

Michael Swan
Catherine Walter

how
ENGLISH
works

A GRAMMAR PRACTICE BOOK

WITH ANSWERS

OXFORD

How English Works

A grammar practice book

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A grammar practice book

Michael Swan & Catherine Walter

With answers

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Introduction

The purpose of the book

How English Works is for learners of English who want to speak and write more correctly. It contains:

- short clear explanations of the rules of English grammar
- examples of correct use
- exercises.

How to use the book

If you are studying with a teacher, he or she will help you to use the book effectively. If you are studying at home, the following suggestions may be useful:

- Don't go through the whole book from beginning to end. *How English Works* contains explanations of basic rules (e.g. how to make questions), intermediate points (e.g. the use of passives) and more advanced problems (e.g. difficult structures with *who*, *whom* and *which*). Different learners will need to study different parts of the book.
- Start by trying the tests on pages 4–9. These will help you to decide what you need to learn – what are the most important problems in English grammar *for you*.
- Use the list of sections (at the beginning) and the Index (at the end) to help you find the sections that you want. Read the explanations and do the exercises. If you still have problems with a point, work through the section again.
- You will sometimes need to know some of the words that we use when we talk about grammar in English (e.g. *verb*, *preposition*, *tense*, *plural*, *countable*). These words are explained on pages 298–302.

The explanations

We have tried to make these as clear and simple as possible. You can find more complete explanations of some points in Michael Swan's book *Practical English Usage* (Oxford University Press).

Sometimes we ask you to try to work out a rule for yourself. When you have tried these 'Do It Yourself' activities, you can look at the blue pages (303–305) at the back of the book to see if you were right.

Test yourself

These tests will help you to decide what you need to learn. First of all, try the 'basic points' test on pages 4–5 and check your answers on page 11. If you have problems with any of the points, go to the sections where these are explained and do the exercises: then try the test again. The tests on pages 6–9 are suitable for intermediate and advanced students, and can be done in the same way.

Test yourself: basic points

Here are some of the basic grammar points from *How English Works*. Do you know them all? Check your answers on page 11.

Choose the correct answer(s). One or more answers may be correct.

- 1 She's ... university teacher.
A a B an C the D one
- 2 I like ... small animals.
A the B — (= *nothing*) C every D all

- 3 Is this coat ... ?
A yours B your C the yours
- 4 Is Diana ... ?
A a friend of yours B a your friend C your friend
- 5 Who are ... people over there?
A that B the C these D those

- 6 ... is your phone number?
A Which B What C How
- 7 Could I have ... drink?
A other B an other C another

- 8 There aren't ... for everybody.
A chairs enough B enough chairs C enough of chairs
- 9 They're ... young to get married.
A too much B too C very too

- 10 Most ... like travelling.
A of people B of the people C people

- 11 Ann and Peter phone ... every day.
A them B himself C themselves D each other

- 12 It's ... weather.
A terrible B a terrible C the terrible
- 13 *The plural of car is cars. Which of these are correct plurals?*
A journeys B ladys C minuts D sandwiches E babies

- 14 *Which of these is/are correct?*
A happier B more happier C unhappier D beautifuller

- 15 This is ... winter for 20 years.
A the more bad B worse C the worse D worst
E the worst

- 16 She's much taller ... me.
A than B as C that
- 17 He lives in the same street ... me.
A that B like C as D than
- 18 Her eyes ... a very light blue.
A are B have C has
- 19 ... help me?
A Can you to B Do you can C Can you
- 20 You ... worry about it.
A not must B don't must C must not D mustn't
- 21 It ... again. It ... all the time here in the winter.
A 's raining, 's raining B rains, rains
C rains, 's raining D 's raining, rains
- 22 I ... she ... you.
A think, likes B am thinking, is liking
C think, is liking D am thinking, likes
- 23 Who ... the window?
A open B opened C did opened
- 24 Why ... ?
A those men are laughing
B are laughing those men
C are those men laughing
- 25 What ... ?
A does she want B does she wants C she wants
- 26 I didn't ... he was at home.
A to think B think C thinking D thought
- 27 ... a hole in my sock.
A There's B There is C It's D It is E Is
- 28 I'll see you ... Tuesday afternoon.
A at B on C in
- 29 What time did you arrive ... the station?
A at B to C —
- 30 We're going ... the opera tomorrow night.
A at B — C in D to

Test yourself: intermediate points

Here are some of the intermediate grammar points from *How English Works*. Do you know them all? Check your answers on page 11.

Choose the correct answer(s). One or more answers may be correct.

- 31 I went out without ... money.
A some B any
- 32 He's got ... money.
A much B many C a lot of D lots of
- 33 'Who's there?' '...'
A It's me B It is I C Me D I
- 34 Although he felt very ..., he smiled ...
A angrily, friendly B angry, friendly C angry, in a friendly way
- 35 I ... to America.
A have often been B often have been C have been often
- 36 My mother ... my birthday.
A always forgets B always is forgetting C forgets always
- 37 You look ... a teacher.
A like B as C the same like
- 38 How many brothers and sisters ... ?
A have you got B do you have C are you having
- 39 Good! I ... work tomorrow.
A mustn't B don't have to C haven't got to
- 40 I ... smoke.
A — (= nothing) B use to C used to
- 41 Andrew ... to see us this evening.
A will come B comes C is coming
- 42 Alice ... have a baby.
A will B shall C is going to
- 43 I knew that he ... waiting for somebody.
A is B was C would
- 44 ... Gloria last week?
A Have you seen B Did you see C Were you seeing
- 45 She's an old friend — I ... her ... years.
A 've known, for B know, for C 've known, since
D know, since

- 46 We met when we ... in France.
A studied B were studying C had studied
- 47 As soon as she came in I knew I ... her before.
A have seen B saw C had seen
- 48 This picture ... by a friend of my mother's.
A is painting B is painted C was painting D was painted
- 49 Can you ... ?
A make me some tea B make some tea for me
C make for me some tea
- 50 Try ... be late.
A not to B to not
- 51 I went to London ... clothes.
A for buy B for to buy C for buying D to buy
- 52 You can't live very long without
A to eat B eat C eating D you eat
- 53 I enjoy ... , but I wouldn't like ... it all my life.
A to teach, to do B teaching, doing C to teach, doing
D teaching, to do
- 54 Her parents don't want ... married.
A her to get B her get C that she get D that she gets
- 55 I'm not sure what ...
A do they want? B do they want. C they want.
- 56 The policeman ... me not to park there.
A asked B said C told D advised
- 57 I ... you if you ... that again.
A hit, say B 'll hit, 'll say C hit, 'll say D 'll hit, say
- 58 It would be nice if we ... a bit more room.
A would have B had C have
- 59 If you ... me, I ... in real trouble last year.
A didn't help, would have been
B hadn't helped, would have been
C hadn't helped, would be
D didn't help, would be
- 60 There's the man ... took your coat.
A which B who C that D —

Test yourself: advanced points

Here are some of the more advanced grammar points from *How English Works*. Do you know them all? Check your answers on page 11.

Choose the correct answer(s). One or more answers may be correct.

- 61 My family ... thinking of moving to Birmingham.
A is B are
- 62 We watched a ... on TV last night.
A war film B war's film C film of war
- 63 He was wearing ... riding boots.
A red old Spanish leather B old leather red Spanish
C old red Spanish leather D Spanish red old leather
- 64 ... he gets, ...
A The richer, the more friends he has
B Richer, more he has friends
C Richer, more friends he has
D The richer, the more he has friends
- 65 It's ... if you take the train.
A quicker B the quicker C quickest D the quickest
- 66 He ... very annoying.
A 's B 's being
- 67 That ... be Roger at the door – it's too early.
A can't B mustn't C couldn't
- 68 At last, after three days, they ... get to the top of the mountain.
A could B managed to C succeeded to D were able to
- 69 It was crazy to drive like that. You ... killed somebody.
A may have B might have C could have D can have
- 70 I wonder if John ... this evening.
A will phone B phones
- 71 Who ... you that ring?
A 's given B gave
- 72 He ... quite different since he ... married.
A is, has got B has been, has got C is, got D has been, got
- 73 This is the first time I ... a sports car.
A 've driven B 'm driving C drive
- 74 On her birthday ...
A she was given a new car B a new car was given to her
- 75 We can't use the sports hall yet because it ...
A is still built B is still building C is still being built

- 76 I look forward ... you soon.
A seeing B to seeing C to see
- 77 If you have trouble going to sleep, try ... a glass of milk before bedtime.
A drinking B to drink C drink
- 78 This is my friend Joe. I ... met, have you?
A don't think you've B think you haven't
- 79 How ... !
A he works hard B hard he works
- 80 Which of these sentences are correct in spoken English?
A Car's running badly. B Seen Peter?
C Can't come in here, sorry. D Careful what you say.
E Lost my glasses. F Have heard of her.
- 81 Nobody phoned, did ... ?
A he B she C they D it E he or she F anybody
- 82 If you were ever in trouble, I would give you all the help you
A will need B would need C need D needed
- 83 My wife will be upset
A if I don't get back tomorrow B unless I get back tomorrow
- 84 Tell me at once ... Margaret arrives.
A if B when C in case
- 85 It's time you ... home, but I'd rather you ... here.
A go, stay B went, stayed C go, stayed D went, stay
- 86 I wish I ... more time.
A had B have C would have D will have
- 87 John Hastings, ... , has just come to live in our street.
A that I was at school with B I was at school with
C with who I was at school D with whom I was at school
- 88 She keeps tapping her fingers, ... gets on my nerves.
A which B what C that which
- 89 Can you finish the job ... Friday?
A till B until C by D for
- 90 There's a supermarket ... our house.
A in front of B opposite C facing

Test yourself: answers

basic points

| | <i>see page</i> |
|---------|-----------------|
| 1 A | 18 |
| 2 B, D | 22 |
| 3 A | 28 |
| 4 A, C | 28 |
| 5 B, D | 30 |
| 6 B | 31 |
| 7 C | 43 |
| 8 B | 44 |
| 9 B | 44 |
| 10 C | 47 |
| 11 D | 51 |
| 12 A | 56 |
| 13 A, E | 58 |
| 14 A, C | 79 |
| 15 E | 80 |
| 16 A | 87 |
| 17 C | 88 |
| 18 A | 95 |
| 19 C | 106 |
| 20 C, D | 106 |
| 21 D | 142 |
| 22 A | 148 |
| 23 B | 210 |
| 24 C | 210 |
| 25 A | 210 |
| 26 B | 213 |
| 27 A, B | 222 |
| 28 B | 284 |
| 29 A | 284 |
| 30 D | 285 |

intermediate points

| | <i>see page</i> |
|------------|-----------------|
| 31 B | 32 |
| 32 C, D | 40 |
| 33 A, C | 48 |
| 34 C | 68, 70 |
| 35 A | 74 |
| 36 A | 74 |
| 37 A | 90 |
| 38 A, B | 102 |
| 39 B, C | 113 |
| 40 A, C | 128 |
| 41 A, C | 130, 134 |
| 42 C | 132-3 |
| 43 B | 141 |
| 44 B | 154 |
| 45 A | 156 |
| 46 B | 164 |
| 47 C | 166 |
| 48 D | 176 |
| 49 A, B | 183 |
| 50 A | 188 |
| 51 D | 192 |
| 52 C | 196 |
| 53 D | 199, 204 |
| 54 A | 202 |
| 55 C | 251 |
| 56 A, C, D | 252 |
| 57 D | 256 |
| 58 B | 258 |
| 59 B | 262 |
| 60 B, C | 270 |

advanced points

| | <i>see page</i> |
|---------------------|-----------------|
| 61 A, B | 60 |
| 62 A | 63 |
| 63 C | 73 |
| 64 A | 84 |
| 65 A, C | 86 |
| 66 A, B | 94 |
| 67 A, C | 108 |
| 68 B, D | 114 |
| 69 B, C | 122 |
| 70 A | 137 |
| 71 B | 153 |
| 72 C, D | 162 |
| 73 A | 170 |
| 74 A | 180 |
| 75 C | 181 |
| 76 B | 198 |
| 77 A | 205 |
| 78 A | 217 |
| 79 B | 221 |
| 80 A, B, C, D, E | 224 |
| 81 C | 227 |
| 82 D | 245 |
| 83 A | 264 |
| 84 A, B | 265 |
| 85 B | 267 |
| 86 A | 269 |
| 87 D | 276 |
| 88 A | 277 |
| 89 C, D | 286 |
| 90 B, C | 287 |

Explanations and exercises:

list of sections

(Note: for explanations of the words that we use for talking about grammar, see pages 298–302.)

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- 17 **a** and **an**
- 17 **a/an** and **one**
- 18 **a/an**: main uses
- 20 **a/an** in descriptions
- 21 **the** = 'you know which one(s)'
- 22 **generalisations** without **the**
- 24 **the** and **no article**: special cases
- 26 **articles**: revision
- 28 **possessives** (**my** and **mine** etc)
- 30 **this** and **that**

other determiners

- 31 **which?** and **what?**
- 32 **some** and **any**
- 34 **some/any** and **no article**
- 35 **no** = 'not a/any'
- 36 **any** = 'it doesn't matter which'
- 37 **some, any** and **no**: revision
- 38 **all, everybody** and **everything**
- 39 **whole** and **all**
- 40 **much, many, a lot (of), little, few**
- 42 **less** and **least, fewer** and **fewest**
- 43 **other(s)** and **another**
- 44 **enough, too** and **too much**
- 46 **of** with **determiners**

pronouns and nouns

- 48 **personal pronouns**: **I** and **me** etc
- 50 **reflexive pronouns** (**myself** etc)
- 52 **you, one** and **they**
- 54 **one(s)**
- 55 **pronouns** and **possessives**: revision
- 56 **countable** and **uncountable** nouns

- 57 **uncountable nouns**: special cases
- 58 **plurals of nouns**: spelling
- 59 **plurals of nouns**: special cases
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- 62 **possessive 's**
- 63 **noun + noun**
- 64 **noun + noun** or **preposition** structure
- 65 **noun + noun** and **possessive 's**
- 66 **possessive 's** or the **of** structure

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- 71 **and** with **adjectives**
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- 86 **superlatives**: other points
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- 88 **as ... as**
- 90 **like** and **as**
- 91 **so** and **such**
- 92 **very** and **too**
- 93 **very (much)** with **past participles**

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 95 **be**: age, colour etc
 96 **do**: emphatic auxiliary
 98 **do** and **make**
 100 **have**: actions
 102 **have (got)**: possession etc
 104 **have**: habitual and repeated actions
 105 **have + object + verb** form

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- 106 **modal auxiliary verbs**: basic rules
 108 **must, can, may, might**: how certain?
 110 **must, should** etc: obligation
 112 **must** and **have (got) to**: obligation
 113 **must not, do not have to** etc
 114 **can** (ability): special problems
 116 **can, could, may**: permission etc
 118 **will**: willingness etc
 120 **will** and **would**: typical behaviour
 121 **shall** in questions
 122 **should have, could have** etc
 124 revision of **modal verbs**
 126 **need**
 127 **had better**
 128 **used to ...**
 129 **supposed to**

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 132 **future: going to**
 134 **future**: present progressive
 135 **future**: comparison of structures
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 197 **preposition + -ing**: special cases
 198 **to ...ing**
 199 **verb + infinitive** or **-ing** form
 200 **go ...ing**

- 201 **need ...ing**
- 202 **verb + object + infinitive**
- 204 **-ing form and infinitive both possible**
- 206 **adjective + infinitive or -ing form**
- 207 **noun + infinitive or -ing form**
- 208 **for ... to ... after adjective/noun**

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- 212 **what ... like, what time, what sort etc**
- 213 **negative structures**
- 214 **negative questions**
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Phonetic alphabet

It is necessary to use a special alphabet to show the pronunciation of English words, because the ordinary English alphabet does not have enough letters to represent all the sounds of the language. The following list contains all the letters of the phonetic alphabet used in this book, with examples of the words in which the sounds that they refer to are found.

Vowels and diphthongs (double vowels)

| | | | |
|----|--|----|------------------------------------|
| i: | seat /si:t/, feel /fi:l/ | eɪ | take /teɪk/, wait /weɪt/ |
| ɪ | sit /sɪt/, in /ɪn/ | aɪ | mine /maɪn/, light /laɪt/ |
| e | set /set/, any /'eni:/ | ɔɪ | oil /ɔɪl/, boy /bɔɪ/ |
| æ | sat /sæt/, match /mætʃ/ | əʊ | no /nəʊ/, open /'əʊpən/ |
| ɑ: | march /mɑ:tʃ/, after /'ɑ:ftə(r)/ | aʊ | house /haʊs/, now /naʊ/ |
| ɒ | pot /pɒt/, gone /gɒn/ | ɪə | hear /hɪə(r)/, deer /diə(r)/ |
| ɔ: | port /pɔ:t/, law /lɔ:/ | eə | air /eə(r)/, where /weə(r)/ |
| ʊ | good /gʊd/, could /kʊd/ | ʊə | tour /tuə(r)/, endure /ɪn'djʊə(r)/ |
| u: | food /fu:d/, group /gru:p/ | | |
| ʌ | much /mʌtʃ/, front /frʌnt/ | | |
| ɜ: | turn /tɜ:n/, word /wɜ:d/ | | |
| ə | away /ə'weɪ/, collect /kə'lekt/, until /ən'tɪl/ | | |

Consonants

| | | | |
|---|---|----|--------------------------------|
| p | pull /pʊl/, cup /kʌp/ | tʃ | cheap /tʃi:p/, catch /kætʃ/ |
| b | bull /bʊl/, rob /rɒb/ | dʒ | jail /dʒeɪl/, bridge /brɪdʒ/ |
| f | ferry /'feri:/, life /laɪf/ | k | case /keɪs/, take /teɪk/ |
| v | very /'veri:/, live /lɪv/ | g | go /gəʊ/, rug /rʌg/ |
| θ | think /θɪŋk/, bath /bɑ:θ/ | m | my /maɪ/, come /kʌm/ |
| ð | then /ðen/, with /wɪð/ | n | no /nəʊ/, on /ɒn/ |
| t | take /teɪk/, set /set/ | ŋ | sing /sɪŋ/, finger /'fɪŋgə(r)/ |
| d | day /deɪ/, red /red/ | l | love /lʌv/, hole /həʊl/ |
| s | sing /sɪŋ/, rice /raɪs/ | r | round /raʊnd/, carry /'kæri:/ |
| z | zoo /zu:/, days /deɪz/ | w | well /wel/ |
| ʃ | show /ʃəʊ/, wish /wɪʃ/ | j | young /jʌŋ/ |
| ʒ | pleasure /'plezə(r)/, occasion /ə'keɪʒn/ | h | house /haʊs/ |

The sign (') shows stress.

a and an

We use **a** before a consonant and **an** before a vowel.

But it depends on the **pronunciation** of the following word, not the spelling.

a dog *a hat* *a one-pound coin* (/ə wʌn .../) *a union* (/ə 'ju:niən/)
an orange *an uncle* *an hour* (/ən aʊə/) *an MP* (/ən em 'pi:/)

1 A or an?

- | | | | | | |
|---|----------------|----|----------------------|----|---------------|
| 1 | ___ elephant | 7 | ___ half-hour lesson | 13 | ___ hand |
| 2 | ___ university | 8 | ___ one-hour lesson | 14 | ___ underpass |
| 3 | ___ umbrella | 9 | ___ useful book | 15 | ___ unit |
| 4 | ___ ticket | 10 | ___ SOS | 16 | ___ CD |
| 5 | ___ VIP | 11 | ___ X-ray | 17 | ___ exam |
| 6 | ___ honest man | 12 | ___ European | 18 | ___ school |

a/an and one

We use **one**, not *a/an*:

- in contrast with **another** or **other(s)**
- in the expression **one day**
- with *hundred* and *thousand* when we want to sound **precise** (see page 294)
- in expressions like **only one** and **just one**.

One girl wanted to go out, but **the others** wanted to stay at home.

One day I'll take you to meet my family.

'How many are there? About a hundred?' 'Exactly **one** hundred and three.'

We've got plenty of sausages, but **only one** egg.

1 A or one?

1 day last year – it was 2 very hot afternoon in June – I was hurrying to get home. I was about 3 hour late – well, to be precise, exactly 4 hour and ten minutes: I had taken the train that arrived at the station at 6.15. Anyway, there was 5 woman standing under the trees, and there were several children with her. I saw 6 child clearly – she was 7 lovely dark-haired girl – but I only heard the others. Suddenly 8 strange thing happened. The girl took some stones and leaves out of her pocket, and threw 9 stone after another into the air.

a/an: main uses

We use **a/an** to say **what kind of thing** somebody or something is, **what job** a person does, or **what** something is **used as**. *A/an* has no plural.

*She's **a** farmer.*

*They're **farmers**.*

*He worked as **a** taxi-driver.*

*They worked as **taxi-drivers**.*

*Don't use the plate as **an** ashtray.*

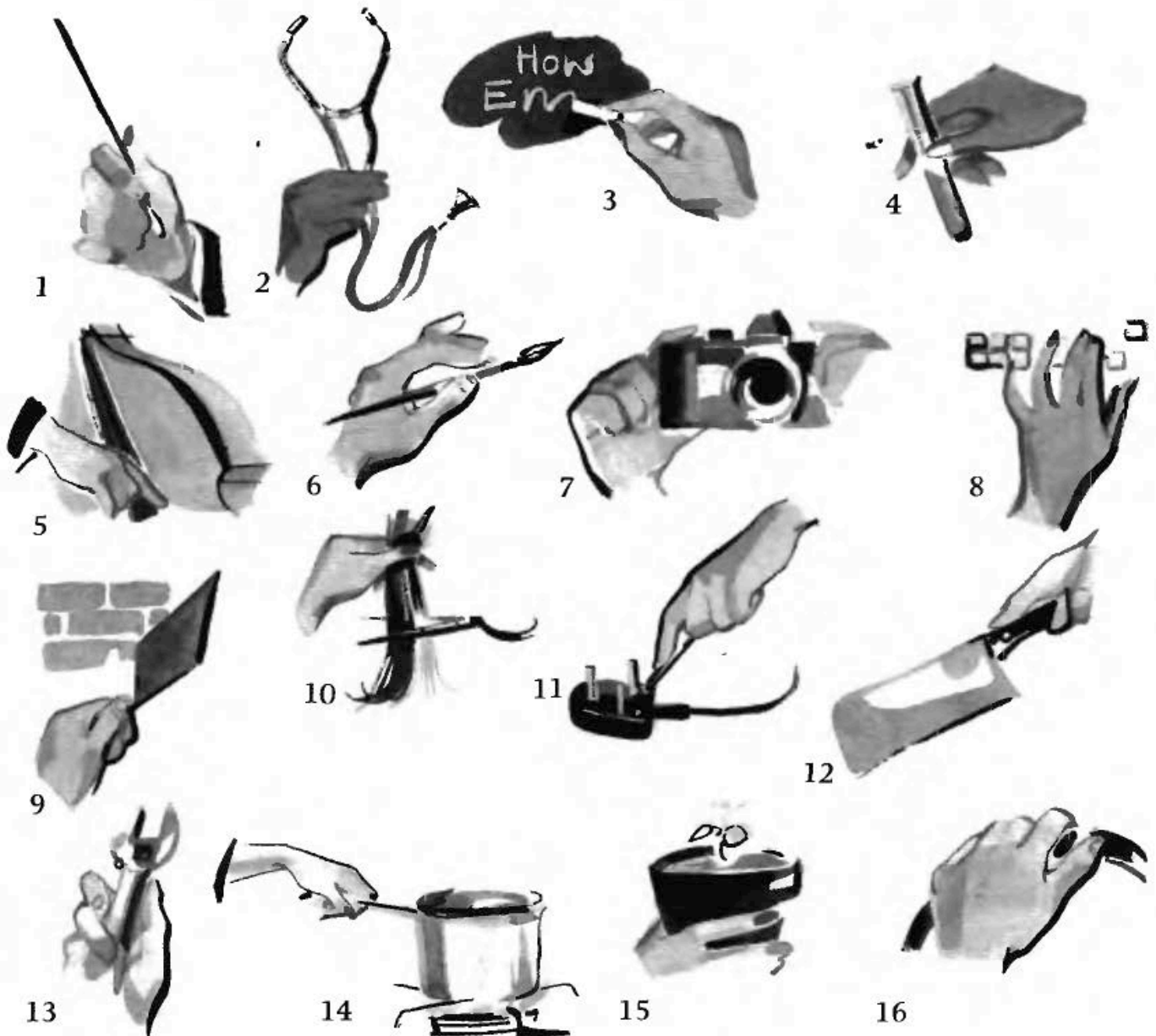
*Don't use the plates as **ashtrays**.*

1 Say what these people's jobs are, using the words in the box.

Example:

A is a conductor.

| | | | | | |
|----------|--------------|--------------|-----------|----------|-------------|
| builder | butcher | conductor | cook | doctor | electrician |
| gardener | hairdresser | lorry driver | mechanic | musician | |
| painter | photographer | scientist | secretary | teacher | |



A/an can mean 'any example of something'.
 In the plural, we use **no article** or **some** (see page 34 for the difference).

| | |
|---|--------------------------------------|
| <i>A spider has eight legs.</i> | <i>Spiders have eight legs.</i> |
| <i>A CD costs more than a cassette.</i> | <i>CDs cost more than cassettes.</i> |
| <i>I'd like a cup of coffee.</i> | <i>I'd like some chips.</i> |

2 Say what these people and things are. Then make some similar sentences of your own. Examples:

A doctor is a person who helps people who are ill.
A pen is a thing used for writing.

| | | |
|------------|--------|--|
| curtain | person | that water comes out of |
| dictionary | thing | who helps people to learn things |
| dentist | | who services and repairs cars |
| lawyer | | used for finding the meanings of words |
| mechanic | | who helps people to keep their teeth healthy |
| tap | | that you put across a window |
| teacher | | who helps people with legal problems |
| telephone | | used for talking to people who are far away |

A/an can mean 'a particular one', if you don't say exactly who or which.
 In the plural, we use **some** or **no article**.

| | |
|---|-----------------------------------|
| <i>A man called while you were out.</i> | <i>Some men called.</i> |
| <i>James married a doctor.</i> | <i>They both married doctors.</i> |

3 Complete these sentences in any way you like.

- 1 There's a/an _____ in my pocket/handbag.
- 2 In my town, there's a big _____.
- 3 If you see a/an _____ you'll have good/bad luck.
- 4 I recently bought a/an _____.
- 5 I've got a beautiful _____.

We don't use a/an with uncountable nouns. (NOT ~~a~~ rain)
We don't use a/an with possessives. (NOT ~~a~~ my friend)
 After **kind of** or **sort of**, **a/an** is usually **dropped**. *a kind of tree* (NOT ~~a~~ kind of a tree)
 In **exclamations** with **what**, **a/an** is **not dropped**. *What a pity!* (NOT ~~What~~ pity!)
A/an usually comes **after quite, rather** and **such**. *quite/rather/such a nice day*

a/an in descriptions

Descriptions: *He's got **a** long nose. (NOT ... ~~the~~ long nose.)*
*She's got **an** interesting face. (NOT ... ~~the~~ interesting face.)*

- 1** Make sentences like those above to describe the people in the pictures, using some of the words from the box.

| | | |
|----------------------|---------------------|------------------------|
| long/small nose | long neck | round/square/oval face |
| big/small mouth | big/small moustache | long/short beard |
| nice smile/laugh | quiet/loud voice | bad temper |
| good sense of humour | | |



- 2** Describe people you know, using *a/an* + singular as much as possible. If you can work with a partner, describe another person without giving their name. Your partner must try to guess who it is.

Note that *hair* is singular, and has no article.

*She's got **dark hair**. (NOT ... ~~a~~ dark hair OR ... dark hairs.)*

the = 'you know which one(s)'

The means 'you know which (one/ones) I mean'.

*I bought a radio and a CD player, but **the CD player** didn't work.*

(= the CD player I just told you about – you know which one.)

***The women** over there work with my sister.*

(= the women I'm pointing out to you – you know which ones.)

*Please close **the door**.* (You can see which one.)

*He's been to **the North Pole**.* (It's obvious which – there's only one.)

We often use **the** with **only** and with **superlatives**.

*She's **the only** woman for me. It's **the best** restaurant in town.*

1 Put in *the* if the speaker and hearer probably know exactly which (one/ones). Put in *alan or -* (= no article) if not.

- 1 Who opened ____ window?
- 2 She lives in ____ centre of Glasgow.
- 3 I'd like ____ glass of water.
- 4 My sister is married to ____ farmer.
- 5 ____ man in ____ next flat is French.
- 6 He's ____ oldest child in ____ school.
- 7 Who's ____ girl by ____ piano?
- 8 They've got ____ boy and ____ girl.
____ boy's two years older than ____ girl.
- 9 Today is ____ only day that I'm free.
- 10 'Which coat is yours?' '____ red one.'

2 Put in *the, alan or -* (= no article).

'Do you see 1 man standing near 2 door? He works as 3 assistant in 4 same shop as I do. Well, I saw him the other day and he was driving 5 big red Porsche. And do you see 6 expensive clothes he's wearing? Where does he get 7 money to pay for it all? 8 month ago he hadn't got 9 penny. I told you about 10 burglary that we had at 11 shop, didn't I? Do you think I should go to 12 police?'

▲ 3 Work with another student if you can. If you say the following expressions, will he/she know which one(s) you probably mean? If not, add some words so that he/she will know which one(s).

Examples:

the teacher (OK) the window → *the window on the right*

| | | | |
|----------------|-----------------|------------------|----------------------|
| the teacher | the window | the light | the lights |
| the ceiling | the door | the light switch | the school |
| the lesson | the dictionary | the place | the car the bus |
| the house | the post office | the station | the President |
| the government | the restaurant | | |

generalisations without the

The does not mean 'all'.

We **do not use the** in generalisations with plural and uncountable nouns. Compare:

| | |
|--|--|
| <i>I like music.</i> (NOT ... the music .) | <i>Can you turn off the music?</i> |
| <i>She's very interested in nature.</i> | <i>What is the nature of his illness?</i> |
| <i>People have to live in society.</i> | <i>I've joined the Poetry Society.</i> |
| <i>Books are expensive.</i> | <i>Put the books on the table.</i> |

1 Put the or – (= no article) in each blank.

There must be something wrong with me. 1 people usually think that 2 babies are sweet and 3 teenagers are annoying. Not me. I think 4 babies are boring. For me, 5 children are only interesting from about 6 age of two, when you can understand 7 things that they say. But 8 time between ages thirteen and twenty are 9 years that I like best. Oh, it's difficult at times, but I still prefer talking about 10 money with a teenager to cleaning a baby's bottom.

We **do not** normally use **the** in generalisations with plural and uncountable nouns, even if there is an **adjective before the noun**.

*She's studying **Chinese history**.* *He collects **antique clocks**.*

But we use **the** when a description with *of* follows the noun.

*She's studying **the history of China**.*

2 Use some adjectives from the box, or other adjectives, to write true (or false!) sentences about yourself. Don't use **the**. If you are in a group, pass the sentences round; see if everyone can guess who wrote what.

| | | | | | |
|---------|------------|-----------|----------|--------|------------|
| casual | classical | detective | foggy | formal | historical |
| Italian | really hot | pop | romantic | spicy | stormy |

- I like eating ____ food.
- I can't stand listening to ____ music.
- I (don't) like reading ____ novels.
- I hate ____ weather.
- I love ____ weather.
- I like wearing ____ clothes.

We can use **the** in generalisations with **singular countable nouns**, to talk about a whole class of things. This is common in scientific and technical language.

Who invented **the telescope**?

The tiger is in danger of dying out.

I can't play **the piano**.

I hate **the telephone**.

Note also:

I love **the sea**. Do you like living in **the country**?

I never go to **the cinema** or **the theatre**.

3 Complete the sentences with some of the expressions from the box.

| | | | | |
|---------------|-------------------|-----------|---------------------|----------------|
| the aeroplane | the ballpoint pen | the Bible | the camera | the computer |
| the dog | the fax machine | the novel | the personal stereo | the typewriter |
| the violin | the whale | the wheel | the X-ray machine | |

- 1 Before people invented _____, they couldn't transport heavy loads easily.
- 2 In its early years, _____ wasn't thought to be good reading for young ladies.
- 3 Scientific calculations were much slower before the invention of _____.
- 4 _____ is one of the hardest instruments to play.
- 5 What did people write with before _____?
- 6 _____ is a much faster way of sending letters than the post.
- 7 What can we do to save _____ from dying out?
- 8 _____ is a valuable tool for doctors, but it has its dangers as well.

Never lend books, for no one ever returns them; the only books I have in my library are the books that other people have lent me.

Anatole France

Without music, life would be a mistake.

Nietzsche

I would give anything to hear and to love music, but do the best I can, it is just noise and nothing more.

Catherine the Great of Russia

I don't know anything about music – in my line you don't have to.

Elvis Presley

Classical music is the kind we keep thinking will turn into a tune.

Kin Hubbard

Give me books, fruit, French wine and fine weather and a little music out of doors, played by somebody I do not know.

John Keats

This, books can do – nor this alone: they give New views to life, and teach us how to live.

George Crabbe

I quite admit that modern novels have many good points. All that I insist on is that, as a class, they are quite unreadable.

Oscar Wilde

Nature is usually wrong.

The painter James McNeill Whistler

For expressions like *the blind*, *the old*, see page 72.

the and no article: special cases

Some common expressions with **no article** after a **preposition**:

to/at/from school, university, college, church, work at/from home
 to / in(to) / out of hospital, prison, bed to/in(to)/from town on holiday
 by car/bus/plane etc (BUT **on** foot) to/at/after breakfast, lunch etc
 at night (BUT **in the** morning/afternoon/evening) on Monday etc
 in spring, summer etc (OR **in the** spring etc) at Easter, Christmas etc

Compare:

*She's **in** prison.* (= She's a prisoner.) *She works as a cook **in the** prison.*
*You should be **in** bed.* (= resting) *I found chewing gum **in the** bed again.*

1 Choose a word or expression for each blank, and add a preposition.

| | | | | | | | |
|----------|-------|--------|-----------|--------|-------------|------|------|
| bed | bus | car | Christmas | Easter | the evening | foot | home |
| hospital | night | school | summer | town | university | work | |

- 'How do you usually get _____ to do your shopping?' 'Oh, I usually go there _____, but sometimes if I have a lot to carry I go _____.'
- After a hard day _____ my mother used to come home and go _____ to rest for half an hour before making supper.
- Children go _____ to learn to read and write.
- Does your family usually go away _____ or do you stay _____?
- Don't drink coffee _____ if you have trouble sleeping _____.
- When Juliet was studying _____, she broke her leg and had to stay _____ for two weeks.

2 Which version of the cartoon caption do you think is correct?



'He's from Texas / the Texas.'

Place names with no article:

| | |
|----------------------------|---|
| continents, most countries | <i>Africa, Germany, Peru (BUT The Netherlands)</i> |
| states, counties etc | <i>Texas, Oxfordshire, Normandy</i> |
| towns | <i>Ottawa, Prague, Sydney (BUT The Hague)</i> |
| most streets | <i>Fifth Avenue, Oxford Street</i> |
| lakes, most mountains | <i>Lake Superior, Everest, Mont Blanc</i> |
| town + buildings | <i>Oxford University, York Airport, Reading Station</i> |

Place names with *the*:

| | |
|----------------------------|--|
| name includes common noun | <i>the Czech Republic, the United States</i> |
| seas, rivers, deserts | <i>the Atlantic, the Thames, the Sahara Desert</i> |
| mountain and island groups | <i>the Alps, the Himalayas, the West Indies</i> |
| most geographical regions | <i>the Far East, the Ruhr, the Midwest</i> |
| hotels, cinemas, theatres | <i>the Ritz, the Playhouse</i> |

▲ 3 Make sentences using words and expressions from the box.**Example:**

A 1/10/16: *Anna goes to work on foot.* OR *Anna often goes to work on foot if the weather's fine.* OR *Everybody in the office except Anna comes to work on foot.*

B 3/9/25/31 C 2/11/14 D 1/7/29/18 E 5/30/33
 F 6/25/34/16 G 1/24/28/33 H 5/25/32/16 I 1/26/23
 J 4/2/9/26 K 3/11/29 L 13/21/22 M 5/20
 N 4/1/10/17 O 6/28/30/13 P 3/8/27

| | | | | | |
|-------------|--------------|-------------|------------------|-------------|------------|
| 1 Anna | 7 to college | 13 by train | 19 the Pacific | 25 Oxford | 31 Prison |
| 2 Paul | 8 in prison | 14 by car | 20 Everest | 26 Stirling | 32 Town |
| 3 the King | 9 at dinner | 15 by plane | 21 the Alps | 27 Cardiff | Hall |
| 4 I | 10 to work | 16 on foot | 22 the North Sea | 28 Ottawa | 33 Airport |
| 5 all of us | 11 home | 17 by bike | 23 Lake Huron | 29 Sydney | 34 Station |
| 6 it's easy | 12 at work | 18 by bus | 24 the Hague | 30 Boston | |

If you are in a group, write some 'number sentences' for other students.

4 Write the English names of ten places you have been to, and ten places you would like to go to.**Other expressions with no article:**

*He was elected **President**. She became **Queen**. They made her **Manager**.*

*What's **on TV**? Let's **watch television**.*

*(BUT **on the radio**, **listen to the radio**)*

*This is **Alice's house**. (NOT ... **the Alice's house**, – see page 62)*

articles: revision

1 A, an, the or – (nothing)?

- 1 ___ diplomat is ___ person who can tell you to go to hell in such a way that you actually look forward to ___ trip. *Caskie Stinnett*
- 2 ___ dog is ___ only thing on earth that loves you more than you love yourself. *Josh Billings*
- 3 ___ Americans like ___ fat books and ___ thin women. *Russell Baker*
- 4 ___ accountant is ___ man who is hired to explain that you didn't make ___ money you did. *Anonymous*
- 5 ___ actor's ___ guy who, if you ain't talking about him, ain't listening. *Attributed to Marlon Brando*
- 6 ___ optimist is someone who thinks ___ future is uncertain. *Anonymous*
- 7 ___ death is ___ nature's way of telling you to slow down. *Anonymous*
- 8 ___ diplomacy is the art of saying 'nice doggie!' until you can find ___ stone. *Wynn Catlin*
- 9 ___ equality is ___ lie – ___ women are better. *Anonymous*
- 10 ___ birds do it; ___ bees do it; even ___ educated fleas do it. Let's do it. Let's fall in ___ love. *Cole Porter*
- 11 I always pass on ___ good advice. It is ___ only thing to do with it. It is never any use to oneself. *Oscar Wilde*
- 12 I love acting. It is so much more real than ___ life. *Oscar Wilde*
- 13 Never put anything on ___ paper, my boy, and never trust ___ man with ___ small black moustache. *P G Wodehouse*
- 14 Nothing's illegal if ___ hundred businessmen decide to do it, and that's true anywhere in ___ world. *Andrew Young*
- 15 Remember that as ___ teenager you are at ___ last stage in your life when you will be happy to hear that ___ phone is for you. *Fran Lebowitz*
- 16 Save ___ water, shower with ___ friend. *Anonymous*
- 17 ___ happiest time of anyone's life is just after ___ first divorce. *John Kenneth Galbraith*
- 18 Treat ___ work of art like ___ prince: let it speak to you first. *Attributed to Arthur Schopenhauer*
- 19 When I was ___ boy of fourteen, my father was so ignorant I could hardly stand to have ___ old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years. *Mark Twain*
- 20 When I was born, I was so surprised that I couldn't talk for ___ year and ___ half. *Gracie Allen*
- 21 A banker is ___ man who lends you ___ umbrella when ___ weather is fair, and takes it away from you when it rains. *Anonymous*
- 22 California is ___ great place – if you happen to be ___ orange. *F Allen*
- 23 Writing about ___ art is like dancing about ___ architecture. *Anonymous*

2 Complete the captions with *a, an, the* or *-*, and say which cartoons they go with.

- 1 'One night you'll get me out of ____ bed and it really will be ____ burglar.'
- 2 'I don't think much of ____ wedding photographer.'
- 3 'For heaven's sake, Harry! Can't you just relax and enjoy ____ art, ____ music, ____ religion, ____ literature, ____ drama and ____ history, without trying to tie it all together?'
- 4 'Good morning, Mr Dolby! It's 5.15 a.m., and this is radio station WJRM. If you name ____ next tune you will win ____ ride on ____ elephant and ____ two tickets to ____ rock concert!'



A *Harold Lloyd*



B



C



D

Sinden

possessives (my and mine etc)

DO IT YOURSELF

1 Complete the table and then check your answers in the key.

| | | |
|---------------------------------|---------------------------|-----------------------|
| This belongs to me . | This is my coat. | This is mine . |
| This belongs to you . | This is ___ money. | This is ___. |
| This belongs to ___. | This is his car. | This is ___. |
| This belongs to her . | This is ___ office. | This is ___. |
| This belongs to ___. | This is our house. | This is ___. |
| This belongs to them . | This is ___ dog. | This is ___. |
| Who does this belong to? | ___ bike is this? | ___ is this bike? |

Note also: *its* name (NOT ~~it's~~ name); *its* value; *its* history.

2 Put in the right possessives.

- 1 'Is this Alice's book or (*your/yours*), do you know?' 'It's (*her/hers*).'
- 2 '(*Who/Whose*) car is that in the drive?' 'I don't know – not (*our/ours*).'
- 3 Take (*your/yours*) feet off the table. (*It/Its*) legs aren't very strong.
- 4 John's bringing ___ guitar and Catherine's bringing ___ drums.
- 5 Chris and Pat never cut the grass in ___ garden.
- 6 The Whartons are spending August in (*our/ours*) flat, and we're borrowing (*their/theirs*).
- 7 That's (*my/mine*) coat, and the scarf is ___ too.

You can't put possessives immediately after articles or after *this/that* etc.

She's a friend of mine. (NOT ~~She's a my friend.~~)

How's that brother of yours? (NOT ~~How's that your brother?~~)

3 Join up the ideas to make expressions.

- | | |
|---------------------------------|--------------------------------------|
| 1 that + your smelly dog | 7 some + his distant relations |
| <i>that smelly dog of yours</i> | 8 a + her beautiful cousin |
| 2 that + her unemployed brother | 9 this + your wonderful news |
| 3 another + my good friend | 10 that + our lazy son |
| 4 a + my brilliant idea | 11 those + their impossible children |
| 5 these + his stupid plans | 12 these + our silly cats |
| 6 those + your old books | |

We normally use **possessives** with **parts of the body** and **clothes**.

Anne broke **her** arm skiing. (NOT ... broke ~~the~~ arm ...)
He stood there, **his** eyes closed and **his** hands in **his** pockets.

4 Put in one of the words from the box with a suitable possessive.

coats foot jacket mouth tail raincoat

- 1 Martin stood up and put _____ on.
- 2 Helen hurt _____ very badly yesterday.
- 3 That dog's hurt _____.
- 4 They took off _____ and sat down.
- 5 Look at the weather – and I've forgotten _____ again.
- 6 I'll tell you everything if you promise to keep _____ shut.

5 Complete the cartoon caption with a suitable possessive.



'No, he's not _____! We thought you'd brought him.'

We often use **the** instead of a possessive in expressions with **prepositions**, especially when we talk about common kinds of **pain**, **illness** and **physical contact**, and when the possessor has already been mentioned.

*He's got a pain **in the** chest. Ann's got a cold **in the** head.
She hit **me on the** head. I looked **him in the** eye.*

We use **possessives** with **own**.

***my own** room / a room of **my own** (NOT ~~an own~~ room)*

this and that



DO IT YOURSELF

- 1 Study the examples, and think about the difference between **this/these** and **that/those**.

Come and look at this picture.
This isn't a very good party.
Do you like this music?
Listen – this will make you laugh.
 (on the phone) *This is Ann.*
This is my friend Paula.
These shoes are hurting my feet.
These grapes are really sweet.

What's that on the roof?
He's ill. That's why he's away.
Stop that noise!
Thanks – that was a great meal.
 (on the phone) *Who's that?*
I didn't like those stories he told.
Do you remember those people
we met in Edinburgh?

DO IT YOURSELF

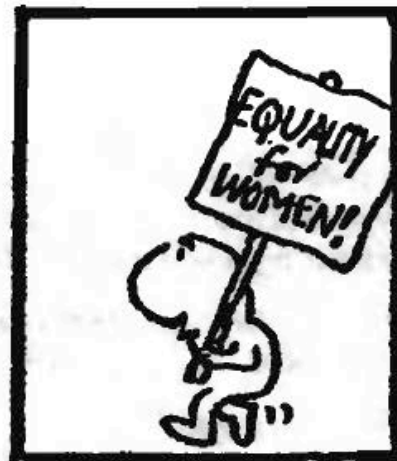
- 2 Look at the examples again. Which words and expressions in the box go with **this/these**, and which go with **that/those**? Check your answers in the key.

| | | | |
|----------|---------------|-------------|---------------------|
| finished | happening now | said before | just about to start |
| here | near | over there | distant |
| | | | unwanted |

- 3 Put in **this/that/these/those**.

- Why am I living in ____ country?
- Get me ____ box from the table.
- Ugh – ____ potatoes taste burnt!
- What was ____ noise?
- Who are ____ people over there?
- Come ____ way, please.
- Isn't ____ weather great?
- Did you hear ____ rain in the night?
- Tell her to stop ____ shouting.
- ____ was a nice meal – thanks.
- Who said ____?
- Why did she marry ____ idiot?
- Do it ____ way, not like ____.

- 4 **This or that?**

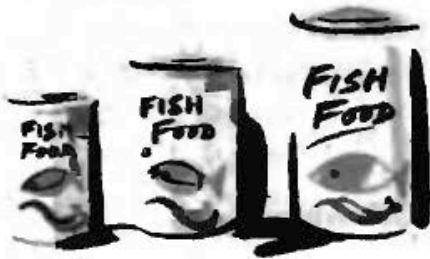


'My wife told me to carry **this/that**.'

which? and what?

We ask **which?** when there is a **limited choice**.

We ask **what?** when there is a **wide choice**.



Which size do you want – small, medium or large?



What is your shoe size?

Sometimes both are possible.

Which/What day next week can you come and see us?

Before *of* and *one*, we can use *which* but not *what*.

Which of the countries in Europe have you visited? (NOT **What of** ...?)

Look at all those stars. **Which one** is the nearest? (NOT **What one** ...?)

1 Which or what?

- 1 We've got red wine and white – ____ will you have?
- 2 ____ books did you read for last year's English class?
- 3 ____ of the books on the list have you already read?
- 4 ____ French queen said, 'Let them eat cake'?
- 5 ____'s your name?
- 6 ____ hand do you write with?
- 7 ____ kind of car have you got?
- 8 ____ one is yours?
- 9 ____ party do you think will win the election?
- 10 ____ subject do you prefer, chemistry or physics?
- 11 ____ was your favourite subject at primary school?

When there is no noun, we use *who* for people, not *which*. Compare:

Which boxer won? **Who** won? (NOT **Which** won?)

some and any

Some means 'a certain (not large) number or amount of'.

Some is used mostly in **affirmative** sentences.

We also use *some* in questions when we expect people to say 'Yes' (for example, in **requests** and **offers**).

✓✓✓✓✓✓
✓ SOME ✓
✓✓✓✓✓✓

*She's got **some** interesting ideas. There's **some** mud on the carpet.
'Could I have **some** coffee?' 'Sure. And **would you like some** biscuits?'*

We use **any** instead of *some* in **negative** sentences, in most **questions**, with **if**, and with words like *never*, *hardly*, *without*, *refuse*, *doubt* (which have a **negative kind of meaning**).

X X X X X X
X ANY ?
? ? ? ? ? ?

*Do you know **any** good jokes?*

*He hasn't got **any** money.*

*If you find **any** mistakes, please tell me.*

*She **never** has **any** fun.*

*We got there **without any** difficulty.*

*I **refuse** to give him **any** help.*

The difference between *somebody/anybody*, *someone/anyone*, *something/anything* etc is the same as the difference between *some* and *any*.

*There's **somebody** outside. Would you like **something** to drink?*

*Does **anybody** understand this? She didn't say **anything**.*

1 Here are some sentences with **any**. Which word in each sentence gives the 'negative kind of meaning'? Examples:

*He **never** listens to anyone. We've **hardly** got any cat food.*

- 1 The baby refuses to eat anything.
- 2 I doubt that you'll find any bread now.
- 3 There was hardly anybody in town.
- 4 You never get any sense out of her.
- 5 You seldom hear any birds here.
- 6 I left the house without any money.

2 Affirmative/negative: choose the right word.

- 1 I can't find (*some/any*) butter, but we've got (*some/any*) margarine.
- 2 Emma has got (*some/any*) old pictures of the house to show us.
- 3 I haven't got (*something/anything*) to wear to the party.
- 4 There aren't (*some/any*) buses on Sunday.
- 5 Helen brought me (*some/any*) beautiful roses from her garden.
- 6 There's (*somebody/anybody*) waiting for you at reception.

3 Questions: Choose *some/any/somebody/anybody/something/anything*.

- | | |
|--|-------------------------------------|
| 1 Did you meet _____ interesting at the party? | 5 Is there _____ I can do? |
| 2 Can I offer you _____ wine? | 6 Would you like _____ to help you? |
| 3 Shall we listen to _____ music? | 7 Do you know _____ German? |
| 4 Have you got _____ children? | |

4 Choose the right word.

- 1 Have you got (*some/any*) time free on Wednesday afternoon?
- 2 There's (*something/anything*) strange about the way Pete's acting today.
- 3 Nobody can find out (*something/anything*) about when the exams will be.
- 4 Is there (*something/anything*) we should bring to the meeting?
- 5 (*Some/Any*) of Laura's friends were at the party last night.
- 6 Shall I bring you (*something/anything*) to read while you wait?
- 7 I had three sets of house keys, and I can't find (*some/any*) of them now.
- 8 Hardly (*some/any*) of the smaller cars have enough leg room for Jill.
- 9 Do you know if (*some/any*) of the Morrises are coming on Sunday?
- 10 Can I get you (*some/any*) coffee? I've just made (*some/any*).
- 11 She refuses to have (*something/anything*) to do with her family now.
- 12 I haven't done (*some/any*) revision for the exam – I know I'll fail.
- 13 If there's (*some/any*) soup left, could you put it in the fridge, please?
- 14 I doubt that there's (*something/anything*) we can do now.
- 15 Never trust (*someone/anyone*) who has a perfectly tidy desk.
- 16 Helen can ride a bike without (*some/any*) help now.
- 17 Has Eve got (*some/any*) brothers or sisters, do you know?
- 18 Harriet has got (*some/any*) beautiful jewellery, but she never wears it.

5 Complete the cartoon caption.



'Oh, he's right here beside me making his "I don't want to go _____ where with _____ body at _____ time" face.'

For *any* meaning 'it doesn't matter which', see page 36.

some/any and no article

We use **some/any** to talk about **indefinite, not very large numbers or amounts** – when we don't know, care or say exactly how much/many. We use **no article** when we are thinking about **unlimited numbers or amounts**, or **not thinking about numbers/amounts** at all. Compare:

*I've planted **some roses**.* (A limited number; it isn't clear how many.)

*I like **roses**.* (No idea of number.)

*We got talking to **some students**.* (A limited number.)

*Our new neighbours are **students**.* (The idea is classification, not number.)

*Is there **any water** in the fridge?* (The speaker wants a limited amount.)

*Is there **water** on the moon?* (No idea of amount.)

1 Put **some, any, or no article**.

- 1 This car hardly uses ____ petrol.
- 2 This car doesn't use ____ petrol; it's battery-powered.
- 3 Would you like ____ beer?
- 4 In Belgium they make a stew with ____ beef and ____ beer.
- 5 Do you ever read ____ novels?
- 6 I read ____ wonderful novels by O'Brian when I was on holiday.
- 7 Are your sisters ____ doctors too?
- 8 We met ____ doctors at the party.
- 9 Could you lend me ____ money?
- 10 Is ____ money something you worry about?
- 11 Do you like ____ mushrooms?
- 12 Are there ____ mushrooms left?
- 13 We need ____ more milk.
- 14 Cheese is made from ____ milk.

2 Choose the correct version of the cartoon caption.



'Did we have *children / some children* that grew up and went away?'

We do **not** use **some/any** when it is clear **exactly how much/many**. Compare:

*You've got **some great books**.*

*You've got **pretty toes**.* (*You've got **some pretty toes*** would suggest that the speaker is not making it clear how many – perhaps six or seven.)

no = 'not a/any'

No is a more emphatic way of saying 'not a' or 'not any'.
At the beginning of a sentence, *no* is almost always used.

*Sorry, I've got **no** time.*

*There were **no** letters for you this morning.*

***No** cigarette is completely harmless. (NOT ~~Not any~~ cigarette ...)*

***No** tourists ever come to our village.*

Nobody, nothing etc are used in the same way.

***Nobody** loves me. I've got absolutely **nothing** to say.*

Before *of*, we use *none*, not *no* (often with a singular verb).

***None of** his friends likes his wife.*

1 Put in *no/none/nobody*.

- 1 'Why can't I have toast for breakfast?' 'Because there's ____ bread.'
- 2 'My students expect me to know everything.' '____ knows everything.'
- 3 ____ newspaper tells the whole truth.
- 4 'What were your photos like?' 'I'm afraid ____ of them came out.'
- 5 'Do you think he's honest?' '____ politician is completely honest.'
- 6 ____ of the people there remembered seeing anything unusual.
- 7 I've got ____ patience with people like her.
- 8 There's ____ I can talk to in this place.
- 9 ____ of you care what I think.
- 10 He had ____ money, ____ job and ____ place to live.

▲ 2 Write answers. Use *no, none, nothing, and nobody*.

- 1 'Why can't you take me to school in the car today?'
Because I've got no time.
- 2 'Can you ask someone in your family to help you with your French?'
- 3 'Jeremy says his father speaks seventy-six languages.'
- 4 'Do we have to go out tonight? Can't we eat at home?'
- 5 'Do you think I could ask you for a cup of coffee?'
- 6 'Why don't you phone home to find out if your letter's arrived?'
- 7 'If you're bored, why don't you go to the cinema?'
- 8 'Why didn't you buy any flowers?'
- 9 'Why didn't you join in the conversation last night?'
- 10 'How many of your brothers are married?'

any = 'it doesn't matter which'

Any can mean 'it doesn't matter which'.

With this meaning, *any* is common in affirmative sentences.

In negative sentences, we can use **just any** to make this meaning clear.

Any doctor will tell you that smoking is bad for you.

He gets angry with **any** man who looks at his wife.

Come **any** time you like.

I don't do **just any** work: I choose jobs that interest me.

Anybody, *anything* etc can be used in the same way.

Anybody can sing if they really want to.

'Can I have something to eat?' 'Of course, take **anything** you like.'

Any is not negative – it is the opposite of *no* or *not any*. Compare:

That's easy: **anybody** can do it.

That's too hard: **nobody** can do it.

I'm really hungry – I'll eat **anything**.

I'm not hungry – I don't want **anything**.

1 Choose the best word or expression for each sentence.

- 1 (Any/No) doctor can tell you if you've got flu.
- 2 (Any/No) doctor can tell you exactly how long you're going to live.
- 3 Just say (anything/nothing), so we can see if the microphone works.
- 4 If the police arrest you, say (anything/nothing) until your lawyer gets there.
- 5 What do you mean, music? I (can't hear / can hear) any music.
- 6 You can hear (any/no) kind of music you like at the Reading Festival.
- 7 Anna's very secretive: she talks to (anybody/nobody) about her problems.
- 8 Jim tells his problems to (anybody/nobody) who will listen.

▲ 2 Answer the questions using *any*.

- 1 Where can you get: a plane ticket? *any* travel agent's lead-free petrol? dog food? stamps? running shoes? a dictionary?
- 2 Who can give you advice on: English pronunciation? getting a divorce? paying your taxes? problems with your camera? milking cows?
- 3 Write advertisements for toothpaste, shampoo, a computer, an airline etc, using 'Don't buy/use/etc just any ..., buy/etc ...'
Example: Don't buy just any car, buy a Jaguar.

some, any and no: revision

1 Fill in the blanks and put together the four sentences. Which goes with which cartoon?

Cook _____ you want for supper he's not seeing _____ today
I suppose you've brought me here I'm sorry
in the church There's _____ place for women
to tell me you haven't got _____ money It's your birthday?



all, everybody and everything

All (of) can be used with a **noun** or pronoun.

All is **not** used without a noun or pronoun to mean 'everybody'.

Compare:

All the people were tired.

Everybody was tired. (NOT ~~All~~ were tired.)

All can be used to mean 'everything' or 'the only thing', but only with a **relative clause** (*all that ...*). Compare:

She gave me **all/everything** (**that**) she had.

All (that) I want is a place of my own.

The thieves took **everything**. (NOT ~~The thieves took all~~.)

1 Put in **all** if possible; if not, put in **everything**.

- 1 ____ I need to make a comedy is a park, a policeman and a pretty girl.
Charlie Chaplin
- 2 I hurry to laugh at ____, for fear of having to cry. *Beaumarchais*
- 3 I can resist ____ except temptation. *Oscar Wilde*
- 4 You can only have power over people so long as you don't take ____
away from them. *Solzhenitsyn*
- 5 'Beauty is truth, truth beauty,' – that is ____
Ye know on earth, and all ye need to know. *John Keats*
- 6 They say ____ in the world is good for something. *John Dryden*
- 7 [A cynic] knows the price of ____ and the value of nothing. *Oscar Wilde*
- 8 Life is like nothing, because it is _____. *William Golding*
- 9 [We don't know] whether Laws be right,
Or whether Laws be wrong;
____ that we know who lie in gaol
Is that the wall is strong. *Oscar Wilde*

2 Put in **all** or **everybody**.

- 1 ____ women become like their mothers. That is their tragedy. No man
does. That's his. *Oscar Wilde*
- 2 In the future, ____ will be famous for fifteen minutes. *Andy Warhol*
- 3 ____ human beings are born free and equal in dignity and rights.
Universal Declaration of Human Rights
- 4 I am free of ____ prejudices – I hate ____ equally. *W C Fields*
- 5 He who praises ____ praises nobody. *Samuel Johnson*
- 6 Justice is open to ____ people in the same way as the Ritz Hotel.
Judge Sturgess

whole and all

We use **whole** most often with **singular countable nouns**.
 We use **all** most often with **uncountable and plural nouns**.
 Compare:

a **whole** plate – **all** the food

a **whole** concert – **all** the music

the **whole** sweater – **all** the wool

the **whole** orchestra – **all** the
musicians

Note the word order with *the*: **the whole ... / all the ...**

Before place names, we most often use *the whole of*.

the whole of Europe

1 Write an expression with **whole** or **all** for each item. Examples:

a football team → *a whole football team*

the flowers → *all the flowers*

| | | | |
|----------------|---------------------|-----------------|--------------|
| a family | the islands | the road system | South Africa |
| the children | the country | the traffic | Asia a week |
| the vegetables | the political party | the students | |
| the luggage | the meat | MPs | a class |



Note: In some common time expressions, both *whole* and *all* are possible.

the whole afternoon/night/week – *all (the) afternoon/night/week*

the whole day – *all day*; *the whole time* – *all the time*; *my whole life* – *all my life*

much, many, a lot (of), little, few

We use **much** with **singular** (uncountable) nouns and **many** with **plurals**.

*How **much** time have we got? How **many** tickets do we need?*

Much and **many** are most common in **questions** and **negatives**, and after **so**, **as**, **too** and **very**.

In other informal **affirmative** sentences, we generally prefer **a lot (of)**, **lots (of)** or **plenty (of)**. All three of these can be used with both uncountables and plurals.

*'Do you have **much** trouble with English?' 'I don't have **much** trouble speaking, but I have **lots of** difficulty writing.'* (NOT ... ~~**much**~~-difficulty ...)

*'Are there **many** opera houses in London?' 'Not **many**, but **a lot of** theatres and **plenty of** cinemas.'* (NOT '~~... **many** theatres and **many** cinemas.~~')
*I love you **so much**. Take **as much** as you like.*

*There are **too many** people here.*

1 Write at least eight sentences about yourself. Have you got **not much**, **not many**, **a lot / lots of**, or **plenty of**...? Examples:

I haven't got much ambition. I've got lots of cousins.

| | | | | |
|----------|------------|------------|--------------|-----------|
| ambition | cousins | problems | nice clothes | energy |
| books | confidence | work to do | old friends | free time |

2 Write **much/many** with **so**, **as**, **too** or **very** for each blank.

- | | |
|------------------------------------|-----------------------------------|
| 1 Thank you ____ for your help. | 5 Bob feels ____ better today. |
| 2 Are there ____ chairs as people? | 6 I don't know ____ poems as you. |
| 3 You can never have ____ love. | 7 She's got ____ relatives! |
| 4 I like your hair ____. | 8 Get ____ tickets as you can. |

In a formal style, **many** and **much** are more common in affirmative sentences.

*The researches of **many** commentators have already thrown **much** darkness on this subject, and it is probable that if this continues we shall soon know nothing at all about it. Mark Twain*

(A) little is used with **singular** (uncountable) nouns and **(a) few** with **plurals**.
Little and few are rather **negative**: they mean 'not much/many'.
A little and a few are more **positive**: their meaning is more like 'some'.

Cactuses need **little water**.

Give the roses **a little water** every day.

His ideas are very difficult, and **few people** understand them.

His ideas are very difficult, but **a few people** understand them.

Little and few (without *a*) are rather formal; in a conversational style we more often say *only a little/few* or *not much/many*.

Cactuses **only** need **a little** water. **Not many** people understand his ideas.

3 Write *little* or *few*.

- 1 There is ____ friendship in the world, and least of all between equals. *Francis Bacon*
- 2 A ____ learning is a dangerous thing. *Alexander Pope*
- 3 Men of ____ words are the best men. *William Shakespeare (Henry V)*
- 4 Never in the field of human conflict was so much owed by so many to so ____.
Winston Churchill
- 5 Never before have we had so ____ time in which to do so much. *Franklin Roosevelt*
- 6 A country having a ____ inflation is like a woman being a little pregnant.
Leon Henderson
- 7 We ____, we happy ____, we band of brothers;
For he today that sheds his blood with me
Shall be my brother. *William Shakespeare (Henry V)*
- 8 Death is one of the ____ things that can be done as easily lying down. *Woody Allen*

4 *Little or a little? Few or a few?*

- 1 It is ____ use trying to change her mind.
- 2 Could you possibly give me ____ help?
- 3 ____ teenagers in the village could read.
- 4 Slowly, ____ children began coming to school.
- 5 I only need ____ minutes to get ready.
- 6 She only wanted ____ love, ____ kindness.
- 7 Nadia drank ____ coffee and no alcohol.
- 8 Unfortunately, he had ____ friends.

Now write sentences 1, 3, 7 and 8 in a more conversational style.

**Few people can be happy unless they hate
some other person, nation or creed.**

Bertrand Russell

less and least, fewer and fewest

Less and **fewer** are **comparative** (see page 79): they are the opposite of **more**.
Least and **fewest** are **superlative** (see page 79): they are the opposite of **most**.
Less and **least** are used with **singular** (uncountable) nouns.
Fewer and **fewest** are used with **plural** nouns.

*I've got **less money** than I thought.*

*Of all my friends, Jake does the **least work**.*

*There were **fewer problems** than we expected.*

*Ann was the person who made the **fewest mistakes** in the translation exam.*

In modern English, many people use *less* with plurals (e.g. *There were **less problems** than we expected*). Some people feel this is incorrect.

1 Write **less / the least / fewer / the fewest**.

- 1 Of all British cars, this one uses ____ petrol. It also needs ____ repairs.
- 2 ____ girls than boys do mathematics at university. This may be because girls get ____ encouragement to study maths at school.
- 3 As the years went by, they had ____ things to say, and ____ interest in talking to each other.
- 4 Do you want more time and ____ money, or more money and ____ time?
- 5 Liz is very clever, but she has got ____ self-confidence of anyone I know.
- 6 I've had ____ days off work of anybody in the office.

Less and **least** can also be used with **adjectives** and **adverbs**.

*Ann's **less shy** than Pat.*

*It was the **least successful** party we'd given.*

*He drives **less carefully** than I expected.*

- ## 2 Put **less / the least** in each blank, with one of the words in the list (or another word, if you prefer). If you are in a group, compare answers.

| | | | | | |
|-------------|----------|-----------|------------|-----------|----------|
| shy | shyly | easily | prosperous | selfish | fluently |
| pessimistic | politely | worried | optimistic | confident | |
| confidently | quickly | dangerous | religious | | |

- 1 I feel ____ about the future than I did a year ago.
- 2 My mother is/was ____ person you can imagine.
- 3 I spoke English ____ a year ago than I do today.
- 4 I think this country is ____ than it was a year ago.
- 5 People from the north of my country speak ____ than people from the south.
- 6 My home town is ____ place I know.

other(s) and another

When **other** is used **before a plural noun**, it does **not** have **-s**.

When **other** is used **without a noun**, it has **-s** in the plural. Compare:

Tell the **other** people. (NOT ... ~~the others people.~~)

Tell the **others**.

Can you show me some **other** shoes?

Can you show me some **others**?

1 Write **other** or **others**.

- 1 I could see Karima and Nedjma at their desks – but where were the ____?
- 2 Long after all the ____ cars had left, Dawson's BMW was still there.
- 3 I'll phone all the ____ if you'll phone Ted and Lucy, OK?
- 4 I can play the Sonata in C, but not any of the ____.
- 5 Do you know any ____ people who might have a reason to do this?
- 6 This doesn't suit me. Have you got any ____ colours?
- 7 Some metals are magnetic and ____ aren't.
- 8 The police arrested Jane, Fred and two ____.
- 9 I wish that girl would play more with ____ children.
- 10 Gerald Durrell wrote a book called 'My Family and ____ Animals'.

We can use **another** (one word) to mean 'one more'. But with uncountables and plurals, we do not generally use **other** to mean 'more'. Compare:

Have **another** potato. (NOT ... ~~an other potato.~~)

Have some **more** meat. (NOT ... ~~other meat.~~)

We need **more** cups.

We can use **another + few** or **another + a number** with a plural noun.

Let's wait **another few** minutes. (= ... a few more minutes.)

The job will take **another ten** days. (= ... ten more days.)

2 Write expressions with **another** or with **more**. Examples:

English → *more English* book → *another book* eggs → *more eggs*

| | | | | | |
|---------|-------------------|----------|----------------|--------------|------|
| clothes | friends | child | three pages | hour | mile |
| sleep | job possibilities | few days | hundred pounds | money | |
| time | freedom | holidays | problem | twenty miles | |

enough, too and too much

DO IT YOURSELF

- 1 Look at the examples and choose the correct forms of the rules. Check your answer in the key.

This isn't **hot enough**. (NOT ... ~~enough-hot.~~)

Am I going **fast enough**?

There is never **enough time**.

Rules

Enough normally comes (*before/after*) an adjective or adverb.

Enough normally comes (*before/after*) a noun.

- 2 Put in words from the box together with **enough**.

| | | | | |
|------|-----------|--------|------------|------|
| big | champagne | clever | confidence | good |
| hard | money | time | friends | old |

- 1 In art the best is *good enough*. *Goethe*
- 2 I never had ____ when I was young; now I never have ____.
- 3 This town isn't ____ for both of us.
- 4 Susie hasn't got ____ to play with.
- 5 Bob's not ____ to travel by himself.
- 6 There was ____ to give everybody a glass.
- 7 If you work ____, you don't have to be very intelligent.
- 8 She was ____ to do anything she wanted, but she didn't have ____ to try.

We use **too** before an adjective without a noun, or an adverb.

We use **too much/many** before a noun (with or without an adjective).

He's **too old**. (NOT ... ~~too-much-old.~~) She's driving **too fast**.

My problem is: **too much work** and **too many late nights**.

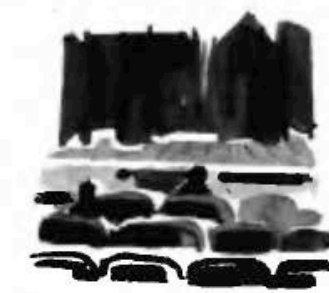
- 3 Invent answers to the questions, using **too**, **too much** or **too many**.

- 1 Why did Jack leave his car at the pub and take a taxi home? (*beer*)
He'd drunk too much beer.
- 2 Why did they drive to the cinema in two cars? (*people*)
- 3 Why didn't Joanna stop for lunch yesterday? (*busy*)
- 4 Why don't we go to the Caribbean for our holiday? (*expensive*)
- 5 Why don't you let the children cycle to school? (*traffic*)
- 6 What went wrong in your exam? (*slowly*)
- 7 Why did you have the phone installed in the other room? (*noise*)
- 8 Can you understand what he's saying? (*quickly*)

4 Write descriptions for the pictures using *not enough* or *too much/many*.



1 *too many people*



2



3



4



5



6



7



8

Note the structures ... *enough (for ...) to ...* and *too ... (for ...) to ...*

She's old enough to vote. It's not warm enough for me to swim.
The box was too heavy to lift. He spoke too fast for us to follow.

5 Complete the sentences with *too/enough* and words from the list.

- 1 The food was *too spicy* for the children to eat.
- 2 Sally's not _____ the dog for a walk.
- 3 They were speaking _____ what they were saying.
- 4 Near some beaches the sea's not _____ in.
- 5 There's someone out there, but I can't see _____ if it's Emma.
- 6 The water was _____ anything.
- 7 I'll work on this tomorrow - I'm _____ it tonight.
- 8 I don't understand Arabic _____ to Egyptian radio.
- 9 He drove _____ him.

clean/people/swim
 fast/police/catch
 muddy/them/see
 old/take
 spicy/children/eat
 quietly/me/hear
 tired/understand
 well/listen
 well/decide

We can drop a noun after *enough* or *too much/many* if the meaning is clear.

I've eaten too much. 'How many people live here?' 'Too many.'

We can use *too much* as an adverb: *He talks too much.*

We don't normally use *too* before adjective + noun.

She doesn't like men who are too tall. (NOT ... ~~too-tall~~ men.)

Compare: *We haven't got enough big nails.* = *We need more of them.*
We haven't got big enough nails. = *We need bigger ones.*

of with determiners

The following **determiners** have *of* before articles (*the/a/an*), possessives (*my/your* etc), demonstratives (*this/that* etc) and pronouns (*it/us/you/them*): *some, any, much, many, more, most, too much* etc, *enough, little, less, least, few, all, both, each, every one, none*, and numbers *one, two* etc.

| | | | |
|----------------------------------|----|---|-----------------------|
| some, any, much, more, etc | of | the, a/an my, your, etc this, that, etc | (ADJECTIVE +) NOUN |
|----------------------------------|----|---|-----------------------|

some of the older people
most of my friends
a few of those grapes
too many of his books

| | | |
|----------------------------------|----|----------------------|
| some, any, much, more, etc | of | it, us, you, them |
|----------------------------------|----|----------------------|

none of it
every one of us
all of you
enough of them

In other cases, we use these determiners without *of*.

| | | |
|----------------|-------------|------|
| some, any, etc | (ADJECTIVE) | NOUN |
|----------------|-------------|------|

some strange ideas a little water most people few changes

Every and *no* are used instead of *every one* and *none*.

every two minutes *no time*

1 Put in *of* or nothing (–).

Dear Phil,

Well, some 1 our luggage has arrived, so things could be worse. I've got the books and papers, but I've lost most 2 my clothes. I haven't got any 3 socks at all, and I'll have to buy some more 4 jeans, but at least I've got enough 5 underwear for the week. (They don't sell it here. I don't think they wear it.) I'm going to buy a few 6 those woollen shirts that you like, and one 7 the big coats that we looked at. They've got no 8 shoes in my size, unfortunately, and none 9 the jackets suit me. Anyway, I'm not alone. Every one 10 us has lost something – in fact, three 11 people have got no 12 luggage at all. Well, as they say, into each 13 life a little 14 rain must fall.

See you on the 17th.

Andy

Note the difference between **most people** (talking about people in general) and **most of the people** (talking about particular people).

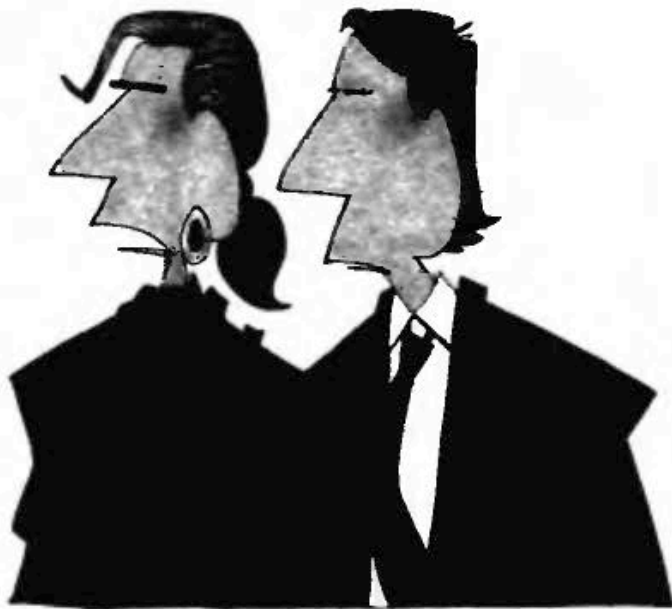
Most people want to have children.

Most of the people I know live in the country.

2 Put in *most people* or *most of the people*.

- 1 ____ enjoy talking about themselves.
- 2 ____ who wanted to see the match were disappointed.
- 3 I know ____ in our street.
- 4 ____ like music.
- 5 I think fishing for sport is wrong, but ____ would disagree.
- 6 ____ on the train had no tickets.
- 7 He gets on with ____.
- 8 ____ at the party were friends of Jan's.

3 Choose the correct versions of the cartoon captions.



'Straighten your tie, Stephen. The world is already filled with (*enough disorder / enough of disorder*).'



'Girls, girls! - (*A little less noise / A little less of noise*), please.'

After **all** and **both**, we often **drop of** before determiners.

all (of) my friends **both (of) his eyes**

personal pronouns: I and me etc

I, you, he, she, it, we, they are used as subjects before verbs.

Me, you, him, her, it, us, them are normally used in other cases.

| | | |
|------------------------|---|----------------------------------|
| SUBJECTS BEFORE VERBS: | <i>I like Mary.</i> | <i>We can't go on like this.</i> |
| OBJECTS AFTER VERBS: | <i>Mary hates me.</i> | <i>Tell us what to do.</i> |
| AFTER PREPOSITIONS: | <i>Look at her.</i> | <i>Why is she with him?</i> |
| | <i>Everybody except me was late.</i> | |
| AFTER BE: | <i>'Who's that?' 'It's me.'</i> (NOT normally <i>'It is I.'</i>) | |

In **short answers** we can use *me, him etc* (informal) or *I, he etc with a verb* (more formal). The same thing happens after *as* and *than*.

| | |
|--|---|
| INFORMAL | MORE FORMAL |
| <i>'I'm thirsty.' 'Me too.'</i> (NOT <i>'I-too.'</i>) | <i>'I'm thirsty.' 'I am too.'</i> / <i>'So am I.'</i> |
| <i>'Who's paying?' 'Her.'</i> | <i>'Who's paying?' 'She is.'</i> (NOT <i>'She.'</i>) |
| <i>I've got the same number as him.</i> | <i>I've got the same number as he has.</i> |
| <i>She gets paid more than me.</i> | <i>She gets paid more than I do.</i> |

1 Put an appropriate pronoun in each blank (the sentences are informal).

- Nobody except _____ knows where the key is kept, and I'm not telling you.
- 'Who bought these flowers?' 'It was _____. I thought you'd like them.'
- 'I haven't met Mark yet – is _____ here?' 'That's _____ over there.'
- 'I've had enough of this party.' '_____ too.'
- He's faster than _____, but I'm stronger than _____.
- John's two years younger than Alice, but _____'s nearly as tall as _____.
- 'Who said that?' 'It was _____ – the man in glasses.'
- You've got almost the same colour eyes as _____.
- You may be older than _____, but I don't have to do what you say.
- 'Which is John's wife?' 'That must be _____ just getting out of the car.'

2 Change these to make them more formal or less formal. Example:

I live in the same street as him. → *I live in the same street as he does.*

- Anne's got the same car as me.
- They've been here longer than us.
- I'm much taller than him.
- 'He's going to Mexico.' 'Me too.'
- 'Who said that?' 'Her.'
- We are not as old as they are.
- He had a bigger meal than I did.
- I am not as quick as she is.
- 'We are from York.' 'So am I.'
- 'Who wants a drink?' 'I do.'

We generally use **who** as both **subject** and **object**. *Whom* is unusual, especially in questions, except in a formal style. (For *whom* in relative clauses, see page 270.)

Who do you want to see? (More natural than **Whom** do you want to see?)

We use **it** to refer to **nothing**, **everything**, **something** and **anything**. We also use **it** when **identifying** people.

Nothing is ever the way you expect **it** to be.

'Who's the woman in red?' 'It's Chris Lewis.' (NOT '~~She's~~ Chris Lewis.')

People generally use *he* and *she* for their cats, dogs, horses etc; some people use *she* for their cars, motorbikes and boats. Countries are usually *it*.

Don't ride **him** on the main road – **he's** a bit nervous.

'How's the car?' '**She's** running beautifully.'

Britain imports more than **it** exports.

3 Put in a suitable pronoun.

- 1 'What's your cat's name?' 'Annie. ____ understands everything we say.'
- 2 Thailand is quite unusual: ____ has never been ruled by another country.
- 3 'Do you know who the managing director is?' '____ Rose Berczuk.'
- 4 My bike's been giving trouble, so I'm taking ____ into the garage.'
- 5 Nothing happened while I was away, did ____?
- 6 ____ did you have lunch with?
- 7 'Who's that on the phone?' '____'s your father.'
- 8 Australia doesn't accept as many immigrants as ____ used to.
- 9 I don't know ____ she's going out with now.
- 10 Everything always happens when you don't want ____ to.



'I don't know anybody who says "It is I".'



'Me?'

reflexive pronouns (myself etc)

myself, yourself, himself, herself, itself, oneself
ourselves, yourselves, themselves

We use **reflexives** when the **object** is the same person/thing as the **subject**.

*I cut **myself** shaving this morning. (NOT ~~I cut me~~ ...)*

*He tried to kill **himself**. (Different from He tried to kill **him**.)*

*The lights switch **themselves** on at night.*

Sometimes a reflexive pronoun refers to something that is not the subject.

*His letters are all about **himself**. I told **her** the truth about **herself**.*

1 Put in **myself, yourself etc** or **me, you etc**.

- 1 Mary bought a book and taught ____ to play the guitar.
- 2 John fell and hurt ____ yesterday.
- 3 The computer will turn ____ off if you don't use it.
- 4 We looked at ____ in the mirror to check our makeup.
- 5 Don't pay any attention to ____ – he always complains.
- 6 How much time do you give ____ to drive to work?
- 7 June can't afford to buy ____ a new car, so her dad's going to buy one for ____.
- 8 Who gave ____ those lovely flowers?
- 9 It hurt ____ when I realised Kim wasn't going to phone me.

Reflexive pronouns can also be used to **emphasise the subject or object** – to say 'that person/thing and nobody/nothing else'.

*It's best if you do it **yourself**.*

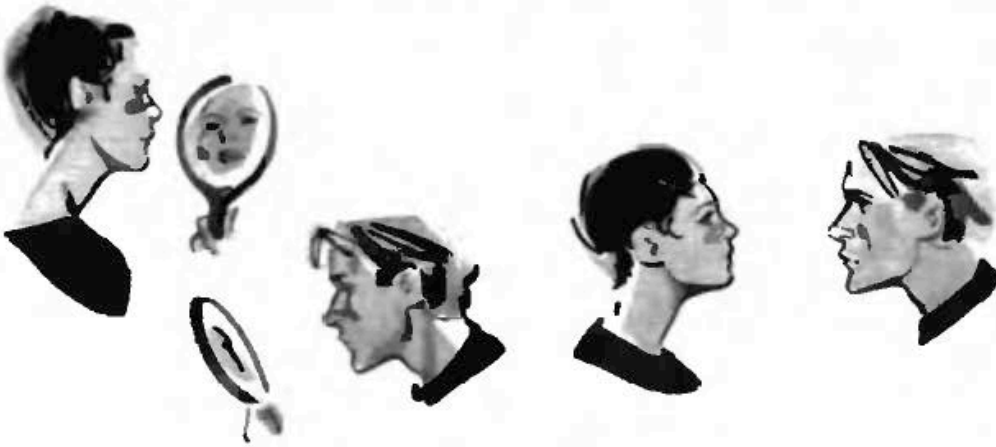
*I'll see the President **himself** if necessary.*

*The house **itself** is nice, but the garden's small.*

2 Put in suitable reflexive pronouns.

- 1 No one is going to help us, so we'll have to do it ____.
- 2 Veronica always cuts her hair ____, and it always looks great.
- 3 Robert ____ is quite friendly, but the rest of his family is very cold.
- 4 Did you know that the Morrisons built their house ____?
- 5 I don't trust anyone else to do my accounts; I always do them ____.
- 6 I got to see the gardens, but the palace ____ was closed.

Note the difference between *-selves* and *each other*.



They are looking at **themselves**.

They are looking at **each other**.

✓ 3 **Each other or -selves?**

- 1 Hilary and June write to ____ every week.
- 2 Agnes and Pat have bought ____ a flat in Rome.
- 3 Do you and your wife tell ____ everything?
- 4 You will all need photos of ____ for your membership cards.
- 5 We've promised ____ to telephone if one of us is going to be late home.
- 6 We've decided to give ____ a really nice holiday this year.

4 **Put in *myself* etc, *each other* or *me, you* etc.**

- 1 We decided to keep most of the fruit for ____.
- 2 Before leaving Eric's office the robbers tied ____ up and pulled out all the phone wires.
- 3 Christine and I always take ____ to lunch on our birthdays.
- 4 Mum, please don't help me – I'd rather do it ____.
- 5 Did you ask Alice whether her brother had phoned ____ yet?
- 6 Don't just stand there shouting at ____ – do something!
- 7 I've just got up – can I phone you back when I've made ____ a cup of tea?
- 8 I've never met John, but we've been writing to ____ for over a year now.
- 9 The necklace ____ wouldn't normally be valuable, but it belonged to Queen Elizabeth I, so it will certainly bring a very high price.
- 10 When babies first start to feed ____, they usually make a big mess.
- 11 You can't be sure that she got the message unless you told her ____.
- 12 Your teenage children want to be independent – but they expect ____ to be ready to help __ whenever they ask you to.

Common expressions with reflexives: *behave yourself, enjoy yourself, help yourself, make yourself at home, by oneself* (= 'alone', 'without help').

Verbs normally used without reflexives: *wash, shave, dress, feel, hurry.*

One another can be used instead of *each other*.

Own replaces possessive reflexives: **my own room** (NOT **myself's room**).

you, one and they

One and **you** can mean 'people in general' (including the speaker and hearer).
One is more formal than *you*.

One/You can't learn French in a month.

One dials / **You** dial 999 in an emergency.

One's/Your own problems always seem important.

To talk about people not including the speaker/hearer, we use *they* or a passive.

They speak English in this shop. / **English is spoken** in this shop.

(NOT ~~**One speaks** English in this shop.~~)

They (informal) can mean 'the people around' or 'the authorities', 'the government'.

They don't like strangers around here.

They say she's pregnant again.

They're always digging up the roads.

They don't care about old people.

1 Write some sentences with **you** and **one**. Examples:

a card / this phone: *One* needs / *You* need a card to use this phone.

see her / appointment: *One/You* can't see her without an appointment.

- | | |
|-----------------------------------|--|
| 1 get into the US / a passport | 5 grow oranges / a warm climate |
| 2 a ticket / a train | 6 get a driving licence / seventeen |
| 3 fly directly / Gdansk / Prague? | 7 eat soup / a fork |
| 4 good at maths / a physicist | 8 see animals in the forest / get up early |

2 Write **you**, **your**, **they** or **them**.

' 1 've put the price
of stamps up again.'

'I know. And it's got
so expensive! Nowadays 8 think
twice before 9 write a letter. Of course
10 've got special rates for businesses –
it's only ordinary people that
pay the extra.'

'Oh, 2 haven't,
have 3 ? 4 seem to do it more
and more often. 5 can't buy more
than a few stamps at a time, or else
6 have to buy extra 1p stamps
to add to all 7 letters.'

'I know.
It makes 11
wonder why we keep
electing 12.'

We can also use **they**, **them** and **their(s)** to refer to a **singular indefinite person** – for example, after **somebody**, **anybody**, **nobody**, **who**, **a person**.

Somebody phoned and said **they** wanted to see you.
 If **anybody** calls, tell **them** I'm out.
Who's forgotten **their** umbrella?

3 **They/them/their/theirs** or another pronoun?

- 1 Someone's left me a note, but ____ haven't signed it.
- 2 The person who phoned wouldn't give ____ name.
- 3 Nobody in the club has paid ____ annual subscription yet.
- 4 I can't help anybody unless ____ bring all the right documents with ____.
- 5 If I find out who's made this mess in the kitchen, I'll kill ____.
- 6 Judy says somebody's stolen ____ lecture notes.
- 7 Some idiot has taken my bag and left me ____!
- 8 If anybody can fill in this form, ____'re brighter than me.
- 9 Nobody will believe me unless I show ____ the picture.
- 10 That woman I was talking to had ____ car stolen yesterday.

Diplomacy – the patriotic art of lying for one's country.

Ambrose Bierce

Knowing what you can not do is more important than knowing what you can do.

Lucille Ball

Most people don't use their eyes except to keep from running into things.

Nancy Hale

I was [judged] in my absence and sentenced to death in my absence, so I said they could shoot me in my absence.

Brendan Behan

**They cannot scare me with their empty spaces
 Between stars – on stars where no human race is.
 I have it in me so much nearer home
 To scare myself with my own desert places.**

Robert Frost

You can get much further with a kind word and a gun than you can with a kind word alone.

Al Capone

You cannot feed the hungry on statistics.

David, Earl Lloyd George

Britain would be a great country if only you could roof it over.

Anonymous

No one can make you feel inferior without your consent.

Eleanor Roosevelt

Watermelon – it's a good fruit. You eat, you drink, you wash your face.

Enrico Caruso

If the child possesses the nationality or citizenship of another country, they may lose this when they get a British passport.

Passport application form

I hate to spread rumours, but what else can one do with them?

Amanda Lear

one(s)

We use **one(s)** to avoid repeating a countable noun.

'What sort of **cake** would you like?' 'A **big one** with cream.'
I'd like some **shoes** like the **ones** in the window.
'Could you lend me **a pen**?' 'Sorry, I haven't got **one**.'

We **don't** use **one** for an **uncountable** noun.

We haven't got fresh **cream**. Would you like **tinned**?
(NOT ... **tinned one**.)

1 Put in words and expressions from the box with or without **one(s)**.

| | | | | |
|------------------|-------|-----------------|------------|-------------|
| big grey leather | blue | Chinese | long sunny | new |
| red woollen | sharp | solid practical | tall | unsweetened |

- 'What colour cardigans would you like to see?' 'Blue **ones**, please.'
- I've lost my jacket. It's a ____.
- 'What kind of juice is that?' '____.'
- 'Which glasses do I use?' 'The ____.'
- She doesn't sell used cars, only ____.
- 'What sort of holiday are you having this year?' 'A ____.'
- This isn't Thai food, it's ____.
- I don't want pretty shoes, but ____.
- Hand me a knife, will you – a ____.
- There's my suitcase, the ____!

If there is no adjective: we do not use **a** with **one**.

'What sort of cake would you like?' '**One** with cream.' (NOT '**A one** ...')

We use **some/any** without **ones**. We use **mine** etc instead of **my one** etc.

'Could you lend me **some stamps**?' 'I haven't got **any**.'
(NOT '**... any ones**.)'

'Which car shall we take?' '**Mine**.' (NOT '**My one**.)'

2 Put in **one, some, any** or **mine/yours/etc**.

- 'What sort of job would you like to do?' '____ where I travel a lot.'
- I haven't got a train timetable, but ask Adrian – he may have ____.
- 'Is that your car or Anna's?' '____ – Anna hasn't got a car.'
- There aren't any matches here, but there may be ____ in the kitchen.
- I need a watch – ____ with an alarm.
- 'Where are the forks?' 'Oh, no! We didn't bring ____!'
- Barry has put his name on this book, but Liz says it's ____.
- If you haven't got enough plates, I'll be happy to bring ____.

pronouns and possessives: revision

1 Choose the best words to complete the cartoon captions.



'It's just natural, that's all! _____ love _____ because you're _____, like the car.'
(we/you/they/ours/yours)



'_____ sold _____ what to _____?'
(you/she/my/his/what/who)



Kenyon
'Could _____ tell _____ if _____ glasses are ready yet?'
(you/he/me/us/myself/my/your)



'Have _____ seen a lady without _____?'
(I/you/her/me/myself)



'Yes, of course it's important enough to disturb _____.'
(me/him/himself)



'Have _____ any "Do It _____" books?'
(you/he/herself/themselves)

countable and uncountable nouns

Countable nouns have **plurals**, and **can** be used with **a/an**.

a chair – chairs a house – houses an idea – ideas

Uncountable nouns have **no plurals**, and **cannot** normally be used with **a/an**. Examples: *air, water, sand, intelligence, English, weather*.

*She speaks good **English**. (NOT ... ~~a good English~~.)*

*It's terrible **weather**. (NOT ... ~~a terrible weather~~.)*

1 Can you divide these into uncountable and countable?

book, cup, dust, flour, flower, happiness, knowledge, love, milk, meat, mountain, music, oil, piano, rain, river, snow, song, table, wall

Some nouns can be used **both uncountably and countably**.

*Wood is made from **paper**.*

*Did you remember to buy **coffee**?*

*My mother never drinks **wine**.*

*I'm going out to buy **a paper**.*

*I'll have **a** (cup of) **coffee**, please.*

*Spain produces some wonderful **wines**. (= kinds of wine)*

2 Uncountable, singular countable (with a/an) or plural?

Complete the sentences.

- 1 Could you pass me ____? (*glass*)
- 2 This table is made of _____. (*glass*)
- 3 I need a piece of _____. (*wood*)
- 4 The house was near _____. (*wood*)
- 5 She looked at him with _____. (*pity*)
- 6 It's _____ Anne isn't here. (*pity*)
- 7 _____ goes so quickly. (*time*)
- 8 She phoned six _____ yesterday. (*time*)
- 9 Three _____, please. (*beer*)
- 10 _____ makes you fat. (*beer*)
- 11 He hasn't got much _____. (*experience*)
- 12 It was _____ I won't forget. (*experience*)
- 13 There's _____ in the garden. (*chicken*)
- 14 Do you want _____ or beef? (*chicken*)

With a few uncountable nouns referring to emotional and mental activity, we use *a/an* when there is an adjective or other description.

an excellent knowledge of German a good education a love of music

uncountable nouns: special cases

Sometimes uncountable and countable nouns have similar meanings.

1 Test yourself. Can you put these words in pairs (one uncountable, one countable) expressing similar ideas? Example:

furniture – table

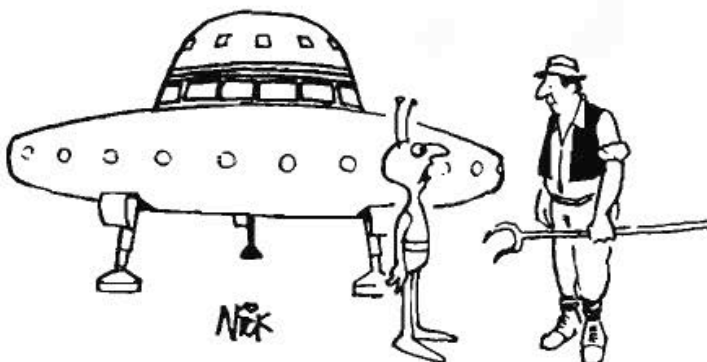
| | | | |
|---------------|---------------|---------|-----------|
| accommodation | advertisement | baggage | banknote |
| bread | cars | fact | flat |
| journey | loaf | money | publicity |
| traffic | travel | work | suitcase |
| | | | table |
| | | | job |

▲ 2 These nouns are normally uncountable. Most can be made countable by adding *piece* (e.g. *a piece of advice*). Do you know which three can be made countable by adding *a flash of*, *a stroke of* and *a clap of*?

| | | | | | |
|---------|-----------|-----------|------|------|----------|
| advice | knowledge | lightning | luck | news | research |
| rubbish | spaghetti | thunder | | | |

3 Choose the correct form of the caption for each cartoon.

'An advice. / A word of advice. / Some advices, Arthur: no-one ever solved his problems by running away.'



'Doesn't it make you sick? Our baggage has / baggages have been sent to Jupiter.'

plurals of nouns: spelling

DO IT YOURSELF

- 1 Look at the examples and answer the questions. Check your answers in the key.**

babies books boys buses buzzes cars chairs
 cities dishes echoes Eskimos foxes gases heroes
 holidays kilos ladies lorries matches monkeys
 photos pianos potatoes quizzes radios
 shops tables taxes times tomatoes watches
 ways wishes zoos

- 1 What is the most common way of making the plurals of nouns?
- 2 How do we make the plurals of words ending in **consonant + -y**?
- 3 How do we make the plurals of words ending in **vowel + -y**?
- 4 After which letters and groups of letters do we add **-es** to the singular?
- 5 Four common words ending in **-o** have plurals in **-es**. Can you close your eyes and remember which they are?

- 2 Write the plurals of these nouns.**

| | | | | | | |
|---------|------|-------|----------|-------|-------|-------|
| address | box | brush | computer | desk | face | guy |
| list | loss | mess | patch | peach | play | poppy |
| reply | toy | tree | video | witch | worry | |

- 3 Write a sentence using at least two plurals from 1 above.**

Example:

Foxes don't like tomatoes.

If you can work with another student, give him/her two plurals to make a sentence with.

One potato~~e~~, two potatoes

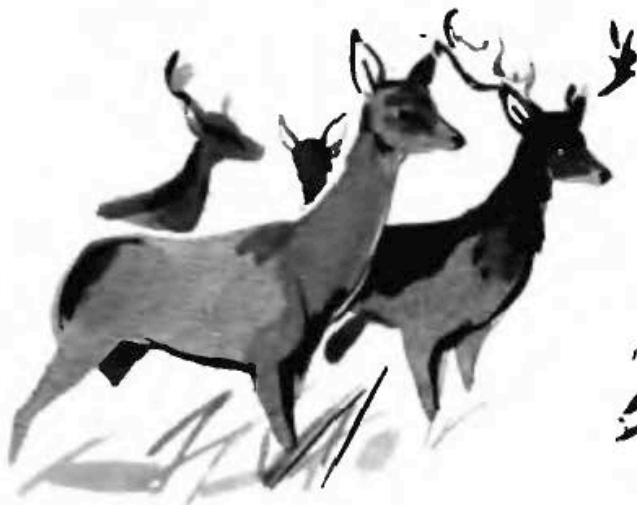
IN JUNE 1992, US Vice-President Dan Quayle visited a school class in New Jersey while the children were having a spelling competition. When 12-year-old William Figueroa wrote the word *potato* correctly on the blackboard, Quayle told him he should add an *e*. William became a schoolchildren's national hero (without an *e*) and appeared on television; the Vice-President became an international laughing-stock as echoes (with an *e*) of his mistake went round the world.

plurals of nouns: special cases

- ▲ 1 Here are seven groups of nouns. Look in the box and find two more nouns to add to each group.

| | | | | | |
|----------|--------|----------|-------------|-------|----------|
| aircraft | crisis | dozen | mathematics | means | mouse |
| news | police | scissors | sheep | shelf | thousand |
| tooth | wolf | | | | |

- COUNTABLE NOUNS WITH SINGULAR (AND PLURAL) IN **-s**
series crossroads analysis – analyses
- OTHER NOUNS WITH SINGULAR AND PLURAL THE SAME
trout deer fish salmon
- NOUNS THAT HAVE A PLURAL WITHOUT **-s** AFTER A NUMBER
hundred (e.g. *two hundred*) million
- NOUNS WITH SINGULAR IN **-f(e)**, PLURAL IN **-ves**
calf – calves half knife leaf life loaf self
thief wife
- OTHER NOUNS WITH IRREGULAR PLURALS
child – children foot – feet fungus – fungi goose – geese
man – men medium – media ox – oxen penny – pence
phenomenon – phenomena woman – women
- UNCOUNTABLE SINGULAR NOUNS ENDING IN **-s** (NORMALLY NO PLURAL)
athletics billiards economics gymnastics measles
physics politics
- PLURAL NOUNS WITH NO SINGULAR
arms belongings cattle clothes congratulations
contents earnings goods outskirts people
remains surroundings thanks troops trousers



deer



fish

mixed singular and plural

Singular nouns for groups of people often have **plural verbs and pronouns** in British English, especially when we are talking about personal kinds of action. Compare:

*My **family are** very angry with me: **they** think I should go to university.
The average **family has** 3.5 members: **it** is much smaller than in 1900.*

*The **team are** going to lose again. **They're** useless.
A cricket **team is** made up of eleven players, including **its** captain.*

1 Choose the best combination for each blank.

| | | | | |
|-----------|-----------|---------------|-------------|------------|
| class is | club has | orchestra is | school has | staff do |
| class are | club have | orchestra are | school have | staff does |

- 1a In England, a state _____ to give time to religious education.
1b My daughter's _____ decided to hold their sports day next Saturday.
2a The _____ given £5,000 to charity this year.
2b The _____ fifty per cent more members than a year ago.
3a The _____ not like the new manager.
3b The _____ not need to be increased.
4a Jane's _____ in Room 6.
4b Our _____ planning a party.
5a The _____ just tuning up – let's hurry in.
5b An _____ composed of string, wind, and percussion instruments.

2 Choose the correct form of the cartoon caption.



It's the office. Shall I tell *it/them/him* you're sick?

The following **singular expressions** also usually have **plural verbs**:

a number of ... the majority of ... a couple of ... a group of ...
a lot of + plural noun/pronoun, the rest of + plural noun/pronoun.

A number of us are worried about it.

The majority disagree.

There are a couple of children outside.

A lot of them were late.

The rest of the members are ill.

Some **plural expressions** have **singular verbs**:

names of quantities, plural names of countries, compound nouns joined by **and**, **more than one + singular noun**.

Ten pounds is too much to pay.

Three weeks wasn't enough holiday.

The United States is smaller than Canada.

Fish and chips costs £3.

More than one person disagrees.

We also use a singular verb after **one of + plural noun**.

One of your children has lost a shoe.

3 Choose the right verb.

- 1 A group of teenagers in the town (*has/have*) organised a scheme to help old people with their shopping.
- 2 A number of people (*has/have*) complained about the noise.
- 3 Do you think three pounds (*is/are*) a big enough tip?
- 4 Hamburger and chips (*is/are*) not a very healthy lunch.
- 5 In the latest rail union vote, the majority (*has/have*) voted to go on strike; the rest of the members (*is/are*) expected to support the strike fairly solidly.
- 6 Two kilos (*is/are*) pretty small for a newborn baby.
- 7 Our teenage son thinks there (*is/are*) a number of good reasons for staying up late and having a good time.
- 8 More than one house in our street (*has/have*) been broken into recently.
- 9 A couple of dangerous-looking men (*is/are*) waiting for you outside.
- 10 One of my friends (*has/have*) just won two free plane tickets to New York.
- 11 Six weeks (*is/are*) a long time to wait for news of your family.
- 12 The majority of the children's parents (*is/are*) unemployed.
- 13 A lot of shops (*is/are*) opening on Sundays now.
- 14 The Philippines (*has/have*) signed the new human rights agreement.
- 15 The police think that more than one person (*was/were*) in the stolen car.
- 16 Tom and Rosie were late, but the rest of us (*was/were*) on time.
- 17 (*Is/Are*) bacon and eggs what you usually eat for breakfast?
- 18 We've just learnt that a couple of our club members (*has/have*) been chosen for the national team.

possessive 's

SINGULAR NOUN(s) + 's: *my mother's car, Sarah and Henry's house*

PLURAL NOUN + 's: *my parents' home*

IRREGULAR plural + 's: *the children's names*

1 Make possessive forms from the items in List 1 to combine with items from List 2. Make fifteen combinations. Examples:

your sister's address my teachers' clothes

LIST 1

| | | | |
|-------------|----------|-------------|----------------|
| your sister | Jonathan | Ann and Pat | those women |
| my teachers | Katie | our dog | Simon and Jill |
| most people | doctors | | |

LIST 2

| | | | | |
|-----------------|------------|---------|-----------|------|
| address | car/cars | ideas | health | legs |
| father/fathers | nose/noses | clothes | education | |
| fear of heights | | | | |

Possessives usually **replace articles** before nouns. We can say *the car* or *Sue's car*, but not *Sue's the car* or *the Sue's car*.

But a possessive word can have its own article: *the boss's car*.

Note also: *that car of Sue's; a friend of Joe's* (like *a friend of mine* – see page 28).

2 Right or wrong? Put ✓ for correct sentences; rewrite incorrect ones.

- 1 Is this the teacher's pen?
- 2 Are you the Al's daughter?
- 3 Do you know Lesley's last name?
- 4 Here's the Barry's address.
- 5 Here's my parents' address.
- 6 It was the school's responsibility.
- 7 What's the Wilsons' number?
- 8 That's an old habit of Marion's.
- 9 It's a crazy idea of Alice.
- 10 Where is that brother of Carol?

Note: *We spent the evening at Anne's.* (= ... at Anne's house.)

She's at the hairdresser's. I bought it at Harrod's.

noun + noun

We can put nouns together in three ways:

- 1 **noun + noun:** *a shoe shop; a war film*
- 2 **preposition structure:** *the top of the hill*
- 3 **possessive 's structure:** *my boss's car; Ann's idea*

Usually, an idea can be expressed in only one of these ways, and it is often difficult to know which is correct. The rules on pages 63–67 will help, but there are exceptions – this is a very difficult point of grammar.

We often put one noun in front of another. The **first noun** is rather like an **adjective**, and is usually **singular**, even if the meaning is plural.

- a horse race* (a kind of race) *a race horse* (a kind of horse)
a shoe shop (NOT ~~a shoes shop~~) *a Lancashire man*
a ten-mile walk (NOT ~~a ten-miles walk~~)

Articles belonging to the first noun are dropped in this structure. *Officers in the army = army officers*, NOT ~~the army officers~~.

1 Match the expressions on the left with their meanings on the right.

- | | |
|------------------|---------------------------------|
| 1 chocolate milk | a book describing cases |
| 2 milk chocolate | b chocolate made with milk |
| 3 book case | c leather for making shoes |
| 4 case book | d drawing done in ink |
| 5 leather shoe | e garden with flowers in |
| 6 shoe leather | f ink used for drawing |
| 7 flower garden | g milk flavoured with chocolate |
| 8 garden flower | h piece of furniture for books |
| 9 ink drawing | i flower that grows in gardens |
| 10 drawing ink | j shoe made of leather |

2 What do you call these?

- | | |
|---------------------------|---------------------------------|
| 1 a shop that sells music | 5 the clock in the station |
| 2 a man from Birmingham | 6 a rocket that goes into space |
| 3 a frame for a picture | 7 a factory that makes biscuits |
| 4 tea made from mint | 8 powder made from soap |

3 Put these words into pairs to make noun + noun expressions. Change plural to singular if necessary.

| | | | | | | |
|---------|---------|---------|------------|-----------|------|--------|
| antique | bicycle | bus | cowboy | door | film | grapes |
| juice | kitchen | map | newspapers | publisher | race | |
| roads | shop | station | | | | |

noun + noun or preposition structure

We use the **noun + noun** structure for **well-known everyday combinations**. To talk about things that do not go together so often, we usually prefer a **structure with a preposition**. Compare:

| | |
|-----------------------|---|
| <i>a war film</i> | <i>a film about a dog</i> (NOT a dog film) |
| <i>a history book</i> | <i>a book about violins</i> (NOT a violin book) |
| <i>a postman</i> | <i>a man from the bank</i> (NOT a bank man) |
| <i>road signs</i> | <i>signs of anger</i> (NOT anger signs) |
| <i>a corner table</i> | <i>the girl in the corner</i> (NOT the corner girl) |

1 Eight of these ideas can naturally be expressed by 'noun + noun'. Which are they? Rewrite them.

- | | |
|-------------------------------|------------------------------|
| 1 a cake made of chocolate | 7 the door to the kitchen |
| 2 a child in the garden | 8 a bottle designed for wine |
| 3 a cupboard in the kitchen | 9 a timetable of trains |
| 4 a box for matches | 10 a book about the moon |
| 5 paste for cleaning teeth | 11 chairs for the garden |
| 6 discussions about furniture | 12 a man with a knife |

2 Look at the labels. Can you think of some more names of food that use the noun + noun structure?



Newspaper headlines often save space by using the noun + noun structure instead of the preposition structure. Strings of three or four nouns are common.

Channel ferry safety drill leaves 18 injured

Decision day
in rail dispute

Football club
burglars cut
home phones

noun + noun and possessive 's

We use the **noun + noun structure** to name **common kinds of thing**.
The first noun is often like an **object** (of a verb or preposition).

a shoe shop = a shop that sells shoes

a war film = a film about war

We use the **possessive 's structure** most often to talk about something that **belongs to** a particular person, group, organisation, country or animal. The first noun is often like a **subject** (usually of the verb *have*).

my boss's car: my boss has a car *Ann's idea: Ann had an idea*

1 Choose the correct noun group.

- | | |
|---|--|
| 1 a bus's station <i>or</i> a bus station | 11 vegetables' soup <i>or</i> vegetable soup |
| 2 a toys' shop <i>or</i> a toy shop | 12 China's history <i>or</i> the China history |
| 3 the teacher's office <i>or</i> the teacher office | 13 a cowboys' film <i>or</i> a cowboy film |
| 4 computer's disks <i>or</i> computer disks | 14 street's lamps <i>or</i> street lamps |
| 5 my mother's chair <i>or</i> my mother chair | 15 the firm's office <i>or</i> the firm office |
| 6 car's papers <i>or</i> car papers | 16 a bath's towel <i>or</i> a bath towel |
| 7 Tom's plan <i>or</i> the Tom plan | 17 that cat's tail <i>or</i> that cat tail |
| 8 a telephone's box <i>or</i> a telephone box | 18 a teacher trainer <i>or</i> a teachers' trainer |
| 9 the dog's toy <i>or</i> the dog toy | 19 the paper's editor <i>or</i> the paper editor |
| 10 a horse's race <i>or</i> a horse race | 20 a glass's factory <i>or</i> a glass factory |

2 Complete the cartoon caption.



'I laid 67,000 eggs last year, and if I don't receive a _____ there'll be trouble.'

| | |
|-------------------|---------------------|
| Mother Day card | Mother Day's card |
| Mother's Day card | Mother's Day's card |

possessive 's or the of structure

We use the **possessive 's** structure especially when the first noun is the name of a **person, group of people, organisation, country or animal**. In other cases we generally prefer a structure with *of*. Compare:

| | |
|-----------------------------|---------------------------------|
| <i>my father's name</i> | <i>the name of the book</i> |
| <i>the firm's structure</i> | <i>the structure of plastic</i> |
| <i>America's influence</i> | <i>the influence of alcohol</i> |
| <i>the dog's leg</i> | <i>the leg of the table</i> |

We also use the possessive 's structure with common **'time when'** expressions, and in expressions of **measurement of time**.

| | | |
|--------------------------|---------------------------|-------------------------|
| <i>today's paper</i> | <i>tomorrow's weather</i> | <i>yesterday's news</i> |
| <i>a month's holiday</i> | <i>three hours' delay</i> | |

▲ 1 Rewrite these using 's, ' or of the. Examples:

the club + its monthly meeting *the club's monthly meeting*
 his parents + their car *his parents' car*
 the world + its end *the end of the world*

| | | |
|--------------------------------------|-------------------------------------|---------------------------|
| Angela + her leg | the trees + their highest branches | my suitcase + its lock |
| your dog + its leg | the bank + its branch in Paris | your office + its floor |
| the table + its leg | my family + its name | the town + its atmosphere |
| our company + its best sales manager | the police force + its main problem | |
| next week + its timetable | last night + its party | today + its news |

▲ 2 Make two noun groups from each set of words. Example:

file: your secretary, legal documents:
your secretary's file. the file of legal documents

- | | |
|---|---------------------------------|
| 1 story: Helen, the French Revolution | 6 ideas: modern physics, my son |
| 2 bed: the stream, the patient | 7 rules: the club, football |
| 3 policy: full employment, the company | 8 view: the committee, the lake |
| 4 style: my favourite author, the 1930s | 9 head: the cat, the queue |
| 5 place: language education, women | 10 arm: the chair, John |

- ▲ 3 Put together the expressions from the left-hand box, and three of the expressions from the right-hand box, to make captions for the cartoons.

Fear?

I have here

He doesn't know

Let's go. I've got

Right. Mr Wilson.

parked outside.

your tests' results.

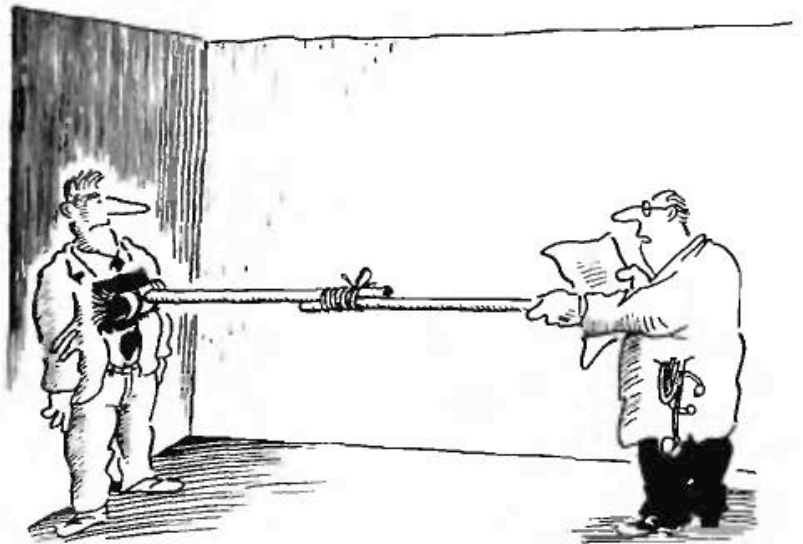
the results of your tests.

the word's meaning.

the meaning of the word.

somebody else's car

the car of somebody else



adjectives and adverbs

ADJECTIVES: kind, shy, cold, angry, wonderful, bad, unusual, mad

ADVERBS: kindly, shyly, coldly, angrily, wonderfully, badly, unusually, madly

We use **adjectives** to say how something **is, seems, becomes, looks, feels, sounds, tastes or smells.**

*She is kind. She seems/appears shy. It's getting cold.
He felt angry. (NOT He felt angrily.) That smells wonderful.*

We use **adverbs** with other verbs to say how something **happens or is done.**

*She spoke kindly but shyly. (NOT She spoke kind...)
He answered me coldly. He closed the door angrily.*

1 Complete the sentences with words from the box. More than one answer may be correct.

| | | |
|-----------------------|-------------------|---------------|
| beautiful/beautifully | calm/calmly | cheap/cheaply |
| clear/clearly | slow/slowly | soft/softly |
| unhappy/unhappily | terrible/terribly | |

- 1 I suppose I should be nervous, but I've never felt so ____ in my life.
- 2 'I suppose we'll never see each other again,' she said ____.
- 3 I haven't got much money: if I travel this year, I'll have to do it ____.
- 4 The house is small and rather simple, but Anne has decorated it ____.
- 5 This soup tastes ____.
- 6 He spoke very ____, but she heard every word like a shout.
- 7 Good computers are getting quite ____ now.
- 8 The train was very ____; perhaps they were working on the line.
- 9 She sat there ____ lying about everything she had done.
- 10 This is a ____ house. I enjoy looking at it every time I walk past.
- 11 Her hair is so lovely and ____ – like a baby's hair.
- 12 This handwriting isn't very ____; can you read it any better than me?
- 13 The team played ____ last Saturday.
- 14 Time seemed to go so _____. When would he arrive?
- 15 He looks really ____: I wonder what's wrong.
- 16 Mary doesn't speak very ____: I often have trouble understanding her.

We also use **adverbs** before **adjectives**, **past participles**, **other adverbs** and **prepositional expressions**.

*It's **terribly cold**. (NOT ... **terrible cold**.) This is very **badly cooked**.
You're driving **unusually fast**. He was **madly in love** with her.*

2 Choose the right word.

- 1 Angela is (*amazing/amazingly*) good with animals.
- 2 As soon as I saw him I was (*sure/surely*) he had been drinking.
- 3 Do you think that's a (*real/really*) diamond in her ring?
- 4 He was wearing a (*true/truly*) astonishing tie.
- 5 I felt her arm (*gentle/gently*) to see if any bones were broken.
- 6 I read an (*amazing/amazingly*) thing in the newspaper this morning.
- 7 John was (*wonderful/wonderfully*) kind to me when I came to this country.
- 8 Keith seemed (*gentle/gently*), but there was something cruel underneath.
- 9 One leg of the chair was (*slight/slightly*) damaged.
- 10 Sarah drives a (*real/really*) beautifully restored 1914 sports car.
- 11 She looked at me (*kind/kindly*), but didn't say anything.
- 12 The door was (*bad/badly*) painted.
- 13 The food was (*wonderful/wonderfully*), but the service was (*awful/awfully*).
- 14 The room is (*clever/cleverly*) organised so three of us can work there.
- 15 The job was (*surprising/surprisingly*) easy.
- 16 He's acted (*unbelievable/unbelievably*) stupidly in the past year.

Some verbs are used with both adjectives and adverbs, with different meanings.

*You **look angry**. (= You **seem angry**.)*

*He **looked angrily** at the manager. (= He **turned his eyes** ...)*

*His plan **appeared impossible**.*

*She **suddenly appeared** in the window.*

**If a thing is worth doing,
it is worth doing well.**

Traditional

**Speak softly and carry
a big stick.**

President Theodore Roosevelt

**[You are] incredibly,
inordinately,
devastatingly,
immortally,
calamitously,
hearteningly,
adorably beautiful.**

**If a thing is worth doing,
it is worth doing badly.**

G K Chesterton

**Power tends to corrupt
and absolute power
corrupts absolutely.**

Lord Acton

*The poet Rupert Brooke
to the actress Cathleen Nesbitt*

confusing adjectives and adverbs

1 Are the words in the box adjectives, adverbs or both? Look at the sentences and decide.

| | | | |
|-----------------------------|----------|--------|-------|
| daily/weekly/monthly/yearly | cowardly | deadly | early |
| fast | friendly | hard | late |
| loud | lovely | silly | ugly |
| | | well | |

- | | |
|--|--|
| 1 It's getting late . | 10 If you want me to work hard , you'll have to pay me more. |
| 2 <i>The Times</i> is a daily paper. | 11 Milk is delivered daily . |
| 3 She's a lovely, friendly, lively person. But she seems lonely . | 12 The train arrived late . |
| 4 It doesn't seem likely that your children will be ugly . | 13 I can't stand loud noises. |
| 5 The postman's early . | 14 Don't be so silly . |
| 6 She speaks English very well . | 15 She's becoming hard to live with. |
| 7 We have monthly meetings. | 16 I'm very well , thanks. |
| 8 Don't talk so loud . | 17 That was a cowardly thing to do. |
| 9 If you've got a fast car, why don't you drive fast ? | 18 Curare is a deadly poison. |
| | 19 I get paid monthly . |
| | 20 Try to come home early . |

2 Which of the words from Exercise 1 could go in each blank?

- | | |
|---|---------------------|
| 1 a <i>cowardly/friendly/lovely/silly</i> expression | 9 ____ flowers |
| 2 a ____ magazine | 10 a ____ house |
| 3 ____ music | 11 We left ____. |
| 4 She sings too ____. | 12 trying ____ |
| 5 He visits us ____. | 13 a ____ illness |
| 6 a ____ thing to say | 14 ____ work |
| 7 ____ faces | 15 a ____ life |
| 8 very ____ to rain | 16 ____ phone calls |

**Say it loud, I'm black
and proud.**

Title of song by James Brown

**Once the toothpaste is
out of the tube, it is
awfully hard to get it
back in.**

H R Haldeman

**People tell me there
are a lot of guys like
me, which doesn't
explain why I'm lonely.**

Mort Sahl

**Give us this day our
daily bread.**

The Lord's Prayer

**This universe is not
hostile, nor is it
friendly. It is simply
indifferent.**

J H Holmes

**It is better to be
beautiful than to be
good. But ... it is
better to be good
than to be ugly.**

Oscar Wilde

and with adjectives

When adjectives come **after a verb**, we usually put **and** before the last.
Before a noun, **and** is less common.

*He was tall, dark **and** handsome.*
*a tall, dark, **handsome** cowboy*

*I'm cold, tired **and** hungry.*
*a tired (**and**) hungry child*

But when adjectives (or other descriptive words) refer to **different parts** of a following noun, we use **and**.

*a **yellow and black** dress* *a **concrete and glass** building*

1 Put in **and** if necessary.

- 1 The brick was rough/pink.
The brick was rough and pink.
- 2 hot/breezy weather
- 3 untidy/red hair
- 4 The man was young/bearded.
- 5 The sea was cold/rough.
- 6 The church was old/ugly.
- 7 a quiet/tense woman
- 8 yellow/grey sand
- 9 The badges were red/blue.
- 10 a narrow/brown room



When you're
wearing
Springers ...
leave your
feet feeling
cool and
relaxed.

In the softest, lightest sandals the world is somehow brighter.

adjectives without nouns

We can use **the + adjective** (without a noun) to talk about some social groups.

the young the old the rich the poor the sick
the disabled the handicapped the blind the deaf
the mentally ill the homeless the unemployed the dead

These expressions are **plural**: *the blind* means 'blind people'. Compare:

*I'm collecting money for **the blind**.*

*Do you know **the blind person** next door? (NOT ... ~~the blind~~ next door?)*

*I met **a blind man** on the train. (NOT ... ~~a blind~~...)*

We can't use all adjectives in this way: we don't normally talk about *the foreign* or *the greedy*, for example.

1 Complete the sentences with expressions from the box.

| | | |
|-------------------|--------------------|-------------------|
| the blind (twice) | the living (twice) | the poor (twice) |
| the dead | the old | the rich (twice) |
| | | the young (twice) |

- In the country of _____ the one-eyed man is king. *Anonymous*
- Love, like youth, is wasted on _____. *Sammy Cahn*
- When the rich make war on each other, it's _____ who die.
Jean-Paul Sartre
- It's all that _____ can do for _____, to shock them and keep them up to date. *George Bernard Shaw*
- 'Let me tell you about _____. They are different from you and me.'
'Yes, they have more money.' *F Scott Fitzgerald and Ernest Hemingway*
- We owe respect to the dead; to _____ we owe only truth. *Voltaire*
- _____ have more children, but _____ have more relatives. *Anonymous*
- Pray for _____ and fight like hell for _____. *Mother Jones*
- Does it matter: – losing your sight?
There's such splendid work for _____;
And people will always be kind,
As you sit on the terrace remembering
And turning your face to the light. *Siegfried Sassoon*

The structure is also used with the following **nationality words**: Dutch, English, French, Irish, Scottish, Spanish, Welsh.

The Welsh have a very old literary tradition.

BUT: I like **the Welshman** who works in the garage.

(NOT ... ~~the Welsh~~...)

adjectives: order before nouns

This is a complicated point of grammar. The following rules have exceptions.

Words for **colour, origin/place, material** and **purpose** go in that order.
Other adjectives come before these.

| OTHER | COLOUR | ORIGIN/PLACE | MATERIAL | PURPOSE | |
|----------------|--------------|----------------|----------------|---------------|--------------|
| <i>old</i> | <i>red</i> | <i>Spanish</i> | <i>leather</i> | <i>riding</i> | <i>boots</i> |
| <i>a funny</i> | <i>brown</i> | <i>German</i> | | <i>beer</i> | <i>mug</i> |

Opinions often come **before descriptions**.

| OPINION | DESCRIPTION | |
|-------------------|---------------|------------------|
| <i>funny</i> | <i>old</i> | <i>buildings</i> |
| <i>a terrible</i> | <i>little</i> | <i>boy</i> |
| <i>nice</i> | <i>new</i> | <i>clothes</i> |

1 Here are descriptions from a newspaper, a journal, a biography and a novel. Rewrite each description in the right order. Example:

books: old, terrible *terrible old books* (opinion + description)

- | | |
|------------------------------------|-----------------------------------|
| 1 city: Belgian, beautiful, little | 9 ink: drawing, Swiss |
| 2 club: jazz, local | 10 jacket: short, leather |
| 3 dinner: excellent, cold | 11 squares: brick, little |
| 4 buildings: modern, industrial | 12 boots: French, ski |
| 5 dress: evening, red, silk | 13 tie: blue, woollen |
| 6 eyes: narrow, colourless | 14 trousers: cotton, grey |
| 7 frame: flat, gold | 15 trunks: black, nylon, swimming |
| 8 furniture: old, lovely | |

WONDERFUL, tall energetic guy, 44 going on 32, would love to meet that special lady to share life with. Call phone box 53124

Good-looking, slim, kind, cheerful, mature, non-smoking Welshman, 45, interested in everything except opera and politics, seeks attractive, warm, sensitive, intelligent woman in 30s for friendship, love, who knows? Please write to Box No.781.

WOOD STREET
A pretty detached town Cottage with dining hall, living room, fitted kitchen and conservatory. Two bedrooms and bathroom. Gas heating, attractive rear garden.
£120,000



'Single green male. 214 ...'

First and last usually come **before numbers**:

the first three weeks (NOT *the three first weeks*)

my last two holidays

Note the word order in *something nice; nothing new*.

word order: adverbs with the verb

Adverbs that go with the verb include words expressing **frequency** (e.g. *always, often, usually, never*) and **certainty** (e.g. *definitely, probably*). Note the exact position:

AFTER AM/ARE/IS/WAS/WERE

You **are usually** right.

It **was certainly** cold.

AFTER AUXILIARY VERBS

She **has probably** forgotten.

I **can never** wake up in time.

BEFORE OTHER VERBS

He **always forgot** my birthday.

I **often get** headaches.

NOT BETWEEN VERB AND OBJECT

He ~~forgot always~~ my birthday.

I ~~get often~~ headaches.

All, both and **each** can also go with the verb.

You're **all** wrong.

They **are both** studying maths.

We **each gave** a five-minute talk.

1 Make ten sentences from the box. Example:

My father is often bad-tempered.

| | | | | | | |
|-------|--------------|-----------|-------|-----------|--------------|-------|
| I am | always | usually | often | happy | late | tired |
| — is | sometimes | not often | | friendly | bad-tempered | |
| — are | occasionally | never | | depressed | worried | |
| | | | | in love | in trouble | etc |

2 Make ten sentences beginning *I have often/never ...*

Examples:

I have often been to America.

I have never seen an opera.

3 Say how often you do some of the following things. Examples:

I sometimes stay in bed late.

I don't often go to the doctor.

| | | |
|------------------|-----------------|-----------------------|
| stay in bed late | have bad dreams | eat chocolate |
| get headaches | play tennis | read poetry |
| go to concerts | play the piano | forget people's names |
| go to the cinema | cook | go to the doctor |
| go skiing | go swimming | get depressed |
| | | feel happy |

4 If you can work with another student:

- ask him/her how often he/she does the things in Exercise 3
- report his/her answer.

Examples:

- 1 'How often do you go to concerts?' 'Never.'
- 2 Maria never goes to concerts.

5 These sentences are all taken from real recorded conversations.

Can you put the adverbs in the right places?

- 1 You are here when something happens. (*usually*)
- 2 Her mum cooks a meal in the evening. (*always*)
- 3 We book that April holiday in January. (*usually*)
- 4 They think that we have got bread. (*probably*)
- 5 You should look where you're going. (*always*)
- 6 She is going to stay overnight. (*probably*)
- 7 Chocolate cakes are the best. (*definitely*)
- 8 I will be able to get it cheaper. (*probably*)
- 9 I have had an illness in my life. (*never*)
- 10 We saw sweets in those days. (*never*)
- 11 I remember buying some. (*definitely*)
- 12 Do you read upside down? (*usually*)
- 13 I can manage to get there. (*usually*)
- 14 She has done that before. (*never*)
- 15 Something is burning. (*definitely*)
- 16 She has been nervous. (*always*)
- 17 I feel cold in your house. (*never*)
- 18 They were against me. (*always*)
- 19 We are going to win. (*definitely*)
- 20 February is the worst. (*usually*)
- 21 It is very difficult. (*sometimes*)
- 22 I buy them in boxes. (*always*)
- 23 I have tried to find it. (*often*)
- 24 They are fighting. (*always*)
- 25 She saw this ghost. (*often*)
- 26 You are right. (*probably*)



If there is more than one auxiliary verb, adverbs of **frequency** and **certainty** usually go **after the first auxiliary**.

The roof **has never been** repaired.

I **will definitely be** seeing him tonight.

Adverbs go before or after *not*, depending on the meaning. Compare:

She's **not often** late. It's **definitely not** raining.

focusing adverbs: even and only

Even and **only** often go **with the verb** when they focus on words later in the sentence.

He's rude to everybody. He's **even** rude to me.

(NOT ~~Even~~ he's rude to me.)

He **even** plays tennis in the rain.

I **only** liked the first part of the concert.

They've **only** lived here for a few weeks.

1 Put in even or only.

- 1 She talks to her brother. *She only talks to her brother.*
- 2 I am doing this because I love you.
- 3 She gets up at six on Sundays.
- 4 He wears a suit on holiday.
- 5 She ate a piece of dry toast.
- 6 I can play very easy music.
- 7 He can't write his own name.
- 8 They make you pay for a carrier bag.
- 9 I was thinking of you.
- 10 You can ski there in summer.

Even and **only** can also go just before the words that they emphasise.

He plays tennis **even in the rain**.

He eats anything – **even raw potatoes**.

Even a child could understand it.

They've lived here **only a few weeks**.

Only you could do a thing like that.

Even does not normally go between the verb and the object.

He can **even speak Chinese**. (NOT ~~He can speak even Chinese~~.)

2 Join the beginnings and ends, and put in even or only.

| BEGINNINGS | ENDS |
|-----------------------------|--|
| I work every day | really understands me. |
| my mother | rats. |
| They do everything together | It's me! knew that he was ill. |
| Hello! the cat | thinks you're stupid. hated him. |
| She likes all animals | but for a few minutes. broke the silence. |
| the clock | they brush their teeth together. on Sundays. |
| his wife his children | |
| You can borrow it | |

adverbs at the end of a sentence

At the end of a sentence we often put words and expressions which say **how, where and when**. They most often go **in that order**.

*She sang **very well** at the concert last night.*

*He works **in the garage** on Tuesdays.*

(NOT ... *on Tuesdays in the garage.*)

*He's working **there** now.*

*The children were playing **quietly** in the garden.*

*Let's go **to bed** early.* (NOT ... *early to bed.*)

We do not normally put adverbs between a verb and its object.

*You **speak English very well**.* (NOT ~~*You speak very well English.*~~)

*Can you **repair my watch** now?*

(NOT ~~*Can you repair now my watch?*~~)

1 Put the words in brackets into the sentences (not before the verb).

- 1 I work at night. (*best*)
- 2 I paid at once. (*the bill*)
- 3 He always moves very slowly. (*in the morning*)
- 4 She speaks Japanese. (*fluently*)
- 5 I think we'd better open the parcel. (*now*)
- 6 She was crying in her room. (*quietly*)
- 7 We talked about it briefly. (*at lunchtime*)
- 8 I'm going to break the eggs into the bowl. (*carefully*)
- 9 Ann works at the village shop. (*on Saturdays*)
- 10 I can't explain my feelings. (*clearly*)
- 11 The team played yesterday. (*brilliantly*)
- 12 I always worked at school. (*very hard*)
- 13 She practises the piano here. (*every evening*)
- 14 I don't think she plays tennis. (*very well*)
- 15 He read every word. (*slowly*)
- 16 Put the butter in the fridge. (*at once*)

After verbs of **movement**, the order can be different: we most often put **expressions of place** first.

*He **went upstairs** quietly.*

still, yet and already

We use **still** to talk about **situations continuing**.

We use **yet** to ask if something **expected has happened**, or to say that it **hasn't**.

Still usually goes **with the verb**; **yet** usually goes **at the end of the sentence**.

She's **still** asleep. Do you **still** love me? I **still** don't understand.
Has the postman come **yet**? Alice hasn't phoned **yet**.

We use **already** to say that something has happened **earlier than expected**, or earlier than somebody thought. **Already** usually goes with the verb.

'When's your mother coming?' 'She's **already** here.'
'You must go to Scotland.' 'We've **already** been.'
She's only been here a week and she **already** knows all the neighbours.

1 Put in **still**, **yet** or **already**.

- | | |
|-------------------------------------|----------------------------------|
| 1 Are you in the same job? | 9 Our old car runs OK. |
| 2 He's seventeen, but he's married. | 10 Is the rice cooked? |
| 3 Has Susan arrived? | 11 She's gone to bed. |
| 4 I've finished! | 12 Is she in that little flat? |
| 5 9 a.m., and it's dark! | 13 Why are you in bed? |
| 6 4 p.m., and it's dark! | 14 I'm bored with my new job. |
| 7 Have you had breakfast? | 15 It's not time to stop. |
| 8 Look – it's raining. | 16 Have you written that letter? |



'It's the waiter at the restaurant where we ate tonight.
He wants to know if everything is still all right.'

Drawing by Victor. © 1993
The New Yorker Magazine, Inc.

2 Write three or more sentences about yourself using **I am still ...**, **I haven't ... yet** or **I have already ...**

comparatives and superlatives

Comparative adjectives are forms like *younger, more expensive*.
Superlative adjectives are forms like *youngest, most expensive*.

DO IT YOURSELF

- 1 Look at the examples and match the beginnings and ends of the rules.**

more/most beautiful more/most careful more/most distant
easier, easiest faster, fastest happier, happiest later, latest
more/most intelligent nicer, nicest older, oldest

Rules

| To make the comparative and superlative of: | you: |
|---|--|
| one-syllable adjectives ending in <i>-e</i> | put <i>more</i> and <i>most</i> in front. |
| other one-syllable adjectives | change <i>y</i> to <i>i</i> and add <i>-er, -est</i> . |
| two-syllable adjectives ending in <i>-y</i> | add <i>-er, -est</i> . |
| other two-syllable adjectives | put <i>more</i> and <i>most</i> in front. |
| longer adjectives | add <i>-r, -st</i> . |

DO IT YOURSELF

- 2 Look at the examples and complete the rule correctly.**

| | | | | | |
|--------|---------|----------|----------|---------|---------|
| bigger | longest | fatter | shortest | sweeter | hottest |
| oldest | plainer | thinnest | meaner | | |

Rule

Before *-er* and *-est*, we double the last letter of:

- all adjectives.
 - adjectives that have three letters.
 - adjectives that have one vowel.
 - adjectives that end in one vowel + one consonant.
 - adjectives that end in one consonant.
 - adjectives that end in *-g* or *-t*.
- 3 Check your answers to Exercises 1 and 2 in the key. Then write the comparative and superlative of:**

| | | | | | | |
|---------|--------|-------------|--------|---------------|----------|-----|
| boring | cheap | fine | full | funny | handsome | |
| hard | honest | interesting | lazy | light | nervous | sad |
| safe | silly | sorry | stupid | uncomfortable | useful | |
| violent | wet | | | | | |

irregular comparison

good/well – better – best bad – worse – worst
far – farther/further – farthest/furthest old – older/elder – oldest/eldest
little – less – least much/many – more – most

Farther/further and **farthest/furthest** are both used to talk about distance.

We use **further** to mean 'additional' in some expressions.

*She lives three miles **farther/further** away from the office than I do.
further education **further** information **further** discussion*

Elder and **eldest** are used with **brother, sister, son, daughter, grandson, granddaughter**.

*John's my **elder** brother. (I have one brother older than me.)
Sarah's my **eldest** sister. (I have more than one sister.)*

1 Answer the questions, using the words from the list at the top of the page.

- 1 If I'm not happy with the pen I've got and money is not a problem, what should I do? *Buy a better pen.*
- 2 Three thousand people entered a poetry competition. Max's poem won. Why?
- 3 Five friends all arrived for lunch at the same time. Alice had left home an hour before anyone else. Why?
- 4 I had a cold. I went to work, but left early and went home to bed. Why?
- 5 I wanted to make a pear tart, but I realised all the pears were going bad. I used parts of some of the pears. Which three pears did I throw away?
- 6 Jill was born in 1970. Her sisters Liz and Sue were born in 1972 and 1973, and her brothers Ted and Joe were born in 1971 and 1974. What can Liz call Jill? What can Joe call Ted? What can Sue call Jill?
- 7 My cousin has a medical problem. The doctors have done some tests, but they still can't decide what the problem is. What are they going to do?
- 8 Seven different plants need different amounts of water. Which one will grow best in a dry sunny place?
- 9 The Blacks have got a big house and three expensive cars. The Browns have got a small flat and one inexpensive car. Why?
(Answer in two ways)
- 10 Why does it take longer for me to walk to the post office than to the park?

comparative and superlative adverbs

Comparative and superlative adverbs normally have *more* and *most*.

Could you drive **more slowly**? (NOT ... **slowlier**?)

French is the language he speaks **the most easily**.

But the following adverbs have **-er, -est** like adjectives:

early fast hard late near soon

Better, best, worse and worst can be used as adverbs.

1 Write the comparative/superlative of a word from the box for each blank.

- 1 If we don't walk _____, we'll never arrive on time.
- 2 She sings _____ than anyone else I've ever heard.
- 3 Andy's the most intelligent, but Sue works _____.
- 4 Eight is late – could you possibly get here any _____?
- 5 Of all the children, Helen writes _____.
- 6 I would sleep _____ if I weren't worried about Tom.
- 7 For the 10.20 train, _____ we can leave home is 10.
- 8 Mark speaks French _____ of all the boys in his class.

| |
|-------------|
| beautiful |
| early |
| fast |
| fluently |
| hard |
| late |
| peacefully |
| sensitively |

2 If you are in a class, find out some of the following things and write sentences.

Who: sings best, sings worst, cooks better than you, cooks worse than you, can run fastest, gets up earliest, goes to bed later than you, works hardest?

3 Complete the captions with comparative adverbs.



1 She ought to drive _____.



2 He ought to drive _____.



3 She should have got up _____.



4 He ought to work _____.

much etc with comparatives

Before comparatives, we can use **much**, **far**, **very much**, **a little**, **a bit** (informal), **a lot/lots** (informal), **any**, **no** and **even**.

He's **much/far older** than her. (NOT ~~He's very older...~~)

She's **very much happier** in the new job.

I feel **a little / a bit better**.

These grapes are **a lot sweeter** than the others.

The train's **no quicker** than the bus. / ... isn't **any quicker** ...

You look **even more beautiful** than usual.

- 1 Write ten or more sentences comparing some of the things in the box. Try and use **much / very much / far / a little / a bit / a lot / even / no / any**. Example:

The Taj Mahal is much older than the White House.

| | | |
|--------------------|--|-----------------|
| the Taj Mahal | the Great Pyramid | the White House |
| a Ferrari | a Ford | a Volvo |
| the Amazon | the Thames | |
| the Rhône | a pen | a typewriter |
| | | a computer |
| a dog | | |
| a cat | a parrot | a horse |
| | living in the country | |
| living in the city | the Mediterranean | the Atlantic |
| Europe | Africa | Asia |
| | North America | South America |
| you | your mother/father/friend/boss/teacher | |



'How about a little more coffee?'

comparative or superlative?

We use a **comparative** to compare **one** person, thing, action or group with **another** person, thing etc.

We use a **superlative** to compare **one** person, thing etc with the **whole group** that he/she/it belongs to. Compare:

Mary's taller than her three sisters. Mary's the tallest of the four girls.
Your accent is worse than mine. Your accent is the worst in the class.

Some people use a **comparative** instead of a superlative when the **whole group** has **two members**.

I like them both, but Maud's the nicer/nicest of the two.
You can have the bigger/biggest steak if you like – I'm not very hungry.

1 Make two sentences for each item. Example:

a tiger large / a leopard? large / all the big cats?

Is a tiger larger than a leopard?

Is a tiger the largest of all the big cats?

- | | | | |
|---|-----------------|----------------------------|--------------------------|
| 1 | this box | strong / that one? | strong / you've got? |
| 2 | Alistair | tall / anyone else / class | tall / the class |
| 3 | state of Alaska | big / other states / US | big / US |
| 4 | this wine | expensive / that one | expensive / the world |
| 5 | Al's party | good / Pat's party | good / I've ever been to |

2 Compare four-wheel drive cars: here are some facts from an article about three real cars. Write at least ten sentences. Examples:

Car Z is faster than Car X. Car Y is the fastest of all / the three.

| | CAR X | CAR Y | CAR Z |
|------------------|-------------------|-------------------|-------------------|
| FAST? TOP SPEED: | 106 mph | 113 mph | 109 mph |
| EXPENSIVE? | £23,382 | £35,889 | £36,912 |
| ECONOMICAL? | 20.1 miles/gallon | 16.7 miles/gallon | 15.8 miles/gallon |
| SAFE? | ✓✓✓ | ✓✓✓✓ | ✓✓✓✓✓ |
| COMFORTABLE? | ✓✓✓✓✓ | ✓✓✓✓ | ✓✓✓✓ |
| GOOD OFF-ROAD? | ✓✓✓✓ | ✓✓ | ✓✓✓✓✓ |
| LUGGAGE SPACE? | 1,011 litres | 1,100 litres | 1,020 litres |

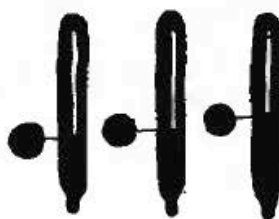
comparatives: other points

We can use **double comparatives** to say that things are **changing**.

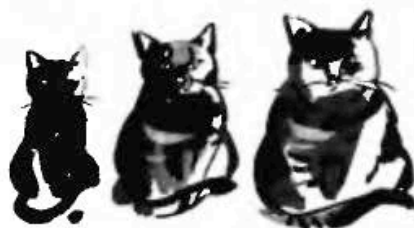
It's getting colder and colder.

We went more and more slowly. (NOT ... *more slowly and more slowly.*)

1 Complete the sentences.



- 1 She's driving _____. 2 She's getting _____. 3 It's getting _____.



- 4 The maths lessons are getting _____. 5 That cat's getting _____.



- 6 I'm getting _____. 7 Bread's getting _____.

2 Write sentences with ...er and ...er or more and more ... Example:

My daughter's maths homework / *difficult* to understand.

My daughter's maths homework is getting more and more difficult to understand.

- 1 My mother's driving / *dangerous* as the years go by.
- 2 I heard Jeremy practising the piano yesterday – / *good*.
- 3 It seems as if police officers / *young*.
- 4 My temper / *bad*.
- 5 *hard* / to find time for everything you want to do.
- 6 Professional tennis / *boring*.
- 7 Restaurants / *expensive*.
- 8 Her holidays / *long*.

We use **the ... the** with comparatives to say that things change or vary together.

The older I get, the happier I am. (NOT ~~Older I get, more I am happy.~~)

The more dangerous it is, the more I like it.

(NOT ~~The more it is dangerous ...~~)

The more money he has, the more useless things he buys.

3 Complete the sentences with expressions from the box.

Use **the ... the**. Example:

___ Mark gets. ___ he looks like his grandfather.

The older Mark gets, the more he looks like his grandfather.

| | | | |
|----------------|-------------|--------------|--------------|
| older/more | more/more | older/darker | more/angrier |
| warmer/more | longer/more | faster/more | more/less |
| more/more/less | | | |

- 1 ___ he drove, ___ we laughed.
- 2 ___ I live here, ___ I like it.
- 3 ___ I get, ___ my hair gets.
- 4 ___ money he lost, ___ it made him.
- 5 ___ I learn, ___ I forget and ___ I know.
- 6 ___ I get to know you, ___ I understand you.
- 7 ___ clothes she buys, ___ clothes she wants to buy.
- 8 ___ it got, ___ time we spent on the beach.

4 Circular situations: make sentences like the one in the example.

He drives fast; he gets nervous.

The faster he drives, the more nervous he gets; and the more nervous he gets, the faster he drives.

- 1 He eats ice cream; he gets fat. (*The more ice cream ...*)
- 2 He reads; he forgets.
- 3 She ignores him; he loves her.
- 4 She buys shoes; she wants shoes. (*Mind the word order.*)
- 5 We spend money; we have friends.
- 6 I sleep; I'm tired.
- 7 (*Make your own sentence.*)
- 8 (*Make your own sentence.*)

Why study?

The more I study, the more I know.

The more I know, the more I forget.

The more I forget, the less I know.

So why study?

superlatives: other points

After **superlatives**, we do **not** use **of** with a **singular** word for a **place or group**.

*I'm the happiest man **in the world**. (NOT ... ~~of the world~~.)*

*She's the fastest player **in the team**.*

*(BUT ... the fastest player **of them all**.)*

1 Of or in after a superlative?

- | | | |
|-------------------|---------------------|---------------------------------|
| 1 all of us | <i>of all of us</i> | 7 the four men |
| 2 the Army | | 8 the girls in her school |
| 3 the books I own | | 9 the office |
| 4 the class | | 10 the paintings in the gallery |
| 5 Europe | | 11 Rome |
| 6 my family | | 12 the school |

We normally use **the** before **superlative + noun**, when we are comparing one person/thing/group with others.

*He's **the most handsome man** I know.*

*It's **the longest day** of the year.*

We do not use **the** before **superlative without noun**, when we are comparing somebody or something with him/her/itself in other situations.

*He's **nicest** when he's had a few drinks. (NOT ~~He's the nicest when ...~~)*

*England is **best** in spring.*

▲ 2 Invent suitable beginnings for these sentences. **The** or not?

- 1 ____ most beautiful city in my country.
- 2 ____ most dangerous when they're hungry.
- 3 ____ best modern writer.
- 4 ____ most interesting person I've ever met.
- 5 ____ quietest in the early morning.
- 6 ____ most efficient way to learn a language.
- 7 ____ most comfortable when there aren't too many people around.

3 Complete these sentences.

- 1 I'm happiest when I ____.
- 2 ____ is happiest when he/she ____.

than, as and that

Than is used **after comparatives**.

As is used in the structures **as ... as** and **the same as**.

That is a **conjunction** used, for example, after words of saying and thinking.

That is also a **relative pronoun**, like *which* and *who*.

She's **taller than** me. (NOT ... ~~taller as/that~~ me.) I'm **older than** her.

It's **as cold as** ice. The meeting's **the same time as** last week.

I told them **that** I disagreed. There's the house **that** I told you about.

We can often leave out *that* (see page 243).

I told them I disagreed. There's the house I told you about.

1 Than, as, or that?

- | | |
|--|--|
| 1 It's _____ warm _____ toast in here. | 7 It'll cost the same _____ before. |
| 2 It's later _____ I thought. | 8 The car _____ I saw was too small. |
| 3 I think _____ she's Czech. | 9 The cat seems worse _____ yesterday. |
| 4 I feel stronger _____ I did. | 10 There's the boy _____ broke the window. |
| 5 Can't you eat faster _____ that? | 11 It's not as cold _____ yesterday. |
| 6 He's as funny _____ toothache. | 12 She's got the same job _____ me. |

2 Complete the caption.



'There, dear! I think we've left the world a better place _____ we found it!'

as ... as

We use **as ... as** to say that people or things are **equal** in some way.

She's **as tall as** her brother. Is it **as good as** you expected?
She speaks French **as well as** the rest of us.

After **not**, we can use **so ... as** instead of **as ... as**.

He's **not so/as** successful as his father.

Other useful structures:

I haven't got **as much** time **as** I thought.

We need **as many** people **as possible**.

She earns **twice as much** money **as me / as I do**.

He went to **the same** school **as me / as I did**.

(NOT ... ~~to~~ (a) same school ...)

1 Look at the information about Jake and Susie, and then write sentences comparing them using **as ... as**, **not so/as ... as** and **the same ... as**. Examples:

Susie went to the same school as Jake. Jake's not as old as her.

| | JAKE | SUSIE |
|-----------------------|-------------------------------|--|
| UNIVERSITY | Manchester | Liverpool |
| SCHOOL | Leeds H. S. | Leeds H. S. |
| HEIGHT | 1.92 m | 1.70 m |
| WEIGHT | 87 kg | 56 kg |
| JOB | accountant | accountant |
| BORN: WHEN? WHERE? | 27.7.64 Leeds | 31.3.64 Leeds |
| SALARY | £26,000 | £52,000 |
| WORKS FOR | IBM | Rolls Royce |
| HOLIDAY | 5 weeks | 3 weeks |
| ADDRESS | 3 Ross Street Manchester | 8 Ross Street Manchester |
| CHILDREN | 2 | 2 |
| LANGUAGES | Fluent French, some German | Fluent French, fluent German |
| READING | Newspapers | Newspapers, magazines, non-fiction |



'There goes a car with exactly the same number as ours.'

2 Here are the beginnings and ends of some traditional expressions with *as ... as*. See how many you can put together correctly.

Example:

as cold as ice

| | | | | | |
|-------|--------|-------|------------|-----------|------|
| AS: | | | AS: | | |
| black | cold | flat | a beetroot | gold | |
| good | green | hard | grass | the grave | |
| old | pretty | quiet | the hills | ice | iron |
| red | thin | warm | night | a pancake | |
| white | | | a picture | a rake | |
| | | | a sheet | toast | |

Some colourful and unusual comparisons:

as slow as a broken down snail

as dirty as a dustbin lid

as thick as two short planks (= stupid)

as black as two o'clock in the morning

as ugly as home-made soap

as happy as a dog with two tails

as poor as a church mouse

as crooked as a dog's hind leg

as crooked as a barrel of fish hooks

as nervous as a brick wall

**as brave as the first man who ate
an oyster**

as cold as an ex-wife's heart

as big as the little end of nothing

as welcome as a wet shoe

**as noisy as two skeletons dancing
on a tin roof**

as dark as the inside of a wolf

as scarce as hen's teeth

as exciting as watching paint dry



'How d'you mean I'm as fit as a man of thirty – I **am** thirty!'

like and as

We can use **like** and **as** to say that things are **similar**.

Like is a **preposition**, used before a **noun or pronoun**.

As is a **conjunction**, used before **subject + verb** or a prepositional expression.

He runs **like the wind**.

She looks **like me**.

Nobody knows her **as I do**.

On Friday, **as on Monday**, we meet at eight.

Note the common expressions *as I said, as you know, as you see, as usual*.

1 Like or as?

- | | |
|--|--------------------------------------|
| 1 He died _____ he lived, fighting. | 6 My brother isn't at all _____ me. |
| 2 Being in love is _____ an illness. | 7 She left _____ she came, silently. |
| 3 It's mended, _____ you can see. | 8 You're shy, _____ me. |
| 4 In Paris, _____ in Rome, traffic is heavy. | 9 Your smile is _____ your sister's. |
| 5 His eyes are _____ knives. | 10 _____ I said, you're too late. |

In informal speech (but not writing), many people use **like** as a conjunction.

*Nobody loves you **like I do**. **Like I said**, she wasn't there.*

We use **as** as a **preposition** before a noun or pronoun to talk about the **jobs, roles** and **functions** of people and things.

He worked **as a waiter** for a year.

Don't use your plate **as an ashtray**.

Compare:

As your brother, I must warn you to be careful. (I am your brother.)

Like your brother, I must warn you ... (We both warn you.)

2 Choose an item from the box for each blank and write it with **like** or **as**.

- Susan sings *like an angel*.
- I worked _____ for five years.
- Henry uses the dining room _____.
- That cat snores just _____.
- _____, next Tuesday is a holiday.
- I've come to this meeting _____.
- This bread tastes _____.
- James speaks _____: carefully and precisely.
- She's clever and passionate – _____.
- Why don't we have ice cream _____?

| |
|------------------------|
| a person |
| a secretary |
| a dessert |
| a union representative |
| an angel |
| an office |
| cardboard |
| he writes |
| her mother |
| you know |

so and such

We use **so** before an **adjective** (without a noun), or an **adverb**.
We use **such** before (**adjective +**) **noun**. *A/an* comes **after such**.

*She's **so** babyish.*

*I'm **so** hungry that I could eat a horse.*

*... your country, which is **so** beautiful.*

(NOT ... ~~you so beautiful country.~~)

*I wish you wouldn't drive **so** fast.*

*She's **such** a baby.*

*I didn't know you had **such** nice friends.*

*It was **such** a comfortable bed that I went straight to sleep.*

1 Put in **such** or **so**.

- 1 The weather was ____ cold that all the football matches were cancelled.
- 2 It was ____ hot weather that nobody could do any work.
- 3 The book was ____ boring that I stopped reading it.
- 4 It was ____ a good film that I went to see it three times.
- 5 They've got ____ a nice house that I always love staying there.
- 6 And their garden is ____ beautiful!
- 7 His voice is ____ pleasant that I could listen to him all day.
- 8 I don't know why she talks in ____ a loud voice.

2 Rewrite the sentences in Exercise 1, using **such** instead of **so** or **so** instead of **such**, and making any other necessary changes.

3 Complete the sentences, using expressions with **such** or **so**.

- 1 It was ____ that I couldn't see my hand in front of my face.
- 2 The canteen served ____ food that nobody could eat it.
- 3 It was ____ car that the police couldn't catch it.
- 4 The case was ____ that nobody could lift it.
- 5 It was ____ lecture that I couldn't keep my eyes open.
- 6 This language is ____ that foreigners can't learn it.
- 7 He was ____ person that everybody liked him.
- 8 I was ____ that I went to sleep standing up.
- 9 I wish my ____ wasn't/weren't so ____.
- 10 I wish I hadn't got ____.

Such and **so** emphasise. To talk about **similarity**, we prefer **like this/that**.

*Look over there. I'd love to have **a car like that**. (NOT ... ~~such a car.~~)*

very and too

1 Do you know the difference between *very* and *too*? Put the right expressions with the pictures.

| | | | |
|----------------|---------------|-----------|------------|
| very expensive | too expensive | very fast | too fast |
| very hot | too hot | very slow | too slow |
| too small | very tall | too tall | very small |



1



2



3



4



5



6



7



8



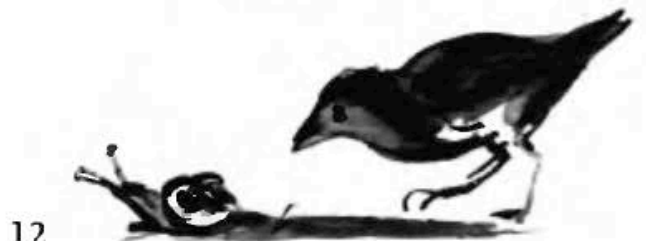
9



10



11



12

very (much) with past participles

We use **very much** with past participles when they are in passive verbs.

She was **very much admired** by her students.

(NOT ... **very-admired** ...)

The bridge was **very much weakened** by the floods.

Very is common with past participles that are used as adjectives, especially to say how people feel – for example **worried, shocked, frightened, confused, annoyed, surprised, isolated, disappointed, thrilled, amused**.

We're **very worried** about Sam. (NOT ~~We're very much worried~~ ...)

I was **very shocked** to hear about the accident.

She's **very frightened** of spiders.

▲ 1 Put in **very** or **very much**.

- 1 Her plans have been ____ simplified since I last told you about them.
- 2 I can see that you are ____ worried about something.
- 3 I get ____ confused when people shout at me.
- 4 I'll be ____ surprised if you can't answer this.
- 5 I'm ____ annoyed because I can't open the safe.
- 6 His ideas were ____ imitated by other writers.
- 7 Many AIDS patients feel ____ isolated.
- 8 My book was ____ improved by your suggestions.
- 9 She's been ____ photographed, written about and talked about, but nobody really knows her.
- 10 She's ____ respected by her colleagues.
- 11 The police have been ____ criticised recently.
- 12 They weren't ____ amused when you told that joke.
- 13 When I had money problems I was ____ helped by my uncle.
- 14 Will she be ____ disappointed if I can't come?
- 15 You don't sound ____ thrilled about seeing me.

Very much is used with **mistaken**.

That's Bill's car, unless I'm **very much mistaken**.

(NOT ... **very-mistaken**.)

be: progressive forms; do be

We use **am being**, **are being** etc for **actions** and **behaviour**, but not feelings. Compare:

You're being stupid. (= *You're doing* stupid things.)

I was being careful. (= *I was doing* something carefully.)

I'm depressed just now. (NOT ~~*I'm being depressed*~~ just now.)

She **was** very cheerful yesterday. (NOT ~~*She was being*~~ ...)

For the use of *am being* etc in passive verbs, see page 176.

1 Put in the correct form of *be*.

- 1 The baby _____ very good today.
- 2 I _____ a bit lonely these days.
- 3 John _____ difficult about money again.
- 4 Really! The children _____ absolutely impossible this morning.
- 5 I don't know why I _____ so tired.
- 6 You _____ very careless with those glasses.
- 7 I didn't really mean what I said. I _____ silly.
- 8 She _____ excited about her birthday.

Do is used with **be** to make **emphatic imperatives** and **negative imperatives** (see page 218), but not usually in other cases.

Do be carefull **Don't be** silly!

BUT *I'm not* often ill. (NOT ~~*I don't often be*~~ ill.)



'The dog's being impossible again.'

be: age, colour etc

Note the use of **be** to talk about **physical characteristics** and **conditions**.

| | | |
|------------|--|--|
| AGE | How old is she? | He was my age. (NOT He had my age.) |
| HEIGHT | He must be six feet tall. | She is the same height as her father. |
| WEIGHT | I wish I was a few kilos lighter. | |
| SIZE | The room is ten metres by six. | What size are your shoes? |
| COLOUR | What colour are his eyes? | |
| PHYSICAL | I'm hungry. Are you thirsty? | The baby is sleepy. |
| CONDITIONS | We were too warm/hot/cold. | Don't be afraid. |

Note also: *to be right/wrong/lucky/ashamed.*

1 Complete the sentences.

- I'm ____ tall.
- I ____ the same height as ____.
- My eyes ____.
- My eyes ____ the same colour as ____.
- My hair ____.
- My shoes ____ size ____.

2 Write a sentence giving the size of the room that you are in now. If you are in a class, write sentences about some of the other students.

3 Write five or more sentences to say how you feel now. Use some of the words in the box.

| | | | | | | |
|------|------------|--------|-----|--------|---------|------|
| cold | hot | hungry | ill | sleepy | thirsty | warm |
| well | wide awake | | | | | |

4 Write three or more sentences beginning *I'm (not) afraid of ...*

People can have it in any colour – as long as it's black.

Henry Ford, talking about the Model T Ford car

The so-called white races are really pinko-grey.

E M Forster

Eyes too expressive to be blue, too lovely to be grey.

Matthew Arnold

The future is black.

James Baldwin

I am black, but O! my soul is white.

William Blake

The East is red.

Chinese communist slogan

do: emphatic auxiliary

Emotive emphasis: we can use **do** to make an expression **sound stronger**.

Do sit down. You **do** look nice today! I **did** enjoy our talk.

1 Join the beginnings and ends; make the sentences more emphatic by using do/does/did. Example:

I do feel ill!

| BEGINNINGS | ENDS |
|---------------|---------------------|
| I agree | a lot. |
| I apologise | eggs and bacon. |
| I feel | he's really happy. |
| I hate | ill. |
| I like | cooking. |
| I need | tired. |
| Peter enjoyed | with you. |
| She looks | your party. |
| You talk | a job. |
| I wonder if | for disturbing you. |



'Do come out, Rover. Susan won't bite.'

Contrastive emphasis: we can use **do** to show a **contrast** – between false and true, appearance and reality, or a general statement and an exception.

*She thinks I don't love her, but I **do** love her.*

*It looks easy, but it **does** need quite a bit of practice.*

*There wasn't much time for shopping, but I **did** buy a couple of blouses.*

We can also use **do** to compare what is expected with what actually happens.

*I said I was going to win, and I **did** win.*



2 Join the beginnings and ends; add the idea of contrast by using *do/does/did*. Example:

I've forgotten her name, but I do remember it began with a B.

| BEGINNINGS | ENDS |
|---|---|
| I've forgotten her name, 'You don't love me.' I may not be educated, I'll be ready in a minute, I'm not sure she'll be there. It's a small house. My wife does the housework, Although she didn't say much, She doesn't really like sport. I made her go to the doctor's, There's nobody at home. | Mind you, it has a nice big kitchen. They said eight o'clock, didn't they? 'I love you.' but I remember it began with a B. but I have to make a phone call. She plays a bit of tennis sometimes. and she had a broken finger. but I iron my own trousers. she gave me her phone number. but if you see her give her my love. but I know something about life. |

3 Make sentences like the one in the example. Use *do/does/did*.

Shakespeare didn't make films, but he did write plays.

| | | | |
|-----------------|----------------------|------------------------|----------------|
| Shakespeare | made films | wrote plays | sell beer |
| Scottish people | lend money | fought against England | |
| In England | fought against China | eat potatoes | |
| Banks | eat mice | speak English | speak Japanese |
| Cats | rains a lot | snows a lot | |
| Napoleon | | | |

Dear ...

For the past seven years the Society has benefited from the tax rebate on your covenanted subscription but, unfortunately the covenant has now expired. We do hope you will renew it.

Dear ...

I am writing to thank you for your gift of £200.00 by banker's standing order under your covenant, received on 5th October 1992.

We do appreciate all your support - it is vital to our expanding work.

Dear ...

Thank you for your letter of 14th November. I am extremely sorry that you have been troubled and I entirely agree that writing to you was discourteous and a bad use of our funds.

We do in fact take good care to ensure that this does not happen and I am making enquiries as to why we slipped up in your case.

For *do be* in emphatic imperatives like *Do be careful!*, see page 218.

do and make

DO IT YOURSELF

- 1 Can you work out the rule? Look at the examples and answer the questions. Then check your answers in the key.

Can you do the shopping?

Make a copy of this letter.

Dad makes wonderful omelettes.

Do something!

Could you do the ironing and the washing up?

He likes doing nothing.

I love making model aeroplanes.

I must do the accounts.

I want time to do some reading.

Once my father and I made a boat.

Shall I make a cake?

She's always making crazy plans.

He did something really funny.

Time to do some work.

We did a lot of walking and swimming.

What shall we do now?

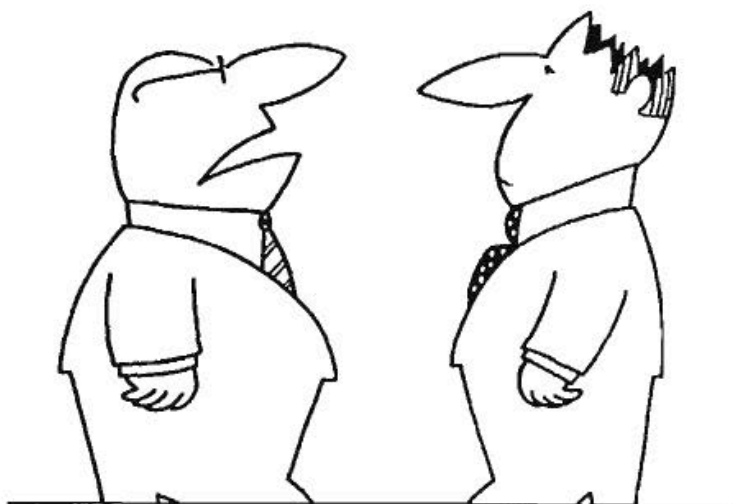
- 1 Do we use *do* or *make* to talk about **work**?
- 2 Which do we use to talk about **building** and **creating** things?
- 3 Which do we use when we **don't say exactly** what the activity is?
- 4 Which do we use before **determiner + ing form**, to talk about longer or repeated activities (mostly jobs and hobbies)?

2 Learn these fixed expressions:

do: good, harm, business, one's best, (someone) a favour, one's hair, one's duty, 100 mph/kph

make: an attempt, an effort, an offer, an excuse, a suggestion, a decision, an exception, enquiries, a phone call, a mistake, a fuss, a noise, arrangements, a journey, progress, money, a profit, a fortune, love, a bed, a fire, war, peace

3 Complete the cartoon caption.



C. Parronelli

'Pembroke, have you been trying to _____ decisions again?'

4 Try to complete the sentences without looking at the opposite page.



1 He's *doing* the shopping.



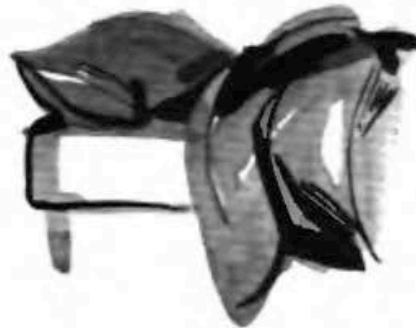
2 She's _____ the ironing.



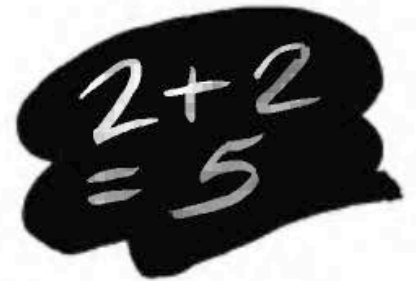
3 She's _____ her accounts.



4 He's _____.



5 He's forgotten to _____.



6 He's _____.



7 He's going to _____.



8 They're _____.



9 She's forgotten to _____.



10 This car will _____.



11 Somebody's _____.



12 'I'm just going _____.'

have: actions

We often use **have** to talk about **actions**, especially in an informal style.

typical expressions:

have breakfast, lunch, coffee etc

have a wash, bath etc

have a rest, sleep, lie-down, dream etc

have a good time, bad day, nice evening, day off, holiday etc

have a good flight/trip/journey etc

have a talk, word, conversation, disagreement, quarrel, fight etc

have a swim, walk, dance, ride, game etc

have a try, a go, a look

have difficulty/trouble in ...ing

have a baby

have an accident, an operation, a nervous breakdown

In this structure, *have* is an ordinary verb with progressive forms, and with *do* in questions and negatives.

'Where's Jane?' 'She's **having** a bath.' What time **do you have** lunch?

1 What can you do with these things / in these places? Use **have** with the words in the box.

| | | | |
|--------|---------|-----------------|------------------|
| dinner | a drink | a game of cards | a game of tennis |
| a rest | a shave | a shower | a swim |
| tea | | | |



1



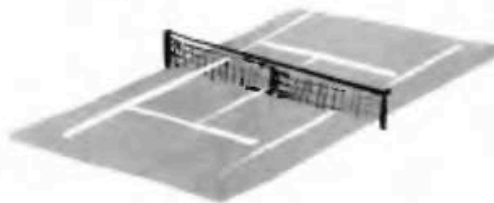
2



3



4



5



6



7



8



9

2 What are they going to do? Use *have* with the words in the box.

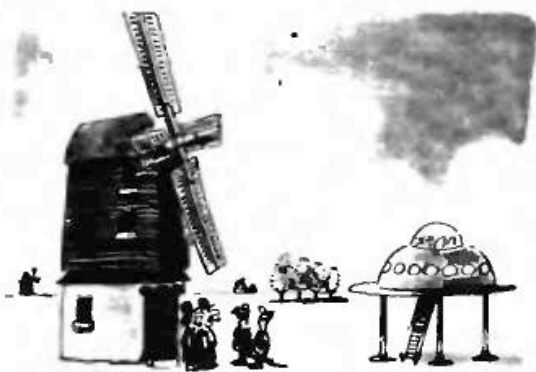
| | | | |
|--------------|--------|---------|---------------------|
| an accident | a baby | a fight | a nervous breakdown |
| an operation | | | |



'Yes, this seems quite a clear bit. have a nice day.'



'This is your captain speaking ... I apologise for the bumpy ride. We are now flying at about ten feet ... Mr Tatlow's had a go ... who's next?'



'You have a go in ours, and we'll have a go in yours, okay?'

have (got): possession etc

Have can be used to talk about **possession, relationships, characteristics** and similar ideas.

The short forms **I have, have I?, I have not** etc are **unusual** in an informal style.

Instead, we generally use forms with **have got** or **do ... have**.

| INSTEAD OF | WE USE |
|-------------------|---------------------------------------|
| I/you/etc have | I've got, you've got etc |
| have I/you? etc | have I got? etc OR do I have? etc |
| I/you etc haven't | I haven't got etc OR I don't have etc |
| had I/you? etc | did I have? etc |
| I/you/etc hadn't | I didn't have etc |

1 Can you complete the examples?

- I've ____ a new boyfriend. (*More natural than I have a new boyfriend.*)
- ____ your sister got a car? OR Does your sister ____ a car?
(*More natural than Has your sister a car?*)
- I haven't ____ your keys. OR I ____ have your keys.
(*More natural than I haven't your keys.*)
- The school does not ____ adequate sports facilities.
(*More natural than The school has not adequate sports facilities.*)
- ____ you ____ good teachers when you were at school?
(*More natural than Had you good teachers ... ?*)
- She ____ ____ children. (*More natural than She hadn't children.*)

2 If you're *homeless*, you *haven't got a home*. Write sentences using *If you're ..., you haven't got a/any ...* to explain these words:

- | | | |
|-------------|--------------|-------------|
| 1 bald | 4 unemployed | 7 starving |
| 2 penniless | 5 toothless | 8 an orphan |
| 3 childless | 6 lonely | 9 unmarried |

I have got is not present perfect in this use. It means exactly the same as *I have*. *Got-* forms are most common in the present.

The past forms *I/you/etc had* are common without *got*.

I had a bad cold last week.

Do and *got* are not used together. NOT *Do you have got any children?*

Progressive forms of *have* are not possible with these meanings.

NOT *Are you having any children?*

3 Complete the conversations, using *have got*, *has got* etc.

- 1 '____ an aspirin? ____ a terrible headache.' 'I'll just look. I think ____ some in my bag. Oh, no, sorry, ____ any.'
- 2 'How many brothers and sisters ____?' 'Just one brother.'
- 3 'We ____ a new car.' 'Really?' 'Yes. ____ four-wheel drive, power steering and anti-lock braking.' 'Fascinating.'
- 4 'I'm afraid ____ some bad news for you.' 'Oh, no. What is it this time?'
- 5 'Why ____ dark glasses on?' '____ something wrong with my eyes.'
- 6 '____ dirt on my nose?' 'No, but ____ something funny in your hair.'
- 7 'Sally ____ a new boyfriend.' 'What's he like?' 'Very good-looking. He's quite tall, and ____ big dark brown eyes and a lovely smile. But she says ____ a terrible temper.'

4 Here are some 'contact' advertisements from a magazine. Write sentences about some of the things that the people have got.

Example:

The man in the first advertisement has got an athletic build.

handsome, intelligent male, 6ft, 31, athletic build, Porsche, seeks attractive girlfriend, under 30, for fun and friendship. Box 329.

natural woman, 37, intelligent, fun loving, tall, brown hair, blue eyes, good sense of humour, enjoys cinema, theatre and travel, seeks sincere, well educated man, 35-55, for honest, caring relationship. Ring 093 22815.

attractive, professional black lady, slim, 5ft 6in, nice smile, own apartment, likes long hair, brains in a man. Ring 038 9734.

successful businessman, 35, attractive, tanned, nice home, yacht, requires exciting, slim female. Photograph. Ring 045 37943.

5 Complete some of these sentences.

- 1 I've got plenty of ____.
- 2 I haven't got a ____.
- 3 I haven't got much ____.
- 4 I haven't got many ____.
- 5 I haven't got any ____.
- 6 I've got too much ____.
- 7 I've got too many ____.
- 8 I've got enough ____.
- 9 I haven't got enough ____.

6 If you can work with another student, ask him/her ten questions using *have you got?* Then write a report on what you have found out.

have: habitual and repeated actions

Got-forms are not generally used to talk about habits and repeated actions.

We **have** meetings on Mondays. (NOT ~~We've got meetings on Mondays.~~)
Do you often **have** colds? (NOT ~~Have you often got colds?~~)

1 Here is a child's school timetable. Write ten or more sentences beginning *She has ... / She doesn't have ...* Examples:

She has maths at nine o'clock on Mondays.
She has economics once a week.
She doesn't have French on Wednesdays.

| | M | T | W | Th | F |
|-------------|---------|-----------|-----------|-----------|-----------|
| 9.00–10.00 | maths | French | English | maths | physics |
| 10.15–11.15 | history | maths | chemistry | French | chemistry |
| 11.30–12.30 | biology | physics | Russian | geography | English |
| 2.00–3.00 | English | geography | sociology | Russian | maths |
| 3.15–4.15 | games | economics | games | English | games |

2 Write some sentences about what happens in your week. Examples:

I have staff meetings on Wednesday mornings.
I have English lessons three times a week.
I usually have a lie-in on Sunday mornings.

American influence on British usage

In British English, present-tense *do*-forms have traditionally been used mostly to talk about habitual and repeated actions; *got*-forms have been used in other cases. (Compare: *I don't usually have colds; I haven't got a cold.*)

In standard American English, *got*-forms are unusual in questions and negatives, and *do*-forms are common for all meanings. (*I don't have a cold.*)

But modern British English usage is becoming more similar to American usage.

have + object + verb form

Have something done: arrange for something to be done.

*I must **have my watch repaired**. We need to **have the curtains cleaned**.*

I Make sentences using *have* + object + the past participles in the box.

| | | | | | | |
|-----------|----------|-----------|--------|-------------|----------|-----------|
| changed | cleaned | cut | put in | redecorated | repaired | reproofed |
| re-strung | serviced | sharpened | valued | | | |

- When did you last (your hair)?
When did you last have your hair cut?
- We (our knives) once a year.
- We're going to (the roof) next summer.
- I must (my jacket). And I'd better (my raincoat).
- 'Do we need to (the car)?' 'Well, we ought to (the oil).'
- When she (her jewellery), she found it wasn't actually worth much.
- You need to (your tennis racket).
- Shall we (the kitchen), or shall we do it ourselves?
- It would be nice to (some more electric sockets).

This structure can also be used to refer to kinds of **experience**:

Have something happen: experience something that **happens/happened/etc.**

Have something happening: experience something that **is/was happening.**

Have something done: experience something that **is/was done.**

*We **had a strange man come** to the door yesterday.
We suddenly realised we **had water coming** through the ceiling.
He **had his car stolen** while he was shopping.*



*'If you don't mind, I'm going to stop this conversation right now and turn on the television.
If I've got to have my intelligence insulted, then I'd rather it were done by an expert.'*

modal auxiliary verbs: basic rules

The 'modal auxiliary verbs' are **can, could, may, might, shall, should, will, would, must** and **ought**.

They are used **before other verbs**, and in **tags** and **short answers**.

'You **can speak** Japanese, **can't you**?' 'Yes, I **can**.'

'You **shouldn't be** here, **should you**?' 'No, I **shouldn't**.'

DO IT YOURSELF

- 1 Compare the modal verbs and the ordinary verbs in the examples, and answer the questions. Check your answers in the key.**

| | | |
|------------------------------------|----------------------------------|------------------------------|
| <i>Could you help me?</i> | <i>Do you expect to see her?</i> | <i>Do you want to stop?</i> |
| <i>He must be happy.</i> | <i>He seems to be happy.</i> | <i>I can't sing.</i> |
| <i>I hope to see him.</i> | <i>It may rain.</i> | <i>Shall we stop?</i> |
| <i>She will not go home.</i> | <i>She doesn't know much.</i> | <i>She wants to go home.</i> |
| <i>They didn't ask to be here.</i> | <i>They shouldn't be here.</i> | <i>We ought to tell her.</i> |

- Which sort of infinitive is used after modal verbs? Which is the exception?
- What is special about the third person present (*he/she/it ...*) of modals?
- What is special about the question and negative forms of modals?

- 2 Use infinitives from the box to complete the sentences.**

| | | | | | | |
|--------|---------|-------|-------|---------|-----------|---------|
| be | to be | do | to do | finish | to finish | get |
| to get | go | to go | make | to make | pass | to pass |
| play | to play | | | | | |

- Can you _____ the piano?
- She seems _____ better today.
- I want _____ some shopping.
- We may _____ to France soon.
- When will you _____ school?
- She hopes _____ a new car.
- Must you _____ so much noise?
- Could you _____ the salt?

- 3 Make these sentences into questions, and change the pronouns as shown. Example:**

I can swim. (*you*) → *Can you swim?*

- She can stay here. (*I*)
- I must go. (*you*)
- They will understand. (*he*)
- I shall drive. (*we*)
- He could do it. (*she*)
- I would like to. (*you*)

Modal auxiliary verbs have **no infinitives or participles**. Instead, we use other expressions like **be able to, be allowed to, have to**.

4 Can you complete the examples with expressions from the box?

| | | | |
|------------|---------------|--------------|-----------------|
| be able to | to be able to | been able to | been allowed to |
| have to | to have to | had to | |

- 1 He'd like ____ travel abroad more. (NOT ~~He'd like to can~~ ...)
- 2 I've never ____ understand maths. (NOT ~~I've never could~~ ...)
- 3 The child has always ____ go out alone. (NOT ~~She's always could~~ ...)
- 4 I'm sorry ____ tell you this ... (NOT ~~I'm sorry to must~~ ...)
- 5 We've ____ get new shoes for both the kids. (NOT ~~We've must~~ ...)
- 6 One day, everybody will ____ travel where they want.
- 7 I'm afraid you will ____ work next weekend.
- 8 I would hate ____ live in a big city.
- 9 I would have enjoyed the holiday more if I had ____ speak Spanish.

5 Complete some of these sentences.

- 1 I've never been able to ____.
- 2 I'd like to be able to ____.
- 3 One day, people will be able to ____.
- 4 I wouldn't like to have to ____.
- 5 I've always had to ____.
- 6 I've never had to ____.
- 7 When I am President of the World, people will have to ____.

6 What do you think are the missing words in the cartoon caption?



'But the good news is that you'll never ____ smoke, drink or drive a car again.'

must, can, may, might: how certain?

We can use **must** to say that something is **logically necessary**, or that we **suppose** it is **certain**. The **negative** is **cannot** or **can't**, not **must not**.

If A is bigger than B, and B is bigger than C, then A **must** be bigger than C.

Mary **must** have a problem – she keeps crying.

There's the doorbell. It **must** be Roger.

No, it **can't** be Roger. It's too early. (NOT ... it ~~mustn't~~ be Roger ...)

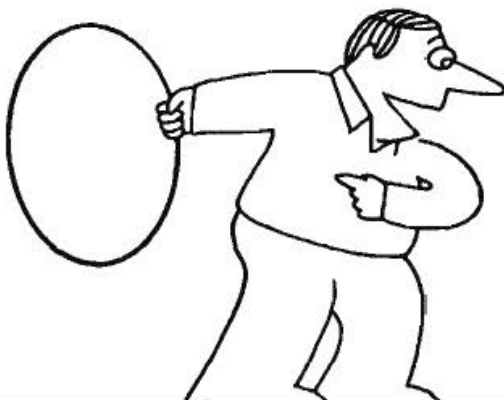
Can is used in **questions**.

There's the phone. Who **can** it be?

1 Rewrite these sentences using **must** or **can't**.

- 1 I'm sure she's at home. *She must be at home.*
- 2 I'm certain you're crazy.
- 3 I know that isn't Janet – she's in America.
- 4 I'm sure she thinks I'm stupid.
- 5 I bet I look silly in this coat.
- 6 They're always buying new cars – I'm certain they make a lot of money.
- 7 I'm sure he's not a teacher – he's too well dressed.
- 8 You're an architect? I'm sure that's an interesting job.
- 9 I'm sure you're not serious. I know you're joking.
- 10 I'm sure he's got another woman: he keeps coming home late.

JUMP, BOY!



'She must be blind. She's smiling.'

GOD, YOUR LIFE
MUST BE DULL.

May suggests that something is **possible**. **Might** suggests a **weaker possibility**.

- She **may** be at home. (perhaps a 50% chance)
- Ann **might** be there too. (a smaller chance)
- According to the radio, it **may** rain today. It **might** even snow.

2 Look at the pictures and write sentences with must/may/might/can't. Example:

• She **must** be ill. OR She **can't** be well.



Note the difference between **may/might not** and **can't**.

- The game **may/might not** finish before ten. (Perhaps it won't.)
- The game **can't** finish before ten. (It's not possible.)

must, should etc: obligation

Must is used for **orders** and for **strong suggestions**, advice and opinions.
Should is used for **less strong suggestions**, advice and opinions.

You **must** stop smoking or you'll die.

You really **should** stop smoking, you know. It's bad for you.

People **must** realise that the world is in serious trouble.

People **should** drive more carefully.

Ought is similar to *should*, but is followed by *to*.

People **ought to** drive more carefully.

Orders and instructions can be made more polite by using *should*.

Applications **should** be sent before 30 June.

1 Which do you think is better – *must* or *should*?

- 1 You know, I think you ____ take a holiday.
- 2 Tell Mark he ____ tidy his room at once.
- 3 Visitors are reminded that they ____ keep their bags with them.
- 4 I'm sorry, but you ____ go. We don't want you here.
- 5 I really ____ go on a diet. I'll start today!
- 6 I suppose I ____ write to Aunt Rachel one of these days.
- 7 You absolutely ____ check the tyres before you take the car out today.
- 8 All officers ____ report to the Commanding Officer by midday.
- 9 You ____ have your hair cut at least once a week.
- 10 I think men ____ wear jackets and ties in restaurants.



'For your first effort you should write about something you understand.
 Don't try to write about yourself.'

2 Complete some of these sentences with your own ideas.

- 1 I think people should _____.
- 2 I don't think people should _____.
- 3 I think children should _____.
- 4 I don't think children should _____.
- 5 I really must _____.
- 6 People really must realise that _____.
- 7 My father/mother should _____.
- 8 My husband/wife really must _____.

We often use **should** in **questions** when we are **wondering what to do**.

Should I change my job or stay where I am?

3 Write questions for people who don't know:

- | | |
|--------------------------------------|--------------------------------|
| 1 how much cheese to buy. | 7 how to cook a crab. |
| <i>How much cheese should I buy?</i> | 8 whether to go to the police. |
| 2 whether to move to London. | 9 whether to take a taxi. |
| 3 what she should call her baby. | 10 whether to take a holiday. |
| 4 where to put his bicycle. | 11 how long to wait. |
| 5 when to pay her tax bill. | 12 what to do at the weekend. |
| 6 whether to invite his mother. | |

4 Write some similar questions for yourself. Example:

Should I go on studying English?



'Should we walk upright? Should we continue to live in trees?
Should we try to make things? Decisions, decisions!'

must and have (got) to: obligation

Must usually expresses the **feelings** and **wishes** of the **speaker/hearer**.
Have (got) to often expresses **obligations** that come from **somewhere else**.
Compare:

*I **must** stop smoking. (I want to.)*

*I've **got to** stop smoking – **doctor's** orders.*

***Must** you wear those dirty jeans? (Is that what **you** want?)*

*Do you **have to** wear a tie at work? (Is there a **rule**?)*

1 Put in **must** or **have/has (got) to**.

- 1 I'm tired. I ____ go to bed early.
- 2 John ____ go to school on Saturdays.
- 3 We ____ get another dog soon.
- 4 'This is a great book.' 'I ____ read it.'
- 5 A soldier ____ obey orders.
- 6 We ____ go to London for a meeting.
- 7 I think we ____ pay in advance.
- 8 You really ____ visit us soon.
- 9 I ____ try to spend more time at home.
- 10 You ____ go through Carlisle on the way to Glasgow.

▲ 2 Read this with a dictionary; see how **must** reflects the hearer's wishes.

(In a dream, Mrs Ogmores-Pritchard is talking to her two dead husbands, Mr Ogmores and Mr Pritchard.)

MRS O-P: Tell me your tasks in order.

MR O: I must put my pyjamas in the drawer marked pyjamas.

MR P: I must take my cold bath which is good for me.

MR O: I must wear my flannel band to ward off sciatica.

MR P: I must dress behind the curtain and put on my apron.

MR O: I must blow my nose in a piece of tissue-paper which I afterwards burn.

MR P: I must take my salts which are nature's friend.

MR O: I must boil the drinking water because of germs.

MR P: I must make my herb tea which is free from tannin.

MR O: I must dust the blinds and then I must raise them.

MRS O-P: And before you let the sun in, mind it wipes its shoes.

Dylan Thomas: Under Milk Wood (adapted)

Unlike **have to**, **must** has **no infinitive, participles or past tense**.

*When you leave school you'll **have to** find a job. (NOT You'll **must** ...)*

*I don't like **having to** cook every evening.*

*We've **had to** change our plans for the summer.*

*Joe **had to** go home yesterday. (NOT Joe **must/musted** ...)*

must not, do not have to etc

We use **must not** in **prohibitions** (negative orders).

We use **do not have to**, **do not need to** or **need not** to say that something is unnecessary.

Students **must not** leave bicycles in front of the library.

Passengers **must not** speak to the driver.

Friday's a holiday – I **don't have to** work. (NOT ~~I mustn't work.~~)

You **needn't** pay now – tomorrow's OK. (NOT ~~You mustn't pay now ...~~)

1 Complete the sentences, using **must not / mustn't** or **do not / don't have to**.

- 1 Campers ____ play music after 10 p.m.
- 2 Students ____ ask permission to stay out after midnight.
- 3 Bicycles ____ be parked in the front courtyard.
- 4 Residents ____ hang washing out of the windows.
- 5 British subjects ____ get visas to travel in Western Europe.
- 6 Passengers ____ lean out of the windows.
- 7 You ____ pay for your tickets now.
- 8 It's rained a lot, so we ____ water the garden.
- 9 You ____ disturb your sister while she's working.
- 10 You ____ knock before you come into my room.

2 Make sentences, using **must not** or **do not need to**.

| BEGINNINGS | ENDS |
|-------------------|---|
| In rugby football | touch the ball with your hands. |
| In tennis | lift your stick above your shoulder. |
| In chess | hit your opponent below the belt. |
| In boxing | pass the ball forwards. |
| In athletics | look at other people's cards. |
| In hockey | touch a piece if you aren't going to move it. |
| In baseball | start before the gun. |
| In football | hit the ball before it bounces. |
| In bridge | hit the ball after its second bounce. |
| | throw the bat. |

can (ability): special problems

Future: We can use **can** if we are **deciding now** what to do in the future.
In other cases, we have to use *will be able to*.

*I **can** see you tomorrow morning for half an hour.*

*One day we **will be able** to live without wars.*

(NOT ~~One day we can~~ live ...)

Conditional: We can use **could** to mean '**would be able to**'.

*You **could** get a better job if you spoke a foreign language.*

1 Put in **can** or **can't** if possible; if not, use **could** or **will be able to**.

- 1 I ____ pick it up tonight, if that's convenient.
- 2 I think I ____ speak English quite well in a few months.
- 3 'We need some more oil.' 'OK, I ____ let you have some this week.'
- 4 Dr Parker ____ see you at twelve on Tuesday.
- 5 She ____ walk again in a few weeks.
- 6 If we took the wheels off, we ____ get it through the back door.
- 7 Do you think one day people ____ travel to the stars?
- 8 This week's no good, but I ____ bring the car in next week.
- 9 If I practised a bit, I ____ be pretty good at tennis.
- 10 In a few years, computers ____ think better than we do.
- 11 She ____ give you a lesson this evening.
- 12 I'm free at the weekend, so the kids ____ come round.
- 13 I'll post your letter, but I don't think the postman ____ read the address.
- 14 I ____ do your job with no trouble at all.
- 15 We're busy this week, but we ____ repair it by next Thursday.

Past: We do **not** use **could** to say that we managed to do something **on one occasion**. Instead, we use, for example, **managed to** or **succeeded in ...ing**.

*I **managed to** get up early today. (NOT ~~I could~~ get up early today.)*

*After six hours, we **succeeded in** getting to the top of the mountain.*

(NOT ~~After six hours, we could~~ get ...)

BUT: *She **could** read when she was four. (Not one occasion.)*

*He **couldn't** find the ticket office. (He didn't manage it.)*

2 Complete the sentences with *could*, *couldn't* or *managed to*.

- 1 I ____ speak French really well when I lived in Paris.
- 2 He ____ repair the car, but it took him a long time.
- 3 At last I ____ make her understand what I wanted.
- 4 We wanted to go to the opera, but we ____ get tickets.
- 5 I ____ swim across the river, but it was harder than I expected.
- 6 All three children ____ ride as well as they ____ walk.
- 7 Fortunately, I ____ get her address from her office.
- 8 I don't know how the cat ____ get through the window, but it did.
- 9 He ____ already walk when he was ten months old.
- 10 After the accident, she somehow ____ walk home.

We often use *can* and *could* with *see*, *hear*, *feel*, *smell* and *taste*, with the same meaning as a progressive form.

I can see Susan coming. (NOT I'm seeing...)
What's in the soup? I can taste something funny.
Through the window, I could hear a man singing.

3 Complete the sentences.

- 1 I ____ something burning. What do you think it is?
- 2 He opened his eyes, but to his horror he ____ nothing.
- 3 Through my study window I ____ mountains.
- 4 I ____ Susan practising the piano next door; it sounds nice.
- 5 This isn't my coffee – I ____ sugar in it.
- 6 He thought he ____ something crawling up his leg, but when he looked he ____ anything.
- 7 Spring is coming: you ____ snowdrops in all the gardens.
- 8 I ____ the cats fighting in the kitchen: can you go and put them out?

**4 Look around you, and write five sentences beginning *I can see* ...
 Listen to the noises around you, and write five sentences beginning *I can hear* ...**

'I can see why they made February the shortest month of the year.'



can, could, may: permission etc

We use **can** to ask for and give permission, and **cannot/can't** to refuse it.

'**Can** I ask you a question?' 'Yes, of course you **can**.'
I'm sorry, you **can't** come in here.

We also use **could** to ask for permission; it is more polite.

Could I have a look at your newspaper?

May is used in the same way. It is more formal and less common.

May I help you, sir?

We use **can** and **could** (but not usually **may**) to talk about what is normally allowed.

Can you park in this street on Sundays? (NOT **May** you park ...?)

1 Rewrite these sentences using **can**, **could** or **may**.

- 1 I'd like to talk to you for a minute, Bill. (*friendly*)
Can I talk to you for a minute, Bill?
- 2 I would like to use your phone. (*more polite*)
- 3 I would like to stop work early today. (*formal*)
- 4 Take my bike if you want to.
- 5 Are children allowed to go into pubs?
- 6 I don't want you to come into my room.
- 7 I would like to speak to Jane, if she's there. (*polite*)
- 8 I would like to have a beer. (*friendly*)
- 9 Are students allowed to use this library?
- 10 I would like to pay you tomorrow. (*polite*)



'Dad, can I borrow the gun tonight?'

We use **can** in offers, requests and instructions.

Can I carry your bag?

I can baby-sit for you this evening if you like.

Can you put the children to bed?

When you've finished the beds you can clean up the kitchen.

Could sounds less definite; it is common in suggestions and requests.

I could do some shopping for you, if that would help.

'I'm bored.' 'You could go for a bike ride.'

Could you help me for a few minutes?

Common structures in **polite requests**:

Could you possibly help me?

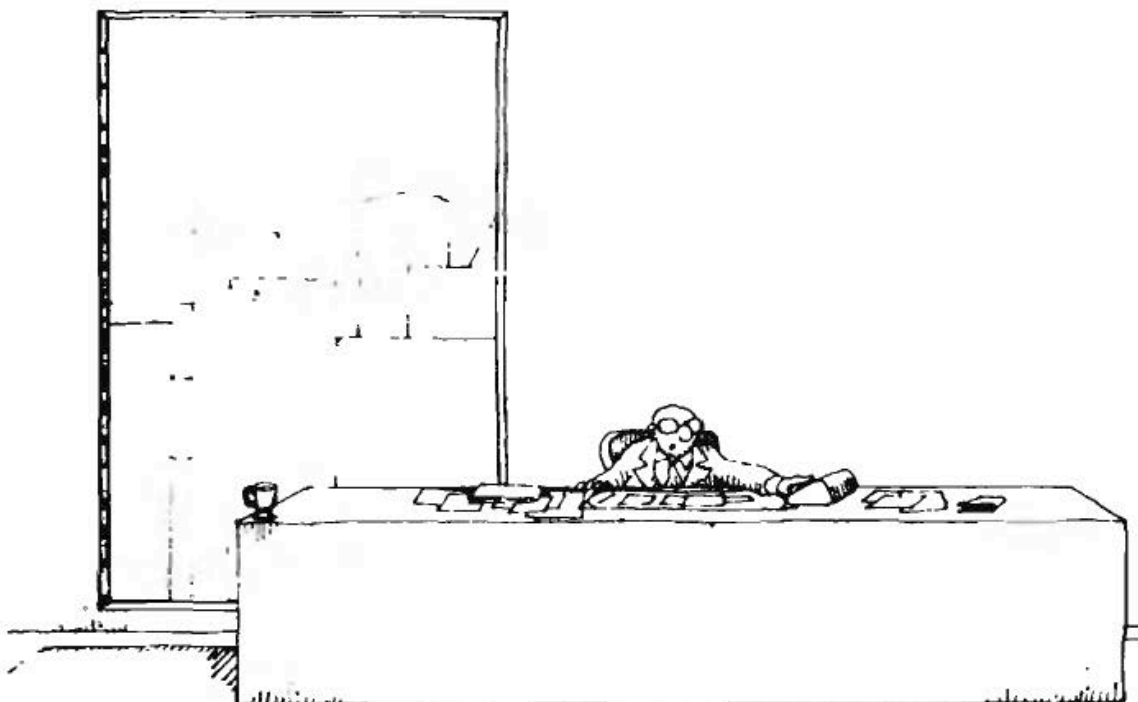
I wonder if you could help me?

2 Rewrite these sentences, beginning with I can ..., Can I ...?

You can ..., Can you ...? Could you ...? or I wonder if you could ...?

- 1 Would you like me to take your coat?
- 2 Start cooking supper now, please.
- 3 I'd be glad if you would translate this for me. (*friendly*)
- 4 I'd be glad if you would translate this for me. (*polite*)
- 5 Why not watch a video if you don't know what to do?
- 6 Why don't you spend the day with us if you're free on Saturday?
- 7 I don't mind feeding the horses, if you'd like me to.
- 8 I'd be glad if you would lend me £5. (*polite*)
- 9 Tell me when it's time to go. (*friendly*)
- 10 I'd be grateful if you would tell me when it's time to go. (*polite*)

3 Put the words of the caption in the right order.



'Ellis, here my and come could pass coffee me in you Miss?'

6000

will: willingness etc

Will can express **willingness** and **intentions**.

We often use *will* to **announce a decision at the moment when we make it**.

*I really **will** give up smoking tomorrow!*

*We'**ll** buy the tickets if you'**ll** make supper after the show.*

*There's the doorbell. I'**ll** go. (NOT I-go.)*

I'll have ... is often used when people order in cafés, restaurants etc.

*I'**ll have** a black coffee, please.*

Will you ...? can introduce **instructions, orders** and **requests**. *Would you ...?* is softer, and can be used to make requests more polite.

***Will you** get me a paper while you're out?*

***Will you** be quiet, please?*

***Would you** watch the children for a few minutes?*

Won't can be used to talk about **refusals**.

*He **won't** talk to anybody.*

*The car **won't** start.*

1 Put the beginnings and ends together. Example:

I'll drive if you'll map-read.

| BEGINNINGS | ENDS |
|---------------------------------|--------------------------------------|
| I'll drive | I will. |
| I'll wash up | I'll answer it. |
| I'm tired. I think | I'll go to bed now. |
| If you see Ann, | if you'll dry. |
| She won't tell us | if you'll map-read. |
| The cat | in the oven at 5.30? |
| The phone's ringing. | shouting? |
| This video | to this address, please? |
| Who's going to get the tickets? | what's wrong. |
| Will you deliver the furniture | when you're ready to leave? |
| Will you let me know | won't eat. |
| Will you stop | won't play. |
| Would you put the meat | would you tell her I got her letter? |

We can use **will** to make **threats** and **promises**. The simple present is not possible in this case.

I'll hit you if you do that again. (NOT ~~I hit~~ you if ...)

You'll get your money tomorrow. (NOT ~~You get~~ ...)

I promise I'll stop smoking. (NOT ~~I promise I stop~~ smoking.)

2 A boy left home for the first time to go to university. Look at the pictures, and write the promises he made to his parents. Begin: *I promise I'll ... or I promise I won't ...*



1



2



3



4



5



6



7



8



9



10



11



12

will and would: typical behaviour

We can use **will** to talk about **habits** and **typical behaviour**.

She'll sit talking to herself for hours.

*If something breaks down and you kick it, it **will** often start working again.*

If we stress **will** it can sound critical.

*She **will** fall in love with the wrong people.*

Would is used to talk about the past.

*On Saturdays, when I was a child, we **would** all get up early and go fishing.*

*He was a nice boy, but he **would** talk about himself all the time.*

1 Complete the sentences with **will/would** + verbs from the box.

| | | | | | | | |
|------|-------|------|------|--------|------|------|------|
| be | drive | fall | keep | listen | make | play | ring |
| take | talk | tell | | | | | |

- 'Dad, I've broken my watch.' 'Well, you ____ playing with it.'
- On Sundays when we were kids, Mother ____ us pancakes for breakfast.
- He's no trouble – he ____ by himself for hours.
- She's nice, but she ____ about people behind their backs.
- People ____ to you if you listen to them.
- We lived by a lake, and sometimes Dad ____ us fishing.
- I'm not surprised you had an accident – you ____ too fast.
- If you drop toast, it ____ butter side down every time.
- If you're having a bath, the phone _____. And if you answer it, it ____ a wrong number.
- He ____ you one thing one minute and the opposite the next – he's crazy.

2 Here are some laws of nature. Join the beginnings and the ends.

| BEGINNINGS | ENDS |
|--|--|
| After you have bought something, | it will. |
| If anything can go wrong, | somebody will. |
| If there are two good TV shows, | they will both be on at the same time. |
| If you explain so clearly that nobody can misunderstand, | will always move faster. |
| If you throw something away, | will fall asleep first. |
| No matter how much you do, | you will find it somewhere else cheaper. |
| The one who snores | you'll need it the next day. |
| The other queue | you'll never do enough. |

shall in questions

Shall I/we ...? can be used to **ask for instructions and decisions**, and to **make offers and suggestions**.

What on earth shall we do?

Shall I carry your bag?

What time shall we come and see you?

Shall we go out for a meal?

1 Can you complete the sentences? (They are from a discussion about holiday plans.) Use *shall we*?

1 where? *Where shall we go?*

2 seaside/mountains?

*Shall we go to the seaside
or the mountains?*

3 this country/abroad?

4 when?

5 how long for?

6 fly/train/drive?

7 hotel/camp?

8 stay in one place / travel around?

9 take Granny?

10 go with the Jacksons?

11 what do with dogs?

2 Write three questions asking for advice for yourself. If you can work with other students, ask them your questions and get their advice.

What shall I say

when our neighbours

want us to come to tea?

They don't know you're not with me.

What shall I say?

What shall I say

when the phone rings

and someone asks for you?

They don't know I ask for you too.

What shall I say?

How can I hide the tears inside?

How can I face the crowd?

I can make lips of mine be still,

but my heart sighs too loud.

I could explain that

you're gone for only a week to shop.

But after the week is up

What shall I say?

Peter Tinturin

should have, could have etc

We can use **should have, could have etc + past participle** to talk about 'unreal' past situations that are the opposite of what really happened.

- You **should have been** here an hour ago. (But you weren't.)*
*Alice **should never have bought** that car. (But she did.)*
*I was so angry I **could have killed** her. (But I didn't.)*
*She **could have married** anybody she wanted to. (But she didn't.)*
*Jumping out of the window like that – he **could/might have broken** his leg.*
*If I'd known you were coming, I **would have stayed** in.*

We can use this structure to criticise people for not doing things.

- You **could have helped** me! (Why didn't you?)*
*You **might have let** me know you weren't coming – I stayed in all evening.*

1 Complete the sentences with *should have ...*, *could have ...*, *might have ...* or *would have ...*. More than one answer may be possible.

- 1 He ____ me last week. (*pay*)
He should have paid me last week.
- 2 You ____ somebody, driving like that. (*kill*)
- 3 I ____ you, but I didn't have your number. (*phone*)
- 4 If my parents hadn't been so poor, I ____ to university. (*go*)
- 5 It's his fault she left him; he ____ nicer to her. (*be*)
- 6 I ____ more garlic in the soup. (*put*)
- 7 If you needed money, you ____ me. (*ask*)
- 8 'We got lost in the mountains.' 'You fools – you ____ a map.' (*take*)
- 9 It's a good thing they got her to hospital in time. She _____. (*die*)
- 10 When he said that to me I ____ him. (*hit*)
- 11 You ____ me you were bringing your friends to supper! (*tell*)
- 12 You ____ my jeans after you borrowed them. (*wash*)

This structure can also be used to talk about **things that are not certain to have happened**, or that we **suppose** (but don't know definitely) have happened. *May have ...* is common in these senses.

- I **may have left** my keys here this morning – have you seen them?*
*He **should have arrived** home by now. Let's phone him.*
*So you went to Australia. That **must have been** nice.*
*Where is she? She **can't have gone** out – the door's locked.*

2 Complete the sentences with *may have ...*, *should have ...*, *must have ...* or *can't have ...*. More than one answer may be possible.

- 1 'Where's Phil?' 'I don't know. He ____ home.' (*go*)
- 2 'How are the builders getting on?' 'They ____ by now. I'll go and see.' (*finish*)
- 3 'Ann isn't here.' 'Surely she ____ - I reminded her yesterday.' (*forget*)
- 4 The garden's all wet. It ____ in the night. (*rain*)
- 5 'We went to Dublin for the weekend.' 'That ____ a nice change.' (*be*)
- 6 'Who phoned?' 'She didn't give her name. It ____ Lucy.' (*be*)
- 7 He ____ all his money. I gave him £10 only yesterday! (*spend*)
- 8 I ____ a new job. I'll know for certain tomorrow. (*find*)
- 9 The car's got a big dent in the side. Bernie ____ an accident. (*have*)
- 10 They're not at home. They ____ away for the weekend. (*go*)

Note the differences between *may not have ...* and *can't have ...*, and between *had to ...* and *must have ...*

They may not have arrived yet. (= Perhaps they haven't arrived.)

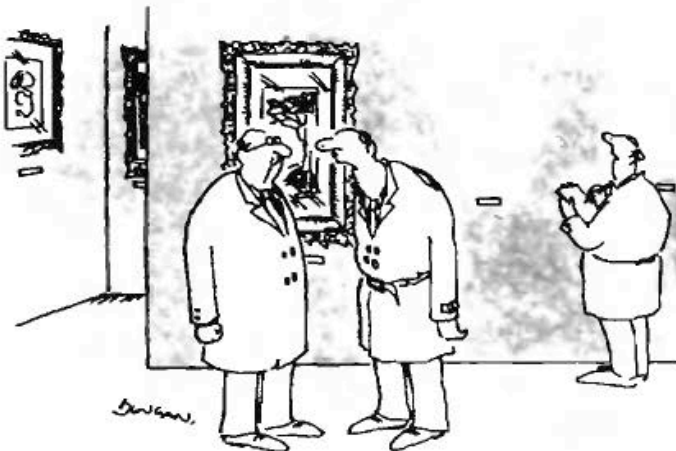
They can't have arrived yet. (= They certainly haven't arrived.)

Joe had to go home. (= It was necessary for him to go home.)

Joe must have gone home. (= It seems certain that he has gone home.)

3 Put in *may not have ...*, *can't have ...*, *had to ...* or *must have ...*

- 1 Shakespeare ____ been to Australia because it hadn't been discovered.
- 2 King Arthur ____ existed - nobody's sure.
- 3 Castles in the Middle Ages ____ been cold places.
- 4 People in those days ____ get their water from wells and streams.
- 5 Poor people five hundred years ago ____ had easy lives.
- 6 But they ____ been unhappier than us.



'All the exits have been sealed off. He must have got out through the entrance.'

For *will have ...* (future perfect tense), see page 139.

For *would have ...*, see page 262.

revision of modal verbs

1 Correct the mistakes.

- 1 I don't can sing.
- 2 I would like to can travel more.
- 3 He should to work harder.
- 4 Could you telling me the time?
- 5 I must work last Saturday and Sunday.

2 Choose the best form. (Sometimes both may be possible.)

- 1 We ____ win, but I don't think there's much chance. (*may, might*)
- 2 I ____ ask you to help me later. (*may, might*)
- 3 That ____ be her daughter – they're nearly the same age. (*can't, mustn't*)
- 4 We ____ decide to go camping again at Easter. (*can, may*)
- 5 There ____ be enough room for everybody on the bus – we'll have to wait and see. (*may not, can't*)
- 6 You ____ get in without a ticket – not a chance. (*may not, can't*)
- 7 You absolutely ____ go and see Liz. (*should, must*)
- 8 I think you ____ try to relax more. (*should, must*)
- 9 You ____ pass a special exam to be a teacher. (*must, have to*)
- 10 In this country, boys ____ do military service. (*must not, don't have to*)
- 11 I ____ see you at eight tomorrow. (*can, will be able to*)
- 12 One day, everybody ____ say what they like. (*can, will be able to*)
- 13 It took a long time, but I ____ repair the car. (*could, managed to*)
- 14 When I was younger I ____ sing quite well. (*could, was able to*)
- 15 At what age ____ you get a driving licence? (*can, may*)
- 16 I promise I ____ smoking. (*stop, will stop*)
- 17 I don't know why she's not here. She ____ have got my message. (*may not, can't*)
- 18 He's not answering the phone. He ____ have got home yet. (*may not, can't*)
- 19 When I was eighteen we ____ two years in the army. (*had to do, must have done*)
- 20 She ____ very quietly – I didn't hear her go. (*had to leave, must have left*)

3 Write sentences about three things that you should have done last week but didn't, and three things that you shouldn't have done but did.

4 Complete the cartoon captions with expressions from the box.

| | | | |
|-------------|---------------|-------------|-----------|
| he might be | it may not be | can this be | it can be |
| you could | I'll | | |



'_____ the same man who pulled Excalibur out of a stone?'



'Yeah, they're all right, _____ take them.'



'Oh my God! His report says _____ Prime Minister one day!'



'Provided you eat sensibly, stay off the beer, cigarettes and whisky, don't take any strenuous exercise and keep away from women, _____ live for another twenty minutes.'



'Frankly, Wallace, I think you'd better stop telling it. If no one laughs, _____ a joke.'



'It's a Valentine's card. I wonder who _____ from!'

need

Need can sometimes be used like a **modal verb**, (questions and negatives without *do*), especially to say what is (not) **necessary at the time of speaking**.

Do I need to pay now? OR *Need I pay now?*
He doesn't need to go. OR *He needn't go.*

1 Complete these sentences with *needn't*, using a verb from the box.

| | | | | | | | |
|-------|-------|-------|-------|------|------|-------|-----|
| come | get | laugh | phone | ring | take | think | try |
| worry | write | | | | | | |

- 1 You ____ – my haircut's not as funny as all that.
- 2 You ____ up yet, because there's no school today.
- 3 He ____ everything down. Just the name and phone number will do.
- 4 She ____ and see me if she doesn't want to; I don't mind.
- 5 You ____ about me. I'm fine.
- 6 You ____ I care about you, because I don't.
- 7 Tell him he ____ the bell; he can just walk straight in.
- 8 I'd like to see her today, but it ____ very long.
- 9 Just come when you like, any time. You ____ first.
- 10 You ____ to explain. I'm not interested.

Compare *didn't need to ...* and *needn't have ...*

We **didn't need to hurry**; we had lots of time.
(It was unnecessary to hurry.)

We **needn't have hurried** – we got there much too early.
(It was unnecessary to hurry, but we did.)

2 Complete the sentences with *didn't need to ...* or *needn't have ...*

- 1 I ____ the flowers; I could see that Anne had already done it. (*water*)
- 2 You ____ supper for me; I've already had something to eat. (*cook*)
- 3 I ____ all that work, because nobody appreciated it. (*do*)
- 4 We ____ the encyclopaedia; the kids never look at it. (*buy*)
- 5 We had enough petrol, so I _____. (*fill up*)
- 6 I ____ so much about Granny. When I got there she was fine. (*worry*)
- 7 Luckily we had plenty of food, so I ____ shopping. (*go*)
- 8 I ____ long; she arrived just after me. (*wait*)
- 9 I ____ Latin at school; it hasn't been any use to me since. (*study*)

had better

Had better (not) is followed by an **infinitive without to**.

We use **had better** to give **strong advice** to people (including ourselves).

Had better is not past or comparative – the meaning is 'It would be good to ...'

You'd better turn that music down before your Dad gets angry.

It's seven o'clock. I'd better put the meat in the oven.

You'd better not say that again.

Had better refers to the immediate future. It is more urgent than *should* or *ought*.

'I ought to go and see Fred one of these days.' 'Well, you'd better do it soon.'

He's leaving for South Africa next month.'

1 Complete the sentences with verbs from the box, using 'd better.

| | | | | | | |
|------|------------|----------|------|------|--------|---------|
| do | not forget | get | give | have | invite | not let |
| open | start | not tell | | | | |

- The plane's at six o'clock. You ____ packing, hadn't you?
- I suppose I ____ up and put some clothes on.
- You ____ the door and see who it is.
- Tell Sheila she ____ my birthday this time!
- We ____ Pat her camera back, hadn't we? She might need it.
- We ____ John round soon; we owe him a meal.
- I ____ some washing, or we won't have anything to wear.
- You ____ Jane what's happening; she'll get too upset if you do.
- You don't look well. You ____ some whisky and honey.
- You ____ your father see that magazine – he'll kill you.

2 What advice might you give to a friend who:

- | | |
|------------------------------|--|
| 1 feels very ill? | 7 is going to work in China and Japan? |
| 2 is very tired? | 8 can't sleep? |
| 3 feels cold? | 9 has got an exam next week? |
| 4 feels tense? | 10 smokes too much? |
| 5 has been working too hard? | 11 thinks she saw burglars breaking |
| 6 seems very unhappy? | into the house next door? |

Had better is quite direct; it is **not** used in **polite requests**. Compare:

Could you help me if you've got time? (NOT ~~You'd better help me ...~~)

You'd better help me or there'll be trouble.

used to ... (/ˈjuːst tə/)

We use **used + infinitive** to talk about past habits and long-lasting situations which are now finished or different.

*I **used to smoke** like a chimney. She **used to live** in Liverpool.*

Used to ... is only past. For present habits, we use the simple present tense.

*My sister **smokes** occasionally. (NOT ~~My sister uses to smoke ...~~)*

In an informal style, questions and negatives are generally made with do.

***Did you use** to collect stamps? I **didn't use** to like her.*

*I **used not** to like her. (More formal.)*

1 Complete the text with words from the box, using *used to ...*

| | | | | | | |
|------|-------|------|------|------------|---------|------|
| buy | go | have | keep | look after | look at | live |
| play | stand | take | | | | |

Recently we took our 15-year-old son Joe to the place in Paris where we 1 when he was a baby. We showed him the house, with the balcony where he 2 and make speeches to imaginary crowds. Then we went inside, and believe it or not, there was Mme Duchène, who 3 Joe when we were working. She didn't look a day older. We couldn't get into the flat, but we saw the garden where Joe 4. Then we visited the park where we 5 him for walks, the zoo where he 6 the lions and tigers, and the lake where we 7 boating. Not much had changed in the area: most of the shops were still there, including the wonderful old grocer's where we 8 delicacies like cherries in brandy. But the friendly butcher who 9 the best pieces of meat for us was gone, and so was the restaurant with the bad-tempered old waitress where we 10 Sunday lunch. I found it strange to go back: it made me feel happy and sad at the same time. But Joe was delighted with the trip.

2 Make sentences with *used to* and *didn't use to* about how people lived hundreds of years ago.

- 1 travel / horse
- 2 cook / wood fires
- 3 live so long
- 4 fight / spears
- 5 hunt / bows and arrows
- 6 believe / ghosts and devils
- 7 be able / vote
- 8 think / earth was flat
- 9 bigger families
- 10 children / work

3 Write some sentences about things that you used to or didn't use to do/think/believe when you were younger. If you can work with other students, find out what they used to do/think/believe.

supposed to (/sə'pəʊst tə/)

Be supposed + infinitive can be used to talk about what is generally believed.

He's supposed to be rich. This stuff is supposed to kill flies.

Another meaning is: what people are expected to do, or what is intended.

You're supposed to start work at 8.30 in the mornings.

She was supposed to be here an hour ago. Where is she?

You're not supposed to park on double yellow lines.

That's a strange picture. What's it supposed to be?

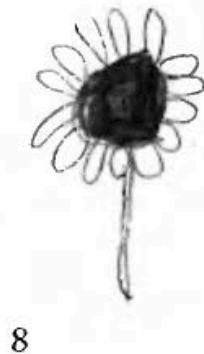
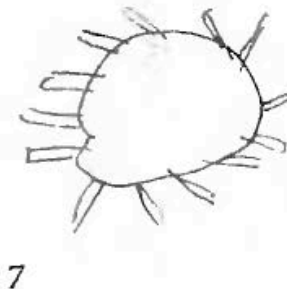
1 Put the beginnings and ends together.

| BEGINNINGS | ENDS |
|---|----------------------------------|
| Aspirins are supposed | at the cash desk on the way out. |
| Catholics are supposed | but I can't find them. |
| You were supposed | in food shops. |
| It's supposed to have instructions with it, | supposed to come today? |
| Wasn't my computer magazine | the shower with shoes on. |
| What am I supposed to do | to cure headaches. |
| You're not supposed to go into | to go to church on Sundays. |
| You're not supposed to smoke | to come and see me yesterday. |
| You're supposed to be good at geography | with all this chicken salad? |
| I think you're supposed to pay | - where the hell are we? |

2 What do you think these are supposed to be?



It's supposed to be a house.



future: will (and shall)

| | |
|---|---|
| <p>I will (or shall) work you will work he/she/it will work we will (or shall) work they will work</p> | <p>Questions: will/shall I work? etc Negative: I will/shall not work etc</p> <p>Contractions: I'll, you'll etc; won't /wəʊnt/, shan't /ʃɑ:n/</p> |
|---|---|

I/we will and *I/we shall* are used with no difference of meaning in most situations in modern British English. (But see page 121.) *Will* is more common than *shall*.

We use **will/shall** to give or ask for information about the future, in cases where there is no reason to use a present verb-form (see pages 132–136).

We **will** need the money on the 15th.
Will all the family be at the wedding?
 It **will** be spring soon.
 She'**ll** be here in a few minutes.

We often use **will/shall** to predict the future – to say what we think, guess or calculate will happen.

Tomorrow **will** be warm, with some cloud in the afternoon.
 Who do you think **will** win?
 You'**ll** never finish that book.

1 Here are some sentences taken from recorded conversations. Can you put the beginnings and ends together?

| BEGINNINGS | ENDS |
|------------------------------------|--|
| Buy the cat food here. | about you. |
| Don't give her your keys. | and then your kids will laugh at you. |
| Get John to have a look at the TV. | He'll fix it. |
| 'He'll grow up one day.' | he'll be dead in five years. |
| He'll need somebody | he'll drink it. |
| 'How's June?' | he'll get hit on the nose with a ball. |
| I must get back to work, | 'I hope you're right.' |
| If he doesn't stop drinking, | It'll be cheaper. |
| If we give her a shout, | on May 12th. |
| If you put lemon in it, | otherwise I'll get the sack. |
| Knowing his luck, if he plays golf | 'She'll be OK.' |
| No good sending her a bill, is it? | She'll just refuse to pay. |
| One day you'll be old. | She'll only lose them. |
| She'll be fourteen | she'll come and help. |
| She'll forget | to help him. |

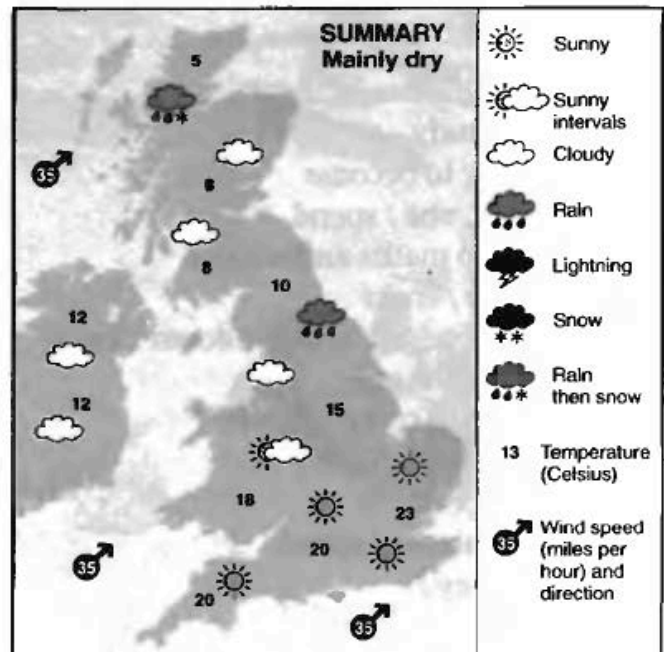
2 Complete the sentences with your own predictions.

- 1 It *will / will not* rain next week. (*rain*)
- 2 England *will / will not* win the next football World Cup. (*win*)
- 3 The weather _____ much warmer in the next few years. (*get*)
- 4 There _____ a world government before the year 2050. (*be*)
- 5 There _____ a world war before the year 2050. (*be*)
- 6 Private cars _____ before the year 2100. (*disappear*)
- 7 English _____ the world language in the year 2100. (*be*)
- 8 Everybody / Not everybody _____ a computer in the year 2100. (*have*)
- 9 Everybody / Not everybody _____ enough to eat in the year 2100. (*have*)
- 10 Clothes _____ very different in the year 2100. (*be*)
- 11 In the year 2100, people _____ the same things as they do now. (*eat*)
- 12 (*Write your own prediction.*)

3 Look at the map and complete the weather forecast. Use some of the words in the box.

| | | | |
|-----------|------------|---------|-------------|
| be | cold | dry | earthquakes |
| east | hurricanes | ice | |
| lightning | north | rain | |
| snow | south | thunder | |
| warm | west | wet | will |
| will be | winds | | |

Tomorrow will _____ mainly _____, but there _____ some _____ in the north. There _____ be strong _____ from the south-west later in the day. It will be quite _____ in the south, but Scotland _____ cold, and in the _____ of Scotland the rain _____ turn to _____ during the afternoon.



future: going to

We often use **present verb-forms** to talk about the **future**. For example, we say that something **is going to happen**. This is common when we talk about **plans, decisions and firm intentions**, especially in an informal style.

We're going to get a new car soon.

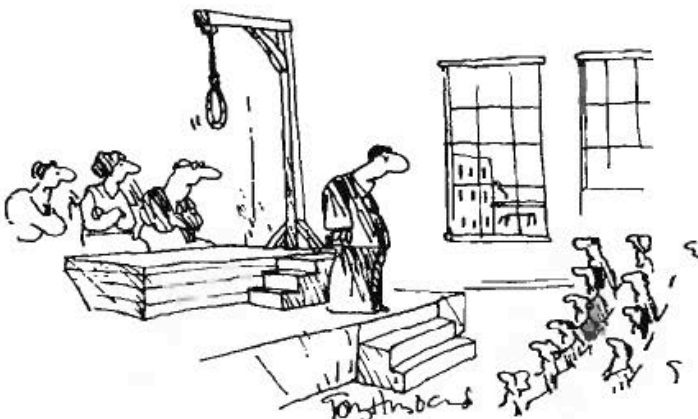
When are you going to get your hair cut?

I'm going to keep asking her out until she says 'Yes'.

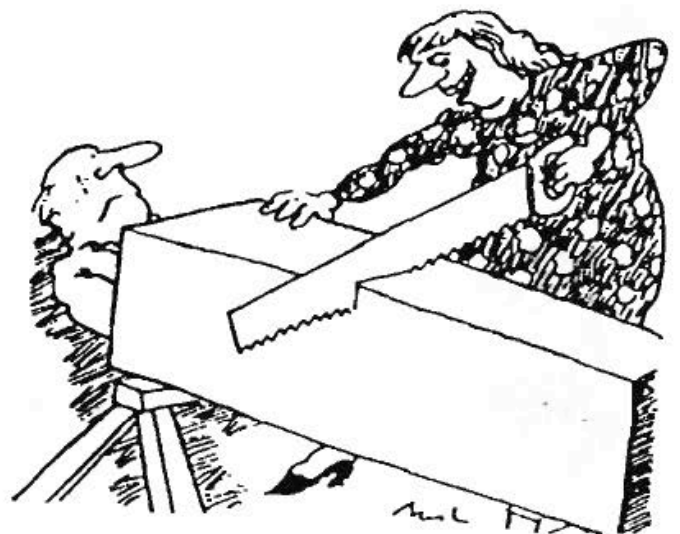
1 Here are some of the plans of various members of a family. Can you put the sentences together, using *going to*? Example:

Jane is going to study music in Vienna.

| BEGINNINGS | ENDS |
|--|-----------------------------|
| Jane / study | a professional pianist. |
| She / try to become | a year learning German. |
| But first, she / spend | as a pilot. |
| Max / do maths and science | decorate the house. |
| Then he / train | for his final exams. |
| Jennifer's eight, and she doesn't know | music in Vienna. |
| One day she says | she / be a dancer. |
| And the next she says she / | the summer learning to fly. |
| This summer, Jane / | start her own business. |
| Max / spend | stay with her aunt in |
| Their parents / spend | America. |
| Then they / | two weeks walking in |
| | Scotland. |
| | what she / do. |



'Right, children, there are going to be a few changes this term.'



'This is going to put the magic back into our marriage.'

Going to is common when we predict the future by using **present evidence** – when we can see that a future event is on the way, or starting to happen.

Look – it's going to rain. Look out – we're going to crash!

2 What is going to happen?



1



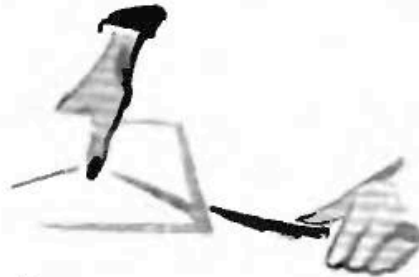
2



3



4



5



6



7



8



9



10

future: present progressive

The **present progressive** is common when we talk about future **personal arrangements** and **fixed plans**; we often give the **time, date, and/or place**.

'What **are you doing** this evening?' 'I'm **washing** my hair.'

My car's **having** a service next week.

We're **going** to Spain in June.

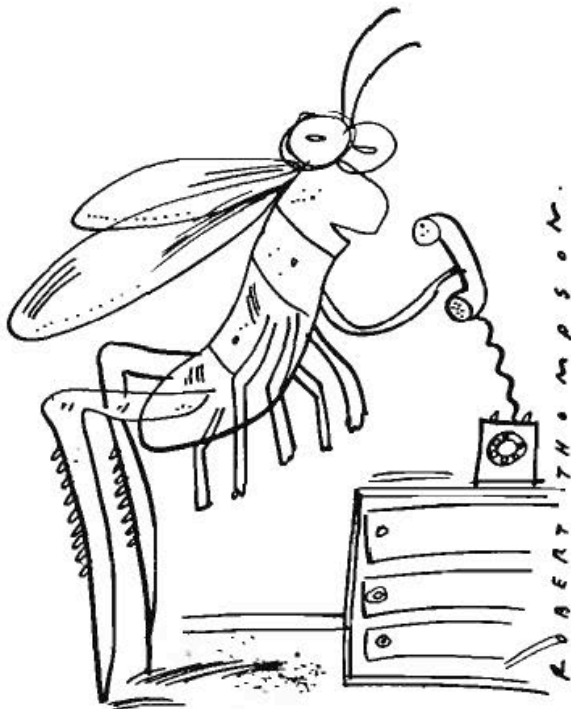
Did you know I'm **getting** a new job?

What **are we having** for dinner?

1 Look at the diary and correct the sentences.

- 1 She's playing tennis on Sunday afternoon.
- 2 She's having lunch with James at 12.30 on Tuesday.
- 3 She's flying to Rotterdam on Thursday.
- 4 She's meeting Mrs Parsons in the London office.
- 5 She's driving to the meeting with Mrs Parsons.
- 6 She's going to a funeral on Wednesday afternoon.
- 7 She's meeting the accountants at 12.00 on Monday.
- 8 She's going to the theatre on Saturday evening.
- 9 She's spending Friday at the races.
- 10 Matthew is coming to see her on Sunday morning.

2 Write some sentences about your plans for the coming week. If you can work with other students, find out about their plans.



'Hi, it's me. Listen. It's David's birthday, so a few million of us are going out for a meal. Are you interested?'

AUGUST

WEEK 34

22 Sunday

Tennis with Barbara 10am

Matthew afternoon

23 Monday

10.15 Mrs Parsons
Oxford office (9.00 train)
Accountants 4.00 pm

24 Tuesday

25 Wednesday

George's funeral 9.00

Lunch James 12.30

26 Thursday

To Amsterdam KLM 47, 8.00

Back 18.50 KLM 156

27 Friday

Theatre Royal with Polly

28 Saturday

RACES

future: comparison of structures

We can often use more than one structure to talk about the same future event. **Present forms** emphasise present ideas like **intention**, **certainty** and **plans**. We prefer **will/shall** when we are **not** emphasising **present ideas**. Compare:

*Next year **is going to be** different – I promise.* (present intention)

*Next year **will** probably be different.*

*What **are** you **doing** next year? You haven't told me your plans.*

*What **will** you **do** next year – do you know?*

We prefer **present forms** when we are talking about **future events** that have some **present reality**. Compare:

*I'm **seeing** Pete on Tuesday.* (There is an arrangement now.)

*I wonder if he'll **recognise** me.* (No present idea.)

In **predictions**, we prefer **present forms** when there is **outside evidence** for what will happen – when we can see something coming.

We prefer **will** when we are talking more about what is **inside our heads**: our beliefs, guesses, knowledge etc.

*Look out – we're **going to** crash!* (I can see it coming.)

*Don't lend him your car – he'll **crash** it.* (I know him.)

1 Which form do you feel is best?

- 1 Here's the builder's estimate. It (*will cost / is going to cost*) £7,000 to repair the roof.
- 2 I think it (*will cost / is going to cost*) about £3,000 to rebuild the garage.
- 3 Alice (*will have / is going to have*) a baby.
- 4 With a bit of luck, the baby (*will have / is going to have*) Alice's eyes.
- 5 (*I will play / I'm playing*) tennis with Stan on Sunday.
- 6 (*He'll win. / He's winning.*) He always does.
- 7 Don't tell her. (*She'll tell / She's going to tell*) everybody else.
- 8 What's happening? The train (*won't stop / isn't going to stop*)!
- 9 One day everybody (*will have / is going to have*) proper housing.
- 10 (*She'll get married / She's getting married*) on Friday at the local church.
- 11 (*It will rain / It's going to rain*) – look at those clouds.
- 12 If it gets any colder, (*it will snow / it's going to snow*).



'Separate futures, please.'

future: simple present

We sometimes use the **simple present** to talk about the future. This happens mostly when we talk about **timetables**, routines and schedules.

Next term **starts** on 6 April.

My train **leaves** at 3.17.

What time **does** the bus **arrive** in York?

Do you **have** classes next Saturday?

The simple present can also be used to give and ask for instructions.

When you get to the office you **go up** to the first floor, you **knock** on the first door on the right and you **ask** for Mrs Alstone. OK?

What **do** we **do** now?

Where **do** I pay?

In other cases we **don't** use the **simple present** in main clauses to talk about the **future**. (For subordinate clauses after conjunctions, see page 244.)

Lucy's **coming** for a drink this evening. (NOT ~~Lucy comes~~ ...)

I'll **phone** you – I promise. (NOT ~~I phone~~ you ...)

There's the doorbell. I'll **go**. (NOT ... ~~I go~~.)

1 Choose the best tense.

- 1 When (*does / will*) school start?
- 2 The plane (*arrives / will arrive*) at 10.00.
- 3 I (*write / will write*) soon.
- 4 We (*go / are going*) to Spain some time soon.
- 5 You (*go / will go*) next door for the tickets.
- 6 I (*stop / will stop*) smoking after Christmas.
- 7 How (*do / will*) I switch this on?
- 8 The exams (*are / will be*) in June.
- 9 I (*have / will have*) a lecture at 9.00 tomorrow.
- 10 The train (*won't / doesn't*) stop at Oxford.
- 11 I (*come / will come*) round after 7.00.
- 12 Where (*do / will*) I go for my interview?
- 13 I (*play / am playing*) football tomorrow.
- 14 What time (*does / will*) the concert end?
- 15 I (*post / will post*) your letters.



'– And please hurry. My credit card expires at midnight.'

future: tenses after **if** and **when**

After **if** and **when**, we normally use **present tenses** to talk about the future.

If I'm there tomorrow, I'll phone you.

When it's ready I'll give it to you.

1 Put in **if** or **when** with the present tense of a verb from the box.

| | | | | | | |
|----------|------|----------|---------|------|------|-----|
| be | come | not find | grow up | pass | rain | say |
| not want | | | | | | |

- 1 What are you going to be ____ you ____?
- 2 We won't play ____ it ____.
- 3 I'll try again ____ I ____ older.
- 4 I'll be surprised ____ she ____ the exam.
- 5 ____ you ____ your keys, you can use mine.
- 6 I'll hit you ____ you ____ that again.
- 7 Pete will take the job ____ Ann ____ it.
- 8 We'll all be happy ____ the weekend ____.



If and **when** can be followed by **will** in indirect and direct questions.

I don't know if I'll be there.

They haven't said when it'll be ready.

When will I see you again?

We can also use **will** after **if** in polite requests.

If you will just come this way ...

And we use **if ... will** to say 'if this will happen as a result'.

All right. I'll give up smoking if it will make you happy.

We can come tomorrow evening if it won't upset your plans.

▲ 2 Put in the correct verb form (present tense or will ...).

- 1 If you ____ there first, keep a seat for me. (*get*)
- 2 I'll see you again when I ____ next in London. (*be*)
- 3 I don't know when I ____ a job. (*find*)
- 4 Give her some more chocolate if it ____ her quiet. (*keep*)
- 5 I'll open the window when it ____ raining. (*stop*)
- 6 You can borrow my coat if you ____ it back. (*bring*)
- 7 If you ____ a seat, I'll see if the doctor's free. (*take*)
- 8 All right. I'll apologise if it ____ you feel better. (*make*)
- 9 Can you tell me when Mr Ellis ____ here next? (*be*)
- 10 Come back again soon if you ____ a chance. (*get*)

future progressive

| | |
|---|------------------------------------|
| ✓ | I will be working etc |
| ? | will you be working? etc |
| X | she will not be working etc |

We can use the **future progressive** to say that something will be **going on at a certain time in the future**.

*This time tomorrow I'll **be skiing**.*

*Good luck with the exam. We'll **be thinking** of you.*

The future progressive is also used for planned or expected future events.

*Professor Asher **will be giving** another lecture at the same time next week.*

*I'll **be seeing** you one of these days, I expect.*

In polite enquiries the future progressive suggests 'What have you already decided?', giving the idea that we are not trying to influence people. Compare:

Will you be staying in this evening? (just asking about plans)

Are you going to stay in this evening? (perhaps pressing for a decision)

Will you stay in this evening? (request or order)

1 Make future progressive questions to ask somebody politely:

- | | |
|--|--|
| 1 what time they are planning to get up. | 6 whether they plan to have lunch out. |
| 2 what they plan to wear. | 7 what time they intend to come back. |
| 3 how they intend to travel to work. | 8 where they are planning to sleep. |
| 4 how soon they intend to leave. | 9 how they intend to pay. |
| 5 whether they expect to take the car. | 10 when they plan to go back home. |

2 Complete the cartoon caption, using a future progressive.



'My name is Mr Collins. I (*teach*) you English literature, and I'm armed.'

future perfect

| | SIMPLE | PROGRESSIVE |
|---|-------------------------------------|--|
| ✓ | I will have worked etc | I will have been working etc |
| ? | will you have worked? etc | will you have been working? etc |
| X | she will not have worked etc | he will not have been working etc |

We can use the **future perfect** to say that something will have been **completed by a certain time in the future.**

*The builder says he'll **have finished** the roof by Saturday.*

*The car **will soon have done** 100,000 miles.*

We can use the **future perfect progressive** to say **how long** something will have continued by a certain time.

*Next Christmas I'll **have been teaching** for twenty years.*

1 Use the future perfect to put the beginnings and ends together.

| BEGINNINGS | ENDS |
|---|---|
| I (<i>not finish</i>) the report by Monday, | and we'll be able to get a smaller house. |
| In a couple of years the children (<i>leave</i>) home | and it's needed for Monday morning. |
| On our next wedding anniversary | I (<i>drive</i>) for fourteen hours non-stop. |
| When I get home tonight | I (<i>work</i>) for forty years. |
| When I retire | we (<i>be</i>) married for twenty-five years. |

2 A romantic novelist writes 300-page books. She writes ten pages a day, and takes no holidays. Use the future perfect to answer the questions.

- 1 How many pages will she have written after ten days? After a month? After a year? After ten years?
- 2 If she starts today, how soon will she have finished her first book? How many books will she have written a year from now?
- 3 How long will she have been writing when she has written 120 books?
- 4 She earns £100,000 per book. How much money will she have made altogether after her 120th book?

3 How long will you have been learning English / working / going to school / living in your present house by next summer? (Write sentences with the future perfect progressive.) If you can work with other students, ask them the same questions.

future: I am to ...

We can talk about the future by saying that something **is to happen**.
We often use this structure to talk about **official plans** and fixed **personal arrangements**.

*The President **is to visit** Scotland in September.*

*We **are to get** a wage rise.*

*I felt nervous because I **was soon to leave** home for the first time.*

1 Write sentences about President Morton's schedule. Example:

The President is to arrive at Star City at 08.00.



Schedule for Presidential Visit to Northland Monday 27.6

| | |
|-------------|---|
| 08.00 | Arrive Star City Airport. Inspect guard of honour. |
| 09.00 | Working breakfast with President Jensen. |
| 11.00–13.00 | Tour of Star City; meet mayor and civic leaders. |
| 13.00–14.00 | Lunch with Foreign Minister Svendsen and guests. |
| 14.00–16.00 | Visit inner city schools; open new eye hospital. |
| 16.00–20.00 | Meet business leaders; rest. |
| 20.00–23.00 | Attend State Dinner as guest of President and Mrs Jensen. |

You are (not) to can be used (for example by parents) to **give orders**.

*You're **to do** your homework before you watch TV.*

*She can go out, but she's **not to be** back late.*

2 Put together sentences that a parent might say to a child, using expressions from the two boxes and **You're (not) to ...** Example:

You're to clean up your room.

| | | | | |
|-------------|-------------|----------------|---------------|------------------|
| clean up | do | give chocolate | go to bed | learn how to use |
| leave dirty | leave empty | make | make your own | |
| open door | write | | | |

| | | |
|----------------------------|-----------------------|-----------------------------|
| at nine o'clock | bed | Christmas thank-you letters |
| crisp-packets lying around | hour-long phone calls | |
| piano practice | room | socks on floor |
| to strangers | washing machine | to cat |

future in the past

When we are talking about the past, we often want to say that something was still **in the future at that time**. To express this idea, we can use the **past progressive (was ...ing), was going to ..., would ... or was to**.

1 Put the beginnings and ends together.

| BEGINNINGS | ENDS |
|---|---------------------------------------|
| Carola and I hardly noticed each other that first evening. | and she still hadn't started packing. |
| He was to regret that conversation | arrived one Friday morning. |
| I was going to ring you yesterday, | but I forgot. |
| She was leaving in two hours, | for many years to come. |
| So this was the school where I would spend the next five years. | I didn't like it. |
| The letter that was to change my life | Two weeks later we would be married. |
| | : |
| | , |

▲ 2 These sentences are from C S Forester's novel *The General*, set in the First World War. Complete the sentences with expressions from the box.

would stand would make would return was going to be
was going to say was marrying were to find were to lose

- 1 The parlourmaid was in the room and her presence caused Lady Emily not to say immediately what she _____.
- 2 As the Duchess had said, the fact that Emily _____ a General was a very adequate excuse for so much ceremony at the wedding.
- 3 There was going to be no muddling in *his* Corps. Everything _____ exact, systematic, perfect.
- 4 (This was) the front line of the British trench system – in it many men _____ their lives for the barren honour of retaining that worthless ground.
- 5 There were six men bending over that map, and five of them _____ their graves at the point where the General's finger was stabbing at the map.
- 6 A vivid flash of imagination, like lightning at night, revealed the future to Curzon. He _____ to England a defeated general, one of the men who had let England down. Emily _____ by him, but he did not want her to have to do so. Emily whom he loved _____ it all the worse. He would rather die.

the two present tenses

| | SIMPLE PRESENT | PRESENT PROGRESSIVE |
|---|--|--|
| ✓ | I/you/we/they work he/she/it works | I am , you are <i>etc</i> working |
| ? | do I/you/we/they work? does he/she/it work? | am I , are you <i>etc</i> working? |
| ✗ | I/you/we/they do not work he/she/it does not work | I am not , you are not <i>etc</i> working |

You **live** in North London, don't you?
No thanks. I **don't smoke**.
Chetford Castle **stands** on a hill outside
the town.
Alice **works** for an insurance company.
What **do** frogs **eat**?
I **play** tennis every Wednesday.
The sun **rises** in the east.

My sister's **living** with me just now.
Look – Ann's **smoking** a cigar.
Why **is** that girl **standing** on the table?
Phil's **working** in Japan at the moment.
Hurry up! We're **waiting** for you.
'What **are you doing?**' 'I'm **writing** letters.'
Why **are you crying?** What's wrong?

DO IT YOURSELF

- 1 Study the above examples, and then look at the words and expressions in the box. Which of them go best with the simple present, and which go with the present progressive? Check your answer in the key.

permanent temporary habit just around now always
usually just at this moment these days but not for very long

DO IT YOURSELF

- 2 Write a rule in your own language to explain the difference between the two English present tenses. If you can work with other students who speak your language, compare your rule with theirs.



'I am standing under your foot.'

We **don't** use a **present tense** to say **how long** something has been going on.
I've known her for years. (NOT *I know her for years.*) See page 156.

3 Here are some exchanges from an interview between an American journalist and a French film star. Can you complete them with the correct tenses?

- 1 'How do you start work on a film?' 'I (*read*) the script and (*make*) notes.'
- 2 'I (*make*) notes of our interview. I hope you don't mind.' 'No, that's OK.'
- 3 'What languages (*you speak*)?' 'English, French and Spanish.'
- 4 'I'm glad we (*do*) this interview in English. My French isn't very good.'
- 5 'Who (*play*) that guitar?' 'My son, when he has time.'
- 6 'Who (*play*) the piano upstairs?' 'My sister. She's got a concert tomorrow.'
- 7 'What (*she play*)?' 'I think it's a piece by Mozart.'
- 8 '(*She play*) anything else?' 'The violin. She's very musical.'
- 9 'Your daughter's very keen on sport, isn't she?' 'She (*play*) tennis.'
- 10 'Where is she now?' 'She (*play*) tennis, as usual.'
- 11 'What's that delicious smell?' 'My husband (*cook*).'
- 12 'Is that usual?' 'Yes, normally I (*shop*) and my husband (*cook*).'
- 13 'What a lovely clock!' 'It (*not work*), I'm afraid – it's been broken for years.'
- 14 'Could I use your phone?' 'I'm afraid it (*not work*) at the moment.'

4 Choose the correct forms of the cartoon captions.



'Of course, he still has his hobby.
He (*collects / is collecting*) dust.'



'So (*how's everything going / how does everything go*)?'

Drawing by Gahan Wilson; © 1993
The New Yorker Magazine, Inc.

Repeated actions not only around the moment of speaking: **simple present**.
Repeated actions around the moment of speaking: **present progressive**.

I go to the mountains about twice a year. *Water boils at 100° Celsius.*
Why is he hitting the dog? *Jake's seeing a lot of Felicity these days.*

present tense stories etc

We often tell stories with present tenses in an informal style.

We use the **simple present** for **events** – things that happen one after another.

We use the **present progressive** for **background** – things that are already happening when the story starts, or that continue through part of the story.

*There's this Scotsman, you see, and he's **walking** through the jungle when he **meets** a gorilla. And the gorilla's **eating** a snake sandwich. So the Scotsman **goes** up to the gorilla and **says** ...*

1 Put the story in order and put in the correct forms of the verbs.

| | | | | | | | |
|-----|-------|------|-------|------|--------|------|-----|
| ask | close | go | hold | keep | notice | open | say |
| sit | start | take | throw | work | | | |

- 5 The man ____ another orange out of his bag and ____ opening the window.
- 6 'But there are no elephants in these mountains,' ____ the woman.
- 7 Suddenly the man ____ the window, ____ out the orange and ____ the window again.
- 8 'Because we ____ through the mountains. Oranges ____ the elephants away.'
- 9 A woman ____ in a railway carriage when she ____ that the man opposite her ____ an orange in his hand and looking out of the window.
- 10 'You see?' says the man. 'It ____.'
- 11 'Excuse me,' the woman ____, 'but why did you do that?'

2 You probably know a better story than this. Write it, or tell other people.

We use the **simple present** to describe events that happen **one after another** in **commentaries** and **demonstrations**.

We also use the simple present to ask for and give **instructions**.

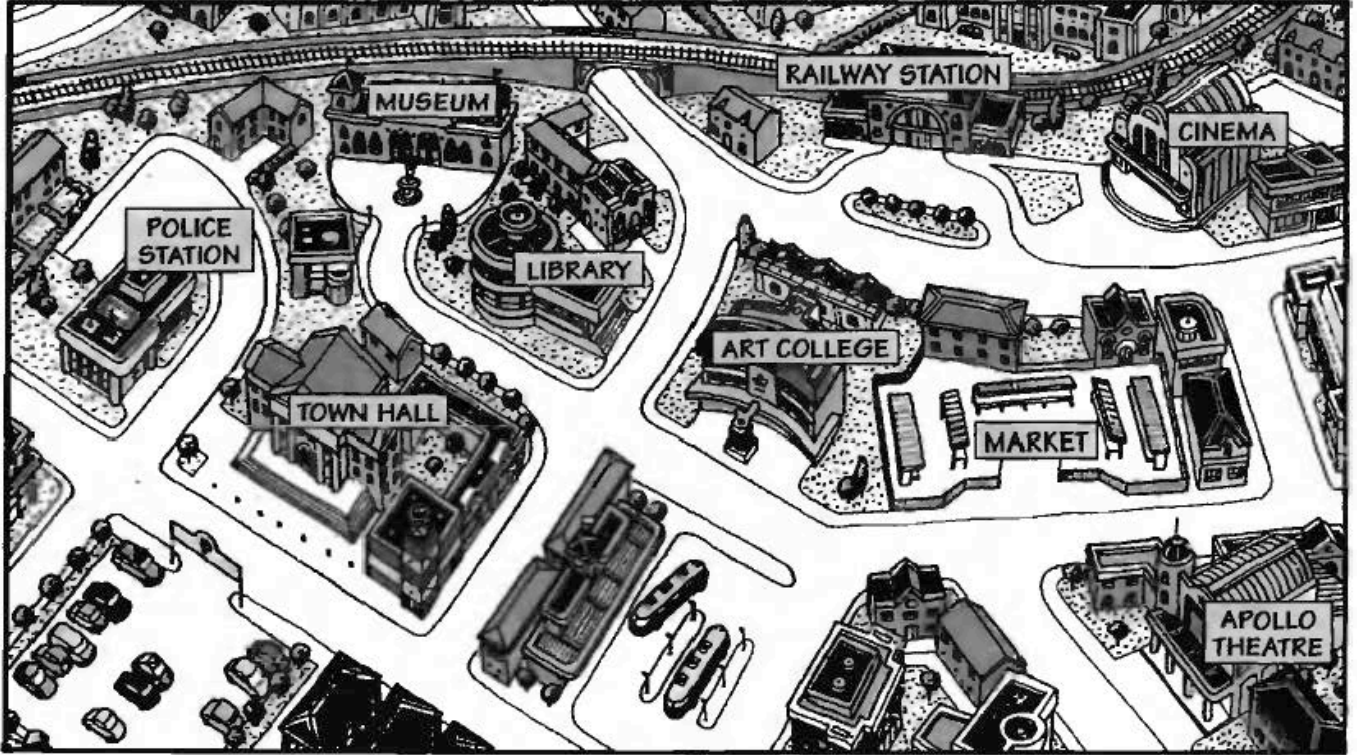
*Calvin **passes** to Peters, Peters to O'Malley, Lucas **intercepts**, Lucas to Higgins, Higgins **shoots** – and it's a goal!*

*First I **put** a lump of butter into the frying pan and **light** the gas; then while the butter's melting I **break** three eggs into a bowl ...*

*'How **do** I **get** to the station?' 'You **go** straight on for half a mile, then you **come** to a garage, you **turn** left and then you **take** the first right.'*

3 Look at the map and follow the directions. Where do you get to?

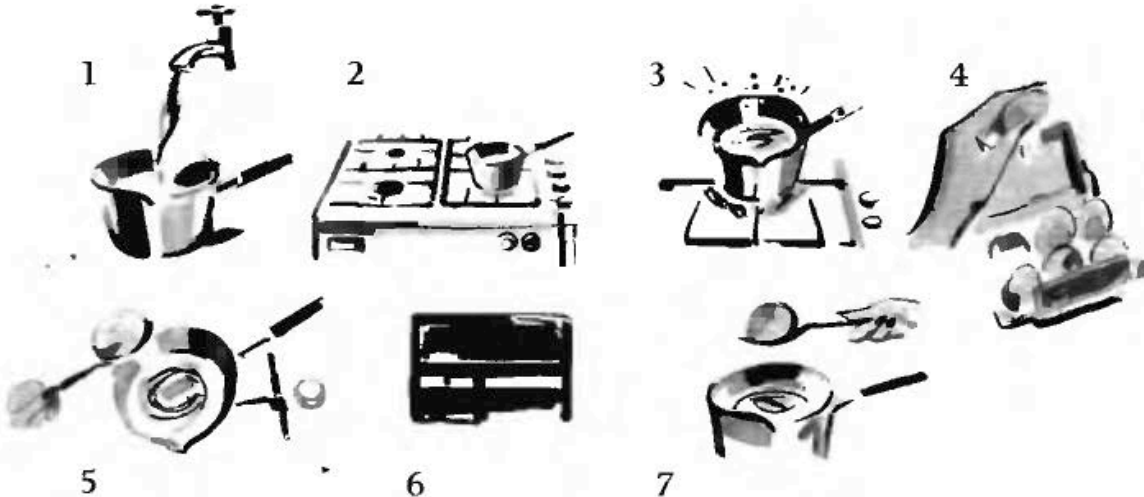
When you come out of the station you turn right. Then you take the first left and keep straight on till you come to a T-Junction. You turn right and keep straight on till you get to a crossroads, and then turn right again.



4 Write similar directions to tell somebody how to get from the station to the Apollo Theatre.

5 If you can work with other students, give them directions to another place on the map. See if they can work out where it is.

6 Look at the pictures and write the instructions for boiling an egg.



7 Write the instructions for cooking something else.

present progressive for changes

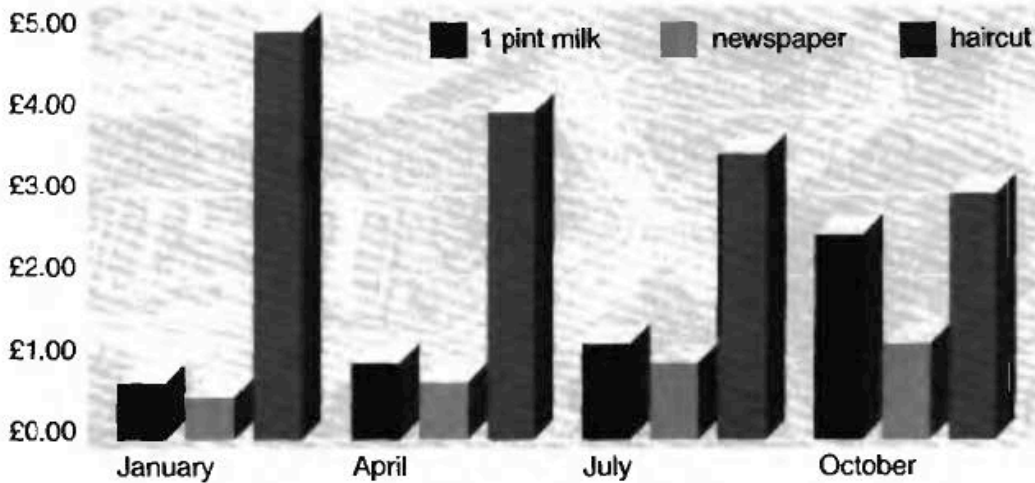
We use the **present progressive** for **changing** and **developing** situations.

The climate **is getting** warmer. (NOT *The climate gets warmer.*)

That child's **growing** bigger every day.

The universe **is expanding**, and has been since its beginning.

1 Look at the graph and say what is happening.



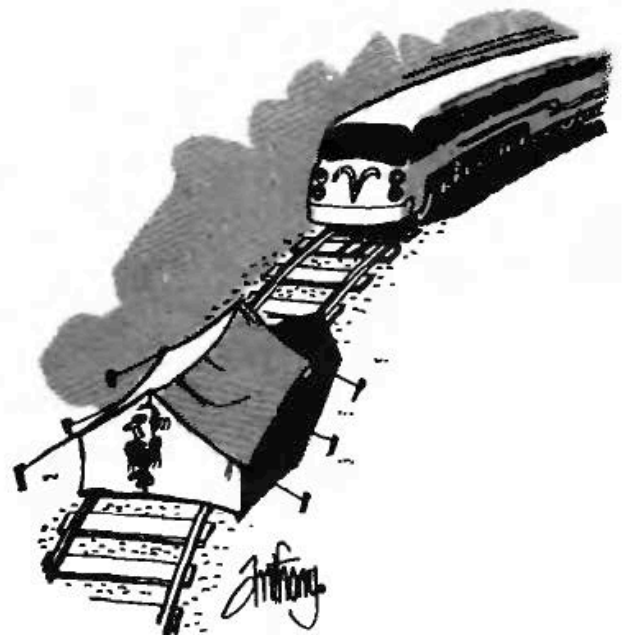
2 Say what is happening to some of the following.

| | | | |
|------------------------|--------------|-------------------------|-------------------|
| the world's population | you (age) | your English | prices |
| days (length) | pollution | roads | trains |
| cars | air travel | | |
| the world's forests | wildlife | the political situation | children |
| cities | medical care | teenagers | unemployment |
| sprinters | | | |
| men | women | older people | people's holidays |

3 Complete the cartoon captions



'Seems all right. How (your English / get on) ?'



'That funny noise (get) louder.'

simple present: spelling

DO IT YOURSELF

- 1 Look at the examples of third person singular (*he/she/it ...*) forms and answer the questions. Check your answers in the key.

catches cooks does eats enjoys fixes flies
 goes lives makes misses passes plays pushes
 reads replies says shops smokes speaks stands
 teaches thinks tries waits washes works

- 1 What is the most common way of making the third person singular?
- 2 What happens with words ending in **vowel + -y**?
- 3 What happens with words ending in **consonant + -y**?
- 4 After which consonants and groups of consonants do we add **-es**?
- 5 Which two other common words add **-es**?

- 2 Write the third person singular of these verbs.

| | | | | | | |
|---------|---------|--------|----------|-------|--------|------|
| box | brush | buy | complete | cry | defend | deny |
| destroy | excite | expect | fry | guess | look | pray |
| reach | receive | rush | spend | want | watch | |

- 3 Complete the quotations with the verbs in the box.

| | | | | | |
|------|------------|-------|--------|--------------|------|
| come | do (twice) | get | happen | hate (twice) | love |
| make | sing | start | teach | wait | wash |

- 1 He who can, _____. He who cannot, _____. *G B Shaw*
- 2 It's not that I'm afraid to die. I just don't want to be there when it _____.
Woody Allen
- 3 He's fanatically tidy. After he takes a bath, he _____ the soap.
Hugh Leonard
- 4 Opera is when a guy _____ knifed in the back and, instead of bleeding, he _____.
Ed Gardner
- 5 Never marry a man who _____ his mother; he'll end up hating you.
Jill Bennett
- 6 The brain is a wonderful organ. It _____ working the moment you get up in the morning, and it _____ not stop until you get to the office.
Robert Frost
- 7 A man who _____ whisky and _____ kids can't be all bad. *W C Fields*
- 8 The man who _____ no mistakes does not usually make anything.
E J Phelps
- 9 Everything _____ to him who _____. *Traditional*

non-progressive verbs

Some verbs are **not** normally used in **progressive forms**.

I know what you mean. (NOT *I'm knowing what you're meaning.*)
You seem worried. (NOT *You're seeming ...*)

1 These verbs aren't normally used in progressive forms. Use some or all of them to complete the sentences. More than one answer may be possible.

| | | | | | | |
|---------|------------|---------|--------|---------|----------|------|
| believe | belong | contain | forget | hate | like | love |
| matter | need | own | prefer | realise | remember | |
| suppose | understand | want | | | | |

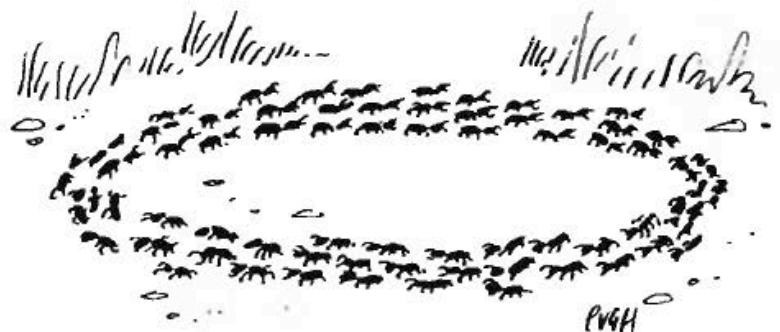
- | | |
|--------------------------------------|---------------------------------------|
| 1 This book ____ to me. | 8 I ____ how old she is. |
| 2 I ____ you're right. | 9 She ____ me and I ____ her. |
| 3 ____ you ____ this music? | 10 Money doesn't ____ to me. |
| 4 His father ____ a chain of hotels. | 11 'Beer?' 'I ____ water.' |
| 5 She says she ____ to see Fred. | 12 I ____ his face, but not his name. |
| 6 I ____ a drink of water. | 13 That bottle ____ petrol. |
| 7 I ____ you don't ____ me. | |

Some verbs have **progressive forms with one meaning** but not with another. The following do not usually have progressive forms:

have (= 'possess'); **appear** (= 'seem'); **look** (= 'seem');
see (= 'understand'); **think** (= 'have the opinion that');
feel (= 'have the opinion that').

2 Choose the correct form (simple present or present progressive).

- I (*have*) a great time.
- She (*have*) plenty of money just now.
- He (*appear*) at the Fortune Theatre next week.
- She (*appear*) to have a problem.
- Why (*you look*) at me like that?
- It (*look*) as if it's going to rain.
- I (*see*) what you're trying to say.
- I (*see*) the manager this afternoon.
- I (*think*) you're right.
- What (*you think*) about?
- I (*feel*) very tired today.
- I (*feel*) she's making a mistake.



'I think we've got a leadership problem.'

he's always borrowing money etc

If something is **always happening**, it happens **often**, but is **unplanned**.

I'm always losing my keys.

Granny's always giving us little presents.

He's always borrowing money.

Compare:

When Alice comes, I always meet her at the station. (planned meetings)

I'm always meeting Alan Forbes in the supermarket. (unplanned)

1 Here are some sentences taken from real conversations. Can you put the beginnings and ends together?

| BEGINNINGS | ENDS |
|------------------------------|--|
| Dad is always teasing me | a party in one of the houses. |
| He's always arguing | about my clothes. |
| He's always giving people | and chest problems. |
| Her best friend is always | her family. |
| dropping in | making up stories about people. |
| I hate those cartoons | new products. |
| Jamie is always having colds | or fighting. |
| My wife's always buying | she wishes she was prettier. |
| She's always criticising | small presents. |
| She's always saying | to criticise the way she lives her life. |
| Someone is always giving | where Tom is always chasing Jerry. |
| That old bitch is always | |

DO IT YOURSELF

- 2 This structure usually expresses an emotion. Which emotion is most common in the examples in Exercise 1 – interest, criticism, surprise or admiration? Check your answer in the key.
- 3 Use this structure to write sentences describing people you know who often do some of the following things (or others):

| | | |
|-----------------------------|-------------------|---------------|
| worry about nothing | lose their temper | lose things |
| complain about their health | forget things | cry |
| change their job | buy new clothes | quarrel |
| | | fall in love |
| | | talk nonsense |

revision of present tenses

1 Put in the correct tense (simple present or present progressive).

- 1 Vegetarians are people who (*don't eat / are not eating*) meat.
- 2 Look out! My husband (*comes / is coming*).
- 3 Some people still think the sun (*goes / is going*) round the earth.
- 4 I (*play / 'm playing*) tennis every weekend.
- 5 Who (*sits / 's sitting*) in my chair?
- 6 What (*happens / is happening*) in golf if you lose the ball?
- 7 An alcoholic is a person who (*drinks / is drinking*) too much and can't stop.
- 8 Look! (*She wears / She's wearing*) the same shoes as me.
- 9 'What (*are you looking / do you look*) at?' 'A strange bird.'
- 10 I (*stay / 'm staying*) with John for a few weeks until my flat's ready.
- 11 We (*usually stay / 're usually staying*) with Peggy when we go to Chicago.
- 12 Can you explain why water always (*runs / is running*) downhill?
- 13 What (*do you do / are you doing*) with my coat?
- 14 Nobody (*gets / is getting*) up early for fun.
- 15 Not many passenger planes (*fly / are flying*) faster than sound.

2 Match the questions and answers.

| | |
|-----------------------------------|-----------------------------------|
| 1 What do you do? | a Actually, that's the radio. |
| 2 What are you doing? | b French – she's from Belgium. |
| 3 Where do you work? | c I want to get this car started. |
| 4 Where are you working? | d I'm an architect. |
| 5 Does your son play the violin? | e I'm in Cardiff this week. |
| 6 Is your son playing the violin? | f In a big insurance company. |
| 7 What language does she speak? | g It sounds like Russian. |
| 8 What language is she speaking? | h Me – can I have some more? |
| 9 Who drinks champagne? | i Me, when I can afford it. |
| 10 Who's drinking champagne? | j No, the piano. |

3 Put in the correct tense (simple present or present progressive).

- 1 I (*think*) he's away.
- 2 You (*know*) what I (*mean*).
- 3 She (*always complain*).
- 4 We (*always start*) at nine.
- 5 While the butter (*melt*); you (*take*) three eggs and (*break*) them into a bowl.
- 6 I (*think*) about your father.
- 7 Scientists (*believe*) the weather (*change*).
- 8 I (*not see*) what the problem is.
- 9 Why (*you look*) at me like that?
- 10 Now I (*understand*) what she wants.

present perfect and past: news

| | SIMPLE PRESENT PERFECT | SIMPLE PAST |
|---|-----------------------------------|---------------------------------|
| ✓ | I have seen <i>etc</i> | I saw <i>etc</i> |
| ? | have I seen? <i>etc</i> | did I see? <i>etc</i> |
| X | I have not seen <i>etc</i> | I did not see <i>etc</i> |

We often **announce** a piece of news with the **present perfect**.
We can use **just** to say that something has happened **very recently**.

*A light passenger plane **has crashed** in Surrey.
Andy's **just found** a flat!*

1 Join the beginnings and ends to make pieces of news. Which sentence goes with which picture?

| BEGINNINGS | ENDS |
|---------------------------|-----------------------------|
| A parachutist has just | a baby girl. |
| Lucy has had | gone into hospital again. |
| My poor old father has | into our garden gate. |
| Polly and Simon have | just got married. |
| Some people have bought | landed on the roof. |
| Somebody has just crashed | lost £30 million this year. |
| The firm has | the cup again. |
| United have won | the house next door. |



When we give **more details**, we usually change to the **simple past**.



'I've had a terrible day at the office, dear. My secretary went home sick, we lost three major contracts and a funny little dwarf turned me into a banana.'

2 Choose the right tenses and put the sentences in pairs to make news items. Example:

A light passenger plane has crashed in Surrey. According to eyewitnesses, the aircraft hit a tree while coming in to land.

A light passenger plane (*crash*) in Surrey.

Five thousand fans (*be*) at the airport.

According to eyewitnesses, the aircraft (*hit*) a tree while coming in to land.

Ana Gomez, of Peru, (*set*) a new record for the marathon.

He (*say*) I was just the person he needed.

Novelist Maria Santiago (*marry*) actor Tony Delaney.

Peter (*just offer*) me a new job!

Police (*find*) missing schoolgirl Karen Allen.

She (*cover*) the 42 km in just over 2 hours and 16 minutes.

She (*be*) at a friend's house in Birmingham.

The World Cup team (*arrive*) home.

They (*fall*) just before reaching the summit of Mont Blanc (4,807 m).

They (*meet*) while working on the screenplay for the film *Sun in the Morning*.

They (*steal*) dustmen's uniforms and walked out through the main gate.

Three climbers (*die*) in the Alps.

Two prisoners (*escape*) from Caernarvon high security prison.

Note that we use the **simple past** to talk about the **origin** of something present.

Who **wrote** that? (NOT ~~Who has written that?~~)

Bill **gave** me this necklace. Did you **put** this here?

Whose **idea was** it to come here on holiday?

present perfect and past: time words

To talk about **finished actions**, we can use the **present perfect or the simple past**. It often depends on the **kind of time expression** that is used. We do **not** normally use the **present perfect** with expressions which refer to a **finished time**, like *yesterday, last week, three years ago, then, when*. We normally use the **present perfect** with expressions which refer to '**any time up to now**', like *ever, never, before, recently, often, already, yet*. Compare:

- I saw Kate yesterday.* (NOT ~~*I have seen*~~ *Kate yesterday.*)
 ◉ *Have you seen Rob recently?*
You were here last week, weren't you?
You've been here before, haven't you?
She studied Chinese when she was at university.
 ● *He's never studied any foreign languages.*

1 Finished or unfinished time? Put the expressions in two lists.

| | | | |
|---------------------|-------------------|---------|------------|
| a long time ago | before I was born | in 1991 | in my life |
| just after I got up | last year | lately | this year |
| when I was nine | | | today |

2 Choose the correct tense.

- I (*haven't seen / didn't see*) much of Al lately.
- 'Who is she?' 'I (*'ve never seen / never saw*) her before.'
- I (*'ve done / did*) a lot of stupid things in my life.
- She (*has left / left*) school last year.
- When (*have you got / did you get*) married?
- I'm sorry. I (*haven't finished / didn't finish*) yet.
- I (*'ve often wondered / often wondered*) what he does for a living.
- He (*has caught / caught*) the plane at eight this morning.
- I (*'ve read / read*) a lot of her books when I was at school.
- (*Have you seen / Did you see*) any good films recently?

Just now (meaning 'a moment ago') is used with the **simple past**. Compare:

She has just phoned. *She phoned just now.*

We can **think of a finished time** even without using a time expression.
We can **think of 'any time up to now'** even if we don't say so.

Did you see 'Hamlet'? (It was on TV **last night**.)

Have you seen 'Hamlet'? (= *Have you ever seen 'Hamlet'?*)

3 Put in the most suitable tense (simple past or present perfect).

- 1 You (*be*) a beautiful baby.
- 2 I (*not read*) her latest book.
- 3 (*you visit*) India?
- 4 My great-grandmother (*live*) in Glasgow.
- 5 Columbus (*not discover*) America: the Indians already (*know*) where it was.
- 6 Amazing news! Scientists (*discover*) a new planet!
- 7 Who (*give*) Shakespeare his first job?
- 8 How many times (*you be*) in love?
- 9 I (*never enjoy*) a holiday as much as this one.
- 10 '(*you hear*) the thunder?' 'No, nothing wakes me up.'

4 Complete the three questions in your own words. If you can, ask somebody else and report the answers.

Have you ever ...?

How often have you ...?

When did you last ...?

5 Complete the cartoon captions correctly.

'Oh yes! I *met* / *'ve met* your sort before.'



'When did you last *feed* / *have you last fed* that goldfish?'



present perfect: situations 'up to now'

past ■ s ■ i ■ t ■ u ■ a ■ t ■ i ■ o ■ n ■ ► present

We use the **present perfect** to talk about situations **continuing up to now**, especially when we say **how long** they have lasted.

Alex **has worked** with children **all her life**.

He went to Rome on holiday ten years ago, and he's **lived there ever since**.

She's **always wanted** to go to Australia, but she's **never had** time.

We **do not** use a **present** tense to say how long something has lasted.

I've known Joe for years. (NOT ~~I know~~ Joe for years.)

How long **have you been here** for? (= 'Since when ...?')

Compare: How long **are you here** for? (= 'Until when ...?')

1 Read the sentences and answer the questions.

- 1 'How long has Ann lived in Spain?' *Does Ann still live in Spain?*
- 2 'How long did Bill live in Italy?' *Does Bill still live in Italy?*
- 3 'Joe worked with me for two years.' *Does Joe still work with the speaker?*
- 4 'Sue has worked with me for two years.' *Does Sue still work with the speaker?*
- 5 'I've had a headache all day.' *Has the speaker got a headache?*
- 6 'I had a headache all day.' *Has the speaker got a headache?*

2 Put the bracketed expressions into the sentences and choose the correct tenses.

- 1 I (like) sport. (always) *I have always liked sport.*
- 2 I'm sorry for her. She (have) bad luck. (all her life)
- 3 I (want) to be a doctor. (until I was fifteen)
- 4 He (be) unemployed. (ever since he left school)
- 5 (you live) in this town? (How long)
- 6 I (not work) very hard. (when I was at university)
- 7 He was ill before Christmas, but he (be) fine. (since then)
- 8 I (have) trouble sleeping. (all this week)
- 9 I (have) trouble sleeping. (all last week)
- 10 I (learn) a lot. (in this job)
- 11 I (not learn) much. (in that job)
- 12 My boyfriend and I (know) each other. (for ages)
- 13 He (live) in Durban. (for a year before he got married)
- 14 I (spend) three days in hospital. (last month)

We often use the **present perfect** for actions **repeated up to now**.

Compare:

*Benjamin's **been** to Africa several times this year. ('up to now')*

*I **went** to Africa three times last year. (not 'up to now')*

*I've **climbed** a lot of mountains, but I've never been up Mont Blanc.*

*In 1861 he **climbed** most of the highest mountains in France.*

3 Complete the sentences with the present perfect or simple past.

- 1 I (*play*) a lot of tennis this year.
- 2 She (*have*) six different jobs since she left school.
- 3 He (*run*) away from school three times when he was fourteen.
- 4 How many cups of coffee (*you drink*) today?
- 5 In those days, Andrew (*come*) to stay with us most weekends.
- 6 Shakespeare (*write*) poems as well as plays.
- 7 Since my brother lost his job, he (*write*) two books.
- 8 I'm not cooking today – I (*cook*) all the meals yesterday. In fact, I (*cook*) most of the meals this week.
- 9 Would you believe I (*make*) twenty-three phone calls today?
- 10 Our team are rubbish. They (*just lose*) eight games one after the other.

4 Complete these sentences in any way you like.

- | | |
|-------------------------------------|----------------------------------|
| 1 I've always _____. | 6 I've had my _____ since _____. |
| 2 I've often _____. | 7 I've lived _____. |
| 3 I often _____ when I was a child. | 8 I've never lived _____. |
| 4 All my life I have _____. | 9 I've _____ times this year. |
| 5 I've known _____. | 10 I _____ times last year. |

5 Choose the correct version of the cartoon caption.

'I've spent / I spent twenty-five years making a name for myself and now you want me to CHANGE it?'



With most verbs, we can also use the **present perfect progressive** to talk about situations continuing up to now. For details, see pages 158–159.

*Have you **been waiting** long?*

present perfect progressive

- | | |
|---|-----------------------------|
| ✓ | I have been working etc |
| ? | have you been working? etc |
| X | he has not been working etc |

We often use the **present perfect progressive** to talk about actions **continuing up to now**, especially when we say **how long** they have lasted. We **do not** use a **present** tense to say how long something has lasted.

It has been snowing since Tuesday.

(NOT *It is snowing since Tuesday.*)

How long have you been learning English?

(NOT *... are you learning ...?*)

For the difference between the progressive and simple tenses, see page 160.

1 Complete the sentences with verbs from the box. Use the present perfect progressive. Which sentences go with the two cartoons?

| | | | | | |
|------|-------|------|--------------|------|--------------|
| cry | learn | live | play (twice) | rain | wait (twice) |
| walk | work | | | | |

- 1 It ____ all day.
- 2 I ____ English since I was six.
- 3 She ____ tennis professionally for ten years.
- 4 We ____n't ____ in this house for very long.
- 5 That man ____ up and down the street for ages..
- 6 I ____ very hard this week.
- 7 She ____ non-stop since she got his letter.
- 8 He ____ that music for hours. I wish he'd stop.
- 9 ____ you ____ long, sir?
- 10 They call me waiter, but you ____ for half an hour.



We can also use the **present perfect progressive** to talk about long or repeated actions that have finished recently, and which have **present results**.

'You look hot.' *'Yes, I've been running.'*

2 Put together the beginnings and ends of the conversations.

| BEGINNINGS | ENDS |
|---|---|
| 'Aren't you hungry?' | 'Helen's been looking at them.' |
| 'Is it true that Philip's been arrested?' | 'I've been gardening all afternoon.' |
| 'Janet seems very cheerful.' | 'I've been swimming.' |
| 'She's very dirty.' | 'I've been talking to Henry, and he just goes on and on.' |
| 'Why are my books all over the floor?' | 'No, I've been eating all day.' |
| 'Why's your hair wet?' | 'She's been cleaning the cellar.' |
| 'You all look very miserable.' | 'She's been skiing with Roger for the last week.' |
| 'You look tired.' | 'Yes, he's been stealing things from shops.' |
| 'You're very late.' | 'Yes, I've been painting the ceiling.' |
| 'Your hair's all white.' | 'Yes, we've been telling each other our life stories.' |

3 Write sentences about the pictures, to say what has been happening.



present perfect progressive or simple?

To talk about recent long actions and situations:
 the **present perfect progressive** looks at the **continuing situation itself**; the **present perfect simple** says that something is **completed, achieved**.

I've been reading your book: I'm enjoying it.
I've read your book. (= I've finished it.)

We use the **simple present perfect** to say **how often** something has happened (because of the idea of completion). Compare:

I've played tennis three times this week.
I've been playing a lot of tennis recently.

We prefer the **simple present perfect** to talk about permanent or very long-lasting situations. Compare:

He's been living in Doncaster for the last few months.
I've lived here all my life.

1 Put in the present perfect progressive or simple.

- 1 That man (*stand*) outside for hours.
- 2 The castle (*stand*) on that hill for 900 years.
- 3 Ann (*garden*) all afternoon. She (*plant*) a lot of rose bushes.
- 4 James (*go*) out every night this week.
- 5 He (*see*) a lot of Alexandra recently.
- 6 How long (*you wait*)?
- 7 I (*wait*) long enough. I'm going.
- 8 Her family (*farm*) this land since the tenth century.
- 9 She (*only farm*) for two years, but she's doing very well.
- 10 I (*learn*) German for six years.
- 11 I (*learn*) most of the irregular verbs.
- 12 My mother (*do*) all her Christmas shopping.
- 13 I (*do*) Christmas shopping all day.
- 14 I (*clean*) the car. Doesn't it look nice?
- 15 'You look tired.' 'I (*wash*) clothes all day.'

Remember that some verbs are not used in progressive forms even if the meaning is one for which a progressive form is more suitable (see page 148).

He's only known her for two days. (NOT *He's only been knowing her ...*)
How long have you had that cold? (NOT *... have you been having ...?*)

since and for

DO IT YOURSELF

- 1 Do you know the difference between *since* and *for*? Look at the examples and try to make a rule. Then check this in the key.**

*He's been here **since ten o'clock.***

*He's been here **for two hours.***

*We've had this car **since December.***

*We've had this car **for six months.***

*I've known her **since university.***

*I've known her **for a very long time.***

- 2 Complete the expressions.**

since yesterday = for 24 hours

for 200 years = since the 18th century

since 1980 = ____

for 20 years = since ____

since Tuesday = ____

for five days = ____

since six o'clock = ____

for the last two hours = ____

since my birthday = ____ the last ____ days/weeks/months

- 3 Complete the sentences with *since* or *for*.**

1 I've had this job ____ a month.

5 I've lived here ____ 1992.

2 He's known her ____ April.

6 He's been away ____ a long time.

3 She's been ill ____ years.

7 I haven't slept ____ two nights.

4 I haven't seen him ____ ages.

- 4 Write sentences about these situations with *since* and *for*.**

1 Jake runs a small business. He started doing this five years ago.

2 Andy lives in Dublin. He moved there last year.

3 Helen plays the piano. She started two years ago.

4 Rob has a Mercedes. He bought it five years ago.

5 Jan is living with Pete. This started in 1994.

6 Sammy is learning Turkish. He started four years ago.

- 5 Complete the sentences in your own words.**

1 I've had this ____ for ____.

3 I haven't ____ for ____.

2 I've known ____ since ____.

4 I haven't ____ since ____.

- 6 If you can work with other students, ask them questions beginning 'How long have ...' They should answer 'Since ...' or 'For ...'**

tenses with **since** and **for**

Sentences with **since** usually have a **perfect** tense. But **past tenses** are possible in the **time expression after since**. Compare:

- I've known her **since** 1980.*
*I've known her **since** we **were** students.*

1 Choose the right tenses.

- 1 It (*is / was / has been*) snowing since I (*have got up / got up*).
- 2 Things (*have been / were*) difficult since Carol (*has lost / lost*) her job.
- 3 Since Jake (*has taken up / took up*) the trumpet, nobody (*has / has had / had*) any peace.
- 4 He (*has been / was*) quite different since he (*has got / got*) married.
- 5 Since she (*has gone / went*) to live in France we (*haven't heard / didn't hear*) anything from her.
- 6 He (*has been / was*) strange ever since he (*has had / had*) the accident.

A **present tense** is sometimes used in the main clause to talk about **changes**.

Note also the structure **It is ... since ...**

- She **looks** quite different since her illness.*
*It's a long time **since** lunch.*

2 Put the beginnings and ends together. (Different answers are possible.)

| BEGINNINGS | ENDS |
|-------------------------|---|
| He looks much younger | since he had a job. |
| It's nearly three years | since he shaved off his beard. |
| It's only a week | since I met her, but it seems like years. |
| It's too long | since she stopped going out with Pete. |
| She's a lot happier | since we got our own flat. |
| Things are better | since we last had a proper talk. |

Sentences with **for** have a **perfect** tense when the meaning is 'time up to now', but other tenses are used with other meanings.

- I've known her **for** ages.*
*I **was** in that school **for** three years.*
*She's **staying for** another week.*
*He'll **be** in hospital **for** a month.*

present perfect and past: revision

DO IT YOURSELF

- 1 **Tenses and time expressions. Which rule is true? Check your answer in the key.**
 - 1 **Present perfect (simple or progressive)** with longer periods of time; **simple past** with shorter periods.
 - 2 **Present perfect** with expressions of finished time; **simple past** with expressions of unfinished time.
 - 3 **Present perfect** with expressions of unfinished time; **simple past** with expressions of finished time.
 - 4 **Present perfect** with repeated actions; **simple past** with actions that are not repeated.

- 2 **Put in the correct forms.**

Dear Eileen

Hope things are OK with you. The doctor (1 *come*) yesterday. He (2 *not like*) my cough. I (3 *lie*) in bed looking at the ceiling since Tuesday, and I can tell you, I'm fed up with it. I (4 *never be*) ill like this before – don't know what's happening to me. And the weather's terrible. It (5 *rain*) all day, and I can't even have a cup of tea to cheer myself up, because the milkman (6 *not come*) this morning. Don't know why – I'm sure I (7 *pay*) his bill.

Alice (8 *get*) married last week, so now all Mary's kids (9 *leave*) home. She won't know what to do with herself, will she?

Lucy Watson (10 *move*) to Doncaster. Since Fred (11 *die*) she (12 *be*) all alone. It (13 *be*) a heart attack, apparently. I'm sorry she (14 *go*) – we (15 *be*) neighbours (16 *since/for*) over thirty years, and she (17 *always be*) friendly and ready to help out.

Amy (18 *leave*). My cleaning lady, you remember? I'm glad. She (19 *not be*) much use, and I (20 *not trust*) her since she (21 *break*) all those plates and (22 *say*) it (23 *be*) the cat.

There (24 *not be*) much change in the village. Some new people (25 *take*) over the shop. They seem quite nice. Hope they're more efficient than old Joe.

No more news. Write when you've got the time.

Love

Emma

past progressive

| | |
|---|--------------------------------|
| ✓ | I was working etc |
| ? | were you working? etc |
| ✗ | she was not working etc |

What **were you doing**

-----x-----

at 1.00?

As I **was walking** down the road

-----x-----

I **saw** Bill.

We use the **past progressive** to say that something was going on **around a particular past time**.

'What **were you doing** at 1.00 last night?' 'I **was watching** TV.'
(NOT 'What **did you do**...?' 'I **watched** TV.')

We can use the **past progressive and simple past** together.

Past progressive: longer **background** action or situation.

Simple past: shorter action that **interrupted it** or happened in the middle.

As I **was walking** down the road I **saw** Bill.

The phone **rang** while I **was having** dinner.

1 Put in the correct tenses.

- At six o'clock this morning I (*have*) a wonderful dream, but then the alarm (*go*) off.
- This time yesterday I (*lie*) on the beach.
- When I walked in they (*all talk*) about babies.
- I saw Sid when I (*come*) to work this morning. He (*shop*).
- She (*meet*) her husband while she (*travel*) in Egypt.
- While I (*talk*) to Mrs Singleton somebody (*walk*) into my office and (*steal*) the computer.
- When Jake (*come*) in everybody (*stop*) talking.
- I (*look*) out of the window and (*see*) that we (*fly*) over the mountains.
- I (*wake*) up to find that water (*pour*) through the bedroom ceiling.
- He (*break*) his leg while he (*play*) football.
- I (*go*) to see how she (*be*) and found she (*cry*).
- She (*tell*) me she (*have*) a bad time with her husband.

- 2- Look at the pictures, and write sentences to say what was happening and what happened.



- 3 Complete the text with the verbs in the box (there is one verb too many). You will need five past progressives and three simple pasts.

| | | | | | | |
|------|-------|-------|------|------|-----------|-------|
| ask | come | dance | grin | hold | not dance | order |
| play | throw | | | | | |

On the dance floor half a dozen couples 1 themselves around. Most of them 2 cheek to cheek, if dancing is the word. The men wore white tuxedos and the girls wore bright eyes, ruby lips, and tennis or golf muscles. One couple 3 cheek to cheek. Mitchell's mouth was open, he 4, his face was red and shiny, and his eyes had that glazed look. Betty 5 her head as far as she could get away from him without breaking her neck. It was very obvious that she had had about all of Mr Larry Mitchell that she could take.

A Mexican waiter in a short green jacket and white pants with a green stripe down the side 6 up and I 7 a double Gibson and 8 if I could have a club sandwich. *Raymond Chandler: Playback* (adapted)

Progressive forms are used mostly for **temporary** actions and situations. For longer, more **permanent** situations we prefer the **simple past**.
Compare:

*When I walked in I found that water **was running** down the walls.
Explorers believed that the river **ran** into the Atlantic.*

We do **not** normally use the **past progressive** to talk about **past habits**, or to say **how often** something happened.

*I **played** a lot of tennis when I was younger. (NOT ~~I was playing~~ ...)
She **rang** the bell three times. (NOT ~~She was ringing~~ ...)*

Remember that some verbs are not used in progressive forms (see page 148).

*I tried the cake to see how it **tasted**. (NOT ... ~~how it was tasting~~.)*

past perfect

| | |
|---|-------------------------------------|
| ✓ | I had worked <i>etc</i> |
| ? | had you worked? <i>etc</i> |
| X | he had not worked <i>etc</i> |

DO IT YOURSELF

- 1 Look at the examples. Which of rules 1–5 gives the best explanation for the use of the past perfect? Check your answer in the key.**

*When I got to the car park I realised that I **had lost** my keys.*

*She told me she **had worked** in France and Germany.*

*He arrived late; he **hadn't realised** the roads would be so icy.*

*She was upset because Andrew **hadn't telephoned**.*

Do we use the **past perfect**:

- 1 mostly in **indirect speech**?
- 2 to show that a past action was **completed**?
- 3 when we are already talking about the past, and want to talk about an **earlier past** for a moment?
- 4 to talk about things that happened a **very long time ago**?
- 5 to say **why** something happened?

- 2 Put in the simple past or past perfect.**

- 1 I (*be*) sorry that I (*not be*) nicer to him.
- 2 Nobody (*come*) to the meeting because Angela (*forget*) to tell people about it.
- 3 I (*see*) her before somewhere – I (*know*).
- 4 Because he (*not check*) the oil for so long, the car (*break*) down.
- 5 She couldn't find the book that I (*lend*) her.
- 6 All the people we (*invite*) turned up, and some that we (*not invite*).
- 7 They (*never find*) where he (*hide*) the money.
- 8 It was a firm that I (*never hear*) of.
- 9 When she (*come*) in, we all knew where she (*be*).
- 10 The lesson (*already start*) when I (*arrive*).

3 Choose the correct tense (simple past or past perfect).

When I (1 *go*) to Paris last spring for a job interview, I (2 *not be*) there for five years. I (3 *arrive*) the evening before the interview, and (4 *spend*) a happy hour walking round thinking about the good times I (5 *have*) there as a student.

As I was strolling by the Seine, I suddenly (6 *see*) a familiar face – it was Nedjma, the woman I (7 *share*) a flat with when I was a student, and whose address I (8 *lose*) after leaving Paris. I could tell she (9 *not see*) me, so I (10 *call*) her name and she (11 *look*) up. As she (12 *turn*) towards me, I (13 *realise*) that she (14 *have*) an ugly scar on the side of her face. She (15 *see*) the shock in my eyes, and her hand (16 *go*) up to touch the scar; she (17 *explain*) that she (18 *get*) it when she was a journalist reporting on a war in Africa.

She (19 *not be*) uncomfortable telling me this; we (20 *feel*) as if the years (21 *not pass*), as if we (22 *say*) goodbye the week before. She (23 *arrive*) in Paris that morning, and she (24 *have*) a hospital appointment the next day. The doctors (25 *think*) that they could remove the scar, but she would have to stay in Paris for several months. Both of us (26 *have*) the idea at the same time: if I (27 *get*) the job, we could share a flat again. And we could start by having a coffee while we (28 *begin*) to tell one another everything that (29 *happen*) to us in the past five years.

We often use the **past perfect** after **when** and **after** to show that something was **completely finished**.

*When he **had painted** the kitchen and bathroom, he decided to have a rest.*

*After I **had finished** the report, I realised that it was too late to post it.*

4 Join the beginnings and ends to make sensible sentences.

| BEGINNINGS | ENDS |
|--|--|
| After he had tried on six pairs of shoes | he decided he liked the first ones best. |
| After Mary had done all the shopping | he started going through the cupboards downstairs. |
| When I had washed and dried the last plate | she took a short walk round the park. |
| When Mark had looked through all the drawers in his room | he went to the café in the square for a cup of coffee. |
| When he had finished eating lunch | Paul came in and offered to help. |

5 Use **when** or **after** to make one sentence for each situation.

- I wrote to my boyfriend. Then I watched television for an hour or so.
- Everybody had a chance to say what they thought. Then we took a vote.
- I posted the letter. Then I felt much better about everything.
- She stopped trying to lose weight. She looked much healthier.
- He bought presents for everyone in his family. Then he bought something for himself as well.

past perfect progressive

- | | |
|---|-------------------------------------|
| ✓ | I had been working etc |
| ? | had you been working? etc |
| ✗ | she had not been working etc |

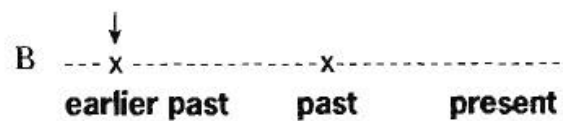
DO IT YOURSELF

- 1 Look at the examples and think about when we use the past perfect progressive instead of the (simple) past perfect.

All the roads were blocked: it **had been snowing** all night long.
 After I **had been walking** for an hour, I decided to have a rest.
 She fell ill because she **had been working** too hard.
 Mary could see that the child **had been crying** for some time.

DO IT YOURSELF

- 2 Look at these diagrams. Which one represents the (simple) past perfect, and which represents the past perfect progressive? Check your answers in the key.



- 3 Complete the text with past perfect progressives: choose verbs from the box.

| | | | |
|-------|-----|--------|------|
| drive | lie | repair | work |
|-------|-----|--------|------|

John Latton, 39, an engineer at Felton Plastics in Upton, had a lucky escape after an accident on the A34 in the early hours of the morning. Mr Latton fell asleep while driving and crashed into a pile of sand left by workers who 1 the road.

When he left Felton Plastics at

3.00 this morning, Mr Latton 2 for 72 hours without any sleep.

A passing motorist discovered the accident after the engineer 3 in his car with a broken leg for half an hour. Ambulance workers said that if Mr Latton 4 any faster his injuries might have been much worse.

4 Read the story.

On Tuesday afternoon, everyone in my family was very busy – except me. During the afternoon Helen repaired her car; John practised his karate; Kate did some gardening; Stephanie played tennis; Roger swam for half an hour; Pam went horse-riding; Philip painted the ceiling in his room light blue. I spent the afternoon sitting reading.

Now answer the questions.

1 Who had black grease on her hands at teatime? Why?

Helen, because she had been repairing her car.

2 Who had dirt on her hands and knees? Why?

3 Who was wearing a short white skirt? Why?

4 Who was wearing a white jacket and trousers and a black belt? Why?

5 Who was wearing high boots and a hard hat? Why?

6 Whose hair had light blue streaks in it? Why?

7 Whose hair was all wet? Why?

5 **In a murder investigation, some suspects were asked by police what they had been doing at eight o'clock the previous evening. They all told lies. Write sentences to explain what they told the police they had been doing, and what they had actually been doing. Example:**

Mrs Oliver said she had been reading, but ^{in fact} actually she had been watching the neighbours through binoculars.

| NAME | TOLD POLICE HAD BEEN DOING | TRUTH |
|------------|----------------------------|---|
| Mrs Oliver | reading | watching neighbours through binoculars |
| Mr Lucas | watching TV | stealing cars |
| Mrs Allen | talking on the phone | making a bomb |
| Mr Nash | washing clothes | forging £5 notes |
| Alice | playing cards | selling drugs |
| Pete | studying chemistry | fighting |
| Aunt Jane | writing letters | planning a bank robbery |
| Miss Fry | washing her hair | out dancing with her sister's boyfriend |
| Rob | painting his flat | playing roulette |

perfect tenses with **this is the first etc**

We use a **simple present perfect** tense in sentences with **this/it/that is the first/second/third/only/best/worst** etc.

*This is the first time that I've **heard** her sing.*

(NOT *This is the first time that I **hear** her sing.*)

*This is the fifth time you've **asked** me the same question.*

(NOT *This is the fifth time you **ask** ...*)

*That's the third cake you've **eaten** this morning.*

*It's one of the most interesting books I've ever **read**.*

1 Complete the sentences correctly.

- 1 This is the first time I (*see this film*).
- 2 That's the eighth time you (*sing that song*) today.
- 3 This is the only time this week I (*feel happy*).
- 4 This is the third serious mistake you (*make*) in this job.
- 5 This is the only time I (*ever see*) her cry.
- 6 That's the tenth cup of coffee you (*drink*) since breakfast.
- 7 It's the first time all the family (*be together*) since Sue's wedding.
- 8 This is the best meal I (*eat*) this year.
- 9 'Excuse me.' 'That's the first thing you (*say*) to me all day.'
- 10 These are the first clothes I (*buy*) myself since Christmas.

When we talk about the **past**, we use a **past perfect tense** in these structures.

*It was the third time he **had been** in love that year.*

(NOT *It was the third time he **was** in love ...*)

2 Read the text and make sentences beginning *It was the first time*.

Example:

It was the first time he had been away from home.

John didn't enjoy his first week in the army. He had never been away from home before; he had never worn uniform; he had never had to make his own bed; he had never cleaned his own boots; he had never fired a gun, and he hated the noise: he had never walked more than a mile.

Can you make some more examples?

past and progressive in requests etc

Past tenses can make requests, questions and suggestions **more polite**.
(They sound less direct than present tenses.)

*I **wondered** if you **were** free this evening.
How much **did** you **want** to spend, sir?*

The past modal forms **would**, **could** and **might** are often used in this way.

*I **thought** it **would** be nice to have a picnic.
Could I ask you to translate this for me?
You **might** see if the consulate can help you.*

Past progressives can make **requests** less direct, and so **more polite**.

*I **was wondering** if I might use your phone.*

In other kinds of sentence, **present progressives** can sound **casual and friendly**.

*We're **hoping** you'll come and stay with us soon.
I'm **looking** forward to hearing from you.*

▲ 1 Make these sentences less direct.

- 1 How many days do you intend to stay? (→ *past*)
- 2 I hope you can lend me £10.
(→ *past progressive and past modal*)
- 3 I wonder if you have two single rooms.
(→ *past progressive and past*)
- 4 Are you looking for anything special?
(→ *past progressive*)
- 5 Can you give me a hand? (→ *past modal*)
- 6 I look forward to seeing you again.
(→ *present progressive*)
- 7 I think I'll borrow your bike for the afternoon,
if that's OK. (→ *past progressive and past modal*)
- 8 We can ask Peter to help us. (→ *past modal*)
- 9 I wonder if I can ask you a small favour.
(→ *past progressive and past modal*)
- 10 I think it will be a good idea to invite Simon.
(→ *past and past modal*)



'Hi! I thought you'd be sick
of chocolates and flowers.'

Another way of making requests **less direct** is to use a **future** verb form.

*I'm afraid you'll **need** to fill in this form.
I'll **have** to ask you to wait a minute.*

revision of **past** and **perfect tenses**

1 Choose the right tenses (present perfect, past or past perfect; simple or progressive).

- 1 Reports are coming in that a train (*crash*) near Birmingham. According to eyewitnesses, it (*hit*) a concrete block which somebody (*put*) on the line.
- 2 Halfway to the office Paul (*turn*) round and (*go*) back home, because he (*forget*) to turn the gas off.
- 3 I (*do*) housework all day today. I (*clean*) every room in the house.
- 4 I (*lie*) in bed thinking about getting up when the doorbell (*ring*).
- 5 It wasn't surprising that she (*start*) getting toothache. She (*not go*) to the dentist for two years.
- 6 I (*play*) a lot of bridge recently.
- 7 When I (*get*) home everybody (*watch*) TV.
- 8 We (*not see*) your mother for ages.
- 9 How long (*you learn*) English?
- 10 London (*change*) a lot since we first (*come*) to live here.
- 11 'How many times (*you see*) this film?' 'This is the first time I (*see*) it.'
- 12 'Who's that?' 'I (*never see*) him before in my life.'
- 13 I hear Joe (*get*) married last summer.
- 14 I (*often wonder*) where she (*get*) her money.
- 15 (*You read*) Pam Marshall's latest book?
- 16 They (*just discover*) a new fuel – it's half the price of petrol, and much cleaner.
- 17 (*You hear*) the storm last night?
- 18 My sister (*be*) married three times.
- 19 While she (*talk*) on the phone the children (*start*) fighting and (*break*) a window.
- 20 He used to talk to us for hours about all the interesting things he (*do*) in his life.
- 21 You know, she (*stand*) looking at that picture for the last twenty minutes.
- 22 The old cross (*stand*) on top of the hill as long as anybody can remember.
- 23 I (*spend*) a lot of time travelling since I (*get*) this new job.
- 24 When I (*be*) at school we all (*study*) Latin.
- 25 After he (*finish*) breakfast he (*sit*) down to write some letters.
- 26 When I (*meet*) him he (*work*) as a waiter for a year or so.
- 27 I (*never learn*) to ski.
- 28 (*you finish*) with the bathroom yet?
- 29 We (*live*) in Scotland until I (*be*) eighteen.
- 30 She (*have*) a hard life, but she's always smiling.

2 Choose the right tenses (present perfect, past or past perfect; simple or progressive).

Going to the Pictures

That afternoon we all (1 *get*) ready to go to the pictures. We (2 *get*) a 63 bus to take us to the Elephant and Castle, because the pictures are just next door. There (3 *be*) a great big queue waiting to go in and we (4 *be*) at the very back. Soon we (5 *get*) in. The picture (6 *already start*) and it was very dark in there. We had to go down some stairs to get to our seats but instead of walking down them we (7 *fall*) down them. Soon we were in our seats. We (8 *sit*) there watching the film when something (9 *hit*) me on the head. It was an ice-cream tub. I (10 *turn*) round to see who it was and a little boy who (11 *sit*) two rows behind me said, 'I am very sorry. It wasn't meant to hit you. It was meant to hit the boy in front.'

Anonymous child

The Little Girl and the Wolf

One afternoon a big wolf (12 *wait*) in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally a little girl did come along and she (13 *carry*) a basket of food. 'Are you carrying that basket to your grandmother?' asked the wolf. The little girl said yes, she was. So the wolf (14 *ask*) her where her grandmother lived and the little girl (15 *tell*) him and he (16 *disappear*) into the wood.

When the little girl (17 *open*) the door of her grandmother's house she (18 *see*) that there was somebody in bed with a nightcap and nightgown on. She (19 *approach*) no nearer than twenty-five feet from the bed when she (20 *see*) that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look in the least like anybody's grandmother. So the little girl (21 *take*) an automatic pistol out of her basket and (22 *shoot*) the wolf dead.

Moral: It is not so easy to fool little girls nowadays as it used to be.

James Thurber: Fables for Our Time (adapted)

Rioting students battle against police

May 7 (1968). In the last two days, Paris (23 *see*) the worst street-fighting since the Liberation in 1944. Up to 30,000 students, locked out of their own campus yesterday by the Sorbonne rector, Jean Roche, (24 *fight*) the tear gas of the riot police with barricades, bricks, paving stones and Molotov cocktails.

The trouble (25 *be*) fermenting for some time. On March 20, six students (26 *be*) arrested after an anti-American demonstration; the next day, a mass sit-in at the Nanterre campus (27 *begin*). Last Friday, the police – whose alleged brutality is said to have sparked off the violence – forcibly evicted the students, who were led by Daniel Cohn-Bendit.

All day yesterday, the Latin Quarter (28 *be*) the arena for running street fights centred on the Boulevard St Germain.

Chronicle of the 20th Century



3 Complete the cartoon captions with the expressions from the box, and put in the right tenses.

another bit of metal, Maureen.
 Could you tell us, please, where we (go)?
 I (start) leaving my husband an hour ago.
 (do) this job, is it?
 this fear of heights, Mr Winthrop?
 what, exactly, (you do)?
 you (die).
 All his batteries (run) down.



A Look, Mary, I must go;



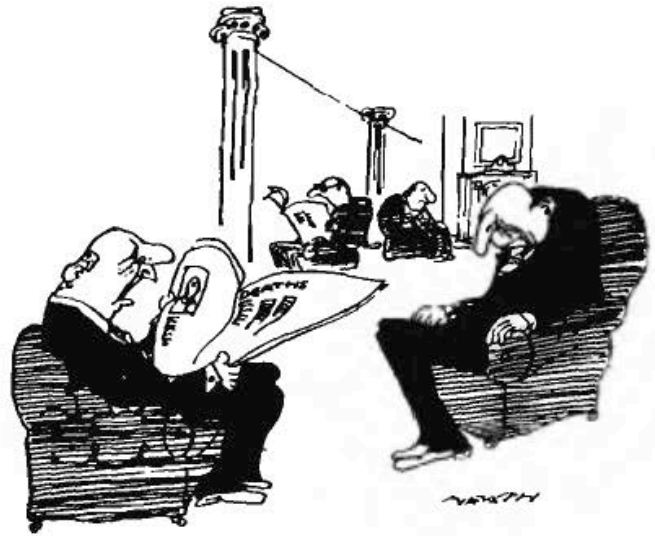
B How long (you have)



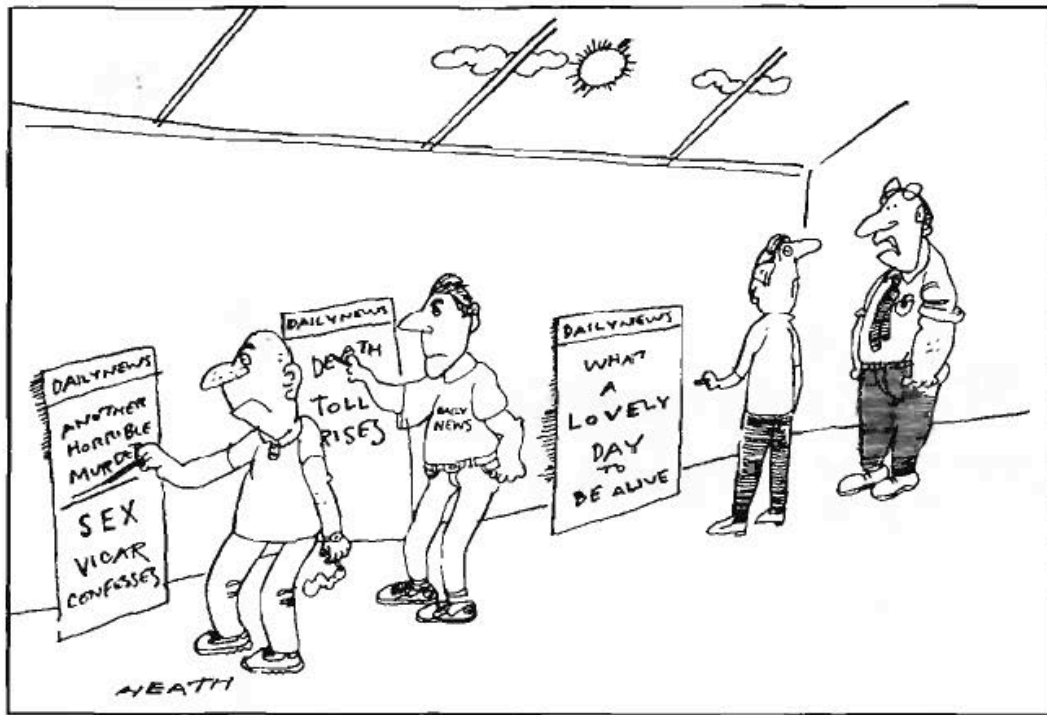
C You (book) us a holiday abroad during the summer:



D I (find)



E Good Lord, Fenton, I had no idea



F First time you



G Perhaps I could help you choose, sir -



H He has nothing to do.

passive structures

| PASSIVE TENSE | STRUCTURE | EXAMPLE |
|------------------------|------------------------------------|--|
| simple present | <i>am/are/is + past participle</i> | English is spoken here. |
| present progressive | <i>am/are/is being + pp</i> | Excuse the mess: the house is being painted . |
| simple past | <i>was/were + pp</i> | I wasn't invited , but I went. |
| past progressive | <i>was/were being + pp</i> | I felt I was being watched . |
| present perfect | <i>have/has been + pp</i> | Has Mary been told? |
| past perfect | <i>had been + pp</i> | I knew I had been forgotten . |
| will future | <i>will be + pp</i> | You'll be told soon. |
| future perfect | <i>will have been + pp</i> | Everything will have been done by Tuesday. |
| <i>going to future</i> | <i>am/are/is going to be + pp</i> | Who's going to be invited? |

Examples of passive infinitives: *(to) be told; (to) have been taken*.

Examples of passive *-ing* forms: *being told; having been taken*.

Future progressive passives (*will be being + pp*) and perfect progressive passives (e.g. *has been being + pp*) are unusual.

Two-word verbs can have passive forms (e.g. *The meeting **has been put off***).

1 Find the passive verbs in this text. What tenses are they?

IN DENMARK, 24 people were left hanging upside down when a roller coaster car made an unscheduled stop.

The passengers were stranded 60 ft in the air for 20 minutes before firemen arrived with ladders.

An official for the fairground, at Aalborg in Western Denmark, said the riders had been firmly locked in and had not been in danger.

'They were given their money back,' the official said.

The **subject** of a **passive verb** corresponds to the **object** of an **active verb**.

Passive: **Subject** This house **was built** in 1486.

Active: They **built** this house in 1486. **Object**

Passive: **Subject** German **is spoken** in Austria.

Active: Austrians **speak** German. **Object**

2 Write passive sentences.

- 1 Chinese (*speak*) in Singapore.
- 2 The Taj Mahal (*build*) around 1640.
- 3 The new hospital (*open*) next year.
- 4 She (*interview*) now.
- 5 I realised I (*follow*).
- 6 (*you invite*) to Andy's party?
- 7 He found that all his money (*steal*).
- 8 These computers (*make*) in Korea.
- 9 Passengers (*ask*) not to speak to the driver.
- 10 Sorry about the noise – the road (*mend*).
- 11 The village church (*burn down*) last year.
- 12 A Roman pavement (*just find*) under Oxford Street.

With a passive, we can use **by + noun** if we need to say who does the action.

This house was built in 1486 by Sir John Latton.

3 Make the sentences passive. Use **by ...** only if it is necessary to say who does/did the action.

- 1 Shakespeare wrote 'Hamlet'.
- 2 They have arrested her for shoplifting.
- 3 They are repairing your car now.
- 4 People in Chile speak Spanish.
- 5 Has anybody asked Peter?
- 6 My mother made this ring.
- 7 Electricity drives this car.
- 8 Somebody will tell you where to go.
- 9 A drunken motorist knocked her down.
- 10 Liverpool beat Manchester 3–0 yesterday.
- 11 The Chinese invented paper.
- 12 You need hops to make beer.
- 13 They don't sell stamps in bookshops.
- 14 The directors are still considering your application.

4 Choose the correct version of the cartoon caption.



'Bad news, Cromwell – you're replaced /
you're being replaced / you were replaced by a machine.'

reasons for using **passives**

DO IT YOURSELF

1 Rule study. Read the text and then do the rest of the exercise.

A DRIVER has been sent to jail for 90 days for driving with excess alcohol.

Graham Smith, 29, of North Street, Barton, was stopped by police officers near his home last November and was found to have drunk almost twice the legal limit for drivers, Didcot magistrates heard on Thursday.

Twelve months earlier Smith had been disqualified from driving for three years for drink-driving.

He was disqualified for twelve months in 1986 for a similar offence.

Mr Peter Jones, defending, said Smith had used the car to visit a sick friend.

He said Smith was depressed after the visit, and went to a pub and drank five or six pints before driving home.

He was caught by police during a routine speed check in Wantage Road, Barton.

The following expressions in the text have passive verbs. Would it be easy to rewrite the text with active verbs (e.g. ... sent a disqualified driver to jail; police officers stopped Graham Smith)?

A disqualified driver **has been sent** to jail
 Graham Smith ... **was stopped** by police officers
 ... **was found** to have drunk almost twice the legal limit
 Smith **had been disqualified** from driving
 He **was banned** for twelve months
 He **was caught** by police

Which two rules are best? Check your answers in the key.

- 1 We use passives when we are interested in **what happens**, not **who it happens to**.
- 2 Passives are common when we are thinking about what **is done** to the person or thing that we are interested in, not about what he/she/it **does**.
- 3 Passives can help us to go on talking about the **same thing**, in cases where an active verb would need an **unwanted new subject**.
- 4 Passives are best in a **formal** style. Actives are more **informal**.

2 Choose the best way of continuing after each sentence.

- 1 He lives in a small house. a. Somebody built it about forty years ago.
b. It was built about forty years ago.
- 2 English is worth learning. a. People speak it in a lot of countries.
b. It is spoken in a lot of countries.
- 3 He got a sports car, but he didn't like it. a. So he sold it again.
b. So it was sold again.
- 4 My nephew is an artist. a. He has just painted another picture.
b. Another picture has just been painted by him.
- 5 The new Virginia Meyer film is marvellous. a. They are showing it at our local cinema. b. It is being shown at our local cinema.

▲ 3 Choose the best sentence from each pair to build up a continuous text.

- 1 a. HOW BOOKS ARE MADE
b. HOW PEOPLE MAKE BOOKS
- 2 a. First of all, the printers print big sheets of paper.
b. First of all, big sheets of paper are printed.
- 3 a. Each sheet contains the text of a number of pages (e.g. 32).
b. The text of a number of pages (e.g. 32) is contained in each sheet.
- 4 a. People fold and cut the sheets to produce sections of the book.
b. The sheets are folded and cut to produce sections of the book.
- 5 a. These sections are called signatures.
b. We call these sections signatures.
- 6 a. The printers put all the signatures together in the correct order.
b. All the signatures are put together in the correct order.
- 7 a. Then they are bound together and their edges are trimmed.
b. Then they bind the signatures together and trim the edges.
- 8 a. Finally, the cover – which has been printed separately – is attached.
b. Finally, they attach the cover – which they have printed separately.
- 9 a. Now the publishers can publish the book.
b. Now the book can be published.

DO IT YOURSELF**4 Change these sentences as in the example. Then think about why this makes them better, and check your answers in the key.**

- 1 That she had not written to her parents for over two years surprised me.
I was surprised that she had not written to her parents ...
- 2 That nobody was prepared to take him to hospital shocked us.
- 3 That Mary wanted to tell everybody what to do annoyed me.
- 4 That George rang me up at three o'clock in the morning to tell me he was in love again didn't please me.
- 5 The fact that he looked completely different from the last time I had met him confused me. (*I was confused by ...*)

passives: verbs with two objects

Verbs with two objects (see page 183) have **two** possible **passive** structures.

ACTIVE

*They gave **the winner a prize**.*

*They gave **a prize to the winner**.*

PASSIVE

***The winner was given a prize**.*

***A prize was given to the winner**.*

We choose the structure which fits best with what comes before and after (see page 178). The structure with the **person** as subject is probably more common.

1 Change the structure.

- 1 Nothing was sent to me. *I was sent nothing.*
- 2 Papers were brought to us to sign.
- 3 A clock was given to Henry when he retired.
- 4 Stories were read to the children.
- 5 £5,000 is owed to me.
- 6 A new job has been offered to me.
- 7 French is taught to us by Mrs Lee.
- 8 A car has been lent to me for the week.
- 9 A full explanation was promised to us.
- 10 A lot of lies were told to me by the secretary.

2 Complete the text with expressions from the box.

| | | |
|----------------------------|-------------------|-----------------------|
| had been given | had been told | had never been taught |
| was given (<i>twice</i>) | was offered | was promised |
| was shown | wasn't being paid | was sent |

I'll never forget my first day at that office. I 1 to arrive at 8.30, but when I got there the whole place seemed to be empty. I didn't know what to do, because I 2 no information about the building or where I was going to work, so I just waited around until some of the secretaries began to turn up. Finally I 3 a dirty little office on the fifth floor, where I 4 a desk in a corner. Nothing happened for an hour; then I 5 some letters to type on a computer by one of the senior secretaries. This wasn't very successful, because I 6 how to use a computer. (In the letter I 7 when I 8 the job, I 9 computer training, but they'd obviously forgotten about this.) By lunchtime things hadn't got any better, and I decided that I 10 enough to put up with this nonsense, so I walked out and didn't go back.

3 Complete these sentences any way you like.

- 1 I was given _____ last Christmas / for my last birthday / _____.
- 2 I have often been given _____.
- 3 I have never been given _____.

passives: progressive, perfect etc

Further practice on some passive verb forms.

- 1 Present progressive passive. Imagine you are in a busy hotel at midday. Make sentences to say what is being done, using words from the two boxes and the present progressive passive. Example:**

Beds are being made.

| | | | | | | |
|------------|--------------|--------|--------|------|---------|-------|
| beds | bills | coffee | drinks | food | luggage | money |
| new guests | reservations | rooms | tables | | | |

| | | | | | | |
|------------|--------|-------|---------|------|-------|-----|
| bring down | change | clean | lay | make | order | pay |
| prepare | serve | take | welcome | | | |

- 2 Present perfect passive. Imagine that, rich and famous, you return to your old home town after fifty years. A lot of things are different. Make sentences, using words from the boxes and the present perfect passive. Example:**

The Café Royal has been turned into a casino.

| | | | |
|-------------|------------------|--------------|-----------------|
| Café Royal | houseboats | new car park | new schools |
| opera house | old fire station | ring road | station streets |
| town centre | statue of you | Super Cinema | your house |

| | | | | |
|--|-----------|----------------|---------|-------|
| build | modernise | put up in park | rebuild | widen |
| turn into casino / floating restaurants / museum / supermarket / theatre / pedestrian precinct | | | | |

- 3 Infinitives and -ing forms. Make some sentences beginning *I (don't) like ... ing* or *I (don't) want to ...*, using verbs from the box. Examples:**

I like being talked to. I don't want to be forgotten.

| | | | | |
|------------|------------|----------|----------------|------------|
| admire | criticise | forget | give presents | ignore |
| invite out | laugh at | like | listen to | look at |
| love | need | shout at | take seriously | talk about |
| talk to | undervalue | | | |

passives: complex structures

Note these passive structures. They are mostly rather formal.

A active object complement → passive subject complement

ACTIVE

The Queen considered **him a genius**.
 They elected **Mrs Robins President**.
 The others call **him stupid**.
 You've made **me very happy**.

PASSIVE

He was considered **a genius**.
Mrs Robins was elected **President**.
He is called **stupid** by the others.
I have been made **very happy**.

B structure with introductory *it*: *It is thought/believed etc that ...*

It is thought that the Minister will resign.
At the time, it was believed that illnesses were caused by evil spirits.
It is expected that the company will become profitable in the New Year.

C subject + passive verb + infinitive

... is thought/believed/said/asked/seen/made etc to ...

She is thought to have left home. *He is believed to be in Wales.*
They are said to be millionaires. *I was asked to help.*

Note that we use *to*-infinitives in the passive after *see*, *hear* and *make*.

He was seen to enter the bank. *I was made to tell them everything.*

D structure with *there is*: *There is thought/said etc to be ...*

There are thought to be fewer than twenty people still living in the village.
There were said to be ghosts in the house, but I never heard anything.

▲ 1 Make these sentences passive, using one of the above structures.

- 1 People think the government will fall.
- 2 We appointed Mr Evans secretary.
- 3 The villagers called her a witch.
- 4 People believed that fresh air was bad for sick people.
- 5 Some people say that there are wolves in the mountains.
- 6 Police think the man holding the hostages is heavily armed.
- 7 They say he is in an agitated state.
- 8 Everybody considered her strange.
- 9 We expect that the rate of inflation will rise.
- 10 They say he is somewhere in Germany.
- 11 Somebody saw Harris leave the plane in Ontario.
- 12 People think that she died in a plane crash.
- 13 People believed that the earth was the centre of the universe.
- 14 They think that there is oil under Windsor Castle.
- 15 They made me give them details of my bank accounts.

verbs with two objects

Many verbs can have **two objects** – one direct and one indirect.
Usually the **indirect object** refers to a **person**, and this often comes **first**.

*He gave **his wife** a camera. I wish **you** a Merry Christmas.*

If we put the **indirect object last**, we use a preposition (usually **to** or **for**).

*I passed my licence **to the policeman**.
Mother bought the ice cream **for you**, not for me.*

1 Change the structure. Examples:

*I gave my sister some flowers.
I gave some flowers to my sister.
Let me make some tea for you.
Let me make you some tea.*

- 1 Could you send me the bill?
- 2 I've bought a present for you.
- 3 Leave me some potatoes.
- 4 I lent Bill £5 yesterday.
- 5 Show Granny your picture.
- 6 Read the letter to me, will you?
- 7 She teaches adults French.
- 8 I took the report to Mrs Samuels.
- 9 Would you get me a beer?
- 10 We owe £20,000 to the bank.



'Get me the Zoo, please, Miss Winterton.'

2 Write five sentences with two objects beginning *I would like to give/send ...*, using verbs from the box.

Common verbs with two objects:

| | | | | | | | | |
|-------|------|-------|------|---------|-------|--------|------|-------|
| bring | buy | cost | get | give | leave | lend | make | offer |
| owe | pass | pay | play | promise | read | refuse | send | show |
| sing | take | teach | tell | wish | write | | | |

Explain, say, suggest and **describe** do not have the **indirect object first**.

Can you **explain the plan to us**? (NOT ~~Can you explain us~~ the plan?)

I've come to **say goodbye to you**. (NOT ...~~to say you~~ goodbye.)

I **suggested a new method** to her. (NOT ~~I suggested her~~ a new method.)

Describe your wife to me. (NOT ~~Describe me~~ your wife.)

verbs with prepositions and particles

PREPOSITIONS:

after at during for from into of out of to
with without

(ADVERB) PARTICLES:

ahead aside away back forward home out

BOTH PREPOSITIONS AND PARTICLES:

about across along (a)round before behind by
down in inside near off on outside over
past through under up

English has many **two-word verbs**, made up of a **verb** and a **small word** like **at, in, on, up**. Two-word verbs are very common in an informal style.

▲ 1 Match the two-word verbs and the more formal one-word verbs.

Example:

look for – seek

| | | | | |
|------------|----------|---------|-----------|------------|
| blow up | break up | get up | give up | go away |
| go into | look for | put off | send back | talk about |
| think over | turn up | | | |

| | | | | |
|---------|---------|----------|----------|--------------|
| abandon | arrive | consider | discuss | disintegrate |
| enter | explode | leave | postpone | return |
| | | | | rise |
| | | | | seek |

The small word in a two-word verb may be a **preposition** or an **adverb particle**. (A good dictionary will tell you which.) There are some differences.

VERB + PREPOSITION

Look at this.

Don't **sit on** that chair.

She **climbed up** the ladder.

I **fell in** the river.

He **got off** the bus.

VERB + ADVERB PARTICLE

Look out!

Sit down.

She **cut** the wood **up** / **cut up** the wood.

I **filled** the form **in**. / I **filled in** the form.

Switch the light **off**. / **Switch off** the light.

DO IT YOURSELF**2 Which three rules are correct? Check your answers in the key.**

- 1 Verbs with prepositions are normally followed by objects.
- 2 Some verbs with prepositions don't have objects.
- 3 Verbs with adverb particles are normally followed by objects.
- 4 Some verbs with adverb particles don't have objects.
- 5 Prepositions can come just after their objects.
- 6 Adverb particles can come just after their objects.

An adverb particle must go after a pronoun object.

*She cut **it up**.* (NOT *She cut ~~up it~~.*) *Switch **it off**.* (NOT *Switch ~~off it~~.*)

Compare the word order with a preposition and a pronoun object.

*She climbed **up it**.* (NOT *She climbed ~~it up~~.*) *He got **off it**.*

▲ 3 Change the object to a pronoun; change the word order if necessary. Examples:

Sit on the wall. → *Sit on it.*

Switch on the light. → *Switch it on.*

- | | |
|--|---|
| 1 We talked about the accident. (<i>preposition</i>) | 6 She put the dress on. (<i>adv. part.</i>) |
| 2 I put off the meeting. (<i>adverb particle</i>) | 7 I'm looking for my bag. (<i>prep.</i>) |
| 3 Could you look after the children? (<i>prep.</i>) | 8 I wrote down the address. (<i>adv. part.</i>) |
| 4 We broke off our relationship. (<i>adv. part.</i>) | 9 I sent the steak back. (<i>adv. part.</i>) |
| 5 Can you clean up the kitchen? (<i>adv. part.</i>) | 10 I stood on the table. (<i>prep.</i>) |

▲ 4 Look at the adverb particles in the following sentences, and choose the best meaning from the box for each one.

| | | | | | |
|----------|-------------------|---------|-------------|--------|---------|
| away | further | higher | into pieces | louder | quieter |
| on paper | to various people | working | not working | | |

- | | |
|------------------------------|----------------------------------|
| 1 He drove off. | 6 I've sent out the invitations. |
| 2 Write it down. | 7 Go on. |
| 3 The heater's off. | 8 Prices are going up. |
| 4 Turn the radio down. | 9 Is the printer on? |
| 5 Can you cut up the onions? | 10 Who turned the music up? |

Note the position of prepositions and particles in passive sentences: after the main verb. (See also page 292.)

*Their wedding has been **put off**.*

*All the lights were **switched on**.*

*She likes to be **looked at**.*

*He's already been **spoken to**.*

Some verbs have both prepositions and particles: e.g. *get on with*, *look out for*.

structures with **get**

Get has different meanings in different structures.

Where can I **get some stamps**?

It's **getting late**.

What time do you usually **get up**?

She **got a letter** from her mother.

The problem is **getting worse**.

It takes me an hour to **get to work**.

DO IT YOURSELF

- 1 Look at the examples above, and decide which structure goes with which meaning. Check your answer in the key.**

| STRUCTURES | MEANINGS |
|--|---------------------------------|
| <i>get</i> + direct object | move, change position |
| <i>get</i> + adjective | receive, obtain, fetch, buy ... |
| <i>get</i> + adverb particle / preposition | become |

- 2 Can you match the expressions with *get* and their more formal equivalents? Example:**

get older – *age*

| | | | | |
|------------|------------|------------|-------------|-----------|
| get across | get better | get bigger | get off | get older |
| get on | get out of | get over | get smaller | get to |
| | | | | get up |

| | |
|--------------------------|---------------------------------------|
| age | alight from, leave (public transport) |
| board (public transport) | cross |
| improve | increase, grow |
| rise (from bed) | leave |
| | reach |
| | recover from |
| | decrease, shrink |

- 3 Complete the sentences using expressions with *get*.**

- My English is _____ing_____.
- Ann _____ her car and drove away.
- _____ the bus opposite the cinema, and _____ at the second stop.
- What are you doing in my room? _____!
- If you go out in the rain without a coat, you'll _____.
- If you don't put on a sweater, you'll _____.
- I don't want to _____; I'm going to die young.
- If I don't have breakfast, I _____ really _____ about eleven o'clock.
- I'm _____ing_____. I think I'll go to bed.
- It _____ very early in winter.

Get is often used with a **past participle**.

Common expressions:

get dressed *get changed* *get lost* *get married*
get divorced *get broken* *get drowned*

This structure can be similar to a passive verb.

Joe got arrested for drunken driving last week. (= ... was arrested ...)

They had a dog, but it got run over.

We never get invited anywhere.

4 Put together the beginnings and ends, using a structure with *get* + past participle. Example:

'Ann and Bill are getting divorced.' *'But they've only been married a year.'*

| BEGINNINGS | ENDS |
|---|---|
| 'Ann and Bill are (<i>divorce</i>).' | 'But they've only been married a year.' |
| 'Shall we go swimming?' | 'Eight o'clock.' |
| 'What time do the animals (<i>feed</i>)?' | 'OK. I'll just go and (<i>change</i>).' |
| Every time he goes walking in the country | and go to bed. |
| His glasses (<i>break</i>) | but we (<i>cut off</i>). |
| I was talking to her on the phone | he (<i>lose</i>). |
| I'm going to (<i>undress</i>) | in the fight. |
| If you leave your bag there. | it'll (<i>steal</i>). |
| That child takes an hour | next April. |
| They're going to (<i>marry</i>) | to (<i>dress</i>) in the morning. |

We can often add a direct object to structures with *get*. Compare:

Get out of here!

I can't get warm.

You'd better get dressed.

Get him out of here!

I can't get my feet warm.

You'd better get that child dressed.



'I still say she's too young to get married.'

infinitives

There are **simple, progressive, perfect** and **passive** infinitives, with and without *to* (see page 190).

| | | |
|--------------|---|--|
| SIMPLE: | <i>I want to see the manager.</i> | <i>It may rain.</i> |
| PROGRESSIVE: | <i>It's nice to be sitting here.</i> | <i>You must be joking.</i> |
| PERFECT: | <i>I'm glad to have seen her.</i> | <i>She could have told us.</i> |
| PASSIVE: | <i>She likes to be liked.</i> | <i>It will be posted today.</i> |

There are also perfect progressive and perfect passive infinitives.

| | |
|----------------------|---|
| PERFECT PROGRESSIVE: | <i>I'd like to have been sitting there when she walked in.</i> |
| PERFECT PASSIVE: | <i>You could have been killed.</i> |

Negative infinitives are made with **not (to)**.

*Try **not to be** late. (NOT ~~Try to don't be~~ late.)*

*I'm sorry **not to have phoned**.*

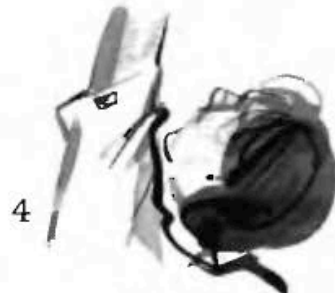
*You should **not worry**.*

1 Put in the right kind of infinitive.

- 1 I ought (*work*) right now.
- 2 Your watch will (*repair*) by Tuesday.
- 3 I'd like (*go*) home early today.
- 4 I'd like (*see*) her face when she opened the letter.
- 5 She must (*have*) a shower – I can hear the water running.
- 6 It's important (*listen*) to people.
- 7 She hopes (*choose*) for the national team.
- 8 Try (*not be*) back late.
- 9 You should (*tell*) me you were ill.
- 10 He doesn't like (*interrupt*) while he's working.

2 Say what you think the woman in the pictures is doing. Begin *She could/may/must be ...ing* or *She seems to be ...ing*. Example:

1 *She may be cycling.*



perfect infinitives (to have gone etc)

Perfect infinitives have the same kind of meaning as **perfect or past tenses**.

*I'm glad **to have left** school. (= ... that **I have left** school.)*

*She was sorry **not to have seen** Bill. (= ... that **she had not seen** Bill.)*

*We hope **to have finished** the job soon. (= ... that **we will have finished** ...)*

*I seem **to have annoyed** Anne yesterday. (= It seems that **I annoyed** ...)*

1 Rewrite these sentences using perfect infinitives.

- 1 I'm glad I've met you.
- 2 I was sorry I had disturbed him.
- 3 I expect I'll have passed all my exams by June.
- 4 It seems that you made a mistake. (*You seem ...*)
- 5 I'm happy that I've had a chance to talk to you.
- 6 I was disappointed that I had missed the party.
- 7 It seems that she's got lost.
- 8 She was pleased that she had found the house.

With **was/were**, **would like** and **meant**, **perfect infinitives** often refer to **unreal situations** that are the opposite of what really happened.

*He **was to have gone** to art college but he fell ill. (He didn't go.)*

*I **d like to have been sitting** there when she walked in. (I wasn't there.)*

*I **meant to have telephoned** but I forgot.*

2 Rewrite the sentences as shown.

- 1 She didn't marry a friend of her parents. (*was to*)
She was to have married a friend of her parents.
- 2 I didn't see his face when he realised what had happened. (*would like to*)
- 3 He didn't finish all his work by three o'clock. (*mean*)
- 4 We didn't spend a week skiing. (*were to*)
- 5 It wasn't the happiest week of my life. (*was to*)
- 6 She didn't say goodbye to everybody before she left. (*mean*)
- 7 I didn't live in the seventeenth century. (*would like*)
- 8 He didn't play in the Cup Final. (*was to*)

For perfect infinitives after modals (e.g. *should have gone*), see page 122.

infinitive with and without to

We use the **infinitive without to** after the **modal verbs** *can, could, may, might, must, shall, should, will* and *would*, and after *had better* and *needn't*.

Could you help me? (NOT ~~Could you to help me?~~)

You **should try** to forget about it.

'**Can I give you a lift?**' 'No, thanks, I'd rather **walk**.'

She'd **better go** home now.

You **needn't worry**.

Note also the structure with *Why (not) ...?*

Why worry?

Why not give him socks for Christmas?

In most other cases, we use the infinitive with *to*.

I want to have a rest. (NOT ~~I want have a rest.~~)

It's **necessary to plan** carefully. (NOT ~~It's necessary plan carefully.~~)

The infinitive with *to* is used after the modal verb *ought*.

We **ought to see** if Pat's OK.

1 Change the sentences as shown.

- 1 I couldn't understand the timetable. (*wasn't able*)
I wasn't able to understand the timetable.
- 2 It's important to eat enough. (*You should*)
- 3 I'd like to go sailing this summer. (*I might*)
- 4 She will probably get married in June. (*She expects*)
- 5 I said I would help her. (*I agreed*)
- 6 It's necessary to make careful plans. (*We must*)
- 7 Perhaps he's ill. (*He seems*)
- 8 I want to change my job. (*I wish I could*)
- 9 I may come and see you next week. (*I hope*)
- 10 You don't need to apologise. (*You needn't*)
- 11 They will open a new branch in North London. (*They have decided*)
- 12 I will certainly pay you on Saturday. (*I promise*)
- 13 I couldn't find the ticket office. (*I didn't manage*)
- 14 I prefer to go by myself. (*I would rather*)
- 15 She said she wouldn't see him again. (*She refused*)
- 16 I can play chess. (*I've learnt*)

I don't want to etc

We can use **to** for the infinitive of a **repeated verb**, if the meaning is clear.

'Are you moving?' 'We hope **to**.' (= ... 'We hope **to move**.')

'Come and dance.' 'I don't want **to**.'

I don't play tennis, but I used **to**.

'You made Ann cry.' 'I didn't mean **to**.'

1 Put the beginnings and ends together.

| BEGINNINGS | ENDS |
|--|--|
| 'Ann really upset Granny.' | but we can't afford to. |
| 'Are you enjoying your new job?' | 'He seems to.' |
| 'Can I see you home?' | 'I don't really want to – it's too cold.' |
| 'Can you mend this by Tuesday?' | 'I intend to. They can't go on keeping the whole street awake every night.' |
| 'Did you get my coat from the cleaner's?' | 'I'd like to, but I'm working late.' |
| 'Do you collect stamps?' | 'I'll try to, but I can't promise.' |
| 'Do you think he knows what he's doing?' | 'I'm sure she didn't mean to.' |
| 'Do you want to come out with us tonight?' | 'If you'd like to.' |
| 'Does she think she'll win?' | 'No, but I used to.' |
| 'How would you and Sue like to spend the weekend with us?' | 'Sorry, I forgot to.' |
| 'I think you ought to see the police about the people next door.' | 'We don't need to – there's always plenty of room.' |
| 'Shall we go swimming?' | 'We'd love to.' |
| 'Should we book seats in advance?' | 'Well, I'm starting to.' |
| We'd like to move to a bigger house, | 'Yes, she expects to.' |

We cannot usually drop **to**.

'Come and have a drink.' 'I'd **like to**.' (NOT '~~I'd like~~')

But we can drop **to** in the expressions *if you like/want, when you like/want* and *as you like*.

'Can I help?' '**If you like**.' We'll stop **when you want**.



Handwritten signature
'I can say we live in a fascist state if
I want to. It's a free country.'