

Grammar reference

Unit 1

➔ 1.1 The tense system

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

Auxiliary verbs

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

be

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

You're lying. (present)
They were reading. (past)
I've been swimming. (Present Perfect)
We'll be having dinner at eight o'clock. (future)
You must be joking! (infinitive)

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

These books are printed in China. (present)
Where were you born? (past)
My phone's been stolen. (Present Perfect)
The city had been destroyed. (Past Perfect)
This work should be done soon. (infinitive)

do

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

She doesn't understand.
When did they arrive?

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

I'm not interested in sport, but I do like tennis.
'If only she had a car!' 'She does have a car!'

have

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

Have you ever tried sushi? (present)
My car had broken down before. (past)
I'll have finished soon. (future)

have and have got

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

Do you have		any brothers or sisters?
Have you got		
Yes, I do. I have		two brothers.
I have. I've got		

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

Do you have to		go now?
Have you got to		
Yes, I do. I have to		catch the bus.
I have. I've got to		

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

I had my first car when I was 19.
I've had this car for two years.
I'll have a strawberry ice cream, please.
I'd had three cars by the time I was 20.
I'd like to have a dog.
He loves having a sports car.

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

<i>have breakfast</i>	<i>have a bath</i>
<i>have a party</i>	<i>have a good time</i>

- 5 *Have got* is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable. *Have* with the *do/does* forms is more common in American English.

Other uses of auxiliary verbs

- 1 In question tags.

It's cold today, isn't it?
You don't know Amelia, do you?
You haven't been to Peru, have you?

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

'Are you hungry?' 'No, I'm not.'
'Do you like jazz?' 'Yes, I do.'
'Did you have a nice meal?' 'Yes, we did.'
'Has she seen the mess?' 'No, she hasn't.'

- 3 In reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested.

'The restaurant was awful.' 'Was it? What a pity.'
'I love hamburgers.' 'Do you? I hate them.'

Modal auxiliary verbs

Modal auxiliary verbs are dealt with in Units 7 and 10.

Full verbs

Full verbs are all the other verbs in the language.

The verbs *be*, *do*, and *have* can also be used as full verbs with their own meanings.

Have you been to school today?
I want to be an engineer.
I do a lot of business in Russia.
The holiday did us a lot of good.
They're having a row.
Have you had enough to eat?

➔ 1.2 English tense usage

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

Time

- 1 The time referred to is usually obvious from the context.

English people drink tea. (all time)
Shh! I'm watching this programme! (now)
I'll see you later. (future)
I went out with Jenny last night. (past)

- 2 Sometimes a present tense form can refer to the future.

I'm meeting Jo later. (Present Continuous for near future)
 The train **leaves** at 10.00 tomorrow. (Present Simple for a timetable)
 If you **see** Peter, say hello from me. (Present Simple in a subordinate clause)

- 3 Sometimes a past tense form can refer to the present.

*I wish I **could** help you, but I can't.*

This use of unreal tense usage is dealt with in Unit 11.

The simple aspect

- 1 The simple aspect describes an action or fact that is seen to be permanent, often an action or event that happens repeatedly and consistently.

*The sun **rises** in the east. (= repeated)*
When I've read the book, I'll lend it to you. (= complete)
*She **has** red hair. (= permanent)*
*He always **wore** a suit. (= a habit)*
*It **rained** every day of our holiday. (= the whole two weeks)*

- 2 Remember the verbs that rarely use the continuous aspect. This is because they express states that are seen to be permanent.

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

- 3 The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to 'things done'.

*She's **written** three letters this morning.*
*I **drink** ten cups of tea a day.*
*He **read** five books while he was on holiday.*

Simple tenses are dealt with further in Units 2, 3, and 5.

The continuous aspect

- 1 The continuous aspect expresses the ongoing nature of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.

*I'm **staying** with friends until I find a flat. (= temporary)*
*What **are** you **doing** on your hands and knees? (= in progress)*
*I've **been learning** English for years. (And I still am.)*
*Don't phone at 8.00. We'll **be eating**. (= in progress)*

- 2 Because the activity is seen in progress, it can be interrupted.

*We **were walking** across a field when we were attacked by a bull.*

- 3 The activity may not be complete.

*I **was writing** a report on the flight home. (I didn't finish it.)*
*He **was drowning**, but we saved him. (He didn't die.)*
*Who's **been drinking** my beer? (There's some left.)*

- 4 The action of some verbs always lasts a long time, for example, *live*, and *work*. The continuous gives these actions limited duration and makes them temporary.

*Hans **is living** in London while he's **learning** English.*
*I'm **working** as a waiter until I go to university.*

- 5 The action of some other verbs lasts a short time, for example, *lose*, *break*, *cut*, *hit*, *crash*. They are often found in the simple.

*I **lost** all my money. I've **crashed** your car. Sorry.*
*She's **cut** her finger. He **hit** me.*

In the continuous, the action seems longer or habitual.

*I've **been cutting** the grass. (= for hours)*
*He **was hitting** me. (= again and again)*

Note

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

The perfect aspect

The perfect aspect expresses two ideas.

- 1 The action is completed before another time.

***Have** you ever **been** to America? (= some time before now)*
*When I arrived, Peter **had left**. (= some time before I arrived)*
*I'll **have finished** the report by 10.00. (= some time before then)*

- 2 The exact time of the verb action is not important. The perfect aspect refers to indefinite time.

***Have** you **seen** my wallet anywhere? I've lost it. (= before now)*
*I've **travelled** a lot. (= in my life)*

The exception to this is the Past Perfect, which can refer to definite time.

*I recognized him immediately. I **had met** him in 1992 at university.*

Perfect tenses are dealt with further in Units 2, 3, and 5.

Active and passive

- 1 Passive sentences move the focus of attention from the subject of an active sentence to the object.

***Shakespeare** wrote Hamlet in 1599.*
***Hamlet** was written in 1599.*

- 2 In most cases, *by* and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.

*Kedgeree **is made** with rice and fish.*
*This house **was built** in the 17th century.*

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

***You** can buy anything in Harrods.*
***They're** building a new airport soon.*

- 4 Many past participles are used like adjectives.

*I'm very **impressed** by your work.*
*You must be **disappointed** with your exam results.*

Passive sentences are dealt with further in Unit 3.

Unit 2

2.1 Introduction to the Present Perfect

- 1 Like many languages, English has a past tense to refer to past time, and a present tense to refer to present time. But it also has the Present Perfect, which relates past actions to the present.
- 2 The use of the Past Simple roots an action in the past, with no explicit connection to the present. When we come across a verb in the Past Simple, we want to know *When?*
- 3 The use of the Present Perfect always has a link with the present. When we come across a verb in the Present Perfect, we want to know how this affects the situation now.

4 Compare these sentences.

*I **lived** in Rome.* (But not any more.)
*I **ve lived** in Rome, Paris, and New York.* (I know all these cities now.)
*I **ve been living** in New York for ten years.* (And I'm living there now.)
*She's **been married** three times.* (She's still alive.)
*She **was married** three times.* (She's dead.)
***Did** you **see** the Renoir exhibition?* (It's finished now.)
***Have** you **seen** the Renoir exhibition?* (It's still on.)
*It **snowed** yesterday.* (= past time)
*It's **been snowing**.* (There's snow still on the ground.)

2.2 Present Perfect Simple and Continuous

Present Perfect Simple and Continuous have three main uses.

1 Unfinished past

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

*We **ve lived** in this house for 20 years.*
*I **ve been** a teacher for five years.*
*I **ve been working** at the same school all that time.*

Notes

- There is sometimes little or no difference between the simple and the continuous.

*I **ve played** tennis since I was a kid.*
*I **ve been playing** tennis since I was a kid.*

- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.

*I **ve been living** with a host family for six weeks.*
*The family **have lived** in this castle for centuries.*

- Certain verbs always suggest duration, e.g. *wait, rain, snow, learn, sit, lie, play, stay*. They are often found in the continuous.

*It's **been raining** all day.*
*She's **been sitting** reading for hours.*

- Remember that state verbs rarely take the continuous.

*I **ve known** Joan for years.* ~~**I've been knowing*~~
*How long **have** you **had** that car?* ~~**have you been having*~~

2 Present result

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

*You **ve changed**. What **have** you **done** to yourself?*
*I **ve lost** some weight.*
*I **ve been doing** a lot of exercise.*

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

Notes

- Certain verbs always suggest a short action, e.g. *start, find, lose, begin, stop, break, die, decide, cut*. They are more often found in the simple.

*I **ve broken** a tooth.*
*I **ve cut** my finger.*

In the continuous, these verbs suggest a repeated activity.

*I **ve been cutting** wood.*
*You **ve been losing** everything lately. What's the matter with you?*

- The use of the simple suggests a completed action.

*I **ve painted** the bathroom.*

The use of the continuous suggests a possibly incomplete action.

*I'm tired because I **ve been working**.* (Finished? Not finished?)
*Someone's **been eating** my chocolates.* (There are some left.)

- The continuous can be used to describe an activity without further details.

*'Why are you wet?' 'I **ve been swimming**.'*
*'Why are you out of breath?' 'I **ve been running**.'*

The simple sounds quite wrong in this use.

~~**I've swum.*~~ ~~**I've run.*~~

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

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

3 Indefinite past

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

***Have** you ever **eaten** crocodile meat?*
*She's never **been** abroad.*
***Have** you ever **been flying** in a plane when it's hit turbulence?*

Note

- Notice these two sentences.

*She's **been** to Spain.* (At some time in her life.)
*She's **gone** to Spain.* (And she's there now.)

Unit 3

3.1 Narrative tenses

Past Simple and Present Perfect

The Past Simple differs from all three uses of the Present Perfect.

- 1 The Past Simple refers to **finished past**.

*Shakespeare **wrote** plays.* (He's dead.)
*I **ve written** a few short stories.* (I'm alive.)

- 2 There is **no present result**.

*I **hurt** my back.* (But it's better now.)
*I **ve hurt** my back.* (And it hurts now.)

- 3 It refers to definite past.

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

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

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

Note

Even without a past time adverbial, we can imagine a past time.

***Did** you **have** a good journey?* (The journey's over. You're here now.)
*Thank you for supper. It **was** lovely.* (The meal is finished.)

Past Simple

The Past Simple is used:

- 1 to express a finished action in the past.

*Columbus **discovered** America in 1492.*

- 2 to express actions which follow each other in a story.

*I **heard** voices coming from downstairs, so I **put on** my dressing gown and **went** to investigate.*

- 3 to express a past state or habit.

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

Past Continuous

The Past Continuous is used:

- 1 to express an activity in progress before and probably after a time in the past.

*I **phoned** at 4.00, but you **didn't** answer. What **were** you **doing**?*

- 2 to set the scene of a past situation or activity.

*The cottage **was looking** so cosy. A fire **was burning** in the grate, music **was playing**, and from the kitchen **were coming** the most delicious smells.*

- 3 to express an interrupted past activity.

*I **was having** a bath when the phone rang.*

- 4 to express an incomplete activity in the past.

*I **was reading** a book during the flight. (But I didn't finish it.)
Compare: I **watched** a film during the flight. (the whole film)*

- 5 to express an activity that was in progress at every moment during a period of time.

*I **was working** all day yesterday.
They **were fighting** for the whole of the holiday.*

Notes

- The Past Simple expresses past actions as simple, complete facts. The Past Continuous gives past activities' time and duration.

'What did you do last night?'

*'I **stayed** at home and **watched** the football.'*

*'I **phoned** you last night, but there was no reply.'*

*'Oh, I **was watching** the football and my phone was off. Sorry.'*

- Notice how these questions and answers in the Past Continuous and Past Simple refer to different times.

When we arrived, Jan was ironing. She stopped ironing and made some coffee.

*What **was** she **doing** when we arrived? She **was ironing**.*

*What **did** she **do** when we arrived? She **made** some coffee.*

Past Perfect

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

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

Notes

- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.

*He'd **lost** his job and his wife **had left** him. Since then he'd **been sleeping** rough, and he **hadn't been eating** properly.*

- The Past Perfect can refer to definite as well as indefinite time.

*I knew his face immediately. I'd first met him **in October 1993**. (= definite)*

*I recognized her face. I'd seen her somewhere **before**. (= indefinite)*

Past Perfect and Past Simple

- 1 Verbs in the Past Simple tell a story in chronological order.

*John **worked** hard all day to prepare for the party. Everyone **had** a good time. Even the food **was** all right. Unfortunately, Andy **upset** Peter, so Peter **left** early. Pat **came** looking for Peter, but he **wasn't** there.*

*It **was** a great party. John **sat** and **looked** at all the mess. He **felt** tired. It **was** time for bed.*

- 2 By using the Past Perfect, the speaker or writer can tell a story in a different order.

*John sat and looked at all the mess. It **had been** a great party, and everyone **had had** a good time. Even the food **had been** all right. Unfortunately, Nick upset Pete, so Pete left early. Dave came looking for Peter, but he'd already **gone**.*

*John felt tired. He'd **been working** all day to prepare for the party. It was time for bed.*

Note

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

*... Nick **upset** Pete ... Pete **left** ...*

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

3.2 Time clauses

- 1 We can use time conjunctions to show that two actions happened one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.

*After I'd **had/had** a bath, I went to bed.*

*As soon as the guests **left/had left**, I started tidying up. I sat outside until the sun **had gone/went** down.*

- 2 The Past Perfect can emphasize that the first action was completed before the second action started.

*When I **had read** the paper, I threw it away.*

*We stayed up until all the beer **had gone**.*

- 3 Two verbs in the Past Simple can suggest that the first action led into the other, or that one caused the other to happen.

*When I **heard** the news, I **burst** out crying.*

*As soon as the alarm **went off**, I **got up**.*

- 4 The Past Perfect is more common with *when* because it is ambiguous. The other conjunctions are more specific, so the Past Perfect is not so essential.

*As soon as all the guests **left**, I tidied the house.*

*Before I **met** you, I **didn't** know the meaning of happiness.*

*When I **opened** the door, the cat jumped out.*

*When I'd **opened** the mail, I made another cup of tea.*

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

Unit 4

4.1 Questions

Question forms

Notice these question forms.

- Subject questions with no auxiliary verb

***Who broke** the window?*

***What happens** at the end of the book?*

- Questions with prepositions at the end

Who is your email **from**?
What are you talking **about**?

- Other ways of asking *Why*?

What did you do that for?
How come you got here before us?

How come ... ? expresses surprise. Notice that there is no inversion and no *do/does/did* in this question form.

what and which

- 1 *What* and *which* are used with nouns to make questions.

What size shoes do you take?
Which of these curries is the hottest?

- 2 Sometimes there is no difference between questions with *what* and *which*.

What/Which is the biggest city in your country?
What/Which channel is the match on?

- 3 We use *which* when we have a limited number of choices in mind.

There's a blue one and a red one. Which do you want?

We use *what* when we aren't thinking of a limited number of choices.

What car do you drive?

Asking for descriptions

- 1 *What is X like?* means *Give me some information about X because I don't know anything about it.*

What's your capital city **like**? **What** are your parents **like**?

- 2 *How is X?* asks about a person's health and happiness.

How's your mother these days?

Sometimes both questions are possible. *What ... like?* asks for objective information. *How ... ?* asks for a more personal reaction.

'What was the party **like**?' 'Noisy. Lots of people. It went on till three.'
'How was the party?' 'Fab. I danced all night. Met lots of great people.'

Indirect questions

There is no inversion and no *do/does/did* in indirect questions.

I wonder what she's doing. *~~*I wonder what is she doing.*~~
I don't know where he lives. *~~*I don't know where does he live.*~~
Could you tell me when the post office opens.
I didn't understand what she was saying.
I've no idea why he went to India.

4.2 Negatives

Forming negatives

- 1 The verb *have* has two negative forms in the present.

I don't have | **any** money.
I haven't got

But, in the past, only ... **I didn't have** any money.

- 2 Infinitives and *-ing* forms can be negative.

*We decided **not to do** anything.*
*I like **not working**. It suits me.*

- 3 *Not* can go in other parts of a sentence without a verb.

*Ask him, **not me**.*
*Buy me anything, but **not perfume**.*

- 4 In negative ideas with verbs such as *think, believe, suppose, and imagine*, we make the first verb negative, not the second.

I don't think you're right. *~~*I think you aren't ...*~~
I don't suppose you want a game of tennis?

- 5 In short answers, the following forms are possible.

'Are you coming?' 'I think so.' 'I believe so.' 'I hope so.'
 'I don't think so.' 'I hope not.'

Negative questions

- 1 Negative questions can express various ideas.

Haven't you **finished** school yet? (surprise)
Don't you **think** we should wait for them? (suggestion)
Wouldn't it **be** better to go tomorrow? (persuasion)
Can't you **see** I'm busy? Go away! (criticism)
Isn't it a lovely day! (exclamation)

- 2 In the main use of negative questions, the speaker would normally expect a positive situation, and is therefore surprised.

Don't you **like** ice cream? Everyone likes ice cream!
Haven't you **done** your homework yet? What have you been doing?

- 3 Negative questions can also be used to mean *Confirm what I think is true*. In this use it refers to a positive situation.

Haven't I **met** you somewhere before? (I'm sure I have.)
Didn't we **speak** about this yesterday? (I'm sure we did.)

- 4 The difference between the two uses can be seen clearly if we change them into sentences with question tags.

You **haven't** done your homework yet, **have** you? (negative sentence, positive tag)
We've met before, **haven't** we? (positive sentence, negative tag)

Unit 5

5.1 Introduction to future forms

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

will for prediction

- 1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction – *at some time in the future this event will happen*. This use is uncoloured by ideas such as intention, decision, arrangement, willingness, etc.

I'll be 30 in a few days' time.
It will be cold and wet tomorrow, I'm afraid.
You'll feel better if you take this medicine.

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

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

*I think Labour **will win** the next election.*
*I hope you'll **come** and visit me.*
*I'm sure you'll **pass** your exams.*

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

You'll break the glass **if** you aren't careful.
When you're ready, **we'll start** the meeting.
As soon as Peter comes, **we'll have** lunch.

going to for prediction

Going to can express a prediction based on a present fact. There is evidence now that something is sure to happen.

Careful! That glass **is going to fall** over. Too late!
Look at that blue sky! It's **going to be** a lovely day.

Notes

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

We'll run | out of money if we aren't careful.
We're going to run

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

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

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

- We can use *will* when there is no such outside evidence. Our prediction is based on our own personal opinion.

I'm sure you'll **have** a good time at the wedding. (This is my opinion.)
I reckon Liverpool **will win**. (Said the day before the match.)

- Compare the sentences.

I bet John **will be** late home. The traffic is always bad at this time.
(= my opinion)

John's **going to be** late home. He left a message on my voicemail.
(= a fact)

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

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

Decisions and intentions – will and going to

- Will* expresses a decision or intention made at the moment of speaking.

There's someone at the door. I'll **phone** you back in a minute.
'The phone's ringing.' 'I'll **get** it.'

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

When she leaves school, she's **going to train** as an actor.
We're **going to get** married in the spring.

Other uses of will and shall

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

Tomorrow **will be** cold and windy.

- Will* is also a modal auxiliary verb, and so it can express a variety of meanings.

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

Will you **marry** me? (= willingness)

Will you **open** the window? (= request)

My car **won't start**. (= refusal)

I'll **love** you for ever. (= promise)

'The phone's ringing.' 'It'll **be** for me.' (= prediction about the present)

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

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

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

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

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

Present Continuous for arrangements

- The Present Continuous is used to express personal arrangements and fixed plans, especially when the time and place have been decided.

I'm **having** lunch with Mark tomorrow.

What time **are you meeting** him?

What **are you doing** tonight?

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

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

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

Notes

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

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

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

I'm **seeing** my girlfriend tonight.

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

What **are you doing** this weekend?

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

Present Simple for timetables

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

My flight **leaves** at 10.00.

Term **starts** on April 4.

What time **does** the film **start**?

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

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

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

I'll leave as soon as it **stops** raining.

Future Continuous

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

Don't phone at 8.00. We'll **be having** supper.

This time tomorrow I'll **be flying** to New York.

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

Stay and meet Pat. He'll **be arriving** any minute now.

We'll **be going** right back to the football after the break. (said on TV)

Future Perfect

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

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

It's our anniversary next month. We'll **have been married** ten years.

Unit 6

6.1 Expressing quantity

Quantifiers

- The following can be used before a noun.

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

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

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

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

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

They took all of my money.
Take a few of these tablets.
Some of the people at the party started dancing.
Were any of my friends at the party?
Very few of my friends smoke.
Not much of the food was left.
I've missed too many of my French lessons.
I couldn't answer several of the questions.
I'll have a little of the strawberry cake, please.
Both of my children are clever.
I feel tired most of the time.
I've had enough of your jokes.

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

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

Note

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

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

some, any, somebody, anything

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

I need some help.
I need somebody to help me.
Give me something for my headache.
I don't need any shopping.
Is there any sugar left?
Did anyone remember to buy milk?

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

Have you got some money you could lend me?
Would you like something to eat?
Can we go somewhere quiet to talk?

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

He never has any money.
You made hardly any mistakes.
I did it without anyone helping.

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

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

nobody, no one, nowhere, nothing

- 1 These are more emphatic forms.

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

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

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

much and many

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

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

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

He has so much money that he doesn't know what to do with it.
She's got nearly as many Facebook friends as I have.
You make too many mistakes. Be careful.

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

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

Spoken/informal

There'll be plenty of food/people. (uncount and count)
We've got lots of time/friends. (uncount and count)
I lost a lot of my furniture/things. (uncount and count)

Written/more formal

A great deal of money was lost during the strike. (uncount)
A large number of strikes are caused by bad management. (count)
Many world leaders are quite old. (count)
Much time is wasted in trivial pursuits. (uncount)

- 2 These forms are found without nouns.

'Have you got enough socks?' 'Lots.'
'How many people were there?' 'A lot.'
Don't worry about food. We've got plenty.

little/few/less/fewer

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

Can you lend me a little sugar?
A few friends are coming round tonight.

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

Very few people passed the exam. *There's very little milk left.*

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

Fewer people go to church these days. (= count noun)
I spend **less and less time** doing what I want to. (= uncount noun)

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

~~*Less people go to church.~~
~~*You should smoke less cigarettes.~~

all

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

Everybody had a good time.
Everything was ruined in the fire.
I said hello to **everyone**.

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

All (that) I own is yours.
I spend **all** I earn.

This structure can express ideas such as *nothing more* or *only this*.

All I want is a place to sleep.
All I had was a couple of beers.
All that happened was that he pushed her a bit, and she fell over.

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

You eat **all (of) the time**.
All (of) my friends are coming tonight.

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

All people are born equal.

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

All of you passed. Well done!
I don't need these books. You can have **all of them**.

Unit 7

7.1 Introduction to modal auxiliary verbs

- 1 These are the modal auxiliary verbs.

can	could	may	might	shall
should	will	would	must	ought to

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

- 2 They have several characteristics.

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

He **can** swim. She **must** go.

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

May I ask a question? Shall we go?

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

You **shouldn't** tell lies.
You **won't** believe this.

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

It **might** rain.
Could you **help**?
We **ought to be** on our way.

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

I **had** to work hard when I was young.
I'd love **to be able** to ski.
I hate **having** to get up in the morning.

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

You should **have told** me that you can't swim.
You might **have drowned**!
She must **have been** crazy to marry him.

7.2 Modal auxiliary verbs of probability, present and future

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

will

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

I'll **see** you later.
His latest book **will be** out next month.

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

'You've just got a text.' 'That'll **be** the taxi.'
Leave the meat in the oven. It **won't be cooked** yet.
'I wonder what Sarah's doing.' 'Well, it's Monday, so I guess right now she'll **be taking** the children to school.'

must and can't

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

He isn't that young! He **must be** 60 at least!
You **must be** tired. That was a long walk!

- 2 The negative of this use is *can't*.

She **can't have** a ten-year-old daughter! She's only 21 herself.
'Whose is this coat?' 'It **can't be** Mary's. It's too small.'

should

- 1 *Should* expresses what may reasonably be expected to happen. This use of *should* has the idea of *if everything goes according to plan*.

Our guests **should be** here soon (if they haven't got lost).
This homework **shouldn't take** you too long (if you've understood what you have to do).
We **should be** moving into our new house soon (as long as nothing goes wrong).

- 2 *Should* in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.

You **should pass** the exam. You've worked hard.
~~*You should fail the exam.~~ You haven't done any work at all.

We would say ... I don't think you'll pass the exam.

may and might

- 1 *May* expresses the possibility that an event will happen or is happening.

We **may go** to Greece this year. We haven't decided yet.
'Where's Ann?' 'She **may be** having a bath, I don't know.'

2 *Might* is more tentative and slightly less certain than *may*.

*It **might** rain. Take your umbrella.*
*'Where's Peter?' 'He **might be** ill. He didn't look well yesterday.'*

3 Learners of English often express these concepts of future possibility with *perhaps* or *maybe ... will* and so avoid using *may* and *might*. However, these are widely used by native speakers, and you should try to use them.

could

1 *Could* has a similar meaning to *might*.

*You **could be** right. I'm not sure.*
*That film **could be** worth seeing. It's had decent reviews.*

2 *Couldn't* is not used to express a future possibility. The negative of *could* in this use is *might not*.

*You **might not be** right.*
*That film **might not be** any good.*

3 *Couldn't* has a similar meaning to *can't* above, only slightly weaker.

*She **couldn't have** a ten-year-old daughter! She's only 21 herself.*

Related verbs

Here are some related verb forms that express probability.

*William's so brainy. He's **bound to pass** the exam.*
***Are you likely to come across** Judith while you're in Oxford?*

7.3 Uses of modal auxiliary verbs and related verbs

Ability

1 *Can* expresses ability. The past is expressed by *could*.

*I **can** speak three languages.*
*I **could** swim when I was three.*

2 Other forms use *be able to*.

*I've never **been able to** understand her. (Present Perfect)*
*I'd love to **be able to** drive. (infinitive)*
***Being able to** drive has transformed my life. (-ing form)*
*You'll **be able to** walk again soon. (future)*

3 To express a fulfilled ability on one particular occasion in the past, *could* is not used. Instead, we use *was able to* or *managed to*.

*She **was able to** survive by clinging onto the wrecked boat.*
*The prisoner **managed to** escape by climbing onto the roof.*

Advice

1 *Should* and *ought to* express mild obligation or advice. *Should* is much more common.

*You **should** go to bed. You look very tired.*
*You **ought to** take things easier.*

2 We use *had better* to give strong advice, or to tell people what to do. There can be an element of threat – 'If you don't do this, something bad will happen.'

*You'd **better** get a haircut before the interview. (If you don't, you won't get the job.) I'm late. I'd **better** get a move on. (If I don't, I'll be in trouble.)*

Note

The form is always past (*had*), but it refers to the immediate future.

She'd better start revising. The exams are next week.

Obligation

1 *Must* expresses strong obligation. Other verb forms use *have to*.

*You **must** try harder!*
*You **mustn't** hit your baby brother.*
*What time do you **have to** start work?*
*I **had to** work hard to pass my exams. (Past Simple)*
*You'll **have to** do this exercise again. (future)*
*We might **have to** make some economies. (infinitive)*
*She's **never had to** do a single day's work in her life. (Present Perfect)*
*I hate **having to** get up early. (-ing form)*

2 *Must* is usually associated with a more formal, written style.

*Candidates **must** answer three questions. (On an exam paper)*
*Books **must be** returned by the end of the week. (Instructions in a library)*

3 Informally, *must* expresses the opinion of the speaker.

*I **must** get my hair cut. (I am telling myself.)*
*You **must** try harder. (Teacher to student.)*

4 *Have to* expresses an obligation based on a law or rule, or the authority of another person.

*Children **have to** go to school until they're 16. (It's the law.)*
*Mum says you **have to** tidy your room.*

5 *Mustn't* expresses negative obligation. *Don't have to* expresses the absence of obligation.

*You **mustn't** steal. It's illegal.*
*You **don't have to** go to England in order to learn English.*

6 *Have got to* is common in British English. It is more informal than *have to*.

*I've **got to** go now. Cheerio!*
*Don't have a late night. We've **got to** get up early tomorrow.*

7 Here are some related verb forms that express obligation.

*Visitors **are required to** have a visa.*
*When you're 18, you're **supposed to** take responsibility for yourself.*
*You **aren't supposed to** park on double yellow lines.*
*You **need to** think carefully before you make a decision.*
*He **doesn't need to** work. He's a millionaire.*

Permission

1 *May*, *can*, and *could* are used to ask for permission.

***May** I ask you a question?*
***Can/Could** I borrow your car tonight?*

2 *May* can be used to give permission, but it sounds very formal. *Can* and *can't* are more common.

*You **can** use a dictionary in this exam.*
*You **can't** stay up till midnight. You're only five.*

3 To talk about permission generally, or permission in the past, we use *can*, *could*, or *be allowed to*.

*Children **can/are allowed to** do what they want these days.*
*I **couldn't** go out on my own until I was 16.*
*I **wasn't allowed to***

4 Here are some related verb forms that express permission.

*Passengers **are not permitted to** use mobile phones.*
*My parents **don't allow me to** ...*
*I'm **not allowed to** stay out late.*
*My parents **don't let** me ...*

Willingness and refusal

- 1 *Will* expresses willingness. *Won't* expresses a refusal by either people or things. *Shall* is used in questions.

I'll help you.
*She says she **won't** get up until she's had breakfast in bed.*
*The car **won't** start.*
Shall I give you a hand?

- 2 The past is expressed by *wouldn't*.

*My boss said she **wouldn't** give me a promotion. I'm going to look for another job.*

Requests

Several modal verbs express a request.

Can/Could/Will/Would you do me a favour?
Can/Could I open the window?

Modal verbs are also dealt with in Units 9, 10, and 11.

Unit 8

8.1 Introduction to relative clauses

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

- 1 Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.

*She likes people **who are good fun to be with**.*
*Politicians **who tell lies** are odious.*
*A corkscrew is a thing **you use to open a bottle of wine**.*

She likes people on its own doesn't mean very much; we need to know which people she likes.

who tell lies tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.

A corkscrew is a thing doesn't make sense on its own.

- 2 Non-defining relative (NDR) clauses add secondary information to a sentence, almost as an afterthought.

*My friend Andrew, **who is Scottish**, plays the bagpipes.*
*Politicians, **who tell lies**, are odious.*
*My favourite building is Durham Cathedral, **which took over 200 years to build**.*

My friend Andrew is clearly defined. We don't need to know which Andrew is being discussed. The clause *who is Scottish* gives us extra information about him.

The clause *who tell lies* suggests that all politicians tell lies. It isn't necessary to identify only those that deceive – they all do!

My favourite building is clearly defined. The following clause simply tells us something extra.

- 3 DR clauses are much more common in spoken language, and NDR clauses are more common in written language. In spoken language, we tend to avoid NDR clauses.

My friend Andrew plays the bagpipes. He's Scottish.

- 4 When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.

I like the things you say to me. (No commas, no pauses)
My aunt (pause), who has been a widow for 20 years (pause), loves travelling.

Defining relative clauses

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

Relative pronoun left out

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

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

Relative pronoun not left out

*I met a man **who** works in advertising.*
*I'll lend you a book **that** changed my life.*

- 3 Here are the possible pronouns for people and things. The words in brackets are possible, but not as common. () means 'nothing'.

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

Notes

- *That* is preferred to *which* after superlatives, and words such as *all*, *every(thing)*, *some(thing)*, *any(thing)*, and *only*.

*That's the **funniest** film **that** was ever made.*
***All that's** left is a few slices of ham.*
*He's good at **any** sport **that** is played with a ball.*
*The **only** thing **that'll** help you is rest.*

- Prepositions usually come at the end of the relative clause.

*Come and meet the people I work **with**.*
*This is the book I was telling you **about**.*
*She's a friend I can always rely **on**.*

Non-defining relative clauses

- 1 Relative pronouns cannot be left out of NDR clauses.

Relative pronoun as subject

*Rob Jennings, **who** has written several books, is a music expert.*
*His last book, **which** was on Mozart, was a great success.*

Relative pronoun as object

*Rob Jennings, **who** I knew at university, is a music expert.*
*His last book, **which** I loved, was on Mozart.*

- 2 Look at the possible pronouns for people and things. *Whom* is possible, but not as common as it is very formal.

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

Note

Prepositions can come at the end of the clause.

*The talk was on fractals, which I'd never heard **of**.*

In a more formal written style, prepositions come before the pronoun.

*The privatization of railways, **to which** the present government is committed, is not universally popular.*

Which

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

She arrived on time, **which** amazed everybody.
The flight is at 6.00, **which** means getting up at 3.00.

Whose

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

That's the woman **whose son was killed recently**.
My grandad, **whose eyesight is terrible**, still drives.

What

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

Has she told you **what's** worrying her?
What I need to know is where we're meeting.

Why, when, where

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

I don't know **why** we're arguing.

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

Tell me **when** you expect to arrive.
The hotel **where** we stayed was excellent.
We go walking on Mondays, **when** the rest of the world is working.
He works in Oxford, **where** his sister lives.

8.2 Participles

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

Modern art is **interesting**.
Pour **boiling** water onto the pasta.
She sat in the corner **crying**.

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

I'm **interested** in modern art.
Look at that **broken** doll.
He sat in his chair, **filled** with horror at what he had just seen.

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

I met a woman **riding** a donkey. (= who was riding ...)
The car **stolen** in the night was found abandoned. (= that was stolen)

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

- two actions happening at the same time.

She sat by the fire **reading** a book.

- two actions that happen one after another.

Opening his case, he took out a gun.

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

Having finished lunch, we set off on our journey.
Having had a shower, she got dressed.

- two actions that happen – one because of another.

Being mean, he never bought anyone a Christmas present.
Not knowing what to do, I waited patiently.

- 5 Many verbs are followed by -ing forms.

I **spent** the holiday **reading**.
Don't **waste** time **thinking** about the past.
He **keeps on asking** me to go out with him.

Unit 9

9.1 Expressing habit

Present Simple

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

We **hardly** ever go out.
She **frequently** forgets what she's doing.
We don't **usually** eat fish.
We are **seldom** at home in the evening.
Is he **normally** so bad-tempered?

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

Sometimes we play cards.
We go to the cinema **occasionally**.

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

~~*Always I have tea in the morning.~~

Present Continuous

- 1 The Present Continuous can be used to express a habit which happens more often than is usual.

I like Peter. He's always **smiling**.
She's always **giving** people presents.

- 2 There is often an element of criticism with this structure. Compare these sentences said by a teacher.

Pedro always **asks** questions in class. (This is a fact.)
Pedro **is always asking** questions in class. (This annoys the teacher.)

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

I'm **always losing** my keys.
She's **forever leaving** the bath taps running.

will and would

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

He'll sit at his computer for hours on end.
She'd spend all day long gossiping with the neighbours.

Would cannot be used to express a state.

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

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

He **will** come into the house with his muddy boots on.
She **would** keep criticizing my work.

used to + infinitive

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

When I was a child, we **used to** go on holiday to the seaside. (action)
He **used to** live in a large house. (state)

- 2 Notice the negative and the question.

Where **did** you **use to** go?
We **didn't use to** do anything interesting.

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

~~*We used to have holidays there for 10 years/three times.~~

But ...

We **used to** go there every year.

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

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

be/get used to + noun + -ing form

- 1 This is totally different from *used to* + infinitive. It expresses an action that was difficult, strange, or unusual before, but is no longer so. Here, *used* is an adjective, and it means *familiar with*.

I found travelling around London by Tube weird at first, but I'm **used to it** now.

After six months, I'm **used to driving** on the left.

- 2 Notice the use of *get* to express the process of adapting.

I'm **getting used to** the climate.

Don't worry. You'll **get used to** eating with chopsticks.

Unit 10

10.1 Modal auxiliary verbs 2

Modal auxiliary verbs of probability in the past

- 1 All modal auxiliary verbs can be used with the perfect infinitive. They express varying degrees of certainty. *Will have done* is the most certain, and *might/may/could have done* is the least certain.

'I met a girl at your party. Tall. Attractive.' 'That'll **have been** Sonya.' It **must have been** a good party. Everyone stayed till dawn.

The music **can't have been** any good. Nobody danced.

Where's Pete? He **should have been** here ages ago!

He **may have got** lost.

He **might have decided** not to come.

He **could have had** an accident.

- 2 *Would have thought* is common to express an assumption or supposition.

I'd **have thought** they'd be here by now. Where are they?

You'd **have thought** she'd remember my birthday, wouldn't you?

Other uses of modal verbs in the past

should have done

- 1 *Should have done* can express advice or criticism about a past event. The sentence expresses what is contrary to the facts.

You **should have listened** to my advice. (You didn't listen.)

I **shouldn't have lied** to you. I'm sorry. (I did lie.)

- 2 *Should have done* can be used for comic effect. The suggestion is 'because it was so funny!'

You **should have been** here yesterday!

You **should have seen** his face!

could have done

- 1 *Could have done* is used to express an unrealized past ability. Someone was able to do something in the past, but didn't do it.

I **could have gone** to university, but I didn't want to.

I **could have told** you that Chris wouldn't come. He hates parties.

- 2 It is also used to express a past possibility that didn't happen.

You fool! You **could have killed** yourself!

When I took the burnt meal out of the oven, I **could have cried**!

- 3 It is used to criticize people for not doing things.

You **could have told** me that Sue and Jim had split up! I've been cleaning the house for hours. You **could at least have done** your bedroom!

might have done

- 1 The above use of *could have done* can also be expressed with *might have done*.

You **might have helped** instead of just sitting on your backside!

- 2 *I might have known/guessed that ...* is used to introduce a typical (usually annoying) action of someone or something.

I **might have known** that Peter would be late. He's always late.

The car won't start. I **might have guessed** that would happen.

needn't have

Needn't have done expresses an action that was done, but wasn't necessary. It was a waste of time.

I **needn't have got up** so early. The train was delayed.

'You **needn't have bothered** to put sunscreen on. It's clouded over.'

Unit 11

11.1 First and second conditionals

- 1 First conditional sentences are based on fact in real time. They express a very possible condition and its result.

If you **pass** your exams, I'll **buy** you a car.

- 2 Second conditional sentences are not based on fact. They express a situation which is contrary to reality in the present and future. This unreality is shown by a tense shift from present to past. They express an unlikely or hypothetical condition and its result.

If I **were** taller, I'd **join** the police force.

What **would** you **do** if you **won** the lottery?

Notes

- The difference between first and second conditional sentences is not about time. Both can refer to the present and future. By using past tense forms in the second conditional, the speaker suggests the situation is less probable, impossible, or imaginary.

Compare the pairs of sentences.

If it **rains** later, we'll ... (said in England where it often rains)

If it **rained** in the Sahara, it **would** ... (this would be most unusual)

If you **come** to my country, you'll **have** a good time. (possible)

If you **came** from my country, you'd **understand** us better. (impossible)

If I **am elected** as a member of Parliament, I'll ... (real candidate)

If I **ruled** the world, I'd ... (imaginary)

- We can use *were* instead of *was*, especially in a formal style.

If the situation **were** the opposite, would you feel obliged to help?

11.2 Third conditional

- 1 Third conditional sentences are not based on fact. They express a situation which is contrary to reality in the past. This unreality is shown by a tense shift from Past Simple to Past Perfect.

If you'd **come** to the party, you'd **have had** a great time.

I **wouldn't have met** my wife if I **hadn't gone** to France.

- 2 Each of the clauses in a conditional sentence can have a different time reference. The result is a mixed conditional.

If we **had eaten** (we didn't), we **wouldn't be** hungry (we are).

I **wouldn't have married** her (I did) if I **didn't love** her (I do).

➔ 11.3 Other structures that express hypothesis

- 1 The tense usage with *wish*, *if only*, and *I'd rather* is similar to the second and third conditionals. Unreality is expressed by a tense shift.

*I wish I **were** taller. (But I'm not.)*
*If only you **hadn't said** that! (But you did.)*
*I'd rather you **didn't wear** lots of make-up. (But you do.)*

I'd rather you ... is often used as a polite way to tell someone to do something differently. The negative form *I'd rather you didn't ...* is especially useful as a polite way to say 'no'.

*'I'll come in with you.' 'I'd rather you **waited** outside.'*
*'Can I smoke in here?' 'I'd rather you **didn't**.'*

Notes

- *wish ... would* can express regret, dissatisfaction, impatience, or irritation because someone WILL keep doing something.

I wish you'd stop smoking.
I wish you'd do more to help in the house.

- If we are not talking about willingness, *wish ... would* is not used.

*I wish my birthday **wasn't** in December. (*I wish it would be ...)*
*I wish I **could** stop smoking. (*I wish I would is strange because you should have control over what you are willing to do.)*

Unit 12

➔ 12.1 Determiners

There are two kinds of determiners.

- 1 The first kind identifies things.

articles – *a/an, the*
possessives – *my, your, our ...*
demonstratives – *this, that, these, those*

- 2 The second kind are quantifiers, expressing *how much* or *how many*.

some, any, no
each, every, either, neither
much, many, more, most
(a) little, less, least
(a) few, fewer, fewest
enough, several
all, both, half
another, other

Determiners that express quantity are dealt with in Unit 6.

each and every

- 1 *Each* and *every* are used with singular nouns. *Each* can be used to talk about two or more people or things. *Every* is used to talk about three or more.

Every/Each time I come to your house it looks different.
Each/Every bedroom in our hotel is decorated differently.

- 2 In many cases, *each* and *every* can both be used with little difference in meaning.

We prefer *each* if we are thinking of people or things separately, one at a time. We use *every* if we are thinking of the things or people all together as a group.

Each student gave the teacher a present.
Every policeman in the country is looking for the killer.

enough

- 1 When *enough* is used as a determiner, it comes before the noun.
*We haven't got **enough** food.*
- 2 When it is used as an adverb, it comes after the adjective, adverb, or verb.

*Your homework isn't **good enough**.*
*I couldn't run **fast enough**.*
*You don't **exercise enough**.*

Articles

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

a/an

- 1 We use *a/an* to refer to a singular countable noun which is indefinite. Either we don't know which one, or it doesn't matter which one.

*They live in **a** lovely house.*
*I'm reading **a** good book.*
*She's expecting **a** baby.*

- 2 We use *a/an* with professions.

*She's **a** lawyer.*

the

- 1 We use *the* before a singular or plural noun, when both the speaker and the listener know which noun is being referred to.

*They live in **the** green house opposite **the** library.*
***The** book was recommended by a friend.*
*Mind **the** baby! She's near **the** fire.*
*I'm going to **the** shops. Do you want anything?*
*'Where's Dad?' 'In **the** garden.'*

- 2 We use *the* when there is only one.

the world **the** River Thames **the** Atlantic

- 3 We use *the* for certain places which are institutions. Which particular place isn't important.

*We went to **the** cinema/theatre last night.*
*We're going to **the** seaside.*

a followed by the

We use *a* to introduce something for the first time. When we refer to it again, we use *the*.

*I saw **a** man walking a dog in the park today. **The** man was tiny and **the** dog was huge!*

Zero article

- 1 We use no article with plural and uncountable nouns when talking about things in general.

Computers have changed our lives.
Love is eternal.
Dogs need a lot of exercise.
*I hate **hamburgers**.*

- 2 We use no article with meals.

*Have you had **lunch** yet?*
*Come round for **dinner** tonight.*

But ...

*We had a **lovely lunch** in an Italian restaurant.*

Irregular verbs

Base form	Past Simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/ dreamt	dreamed/ dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	been/gone
grow	grew	grown
hang	hanged/hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt

Base form	Past Simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	/ri:d/ read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spoil	spoiled/spoilt	spoiled/spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonetic symbols

Consonants			
1	/p/	as in	pen /pen/
2	/b/	as in	big /bɪg/
3	/t/	as in	tea /ti:/
4	/d/	as in	do /du:/
5	/k/	as in	cat /kæt/
6	/g/	as in	go /gəʊ/
7	/f/	as in	four /fɔ:/
8	/v/	as in	very /'veri/
9	/s/	as in	son /sʌn/
10	/z/	as in	zoo /zu:/
11	/l/	as in	live /lɪv/
12	/m/	as in	my /maɪ/
13	/n/	as in	near /nɪə/
14	/h/	as in	happy /'hæpi/
15	/r/	as in	red /red/
16	/j/	as in	yes /jes/
17	/w/	as in	want /wɒnt/
18	/θ/	as in	thanks /θæŋks/
19	/ð/	as in	the /ðə/
20	/ʃ/	as in	she /ʃi:/
21	/ʒ/	as in	television /'telɪvɪʒn/
22	/tʃ/	as in	child /tʃaɪld/
23	/dʒ/	as in	German /'dʒɜ:mən/
24	/ŋ/	as in	English /'ɪŋɡlɪʃ/
Vowels			
25	/i:/	as in	see /si:/
26	/ɪ/	as in	his /hɪz/
27	/i/	as in	twenty /'twenti/
28	/e/	as in	ten /ten/
29	/æ/	as in	stamp /stæmp/
30	/ɑ:/	as in	father /'fɑ:ðə/
31	/ɒ/	as in	hot /hɒt/
32	/ɔ:/	as in	morning /'mɔ:nɪŋ/
33	/ʊ/	as in	football /'fʊtbɔ:l/
34	/u:/	as in	you /ju:/
35	/ʌ/	as in	sun /sʌn/
36	/ɜ:/	as in	learn /lɜ:n/
37	/ə/	as in	letter /'letə/
Diphthongs (two vowels together)			
38	/eɪ/	as in	name /neɪm/
39	/əʊ/	as in	no /nəʊ/
40	/aɪ/	as in	my /maɪ/
41	/aʊ/	as in	how /haʊ/
42	/ɔɪ/	as in	boy /bɔɪ/
43	/ɪə/	as in	hear /hɪə/
44	/eə/	as in	where /weə/
45	/ʊə/	as in	tour /tʊə/