

Grammar Reference

UNIT 1

1.1 The tense system

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

1 Auxiliary verbs

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

be

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

You're lying. (present)

They were reading. (past)

I've been swimming. (present perfect)

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

You must be joking! (infinitive)

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

These books are printed in Hong Kong. (present)

Where were you born? (past)

The car's been serviced. (present perfect)

The city had been destroyed. (past perfect)

This work should be done soon. (infinitive)

do

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

Do you smoke? (question)

She doesn't understand. (negative)

When did they arrive? (question)

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

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

'If only he had a car!' 'He does have a car!'

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

have

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

Have you ever tried sushi? (present)

My car had broken down before. (past)

I'll have finished soon. (future)

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

Having had lunch, we tidied up. (participle)

have and have got

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

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

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

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

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

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

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

I had my first car when I was nineteen.

I've had this car for two years.

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

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

I'd like to have a pet.

He loves having a sports car.

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

have breakfast have a bath

have a barbecue have a good time

have fun have a word with someone

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

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

Other uses of auxiliary verbs

1 In question tags.

It's cold today, isn't it?

You don't understand, do you?

You haven't been to China, have you?

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

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

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

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

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

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

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

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

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

2 Modal auxiliary verbs

These are the modal auxiliary verbs.

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

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

He must be at least 70. (= probability)

You must try harder. (= obligation)

Can you help me? (= request)

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

I'll help you. (= willingness)

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

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

3 Full verbs

Full verbs are all the other verbs in the language.

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

Have you been to school today?

I want to be an engineer.

I do a lot of business in Russia.

The holiday did us a lot of good.

They're having a row.

Have you had enough to eat?

1.2 English tense usage

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

Time

1 The time referred to is usually obvious.

English people drink tea. (all time)

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

I'll see you later. (future)
I went to England last summer. (past)

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

The simple aspect

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

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

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

The continuous aspect

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

Note

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

The perfect aspect

The perfect aspect expresses two ideas.

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

Active and passive

- Passive sentences move the focus of attention from the subject of an active sentence to the object.
Shakespeare wrote Hamlet in 1599.
Hamlet, one of the great tragedies, was written in 1599.
- In most cases, *by* and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.
My car was stolen yesterday.
This house was built in the seventeenth century.
She was arrested for shoplifting.
- Sometimes we prefer to begin a sentence with what is known, and end a sentence with what is 'new'. In the passive, the 'new' can be the agent of the active sentence.
'What a lovely painting!' 'Yes. It was painted by Canaletto.'
- In informal language, we often use *you* or *they* to refer to people in general or to no person in particular. In this way we can avoid using the passive.
You can buy anything in Harrods.
They're building a new airport soon.
- There are many past participles that are used more like adjectives.
I'm very impressed by your work.
You must be disappointed with your exam results.
I'm exhausted! I've been on my feet all day.
Passive sentences are dealt with further in Unit 3.

UNIT 2

Introduction to the Present Perfect

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

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

Present Perfect Simple and Continuous

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

1 Unfinished past

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

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

Notes

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

<i>I've played</i>		<i>tennis since I was a kid.</i>
<i>I've been playing</i>		
- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.
I've been living with a host family for six weeks.
The castle has stood on the hill overlooking the sea for centuries.
- Certain verbs, by definition, suggest duration, for example, *wait, rain, snow, learn, sit, lie, play, stay*. They are often found in the continuous.
It's been raining all day.
She's been sitting reading for hours.
- Remember that state verbs rarely take the continuous.
*I've known Joan for years. *I've been knowing*
*How long have you had that car? *have you been having*
*I've never understood why she likes him. *I've never been understanding*

2 Present result

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

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

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

Notes

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

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

- The continuous can be found unqualified by any further information.
I'm wet because I've been swimming.
We're tired because we've been working.
'Why are you red?' 'I've been running.'
The simple sounds quite wrong in this use.
~~*I've swum. *We've worked. *I've run.~~
- Sometimes there is little difference between the Past Simple and the Present Perfect.

Where		<i>did you put</i>		<i>my keys?</i>
		<i>have you put</i>		

- American English is different from British English. In American English, these sentences are correct.
Did you hear the news? The President resigned!
Did you do your homework yet?
Your father just called you.
I had breakfast already.

3 Indefinite past

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

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

Note

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

UNIT 3

Narrative tenses

Past Simple and Present Perfect

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

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

<i>I saw him</i>		<i>last night.</i>
		<i>two weeks ago.</i>
		<i>on Monday.</i>
		<i>at 8.00.</i>

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

<i>I've seen him</i>		<i>recently.</i>		
		<i>before.</i>		
<i>I haven't seen him</i>		<i>since January.</i>		
		<i>yet.</i>		
		<i>for months.</i>		
<i>I've</i>		<i>never</i>		<i>seen him.</i>
		<i>just</i>		

Note

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

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

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

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

Past Simple

The Past Simple is used:

- 1 to express a finished action in the past.
Columbus discovered America in 1492.
- 2 to express actions which follow each other in a story.
I heard voices coming from downstairs, so I put on my dressing-gown and went to investigate.
- 3 to express a past state or habit.
When I was a child, we lived in a small house by the sea. Every day I walked for miles on the beach.

This use is often expressed with *used to*.

We used to live ...

I used to walk ...

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

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

Past Continuous

See the introduction to the continuous aspect on p141.

The Past Continuous is used:

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

Notes

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

Past Perfect

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

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

She was crying because her grandmother had died.

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

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

Notes

- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.
He'd lost his job and his flatmate had thrown him out. 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 dinner. 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 evening. 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 evening, and everyone had had a good time. Even the food had been all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he'd already gone.
John felt tired. He'd been working all day to prepare for the dinner. It was time for bed.

Note

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

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

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

Time clauses

- 1 We can use time conjunctions to talk about two actions that happen one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.
After I'd had/had a bath, I went to bed.
As soon as the guests left/had left, I started tidying up.
I sat outside until the sun had gone/went down.
 - 2 The Past Perfect can help to make the first action seem separate, independent of the second, or completed before the second action started.
When I had read the paper, I threw it away.
We stayed up until all the guests 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 kindness.
When I opened the door, the cat jumped out.
When I'd opened the mail, I made another cup of tea.
- See Unit 11 for information on the Past Perfect used for hypothesis.

UNIT 4

4.1 Questions

Question forms

Notice these question forms.

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

what and which

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

Asking for descriptions

- 1 *What is X like?* means Give me some information about X because I don't know anything about it.
What's your capital city like?
What are your parents like?
- 2 *How is X?* asks about a person's health and happiness.
How's your mother these days?
Sometimes both questions are possible. *What ... like?* asks for objective information. *How ...?* asks for a more personal reaction.
'*What was the conference like?*' 'Noisy. Lots of people. It went on till 6.'
'*How was the conference?*' 'Brilliant. I had a good time. Met loads of interesting people.'
How was your journey?
How's your new job going?
How's your meal?

Indirect questions

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

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

4.2 Negatives

Forming negatives

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

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

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

Negative questions

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

UNIT 5

Introduction to future forms

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

will for prediction

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

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

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

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

Who do you think will win the match?

You'll feel better if you take this medicine.

I'll see you later.

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

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

I think United will win the cup this year.

I hope you'll come and visit me.

I'm sure you'll pass your exams.

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

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

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

I won't go until you arrive.

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

going to for prediction

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

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

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

Notes

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

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

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

It's going to rain. (Look at those black clouds.)

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

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

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

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

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

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

- Compare the sentences.

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

(= my opinion)

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

(= a fact)

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

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

Decisions and intentions – will and going to

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

I'll phone you back in a minute.

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

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

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

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

We're going to get married in the spring.

Other uses of will and shall

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

Tomorrow will be cold and windy.

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

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

Will you help me? (= willingness)

Will you open the window? (= request)

My car won't start. (= refusal)

I'll remember you for ever. (= promise)

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

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

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

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

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

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

Present Continuous for arrangements

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

I'm having lunch with Brian tomorrow.

What time are you meeting him?

Where are you having lunch?

What are you doing tonight?

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

Are you coming to the conference?

I'm meeting the director tomorrow.

I'm just taking the kids for a walk.

We're playing tennis this afternoon.

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

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

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

Notes

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

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

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

I'm seeing my old schoolfriends tonight.

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

What are you doing this weekend?

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

Present Simple for timetables

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

My flight leaves at 10.00.

Term starts on 4 April.

What time does the film start?

It's my birthday tomorrow.

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

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

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

I'll leave as soon as it stops raining.

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

should

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

may and might

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

could

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

Related verbs

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

Other uses of modal auxiliary verbs and related verbs

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

Ability

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

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

Advice

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

Note

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

Obligation

- 1 *Must* expresses strong obligation. Other verb forms are provided by *have to*.
You must try harder!
You mustn't hit your baby brother.
What time do you have to start work?
I had to work hard to pass my exams. (Past Simple)
You'll have to do this exercise again. (future)
We might have to make some economies. (infinitive)
She's never had to do a single day's work in her life. (Present Perfect)
I hate having to get up early. (-ing form)
- 2 *Must* expresses the opinion of the speaker.
I must get my hair cut. (I am telling myself.)
You must do this again. (Teacher to student)
Must is associated with a more formal, written style.
Candidates must answer three questions. (On an exam paper)
Books must be returned by the end of the week. (Instructions in a library)
- 3 *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.
Children have to go to school until they're sixteen. (It's the law.)
Mum says you have to tidy your room.
- 4 *Mustn't* expresses negative obligation. *Don't have to* expresses the absence of obligation.
You mustn't steal. It's very naughty.
You don't have to go to England if you want to learn English.
- 5 *Have got to* is common in British English. It is more informal than *have to*.
I've got to go now. Cheerio!
Don't have a late night. We've got to get up early tomorrow.
- 6 Here are some related verb forms that express obligation.
Visitors are required to have a visa.
When you're 18, you're supposed to take responsibility for yourself.
You aren't supposed to park in a no-parking zone.
You need to think carefully before you make a decision.
He doesn't need to work. He's a millionaire.

Permission

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

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

You can use a dictionary in this exam.
You can't stay up till midnight. You're only five.
You can't smoke in here. It's forbidden.

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

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

4 Here are some related verb forms that express permission.

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

Note that this sentence with *let* is not possible in the passive.

**I'm not let...*

Willingness and refusal

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

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

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

My mum said she wouldn't give me any more money. Isn't she mean?

Requests

Several modal verbs express a request.

Can/could/will/would you do me a favour?
Can/could I open the window?

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

UNIT 8

8.1 Introduction to relative clauses

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

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

She likes people who are good fun to be with.
Children who tell lies are odious.
A scateurs is a thing you use to prune roses.

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 children are odious. Without it,

the speaker is saying that all children are odious.

A scateurs 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.
Children, who tell lies, are odious.

My favourite building is the university library, which is surrounded by fountains.

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 children tell lies. It isn't necessary to identify only those that deceive – they all do!

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

3 DR clauses are much more common in the spoken language, and NDR clauses are more common in the written language. In the spoken language, we can avoid a NDR clause.

My friend Andrew plays the bagpipes. He's Scottish, by the way.

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

I like the things you say to me. (No commas, no pauses)

My aunt (pause), who has been a widow for twenty years (pause), loves travelling.

Defining relative clauses

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

Pronoun left out

Did you like the present () I gave you?

Who was that man () you were talking to?

The thing () I like about Dave is his sense of humour.

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

Pronoun not left out

I met a man who works in advertising.

I'll lend you the book that changed my life.

The thing that helped me most was knowing I wasn't alone.

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

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

Notes

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

That's the funniest film that was ever made.

All that's left is a few slices of cheese.

Give me something that'll take away the pain.

He's good at any sport that is played with a ball.

The only thing that'll help you is rest.

- That* is also preferred after *it is ...*

It is a film that will be very popular.

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

Come and meet the people I work with.

This is the book I was telling you about.

She's a friend I can always rely on.

Non-defining relative clauses

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

Relative pronoun as subject

Paul Jennings, who has written several books, addressed the meeting.

His last book, which received a lot of praise, has been a great success.

Relative pronoun as object

Paul Jennings, who I knew at university, addressed the meeting.

His last book, which I couldn't understand at all, has been a great success.

2 Look at the possible pronouns. *Whom* is possible, but not as common.

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

Note

Prepositions can come at the end of the clause.

He talked about theories of market forces, which I'd never even heard of.

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

which

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

She arrived on time, which amazed everybody.

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

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

whose

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

That's the woman whose son was killed recently.

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

what

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

Has she told you what's worrying her?

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

why, when, where

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

I don't know why we're arguing.

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

Tell me when you expect to arrive.

The hotel where we stayed was excellent.

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

He works in Oxford, where my sister lives.

8.2 Participles

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

Modern art is interesting.

Pour boiling water onto the pasta.

She sat in the corner crying.

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

I'm interested in modern art.

Look at that broken doll.

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

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

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

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

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

• two actions happening at the same time.

She sat by the fire reading a book.

• two actions that happen one after another.

Opening his case, he took out a gun.

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

Having finished lunch, we set off on our journey.

Having had a shower, she got dressed.

• two actions that happen one because of another.

Being mean, he never bought anyone a present.

Not knowing what to do, I waited patiently.

5 Many verbs are followed by -ing forms.

I spent the holiday reading.

Don't waste time thinking about the past.

Let's go swimming.

He keeps on asking me the same question.

UNIT 9

Expressing habit

Present Simple

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

We hardly ever go out.

She frequently forgets what she's doing.

We don't usually eat fish.

I rarely see Peter these days.

We are seldom at home in the evening.

Is he normally so bad-tempered?

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

Sometimes we play cards.

We go to the cinema occasionally.

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

**Always I have tea in the morning.*

Present Continuous

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

I like Peter. He's always smiling.

She's always giving people presents.

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

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

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

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

I'm always losing my keys.

She's forever leaving the bath taps running.

will and would

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

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

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

Would cannot be used to express a state.

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

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

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

She WOULD make us wash in ice-cold water.

used to + infinitive

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

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

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

2 Notice the negative and the question.

Where did you use to go?

We didn't use to do anything interesting.

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

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

But ...

We used to go there every year.

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

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

be/get used to + noun + -ing form

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

UNIT 10

Modal auxiliary verbs 2

Modal auxiliary verbs of probability in the past

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

Other uses of modal verbs in the past

should have done

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

could have done

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

might have done

- 1 The above use of *should have done* can also be expressed with *might have done*.
You might have helped instead of just sitting around doing nothing!
- 2 *I might have known/guessed that ...* is used to introduce a typical action of someone or something.
I might have known that Peter would be late. He's always late.
The car won't start. I might have guessed that would happen.

needn't have

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

UNIT 11

Hypothesizing

First and second conditionals

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

Notes

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

Third conditional

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

Other structures that express hypothesis

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

Notes

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

UNIT 12

Determiners

There are two kinds of determiners.

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

each and every

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

enough

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

Articles

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

a/an

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

the

- 1 We use *the* before a singular or plural noun, when both the speaker and the listener know which noun is being referred to.
They live in the green house opposite the library.
The book was recommended by a friend.
Mind the baby! She's near the fire.
I'm going to the shops. Do you want anything?
I'll see you in the cafeteria at lunchtime.
'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 on a horse in the park today. The man was tiny and the horse 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.
Hope is eternal.
Children need a lot of exercise.
I hate burgers.
- 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.*

Extra material

UNIT 1 p15

EVERYDAY ENGLISH

Social expressions and the music of English

T 1.12



- A Excuse me, is this yours?
B Let me see. Yes, it is. Thank you. I must have dropped it.
A Are you going far?
B Yeah, all the way to London. What about you?
A I'm getting off at Bristol.
B Oh, d'you live there?
A Actually, no. I work in Bristol but I live in Bath.
B Lucky you! I think Bath's a beautiful city!
A Yeah, you and thousands of others!
B What d'you mean?
A Well, you know, the tourists. There are just so many, all year round.
B Ah yes, that's a drag. You don't like tourists then?
A Well, I shouldn't really complain.
B How come? You can complain if you want.
A Not really – you see I'm a travel agent, so I make a living from tourists.

UNIT 2 p18

PRACTICE

Exchanging information

Student A

Ask and answer questions to complete the information about Tony and Maureen Wheeler.

How many people does it employ?

Five hundred. Where does it have offices?

In the USA, France, England, and Australia.



Lonely Planet is one of the outstanding publishing successes of the past three decades. It employs more than ... people (*How many?*), and has offices in the USA, France, England, with its headquarters in Melbourne, Australia.

Tony and Maureen Wheeler have been writing Lonely Planet guide books for ... (*How long?*). They have written more than 650 guides. They sell ... copies a year (*How many?*) in 118 countries. The books have been translated into 17 languages.

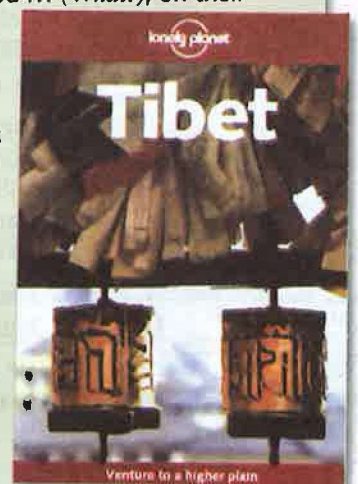
Tony lived ... (*Where?*) when he was young because his father's job took him all over the world. He studied ... at Warwick University (*What?*), then business studies at the London Business School.

Maureen was born in ... (*Where?*). She went to London at the age of 20 because she wanted to see the world. Three days later she met Tony ... (*Where?*). In 1972 they travelled overland across Europe, through Asia, and on to Australia. The trip took six months. They wrote their first book, called ... (*What?*), on their kitchen table in Melbourne. They have lived in Melbourne on and off for over thirty years.

Together they have been to ... countries (*How many?*). Tony says that the most amazing place he has ever visited is a remote hilltop city called Tsaparang.

They are currently travelling in ... (*Where?*), researching a new edition of their guide to the country.

He is thinking of selling ... (*What?*). He said, 'I've had a wonderful time, it's been terrific, but it has now got too much like a business.'



PRACTICE

News and responses

Student B

Read the newspaper story. Then tell the story to your partner. Show him/her the photo.

Man fined for keeping tiger in apartment

A MAN WHO kept a 400-pound tiger in his apartment in Harlem, New York, has been fined \$2,500, and forbidden from keeping animals for ten years.

Brian Jackson, 31, had bought the Bengal tiger, named Ming, when it was just a three-month-old cub. It had been living in his fourth-floor apartment for three years, eating raw meat provided by Jackson, who worked as a butcher. Neighbours had often complained of strange smells and loud noises.



Jackson's unusual pet came to light because he had had to go to hospital with cuts and bites to his arm. The tiger had attacked him in an apparent attempt to capture and kill a cat that he also kept in the apartment.

Police officers scaled down the outside of the building and fired tranquilizer darts through an open fourth-floor window. They removed the tiger, and also an alligator, to a New York animal shelter.

A neighbour said, 'We liked having Ming here. He was cool. My worry is that he won't like the country. He's a city cat, and likes jazz and hip-hop.'

PRACTICE

Quiztime!

Group B

Music

- 1 Pavarotti sang opera music. (What kind?)
- 2 Michael Jackson's brothers formed the pop group 'The Jackson Five.' (Whose?)

Sports

- 3 The Marathon is the longest running race in the Olympic Games. (What ... called?)
- 4 Baseball was first played in the United States in the 19th century. (Where and when?)

Science

- 5 A butterfly has six legs. (How many?)
- 6 Stephen Hawking wrote A Brief History of Time. (Which book?)

Geography

- 7 Alaska is the biggest state in the US. (Which state?)
- 8 The Atlantic and Pacific Oceans are linked by the Panama Canal. (Which oceans?)

History

- 9 President John F. Kennedy was assassinated in Dallas, Texas. (Which town and state?)
- 10 The last Concorde flew to New York in 2003. (In which year?)

EVERYDAY ENGLISH

Roleplay

A = Anna B = Ben H = Henry K = Kim

- B Kim! Hello! Great to see you. Come on in. Let me take your coat.
- K Thanks very much. Oh, these are for you.
- A What lovely flowers! How kind of you! Thank you so much. Now, Ben, I don't think you know Henry? Let me introduce you. Henry, this is Ben.
- B Hello, Henry. Nice to meet you. I've heard a lot about you.
- H ...
- B Where exactly are you from, Henry?
- H ...
- B That's interesting. And what are you doing in London?
- H ...
- B And how do you find London, Henry? Is it like home, or is it very different?
- H ...
- B Now, Kim. What would you like to drink?
- K ...
- B Right. I'll just get that for you.
- K ...
- A Right, everybody. Dinner's ready. Come and sit down. Kim, can you sit next to Henry?
- K ...
- A Kim, help yourself. Would you like some Parmesan parsnips?
- K ...
- A Well, they're parsnips coated in Parmesan cheese and roasted. Would you like to try some?
- K ...
- B Another orange juice, perhaps?
- K ...
- B Yes, of course. Sparkling or still?
- K ...
- A Well, bon appetit everyone!

SPEAKING

CAREER QUIZ How ambitious are you?

Mainly a answers: You are ambitious and competitive. You may be talented and hardworking but your success is often due to your own self-promotion. This approach will probably earn you success and riches but take care never to turn your back on anyone.

Mainly b answers: You are ambitious but too sensitive to others' feelings to be hugely successful. You are always looking for approval. You will have to put yourself first sometimes. Take a few tips from your ambitious colleagues and you'll have more success.

Mainly c answers: You have very little ambition. Clearly for you that work is not the most important thing in life. This is by no means a bad decision, but try and act as if you have a bit of ambition before your colleagues tell the boss about you.

UNIT 10 p87

ÖTZI THE ICEMAN



He died 5,300 years ago. He was 46 years old and 5ft 2in tall. He had a beard.

His last meal was goat steak and bread, baked in charcoal.

He wore goatskin leggings, a deerskin jacket, a thick grass cape, and a bearskin hat.

He stuffed his leather shoes with grass to keep out the cold.

He lived his entire life in a world just 50 kilometres across.

He knew how to look after himself. He had over seventy items in his possession, including flints for skinning animals and sharpening tools. In his backpack he carried herbs with pharmaceutical properties, dried fruit, and flint and tinder for starting fires.

He was probably a herdsman or hunter, but on this day he was a warrior. He had an axe and a longbow, and arrows tipped with a flint. No one knows how the battle started. Perhaps Ötzi and his companions deliberately entered enemy territory, or perhaps they were ambushed, or attacked one another.

From the DNA on his clothing and weapons, and the injuries to his body, Ötzi's last and fatal fight can be reconstructed with some precision.

Ötzi stabbed one of his enemies with his flint dagger. He shot an arrow into another and managed to retrieve the valuable weapon before shooting it again. He killed or wounded at least three men, but the hand-to-hand fighting was ferocious. Ötzi tried to hold off one assailant and suffered a deep wound in one hand that left three fingers useless.

Ötzi put up a fierce fight until an arrow, fired from behind, entered his shoulder and penetrated close to his lung. Ötzi retreated into the mountains, but not before lifting a wounded companion on to his back. The blood of the injured man mixed with Ötzi's, soaking into his deerskin jacket.

Finally, high in the Ötztal Alps, Ötzi staggered into a small ravine, and collapsed. It took two more days before he died, and the ice closed over him.

VOCABULARY AND PRONUNCIATION

Word pairs

T 11.5

- A Are you going to have a holiday this year?
 B I'd love to -- but we'll have to wait and see. We're a bit hard up at the moment.
- A We're hoping to go to that farmhouse in the South of France, but it's touch and go whether we will.
 B Why's that?
 A Well, I don't know if I can get the time off work.
 B But I thought they were good about giving you time off.
- A Yeah, they are, by and large, but we're a small firm and we have to cover for each other, so it's always a case of give and take.
 B Yeah, I can see that. At least you got away last year. I'm sick and tired of not being able to go anywhere.
- A You get away now and then, don't you?
 B More 'then' than 'now'. We used to get the odd weekends in the country but since the kids came along it's more difficult. Oh for the peace and quiet of the countryside -- uh, but I don't suppose we'd get much peace or quiet, even if we could afford to go, what with three kids.
- A Is Chris fed up too?
 B You know Chris. Never complains, just grins and bears it.
- A I tell you what. If we do manage to get that farmhouse, why don't you all join us? It's huge.
 B Oh -- that's so kind ...er but I don't know. Wouldn't we be spoiling your holiday? What would Pat think? What if ...
- A Look, no ifs or buts. The offer's there -- you can take it or leave it!
 B I can't tell you how much I appreciate it. It would be brilliant, but can I talk to Chris about it first?
- A Of course, of course. I'm sure you'll want to go through all the pros and cons together.
 B I can't think of many cons. It's just too good to be true. Thank you so much.
- A Well, as I said, the offer's there. Let's hope I get the time off work -- we'll have a great time together.

LISTENING AND SPEAKING

The interpretation of dreams



- a** Buildings and houses are symbols of yourself. The upstairs represents your conscious mind and the lower floors and cellar your hidden self. The cramped feeling of the cellar indicates frustration and a need to expand your activities or thinking. Decayed or crumbling buildings indicate that your self-image has suffered. Treat yourself to a few activities that make you feel good about yourself.
- b** This dream symbolizes rediscovering a part of yourself. There may be something that you have neglected or repressed. It could be that you had an ambition in life and only now have found the opportunity to try again.
The dream may also have a literal interpretation. If you're worried about finances, now may be the time to start a new venture.
- c** This dream highlights a loss of self-control. It may represent your insecurity, a lack of self-confidence, a fear of failure, or an inability to cope with a situation. There could also be a literal interpretation. You may have noticed something unsafe – a loose stair rail, wobbly ladder, or insecure window. Check it out. The dream may be a warning.

THE PACE OF LIFE

How well do you use your time?

Answers to quiz

Mostly a answers

You're a daydreamer. Did you actually manage to finish the quiz? You have little control over your life. Chaos surrounds you. Perhaps you tell yourself that you are being creative, but the truth is you are frightened of failure so you don't try. Your abilities remain untested and your dreams unfulfilled.

Mostly b answers

You represent balance and common sense. Your ability to manage your life is impressive, and you know when to relax. You understand that the best decisions are never made in an atmosphere of pressure. You are able to meet deadlines and look ahead to make sure crises don't happen.

Mostly c answers

You live in hope that something or somebody will make everything in life come right for you. I'll get round to it, you tell yourself. What you don't tell yourself is that you alone can manage your life. You are expert at putting things off till later and finding excuses when you do so. Forget these excuses. The right time is now.

Mostly d answers

You are certainly an achiever. Superman or superwoman. You know how to get a job done and you are proud of the way you manage your life. You are obsessive about using every second of the day to best effect and get irritated by people who are not like you and prefer to take life at a slower pace. Learn to relax a little. Remember, stress kills.

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/

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