whole range of programmes every day. Some people believe that television is harmful to children, saying that it influences behaviour in a negative way.

can be

There are a lot of programmes on television that are not educational and that contain violence and bad language. However, watching violence on television encourages violent behaviour in children. This is true in cases of children who have already exhibited violent tendencies, but it isn't true of all children, otherwise we would have an epidemic of child crime. It is also argued that bad language on television encourages the same in children.

.....

Nevertheless, overall I believe that restricting children's television viewing to mainly educational programmes shown at a time of day when there is no violence or bad language will overcome any risks of television being a bad influence.

.....

D Test practice

Listening Section 4

Questions 1–10

Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

The history of soap

In ancient times soap was used to clean 1 Soap was not seen as a means of personal hygiene until 2 times. Ancient people had little technology but many 3 so were probably able to discover soap by chance. Soap was probably only used in 4 societies. There is no evidence that tribespeople at the time of the British 5 used soap.

The history of soap has mostly been discovered from 6 The earliest known use of soap in 2500 BC was to wash 7 The Egyptians made soap by mixing salts with oil taken from 8 The Romans saw washing themselves as a social activity. They removed dirt using steam and a 9 When Pompeii was excavated, they discovered a 10 for making soap.

Grammar focus task

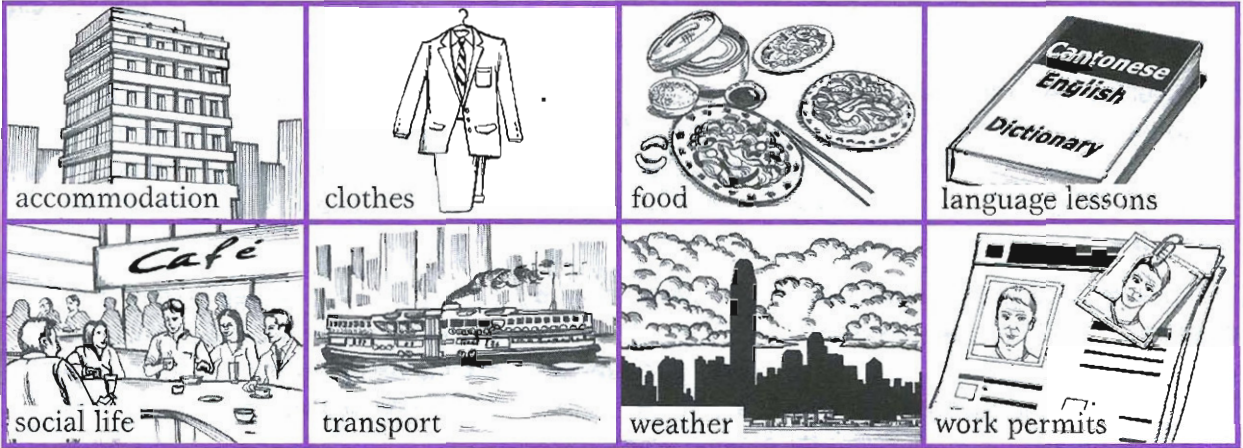
Listen to the first part of the recording again and fill in the gaps with a modal and the verb in brackets in the correct form.

- 1 While you (*find*) some information on the origins of soap, it is not a substance which has excited a great deal of study so far.
- 2 We can only assume that other activities (*provide*) the basis from which this key concept arose.
- 3 So, how is it that these primitive people from over two thousand years ago (*discover*) soap?
- 4 I carried out some experiments using basic techniques to try to find out what people without any chemical knowledge (*observe*).
- 5 I was able to demonstrate that they would indeed (*make*) a soap that is not dissimilar to the one we know today.

Decide whether the modals are used to show ability or possibility in these sentences.

A Context listening

1 You are going to hear a man asking a colleague for advice about living in Hong Kong. Before you listen, look at the pictures and guess which of these topics they talk about.



2  14 Listen and check if you were right.

3  14 Now listen again and fill in the gaps in the colleague's advice.

- 1 You a few days to recover from jet lag.
- 2 You the underground system as much as possible.
- 3 You some Cantonese to travel on the public light buses.
- 4 You loose change on the ferries and the buses.
- 5 You to speak Cantonese in some market stalls.
- 6 You a work permit before you go.
- 7 You too casually for work.
- 8 You any guide books in England.
- 9 You lots of passport photos with you.

4 Complete the table below with words from Exercise 3.

strong obligation or necessity	advice or suggestions	no obligation or necessity
need to		

B Grammar

We use expressions of obligation and necessity when there is a need to do something. This need can be internal (the speaker feels it is necessary) or external (rules or the situation make it necessary).

1 Obligation and necessity

The verbs *must* (*mustn't*), *have to*, *have got to*, and *need to* express obligation and necessity:

You'll need to allow a bit of extra time to get over jet lag.

You have to get a work permit before you go.

You mustn't dress too casually for work.

Must is a modal verb and its form doesn't change:

He must try a bit harder. (not he-musts)

We use *must* when the obligation comes from the speaker:

You must invite me to visit you. (the speaker wants this)

When there is an institutional rule or a law *have to* or *need to* are more common than *must*:

You have to get a work permit before you go. (this is a rule)

Have to is more common in spoken English than *must*, but in written English either is used.

Have got to is more common in spoken English than written English:

I've got to find somewhere to live quite quickly.

Must is usually used on signs, notices and printed information:

All employees must hold a valid work permit.

To talk about obligation and necessity in the present we can use *must(n't)*, *have to*, *have got to* or *need to*. We use *have to* or *need to* with past and future tenses:

You will have to learn some Cantonese. (not You-will-must-learn)

He had to get up really early to catch the ferry to work. (not He-must-got-up-early)

▲ We do not usually make questions with *must* and *ought to*:

What sort of things do you need to know? (not What sort of things must you / ought you to know?)

2 No obligation

We use *not have to*, *not need to* and *needn't* to suggest that there is no obligation or necessity to do something:

You needn't buy lots of guide books before you go. (= it is not necessary to buy guide books before you go)

▲ *Mustn't* does not mean the same as *don't have to*, *don't need to* and *needn't*:

You don't have to wait for ages. (= it is not necessary to wait)

You mustn't wait here. (= it is not allowed to wait here)

To talk about lack of obligation in the past we can use *needn't have* + past participle, *didn't need to* or *didn't have to*:

*We **didn't have to** worry about work permits when I was there.*

*I **needn't have bothered** to get a work permit. (= it wasn't necessary)*

There is a difference between *didn't need to* and *needn't have*:

*John picked me up from the station so I **didn't need to** get a taxi home. (= it wasn't necessary so I didn't get a taxi)*

*I **needn't have got** a taxi because John's flat wasn't far from the station. (= I got a taxi but it wasn't necessary)*

To talk about the future we use *not have to* or *not need to*:

*I hope I **won't have to** work late tonight.*

*He's **not going to need to** come to the meeting after all.*

3 Suggestions and advice

We can use modal verbs *should(n't)* and *ought (not) to* to make suggestions or give advice:

*You **should** try and use it whenever you can. (= I think it is a good idea)*

*You **ought to** take lots of passport photos with you.*

*You **shouldn't** dress casually for work.*

We can use *must* to give strong advice:

*You **must** phone me when you get there.*

4 Adverbs

Adverbs like *also*, *always*, *never*, *sometimes*, *just* and *only* come after modal verbs:

*You **should always** carry plenty of loose change.*

*You **must never** do that again.*

To add extra emphasis we can use *really* before the verb:

*You **really have to** see it to believe it.*

5 Formal written English

Verbs of obligation, necessity and suggestion are common in formal and academic writing when giving opinions:

*Governments **should** take advice from the experts before making new laws.*

*Companies **need to** consider cultural differences when engaging in business with overseas organisations.*

C Grammar exercises

1 Underline the correct words. Sometimes both options are possible.

- 1 In my office you *have to* / *don't have to* wear a suit but lots of people do.
- 2 These pills *must not* / *don't have to* be taken if you are under twelve years old.
- 3 I *must* / *have to* leave now because I have a meeting.
- 4 I *didn't need to go* / *needn't have gone* to the station to pick her up because she decided to get the bus, so I finished my essay instead.
- 5 Notice to all conference participants: Please note that you *must* / *have got to* register before entering the conference hall.
- 6 You *mustn't* / *don't have to* smoke inside but you can smoke outside.
- 7 When I was at university I *must* / *had to* write my assignments by hand because there weren't any computers then.
- 8 British dog-owners *have to* / *must* have passports for their dogs when they travel abroad.
- 9 Next year I'll *have to* / *'ll must* get a job to pay back all the money I've borrowed from the bank for my university fees.
- 10 The interview went really well so I *didn't need to worry* / *needn't have worried* about it so much beforehand.

2 Fill in the gaps below with the correct form of (*not*) *have to*, *must*, (*not*) *need* or *should*.

- 1 A: I'm going to Florence next week so I *'ll have* to buy a guidebook.
B: Ah, well, you're in luck. You buy a book because I've got a small guide to Florence I can lend you.
- 2 A: What's Mike doing these days?
B: He's studying really hard. He pass his exams in order to get the promotion his company have promised him.
- 3 A: (*you*) wear a uniform at work?
B: Yes, and I find it rather strange because I've never worn one before. When I was at school we wear a uniform although the girls wear skirts and not trousers.
- 4 A: The rules for university fees have just changed. I was really lucky because I pay for my education, but unfortunately my brother pay when he goes to university next year.
B: Yes, I know. My sister will be affected too.

- 5 A: The bread's in the oven. Can you remind me to get it out in 20 minutes? I forget like last time when I burnt the loaf.
 B: I'm sorry. I'm afraid I go now, so I won't be able to remind you. Can't you set a timer?
 A: Oh, (you/really) go? I'd hoped you'd stay to lunch and have some of my bread!
- 6 A: I've just joined the tennis club. They've got all sorts of rules, you know.
 B: Really? Like what?
 A: Well, you wear white clothes on the courts, of course. But the really silly rule is that you turn your mobile off as soon as you arrive at the club. I don't want to do that – what if I'm needed at work or something?
 B: Perhaps they don't know you're a doctor. You tell them.

3 Read the extract from an Academic Writing Task 2. Decide if the underlined phrases are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Pollution is causing enormous problems all over the world these days. Governments **1** need to act quickly to stop this problem before it is too late.

The first thing I believe we **2** absolutely should do is reduce the amount we use our cars. Our governments **3** must to encourage us to use public transport. In my country, public transport is not very reliable, so the first thing that governments **4** have to do is to ensure that buses and trains are a viable alternative to the car. They **5** also should reduce the costs to the public of travelling on public transport.

However, it is not only the government that **6** needs to make an effort. All of us **7** should make some effort to reduce pollution. First of all we **8** ought try to walk or cycle if we can, rather than using our cars. In the past people **9** must walk or cycle because they did not have cars. It is a shame that we have become so dependent on cars now. Secondly, we **10** should trying to share car use with our friends and colleagues.

All of us **11** will must make some changes to our lives if we want to reduce pollution. Fortunately, we **12** mustn't make big changes to make big improvements in the situation.

- | | | |
|-----------------------------|---------|----------|
| 1 ✓ | 5 | 9 |
| 2 <u>absolutely must do</u> | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

4 Fill in the gaps with the correct form of (*not*) *have to*, *ought to* or *must(n't)* and the verbs in brackets.

Teacher: Do you think it's a good thing for young people to travel to different countries before settling down to a job?

Student: Yes, I think it's a really exciting and interesting thing to do.

Teacher: What 1 *do you have to think* (*you/think*) about if you're going to go travelling?

Student: Well, you 2 (*consider*) lots of things first. For example, you 3 (*have*) enough money in the first place, so you 4 (*work*) a bit first to save some money. Then another important thing to consider is who to go with. You 5 (*travel*) with a friend, but it is probably safer and less lonely if you do. Also, you 6 (*learn*) a bit about the countries before you go. It's a good idea to research cultural issues, so that you don't offend people by your behaviour. If you go to Nepal, for example, you 7 (*shout*) or raise your voice in public, and you 8 (*always/walk*) around a Buddhist temple in a clockwise direction. You 9 (*find out*) these things before you go.

Teacher: What things 10 (*you/arrange*) before you travel?

Student: Well, to visit some countries you 11 (*have*) a visa, so you 12 (*organise*) that before you go.