

Real Grammar

**Understand English.
Clear and simple.**



Carl Eldridge

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introduction

If you are the kind of person who needs to understand and needs to know *why*, this book is for you!

We understand grammar by looking at the core concepts of the language. We look at how the different parts of a sentence are combined to say what we want to say. *Real Grammar* describes the core meaning of each part simply, and this simple knowledge can then be used in a variety of situations. I know you don't want long explanations, so these concepts are presented with diagrams, examples and practice activities.

In this book, we break English grammar down into seven sections:

- basic parts of speech: word order, adding time and place, basic verbs, why some verbs end in *s*, how nouns are used (talking about one or more, *a/an, the* etc.).
- how we use different verb forms (*eat, ate, eating, eaten*).
- the core meanings of *will/would, can/could, shall/should, may/might* and *must* and why and how they are used in different situations.
- different ways of talking about the future and the past.
- saying what people think and say ("He said..." "She said...").
- adding information: *in, on, at, to, for, by, with* etc., adjectives, adverbs, comparing, other ways of adding information.
- adding information with another subject and verb (and object etc.).

Real Grammar explores the structure of the English language to help us understand it. We look at why we use different parts of speech and how English works from the core out. Understanding these core concepts gives us the freedom to express ourselves with clarity and confidence.

I wish you all the best with your studies.

Carl

P.S. You don't need to know grammar terminology to speak English well. (Most native speakers don't know it!) This book is designed to allow you to study grammar without complex terminology, allowing you to focus your studies on language you will actually use. Grammar terminology has been included in small print in the top right corner of pages so you can cross-reference with other resources.

how to use this book

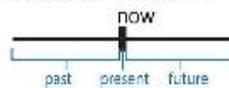
This book is designed to be read from start to end. It explains many concepts of English grammar that are all connected. Each section builds upon what has previously been covered.

Students may want to focus on specific areas of grammar. The book has been divided into seven parts which contain related concepts. Students are encouraged to study whole parts that include the specific areas of grammar they want to focus on. This gives them a deep understanding of important core concepts that relate to the specific grammar point they want to learn about. Any specific grammar points that students are having trouble with can be looked up in the index and studied directly along with related concepts.

timelines

The *verb forms, options and possibilities* and *future and past* sections are about time. In this book timelines are used to visually tell us what the verbs are referring to.

This is our basic timeline:



The time we are talking about is framed with a blue rounded rectangle.



This book describes English as having two tenses, consistent with linguistic theory. The rounded rectangle allows us to see the clear differences between the two English tenses and how they are used.

descriptive grammar

This book provides a descriptive grammar for students studying English. **Descriptive** grammar means that we **describe** the language that English speakers use in order to understand it better. Traditional grammar books take a prescriptive approach and prescribe rules and exceptions for students to memorize and follow.

"Prescriptivists want to tell you how you **ought** to speak and write, while descriptivists want to tell you how people actually **do** speak and write." - Rodney Huddleston and Geoffrey K. Pullum (2002), *The Cambridge Grammar of the English Language*, Cambridge University Press.

Real Grammar explains how people actually **do** use English. We explore concepts to understand **how** and **why** different parts of speech are used. *Real Grammar* is for those who want to learn how people **really** use the English language.

about answers

There is not one correct answer to every problem. Language is used for communication; we share our thoughts with others. We say things in different ways depending on how we are thinking. It is not about being right or wrong.

In this book, we sometimes give more than one answer. Answers are given to check that the language you use communicates what you are thinking.

The answer section often gives the short form of basic verbs (*'s, 'll, 'd* etc.), but the full word (*is/has, will or would/had*) is always acceptable too. We often use the short forms when our speech is flowing. We sometimes use the full words for emphasis or to slow things down and give us time to think.

1

Constructing basic sentences

SVC word order, place and time

word order...2
do...3
don't...3
adding a place...4
adding a time...6
adding a place and time...8
where and when...9
yesterday, today, tomorrow...10

word order

Different languages arrange their words in different orders. English has a strict word order. This is the order English uses.

Subject	Verb	Object	
I	eat.		I eat.
I	work.		I work.
We	run.		We run.
I	like	chocolate.	I like chocolate.
We	have	breakfast.	We have breakfast.
I	play	soccer.	I play soccer.

Practice

Put these words in the correct order.

Example:

drink coffee I → I drink coffee.

We golf play → _____
fish I eat → _____
like cheese I → _____

[See answers](#)

English uses Subject-Verb-Object (SVO) word order. Here are some different word orders used in different languages.

Word order	English equivalent	Proportion of languages	Example languages
SOV	"She him loves"	45%	Latin, Japanese, Afrikaans
SVO	"She loves him"	42%	English, Mandarin, Russian
VSO	"Loves she him"	9%	Biblical Hebrew, Irish
VOS	"Loves him she"	3%	Malagasy, Baure
OVS	"Him loves she"	1%	Apalai, Hixkarvana
OSV	"Him she loves"	<1%	Warao

source: Wikipedia
frequency distribution of word order in languages surveyed by Russell S. Tomlin in 1983.

do

We use *do* in questions and answers. We put *do* first to show it is a question.

do	Subject	Verb	Object		Answer
Do	you	eat?		Do you eat?	Yes, I do.
Do	you	work?		Do you work?	No, I don't.
Do	they	run?		Do they run?	Yes, they do.
Do	you	like	swimming?	Do you like swimming?	No, I don't.
Do	they	have	breakfast?	Do they have breakfast?	Yes, they do.
Do	you	play	soccer?	Do you play soccer?	No, I don't.

Practice

Make these sentences questions. Use 'you'. Write answers.

Example:

I drink coffee. (yes) → Do you drink coffee? Yes, I do.

I like seafood. (no) → _____?

I drive. (yes) → _____?

I do karate. (no) → _____?

[See answers](#)

don't

We make these sentences negative by adding *don't* (do not).

Subject	don't (do not)	Verb	Object	
I	don't	eat.		I don't eat.
I	don't	work.		I don't work.
We	don't	run.		We don't run.
I	don't	like	swimming.	I don't like swimming.
We	don't	have	breakfast.	We don't have breakfast.
I	don't	play	soccer.	I don't play soccer.

Practice

Make these sentences negative.

Example:

I drink coffee. → I don't drink coffee.

I like seafood. → _____

I drive. → _____

I do karate. → _____

[See answers](#)

adding a place

As humans, vision is our strongest sense. Our brains are wired to visualize *where* things are. When speaking English, we visualize where things are in the English way.

We use *at*, *in* and *on* to say *where* something is or happens.

At a point in space.

at the supermarket



at the bus stop



At an event.

at yoga



at the concert



In a boundary: Where the area starts and ends IS important.

in the supermarket



in the bedroom



in the shower

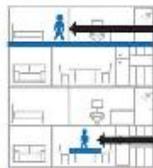


in Texas

in France



On a surface: Where the area starts and ends IS NOT important.



on the table

on the road



on the bus



Subject	Verb	Object	Place	
I	work		at the supermarket	I work at the supermarket.
I	am		at the bus stop.	I'm at the bus stop.
I	am		at yoga.	I'm at yoga.
I	am		at the concert.	I'm at the concert.
I	am		in the supermarket	I'm in the supermarket.
I	play	guitar	in the bedroom.	I play guitar in the bedroom.
I	wash	my hair	in the shower.	I wash my hair in the shower.
I	live		in Texas.	I live in Texas.
They	like	wine	in France	They like wine in France.
I	am		on the 4th floor.	I'm on the 4th floor.
Dinner	is		on the table.	Dinner is on the table.
The bus	is		on the road.	The bus is on the road.
I	read	books	on the bus.	I read books on the bus.

See how we add a place to these sentences we previously studied. (See page 2.)

Subject	Verb	Object	Place	
I	eat		at work.	I eat at work.
I	work		on a boat.	I work on a boat.
We	run		in the park.	We run in the park.
I	like	swimming	in the sea.	I like swimming in the sea.
We	have	breakfast	at home.	We have breakfast at home.
I	play	soccer	at school.	I play soccer at school.

Practice

Which would you use in the following situations? Complete the sentences using *at* or *in*.

- Owen and Charlotte plan to meet at the shopping mall. Owen arrives and calls Charlotte.
Owen: I've just arrived. Where are you?
Charlotte: I'm ___ the supermarket.
- Owen is at home and decides to call Charlotte.
Owen: Where are you?
Charlotte: I'm ___ the supermarket.

[See answers](#)

Practice

Complete the sentences using *in*, *on* and *at*.

- I live ___ Chicago.
- I live ___ an apartment.
- I live ___ the 6th floor.
- I live ___ room 508.
- I'm ___ Mexico.
- I'm ___ the beach.
- I'm ___ the sand.

[See answers](#)

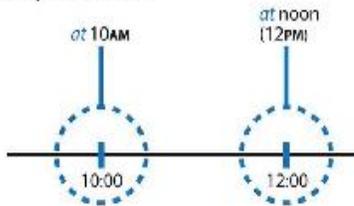
adding a time

Proposition 1.1.1

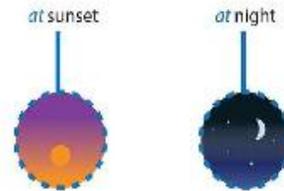
We can't see time, so we visualize *when* the same way as we visualize *where*.

We use *at*, *in* and *on* to say *when* something is or happens.

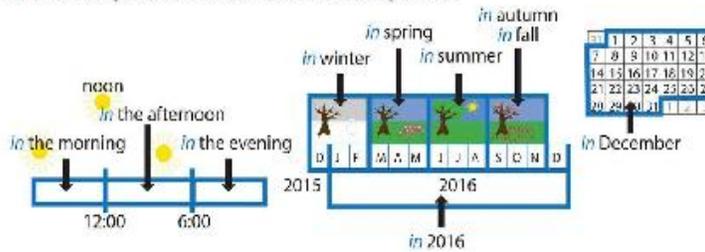
At a point in time.



At an event in time.



In: When the period of time starts and ends IS important.



On: When the period of time starts and ends IS NOT important.



We think of a day as being the time from when we wake up to the time we go to sleep. Exactly when a person wakes up and goes to sleep is not important.

Subject	Verb	Object	Time	
I	start	work	at 10am.	I start work at 10am.
I	have	lunch	at noon.	I have lunch at noon.
I	walk	the dog	at sunset.	I walk the dog at sunset.
I	sleep		at night.	I sleep at night.
I	have	breakfast	in the morning.	I have breakfast in the morning.
I	play	guitar	in the afternoon.	I play guitar in the afternoon.
I	wash	my hair	in the evening.	I wash my hair in the evening.
I	ski		in winter.	I ski in winter.
They	travel		in spring.	They travel in spring.
We	swim		in summer.	We swim in summer.
We	hike		in fall.	We hike in fall.
Christmas	is		in December.	Christmas is in December.
I	finish	high school	in 2025.	I finish high school in 2025.
I	study	English	on Monday.	I study English on Monday.
We	celebrate	the new year	on December 31st.	We celebrate the new year on DEC 31.
We	sleep		on New Year's Day.	We sleep on New Year's Day.

See how we add a time to these sentences we previously studied. (See page 2.)

Subject	Verb	Object	Time	
I	eat		at 6pm.	I eat at 6pm.
I	work		on Wednesdays.	I work on Wednesdays.
We	run		in the morning.	We run in the morning.
I	like	swimming	in summer.	I like swimming in summer.
We	have	breakfast	at 7:30.	We have breakfast at 7:30.
I	play	soccer	on Sundays.	I play soccer on Sundays.

Practice

Complete the sentences using *in*, *on* and *at*.

- I start work ___ 9am.
- I finish work early ___ Fridays.
- I finish ___ 4pm.
- I have a holiday ___ January.
- I go back to work ___ January 18th.
- I play golf ___ Sundays.

[See answers](#)

To speak English like a native English speaker you need to think like a native English speaker. Start by visualizing space and time the same way as a native English speaker. Visualize *where* and *when* with *in*, *on* and *at*.

adding a place and time

We can add a time and a place if we want. We can put the place first...

Sub.	Verb	Object	Place	Time	
I	eat		at work	at 6pm.	I eat at work at 6pm.
I	work		on a boat	on Wednesdays.	I work on a boat on Wednesdays.
We	live		in Japan	in the 21st Century.	We live in Japan in the 21st Century.
I	like	swimming	in the sea	in summer.	I like swimming in the sea in summer.
We	have	breakfast	at home	at 7:30.	We have breakfast at home at 7:30.
I	play	soccer	at the park	on Sundays.	I play soccer at the park on Sundays.

...or the time first.

Sub.	Verb	Object	Time	Place	
I	eat		at 6pm	at work.	I eat at 6pm at work.
I	work		on Wednesdays	on a boat.	I work on Wednesdays on a boat.
We	live		in the 21st century	in Japan.	We live in the 21st century in Japan.
I	like	swimming	in summer	in the sea.	I like swimming in summer in the sea.
We	have	breakfast	at 7:30	at home.	We have breakfast at 7:30 at home.
I	play	soccer	on Sundays	at the park.	I play soccer on Sundays at the park.

We can add more information about places.

Sub.	Verb	Object	Place	Place	
I	eat		at the café	at work.	I eat at the café at work.
I	work		on a boat	on the river.	I work on a boat on the river.
We	live		in Tokyo	in Japan.	We live in Tokyo in Japan.
I	like	swimming	in the sea	in Hawaii.	I like swimming in the sea in Hawaii.
We	have	breakfast	at home	on the balcony.	We have breakfast at home on the balcony.
I	play	soccer	on the field	at the park.	I play soccer on the field at the park.

We can add more information about time.

S.	Verb	Object	Time	Time	
I	eat		at 6pm	on Sundays.	I eat at 6pm on Sundays.
I	work		on Wednesdays	in June.	I work on Wednesdays in June.
We	live		in the 21st century	in the 2010s.	We live in the 21st century in the 2010s.
I	like	swimming	at night	in summer.	I like swimming at night in summer.
We	have	breakfast	at 7	in the morning.	We have breakfast at 7 in the morning.
I	play	soccer	on Sundays	at 6:30.	I play soccer on Sundays at 6:30.

Add as much information as you like. Important or more specific information comes first. Additional information comes later. This often depends on the situation.

where and when

Wh exercises

We use *where* to ask about **places**.

Where	do	Sub.	Verb	Object	Place
Where	do	you	work?		
		I	work		on a boat
Where	do	they	live?		
		They	live		in Japan.
Where	do	you	like	swimming?	
		I	like	swimming	in the sea.
Where	do	they	have	breakfast?	
		They	have	breakfast	at home
Where	do	you	play	soccer?	
		I	play	soccer	at the park.

Where do you work?
I work on a boat.

Where do they live?
They live in Japan.

Where do you like swimming?
I like swimming in the sea.

Where do they have breakfast?
They have breakfast at home.

Where do you play soccer?
I play soccer at the park.



We don't need to say the words in gray. They have already been said so we can leave them out.

We use *when* to ask about **times**.

When	do	Sub.	Verb	Object	Place
When	do	you	eat?		
		I	eat		at 6am.
When	do	you	work?		
		I	work		on Wednesdays.
When	do	you	like	swimming?	
		I	like	swimming	in summer.
When	do	they	have	breakfast?	
		They	have	breakfast	at 7:30.
When	do	you	play	soccer?	
		I	play	soccer	on Sundays.

When do you eat?
I eat at 6am.

When do you work?
I work on Wednesdays.

When do you like swimming?
I like swimming in summer.

When do they have breakfast?
They have breakfast at 7:30.

When do you play soccer?
I play soccer on Sundays.



We sometimes don't say **at** when we say a time. In this situation it is obvious that it is a time.

Practice

Write questions for the answers.

Example: When do you play soccer?

I play soccer on Sundays.

- _____ I swim at the beach.
- _____ They have dinner at 7am.
- _____ I read books on the bus.

- _____ I live in Canada.
- _____ I finish work at 5:30.
- _____ We travel in spring.

[See answers](#)

yesterday, today, tomorrow

Adapted from

Today is the day it is now.

Yesterday was the day before today.

Tomorrow is the day after today.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
					yesterday	now today	tomorrow	

We use *last*, *this* and *next* for years months and weeks.

January	February	March	April	May	June	July	August	September
			last month	now this month	next month			

Yesterday, *today*, *tomorrow*, *last*, *this* and *next* describe time in relation to now.

In, *on* and *at* are used when we say what day, month or year we are referring to.

The game is **tomorrow**.

The game is **on** Wednesday.

The final is **next month**.

The final is **in** April.

We use:

yesterday	today	tomorrow
last year	this year	next year
last month	this month	next month
last week	this week	next week

2

Basic verbs

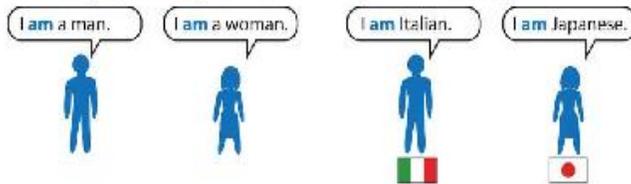
meanings, third person s

- be...12
- have...13
- be (am, are, is)...14
- adding s to verbs...16
- who and what...18
- go...19
- get...20

be

Capitolo 10

We use *be* (*am, is* and *are*) to refer to something we are describing.



Subject	Verb (be)	Description	
I	am	a woman.	I'm a woman.
I	am	a man.	I'm a man.
I	am	Italian.	I'm Italian.
I	am	Japanese.	I'm Japanese.
I	am	hungry.	I'm hungry.
I	am	happy.	I'm happy.

We can describe **where** someone or something is.



Subject	Verb (be)	Place	
I	am	at the airport.	I'm at the airport.
I	am	in New York.	I'm in New York.
I	am	on the 3rd floor.	I'm on the 3rd floor.

We can describe **when** something is.

Subject	Verb (be)	Time	
The meeting	is	at 10:30.	The meeting is at 10:30.
New Year's day	is	in January.	New Year's day is in January.
The lesson	is	on Monday.	The lesson is on Monday.

We usually use *I'm* instead of *I am*. It's shorter and easier.

have

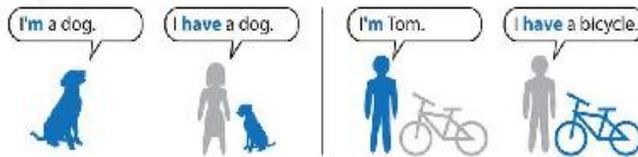
We use *have* to refer to a part of something, or something additional.



Subject	Verb (have)	Object
I	have	a cat
I	have	brown hair.
I	have	an older brother.
I	have	a headache.

I have a cat
I have brown hair.
I have an older brother.
I have a headache.

Compare *be* and *have*.



Practice

Complete the sentences using *am* and *have*. Use the short form of *am* ('m).

Example:
I 'm Tom.

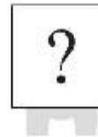
- I ___ Tom.
- I ___ Scottish.
- I ___ brown hair.
- I ___ blue eyes.
- I ___ a nice smile.
- I ___ tall.
- I ___ a police officer.

See answers

What am I?

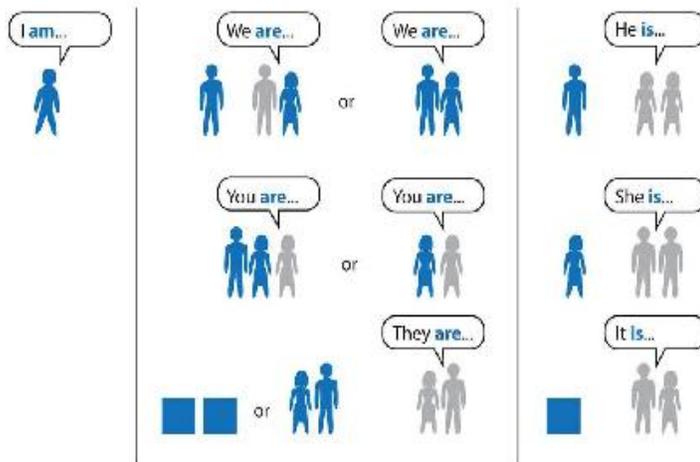
- I ___ big.
- I ___ big ears.
- I ___ heavy.
- I ___ four legs.
- I ___ a tail.
- I ___ gray.
- I ___ an elephant.

See answers



be (am, are, is)

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We use *am* to talk about ourselves (I am...).

We use *are* to talk about two or more people or things, or the person we are talking to (You are...).

We use *is* to talk about one other person or thing (not ourselves or the person we are talking to).

In English we always need to know if we are talking about **one thing** or **more than one thing**.

Subject	Verb (be)	Description
I	am	a man. I'm a man.
You	are	a woman. You're a woman.
We	are	Italian. We're Italian.
They	are	Japanese. They're Japanese.
She	is	a doctor. She's a doctor.
He	is	a student. He's a student.
It	is	hot. It's hot.

Practice

Complete the sentences using *am*, *are* or *is*. Use the short forms (*'m*, *'re* and *'s*).

1. She ___ American.
2. He ___ English.
3. I ___ Korean.
4. It ___ a bird.
5. You ___ Canadian.
6. They ___ bus drivers.
7. We ___ taxi drivers.
8. I ___ happy.

[See answers](#)

We often add **do** when we make questions. These questions ask about the **verbs**.

Subject	Verb	Object	Place/Time		do	Subject	Verb	Object	Place/Time
I	work.			→	Do	you	work?		
I	live		in Japan.	→	Do	you	live		in Japan?
They	play	soccer.		→	Do	they	play	soccer?	

Questions with **be** are not about the verbs. They ask about the **descriptions, places or times**.

Subject	be	Description	Place/Time		be	Subject	Description	Place/Time
I	am	hungry.		→	Are	you	hungry?	
We	are		in Japan.	→	Are	we		in Japan?
The game	is		on Sunday.	→	Is	the game		on Sunday?

Practice

Complete the questions using **do, am, are or is**.

- ___ she American?
- ___ you run?
- ___ you like chicken?
- ___ you at work?
- ___ they hungry?
- ___ they like hamburgers?
- ___ he young?
- ___ I awake?

[See answers](#)

We add **not** after **be** to make negatives. There may be more than one way to shorten it.

Subject	Verb (be not)	Description		
I	am not	a man.		I'm not a man.
You	are not	a woman.	You aren't a woman.	You're not a woman.
We	are not	Italian.	We aren't Italian.	We're not Italian.
They	are not	Japanese.	They aren't Japanese.	They're not Japanese.
She	is not	a doctor.	She isn't a doctor.	She's not a doctor.
He	is not	a student.	He isn't a student.	He's not a student.
It	is not	hot.	It isn't hot.	It's not hot.

The full words (**am not, are not** and **is not**) are often used in writing and for emphasis when speaking. We almost always use the short forms (**'m not, aren't/re not, isn't/s not**).

Practice

Complete the sentences using the short forms **'m not, aren't or 're not, isn't or 's not**.

- She ___ American.
- He ___ English.
- I ___ Korean.
- It ___ a bird.
- You ___ Canadian.
- They ___ bus drivers.
- We ___ taxi drivers.
- I ___ happy.

[See answers](#)

adding s to verbs

T-14 persons

We add *s* to verbs when we are talking about ONE other person or thing (*he, she or it*).

Subject	Verb	Object/Place	→	Subject	Verb	Object/Place	
I	eat.		→	He	eats.		He eats.
You	work.		→	It	works.		It works.
We	live	in Europe.	→	She	lives	in Europe.	She lives in Europe.
They	like	swimming.	→	He	likes	swimming.	He likes swimming.
We	have	breakfast.	→	He	has	breakfast.	He has breakfast.
They	play	music.	→	It	plays	music.	It plays music.

Have becomes *has*.

We have breakfast. → he **has** breakfast.

We add *es* to verbs that end in *-o*, *-ch*, *-x*, *-sh* and *-ss* to make the extra *s* sound in the word clear.

I do karate. → He **does** karate.
You go to school. → She **goes** to school.
We watch TV. → He **watches** TV.
They fix cars. → She **fixes** cars.
I push buttons. → He **pushes** buttons.
I miss you. → She **misses** you.

Practice

Complete the sentences.

1. I like fish. → He _____.
2. We mix cement. → She _____.
3. He drinks milk. → We _____.
4. They play tennis. → She _____.
5. You have a car. → I _____.
6. I have black hair. → He _____.
7. We go to work. → She _____.

See answers

We use *does* in questions and answers.

<i>does</i>	Subject	Verb	Object/Place		Answer
Does	he	eat?		Does he eat?	Yes, he does.
Does	it	work?		Does it work?	No, it doesn't.
Does	she	live	in Europe?	Does she live in Europe?	Yes, she does.
Does	he	like	swimming?	Does he like swimming?	No, he doesn't.
Does	she	have	breakfast?	Does she have breakfast?	No, she doesn't.
Does	it	play	music?	Does it play music?	Yes, it does.

We can make these sentences negative by adding *doesn't* (does not).

Subject	<i>doesn't</i>	Verb	Object/Place	
He	doesn't	eat.		He doesn't eat.
It	doesn't	work.		It doesn't work.
She	doesn't	live	in Europe.	She doesn't live in Europe.
He	doesn't	like	swimming.	He doesn't like swimming.
She	doesn't	have	breakfast.	She doesn't have breakfast.
It	doesn't	play	music.	It doesn't play music.

These sentences have **TWO** verbs. Only the **first** verb gets the *s*. Using *does* instead of *do* (*doesn't* instead of *don't*) provides the essential information. The other verbs stay in the basic form.

Practice

Make these sentences questions.

Example:

I drink coffee. → (She) **Does** she drink coffee?

I like seafood. → (He) _____ ?

I shower. → (He) _____ ?

I do karate. → (She) _____ ?

[See answers](#)

Make these sentences negative.

Example:

I drink coffee. → He **doesn't** drink coffee.

I like seafood. → She _____.

I shower. → We _____.

I do karate. → He _____.

[See answers](#)

Complete the sentences with the correct form of the words in brackets.

Example: He doesn't like (not like) fish.

1. _____ she _____ (eat) beef?

2. He _____ (eat) beef.

3. We _____ (not play) golf.

4. _____ you _____ (play) golf?

5. _____ he _____ (play) golf?

6. _____ you _____ (live) in Brazil?

7. _____ she _____ (live) in Brazil?

8. _____ they _____ (live) in Brazil?

9. She _____ (not smoke).

10. He _____ (not drink).

11. They _____ (not live) in Miami.

12. He _____ (like) tennis.

[See answers](#)

who and what

Wh questions

We use *who* to ask about a **person**. We use *what* to ask about a **thing**.

We ask about the **subject**.

wh	Subject	Verb	Object/Place/Time
Who		lives	in Washington?
	I	live	in Washington.
	I	do.	
What		is	in the bag?
	Clothes	are	in the bag.

We ask about the **object**.

wh	do	Subject	Verb	Object
Who	does	she	help?	
		She	helps	the poor.
What	do	you	eat?	
		We	eat	vegetables.

We say what kind of thing we want to know about.

what	(kind of thing)		Subject	Verb	Object
What	sports	do	you	play?	
			I	play	soccer.
What	food	do	you	like?	
			I	like	chocolate.
What	time	is	it?*		
			It	is	4:10.

*When we ask about **now** we say 'What time is it?'

When we ask about another time we use *what time*, *what day*, *what month*, *what year* or *when*.

We say 'What time is the meeting?' or 'When is the meeting?'

Practice

Make questions.

Example: Who *lives in Washington* _____ ?

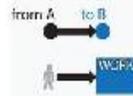
I do. (I live in Washington.)

1. What _____ ?
I like soccer and tennis.
2. Who _____ ?
Victoria does. (Victoria plays tennis on Saturdays.)
3. What _____ ?
I like rock, blues and pop music.
4. What _____ ?
I like Italian food.
5. Who _____ ?
Me! (I want chocolate ice-cream.)
6. What _____ ?
I have breakfast at 6:20.
7. What _____ ?
I read mysteries.

[See answers](#)

go

We use *go* to talk about movement from one place to another place. Things move to a destination. The destination can be a place, event, thing or person.



I go to **work** at 6PM.

Subject	Verb (go)	Destination	Time
I	go	to work	at 6PM.
You	go	to karate	on Wednesdays.
We	go	to Japan	every winter.
They	go	to the sea	in summer.
She	goes	home	at 7:30.
He	goes	to the doctor	once a year.

I go to work at 6PM.
 You go to karate on Wednesdays.
 We go to Japan every winter.
 They go to the sea in summer.
 She goes home at 7:30.
 He goes to the doctor once a year.

We use *to* with destinations we can easily point out or circle.

We don't use *to* with *home* or with other words like *overseas* and *abroad*, as they are not destinations we can clearly define. We can't point to *home*, *overseas* or *abroad* on a map.

Where is home?

I go **home** at 7:30.

This could mean: to my house, my city, my state, my country, etc. depending on the situation.

I'm **home**!

This is often said when people arrive home. (the idea: it doesn't matter where it is; it could be a country, house, etc. - a place I feel is home)

A: Where are you?

B: I'm **at home**.

This refers to someone's house. We need to make it clear we are talking about a point in space, so we use *at* to express home as a point.

get

We use *get* to talk about changes. *Get* can be used in lots of situations.

NOT have (object) | have (object)
get (object)

She **doesn't** have a hat. She **gets** a hat. She **has** a hat.

Subject	Verb (get)	Object	Place/Time
I	get	breakfast	at the café.
You	get	milk	from a cow.
He	gets	coffee	every morning.
She	gets	groceries	at the supermarket.

Keeping things simple is good. *Get* is a simple verb that can be used instead of other verbs, such as: *receive*, *buy*, or *obtain*.

NOT be (description) | be (description)
get (description)

It **isn't** hot. It **gets** hot. It **is** hot.

Subject	Verb (get)	Description	Place/Time
It	gets	hot	in summer
You	get	older	every year.
She	gets	hungry	at lunch time.
He	gets	sleepy	in the afternoon.

In this situation, *get* can be used instead of *become*.

NOT be (at a place) | be (at a place)
go (to a place) | get (to a place)

We **aren't** at school. We **go** to school. We **get** to school. We **are** at school.

Subject	Verb (get)	Place	Time
I	get	to work	at 8:30.
We	get	to school	at 8:50.
She	gets	home	at 7PM.
He	gets	to bed	at midnight.

In this situation, *get to (place)* can be used instead of *arrive at (place)*.

One or more

articles, plural and singular, countable and uncountable nouns

a/an...	22
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a/an

In English we always need to know if we are talking about one thing or more than one thing. We use *a* and *an* to talk about **one** thing. There are many of these things in the world.



We use *an* before a vowel sound (a, o, i, o, u).

Subject	Verb	Object	
I	have	an uncle.	I have an uncle.
She	has	a bicycle.	She has a bicycle.
He	has	an apple.	He has an apple.

Subject	Verb	Description	
I	am	a woman.	I'm a woman.
He	is	a child.	He's a child.
She	is	an engineer.	She's an engineer.

Subject	Verb	Object/Place	
A man	lives	in that house.	A man lives in that house.
A student	studies.		A student studies. (What a typical student does.)
A pilot	flies	planes.	A pilot flies planes. (What a typical pilot does.)



Practice

Complete the sentences using *a* or *an*.

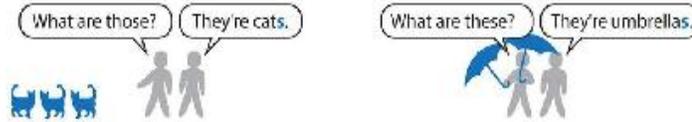
- Is that ___ pear?
- No, it's ___ apple.
- We don't have ___ air conditioner.
- Do you have ___ TV?
- She's ___ doctor.
- I'm ___ waiter.
- He eats ___ egg every day.
- You're ___ interesting person.

[See answers](#)

adding s to nouns

Business

We add s when we are talking about more than one thing.



Most words end in -s, but we sometimes use different words (person/people, woman/women):

Subject	Verb	Object
I	have	six uncles.
She	has	two bicycles.
We	like	apples.

I have six uncles.
She has two bicycles.
We like apples. (Generally, not one specific apple.)

Subject	Verb	Description
We	are	women.
You	are	children.
They	are	engineers.

We are women.
You are children.
They are engineers.

Subject	Verb	Object/Place
Three people	live	in that house.
Students	study.	
Pilots	fly	planes.

Three people live in that house.
Students study. (Generally, what students do.)
Pilots fly planes. (Generally, what pilots do.)



Practice

Complete the sentences. Use *a* or *an* or add an *s*.

- I have two _____ (sister).
- Can I have _____ (hot dog) please.
- They're _____ (pilot).
- I play _____ (video game).
- I eat three _____ (banana) every morning.
- _____ (mechanic) fixes cars.
- _____ (bus driver) drive buses.
- A lot of _____ (man) like sport.

[See answers](#)

things we sometimes don't count Counting and uncountable nouns

There are some things we easily count. We use *a* or *an* or add an *s*.

Here is **an apple**.

We use *a* or *an* for one thing.



Here are **two apples**.

We add an *s* for more than one thing.



However, we can't always count apple. Once it is cut it is hard to imagine how many apples. We simply say it is apple (*without an or s*). If we want to count it we can easily count the slices.

Here is some **apple**.

We don't use *an* or *s*.

(Here are four *slices* of apple.)



There are some things we usually can't count. When we imagine wine there are many things we can imagine. Wine comes in many sizes so we can't usually count it. We say generally what it is.

This is **wine**.

(a glass of wine)



This is **wine**.

(a bottle of wine)



This is **wine**.

(a barrel of wine)



We count glasses, bottles or barrels.

However, in some situations we can count wine.

A beer and **a red wine**, please.

We have **two red wines**:
a Merlot and a Shiraz.



We can count it. We know they want **one glass** of red wine because of the situation.

We can count the wines. There are **two kinds** we can choose from.

We count things when we imagine one or more of the thing we are talking about. We don't count things when we imagine parts of something.

I like **bananas**.

I imagine taking whole bananas and eating them. I eat bananas.



These are **bananas**. This is a **banana**.

I like **watermelon**.

I imagine taking slices of watermelon and eating them. I don't eat whole watermelons.



This is a **watermelon**. This is **watermelon**.
(a slice of watermelon)

I like **chickens**.

I imagine whole chickens. I like the birds.



These are **chickens**.
(three chickens)

I like **chicken**.

I like part of the chicken; the part I eat



This is **chicken**.
(two pieces of chicken)

Practice

Circle the best words. There may be more than one answer.

What is in the fridge?

1. {eggs}(egg)
2. {milks}(milk)
3. {juices}(juice)
4. {grapes}(grape)
5. {strawberries}(strawberry)
6. {cheeses}(cheese) **and**
7. {lambs}(lamb)

[See answers](#)

Practice

Circle the best words to complete the sentences. There may be more than one answer.

1. We have (a sofa)(sofa) in our living room.
2. I read (books)(book).
3. Do you need (a medicine)(medicine)?
4. There (are sands)(is sand) in my shoe.
5. Rainbow Beach has colored (sand)(sands).
6. I like (avocados)(avocado) on toast.
7. I buy (avocados)(avocado) at the market.
8. I have some (cakes)(cake) with my tea.
9. I like (beans)(bean).
10. I like (pumpkins)(pumpkin).

[See answers](#)

things we don't count

It is not possible to count groups of things.

There are some words we use to talk about groups of things.



This is **furniture**.

The word **furniture** talks about these things generally belonging to the same group.

When we want to count these things, we say: a piece of furniture, two pieces of furniture.

We can also count them as separate items: a sofa, two tables.

group	things in this group
luggage	bags, suitcases, boxes etc.
equipment	balls, bats, gloves, helmets etc.
silverware	knives, forks, spoons
garbage	things we want to throw away
music	songs, rhythms, melodies, etc.

There are some things we can't see or hear. We think of them as complex things that are made up of many small parts, so we talk about them generally too.

group	things in this group
information	many facts
knowledge	many things a person knows
news	many details of recent events

Some things come in pairs. We count them as pairs.

These are pants

(a pair of pants)

Pants have **two** legs.



These are shoes

(a pair of shoes)

There are **two** shoes.



These are chopsticks

(a pair of chopsticks)

There are **two** chopsticks.



Practice

Circle the best words to complete the sentences.

- I have **some** (headphones)(headphone).
- Scientists **do** (researches)(research).
- I need **more** (informations)(information).
- She wears (earnings)(earring).
- He wears (jeweleries)(jewelry).
- The (electricities are)(electricity is) **on**.
- Do you have **any** (newses)(news)?
- Take out **the** (trashes)(trash).
- I'm thirsty. **Where** (are my glasses)(is my glass)?
- I can't see! **Where** (are my glasses)(is my glass)?

[See answers](#)

some and any

We use *some* and *any* when the amount is not important. It may be something we can or can't count.

I have **some** flowers.



(three flowers)

I have **some** water.



(a glass of water)

We use *any* in questions and negative sentences.

I have **some** apples. (more than one apple)

I **don't** have **any** apples. (zero apples)

Do you have **any** apples? (zero or some?)

She has **some** bread. (a slice or a loaf etc.)

She **doesn't** have **any** bread. (none)

Does she have **any** bread? (none or some?)

here and there

We use *here* to refer to where we are. We use *there* to refer to somewhere else. The person we are talking to knows the place we are talking about.

I'm **here**.

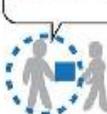


It's **there**.



They know because we point to it.

Here's a present.



There's a present **on the table**.



They know because we say where it is.

We often start sentences with *there is* or *there are* and say where it is later in the sentence.

There's a spoon **in the drawer**.

There isn't a restaurant **in the hotel**.

Is there an ATM **near here**?

There are some trees **in the park**.

There aren't any snakes **in my yard**.

Are there any ATMs **near here**?

We also use *there is* or *there are* to simply say things exist. Exactly where is not important.

There's a solution.

There isn't a problem.

Is there anything else?

There are some things to talk about.

There aren't any stupid questions.

Are there any questions?

Practice

Complete the sentences using *a*, *an*, *some* or *any*.

1. Do you have _____ sisters?
2. I have _____ car.
3. Is there _____ restroom near here?
4. Are there _____ restrooms near here?
5. There's _____ computer on the desk.
6. There are _____ pens in the drawer.
7. We don't have _____ children.
8. There's _____ ice in the glass.

[See answers](#)

the

Definitive

When we use *the* the listener knows which person or thing we are referring to.



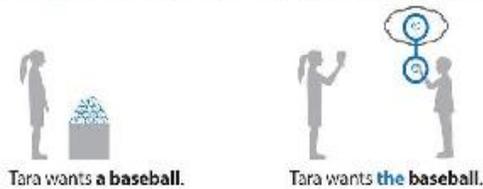
We use *the* for things that are common knowledge. (Everybody knows which apple is big.)



We also use *the* for more than one person or thing.



We use *the* when the listener knows which one we are talking about.



The listener often knows which person or thing we are referring to because we talked about it before.



a band - we don't know which band.

an American - we don't know which American.

an Australian - we don't know which Australian.

The Australian - the one in the band.

The drums - one of many instruments - we know which one.

We don't use *a* or *the* with names, such as names of people or names of sports.

I play tennis. (Tennis is the name of the sport.)

I play the guitar. (We use *the* because the listener knows which instrument I am talking about.)

We often use *the* when we are talking about places. The listener knows what kind of place it is, but which one doesn't matter.

We use *a* when the listener doesn't know which one. They often ask in these situations.

Subject	Verb	Place
I	am	at the bank.
She	is	at the supermarket.
We	are	at the beach.

Which bank is not important. The speaker wants them to picture a standard bank.

Subject	Verb	Place/Event
I	am	at a restaurant.
She	is	at a bar.
We	are	at a party.

Restaurants are all different. The listener doesn't know which one.

Practice

Complete the conversations using *a*, *an* or *the*.

- A: I have ___ new job.
 B: Great! What's ___ job?
 A: I'm ___ office worker.
 B: Where's ___ office?
 A: It's in ___ city.
- A: Do you play ___ piano?
 B: I have ___ piano but I don't play it.
- Can you turn off ___ TV please?
- I go to ___ park in ___ morning.
- I work on ___ boat.
- I swim in ___ sea.
- ___ restaurant opens at 6.
- Can I have ___ drink, please?
- My company has ___ boat and ___ hotel. I work on ___ boat. Anne works in ___ hotel.

See answers

names

We often call people and things by their name.

Subject	Verb	Object/Description	
I	am	Luke.	name: Luke
Kate	drinks	tea.	name: Kate

We often use *the* in names. There are different ways we name people and things:

name only	<i>the</i> (which one)(thing)	<i>the</i> (thing) of (origin)	(title) (name)
Amelia Brooks Thomas Ferguson	the Pacific Ocean the Nile River* the Red Sea the Sahara Desert	the Sea of Japan	Ms. Brooks Mr. Ferguson Mt. Everest Lake Victoria
Breakfast Creek Ha Long Bay Niagara Falls		the Gulf of Thailand the Bay of Kotor	
London Bridge	the Eiffel Tower the Brooklyn Bridge	the Tower of Babel the Statue of Liberty	
Wall Street	the United Kingdom		
We often include what it is in its name (bay etc).	<i>Which one</i> is a name, often from a description.	<i>Origin</i> is a place or description.	<i>Titles</i> are used for people in formal situations.

We often write the things in columns 2 and 3 without *the* on maps and as headings for brochures, books etc. Fewer words makes these things easy to read. *People may also say 'the River Nile'. Saying 'the Nile River' (as written in the table) is more common in modern American English—rivers are usually named this way.

There are lots of ways we can name things. We accept names we hear and use them as others do.

Practice

Complete the paragraph below using *the* when needed. Leave some spaces blank.

I love traveling. I want to travel the world. I want to see: (example) _____ Big Ben, (example) _____

Leaning Tower of Pisa...

(1) _____ Great Sphinx, (2) _____ Angel Falls, (3) _____ Great Wall of China, (4) _____ Machu Picchu, ^{*the*}

(5) _____ Grand Canyon, (6) _____ Mt Fuji, (7) _____ Uluru, (8) _____ Stonehenge, (9) _____ Forbidden City

and (10) _____ Empire State Building.

[See answers](#)

Other basic words

pronouns and conjunctions

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's

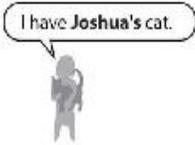
Personal

We add 's to names to describe who **has** the thing we are talking about.

Joshua **has** a cat. Ruby **has** brown hair. Ruby **has** a brother. Joshua **has** a headache.
 Simon is Joshua's cat. Ruby's hair is brown. Joshua is Ruby's brother. Joshua's headache is bad.



Subject	Verb	Object/Description	
Simon	is	Joshua's cat.	Simon is Joshua's cat.
Joshua	likes	Ruby's hair.	Joshua likes Ruby's hair.
Joshua	is	Ruby's brother.	Joshua is Ruby's brother.
Ruby's brother	has	a cat.	Ruby's brother has a cat.
Joshua's headache	is	bad.	Joshua's headache is bad.



We say who owns something.

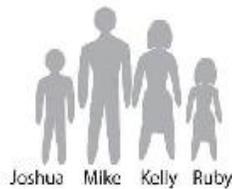
Ruby has a cat. She *doesn't* own the cat.
 It is **Joshua's** cat. Joshua owns the cat.
 Ruby has **Joshua's** cat.

We ask questions with *whose*.

Whose brother has a cat?
 Ruby's brother has a cat.

Practice

Look at the picture of the family and complete the sentences.



Example: Joshua is *Ruby's* brother.

1. Mike is _____ husband.
2. Kelly is _____ wife.
3. _____ brother is Joshua.
4. _____ sister is Ruby.
5. Joshua and Ruby's mother is _____.
6. _____ is Ruby and Joshua's father.
7. _____ and _____ are Mike and Kelly's children.

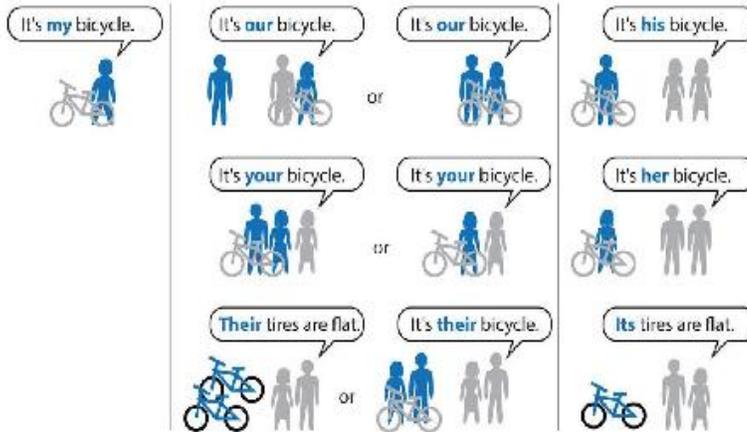
[See answers](#)

her, his, its, my, our, their, your

Practical English

We use these words when we refer to people and things and what they have. We know which person or thing we are referring to, so we don't say their name again, we use one of these simpler words.

This is John. **His** house is in the city. (his = John's)



Subject	Verb	Object/Description	
John	is	my father.	John is my father.
Your favorite sport	is	basketball .	Your favorite sport is basketball.
The Earth	is	our home.	The Earth is our home.
Their mother	plays	the piano.	Their mother plays the piano.
Her name	is	Rebecca.	Her name is Rebecca.
Roger	likes	his hair.	Roger likes his hair.
Its brakes	don't work.		Its brakes don't work.

Practice

Complete the sentences. Use *her, his, its, my, our, their* or *your*.

His (he) name is Angelo.

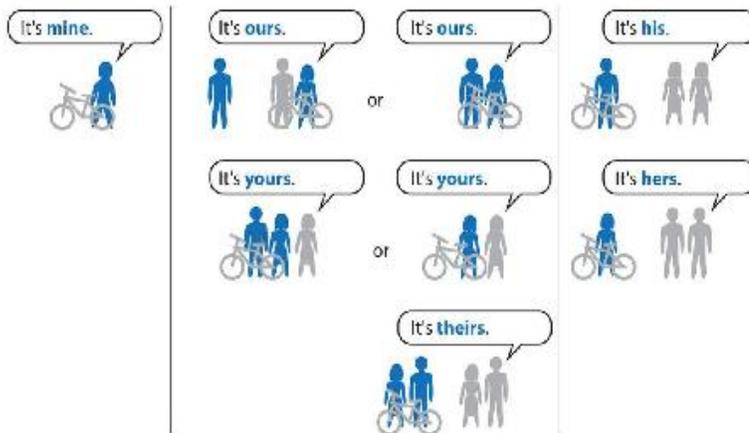
1. She is _____ (I) sister.
2. Fred is _____ (she) husband.
3. Emily and Johnny are _____ (they) children.
4. We all like music. _____ (we) favorite singer is Taylor Swift.
5. Is this _____ (you) cat?
6. What is _____ (it) name?

See answers

hers, his, its, mine, ours, theirs, yours Personal pronouns

When we know what object we are referring to, we use one of these words and don't say the object.

This is John. The house is **his**. (his = John's)
 This is my breakfast. **Yours** is on the table. (yours = your breakfast)



Subject	Verb	Object/Description	
This bag	is	mine.	The bag is mine.
Those shoes	are	his	Those shoes are his.
The letters	are	hers.	The letters are hers.
The towels	are	theirs.	The towels are theirs.
The money	is	yours.	The money is yours.

Practice

Complete the sentences. Use *hers, his, mine, ours, theirs* or *yours*.

- Whose bag is that? It's _____ (her bag).
- Your house is tidier than _____ (my house).
- Here are our dinners. _____ (Your dinner) is on the white plate.
- My clothes are dirty but _____ (their clothes) are clean.
- Is this my drink? No, it's _____ (his drink).
- Whose jackets are these? They're _____ (our jackets).

See answers

one



We use *this* and *that* to clearly point out which **one** we are talking about.
We are talking about **one** of many.



We use *these* and *those* to clearly point out which **ones** we are talking about.
We are talking about **more than one** of many.



Practice

Complete the sentences. Use *one*, *ones* or *it*.

- Where is my key? I can't find ____.
- The tomatoes are growing well. Look at that _____. _____'s huge!
- A: Is there an ATM near here?
B: Yes, there's _____ in the convenience store.
- These dresses are nice. How much is this _____?
- These pants are nice. How much are these _____?
- Those grapes look good. Can I have _____?
- A: Excuse me, can I use your phone?
B: Sorry, I don't have _____.

[See answers](#)

simplifying sentences

When we have already talked about a person or thing, we use a simple word to refer to the same person or thing again.

The example sentences below can be completed with any word from the same row.

	(name)		 or 	 or 	 or 				example sentences
Subject	Tina	I	we	you	they	she	he	it	<u>They</u> , (am/are/is) from America.
Object	Tina	me	us	you	them	her	him	it	Stephen likes _____.
Whose (thing)	Tina's	my	our	your	their	her	his	its	This is _____ bag.
Whose	Tina's	mine	ours	yours	theirs	hers	his	its	This bag is _____.

Practice

Complete the sentences. Use the simple words in the table above.



My name is Isabella.

- I live (Isabella lives) in Florida.
 - _____ (Isabella has) one brother and one sister.
 - _____ (Isabella's) brother's name is William.
 - _____ (Isabella's) sister's name is Ava.
- Ava likes sport.
- _____ (Ava's) favorite sport is soccer.
 - _____ (Ava) is very good at _____ (soccer).
 - _____ (Isabella likes) _____ (soccer) too.
 - _____ (Ava and Isabella) play _____ (soccer) together on Saturdays.
 - These are _____ (Ava's and Isabella's) soccer balls.
 - This one is _____ (Ava's).
 - This one is _____ (Isabella's).

[See answers](#)

and

We use *and* to add something else to our sentences.

We use *and* to add another noun in the subject.

Subject	Verb	Object	Subject	Verb	Object
Isabella	plays	soccer.	Isabella and Ava	play	soccer.
Ava	plays	soccer.			

We use *plays* when we talk about one other person (not ourselves or the person we are talking to).
We use *play* because we are talking about two people. (See page 16.)

We use *and* to add another noun in the object, time, place etc.

Subject	Verb	Object	Subject	Verb	Object
Ava	plays	soccer.	Ava	plays	soccer and tennis.
Ava	plays	tennis.			

We use *and* to add another verb.

Subject	Verb	Object	Subject	Verb	Object
Ava	plays	soccer.	Ava	plays and watches	soccer.
Ava	watches	soccer.			

We can have two verbs with two objects.

Subject	Verb	Object	Subject	Verb	Object	and	Verb	Object
Ava	plays	soccer.	Ava	plays	soccer	and	watches	hockey.
Ava	watches	hockey.						

We can connect two sentences that are about the same topic. The subject and object are different.
The verb may be different too.

Subject	Verb	Object	Subject	Verb	Object	and	Subject	Verb	Object
Ava	plays	soccer.	Ava	plays	soccer	and	Isabella	watches	hockey.
Isabella	watches	hockey.							

These sentences can be connected with *and* because they are about the same topic: sport.

Practice

Combine the sentences using *and*. Make the sentence as simple as you can.

Example: Mia eats steak. I eat steak. Mia and I eat steak.

1. Abigail writes music. Abigail records music. _____.
2. Abigail plays the keyboard. I play the drums. _____.
3. Noah studies French. Noah studies English. _____.
4. Jackson trains on Mondays. Jackson trains on Wednesdays. _____.
5. I work on Fridays. I go to a restaurant on Saturdays. _____.

[See answers](#)

or

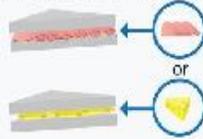
We use **or** when we talk about options.

Would you like a ham **and** cheese sandwich?
Yes, please.



The sandwich has two fillings: ham and cheese.

Would you like a ham **or** cheese sandwich?
A ham sandwich please.



There are two options: ham or cheese. Choose.

We often use **or** with questions. We are giving people a choice.

do	Subject	Verb	Object	Place/Time
Do	you	play	soccer or tennis?	
Does	Anthony	jog		in the park or at the beach?
Does	Ethan	have	breakfast	at 6AM or 7AM?
Do	you	swim or cycle?		

We use **or** when we are unsure.

Subject	Verb	Object	
Isabella or Ava	plays	soccer.	(I'm not sure which person.)

Subject	Verb	Object	
Ava	plays	soccer or tennis.	(I'm not sure which sport.)

We use **or** when we sometimes choose option (a) and sometimes choose option (b).

Subject	Verb	time/place	
I	jog or relax	in the park.	(I sometimes jog in the park. I sometimes relax in the park.)

We often use *or* with negatives.

I don't like ham **and** cheese.
(I don't like the combination:
ham and cheese together.)



I don't like ham **or** cheese.
(I don't like either option:
I don't like ham, I don't like cheese.)



We use *or* with negatives to say that the subject doesn't do either of these things.

Subject	(not) Verb	Object	Place/Time
I	don't play	soccer or tennis.	
Anthony	doesn't jog		in the park or at the beach.
Ethan	doesn't have	breakfast	at 6AM or 7AM .
I	don't swim or cycle.		

Practice

Complete the sentences using *and* or *or*.

Example: Do you prefer tea or coffee?

1. I like dancing ____ singing.
2. I don't watch TV ____ read books.
3. I don't like running ____ swimming.
4. I don't know what to get for dinner... pasta ____ rice.
5. Can I have a hamburger ____ fries, please?
6. Do you play tennis ____ baseball?
7. I have two brothers ____ a sister.

[See answers](#)

but

We use *but* to say things are different. We often use *but* to show one statement is positive and the other is negative.



We join two sentences with *but*.

Subject	/not/ Verb	Object	Place/Time	but	Subject	Verb	Object	Place/Time
Isabella	doesn't play	soccer		but	she	reads	books.	
My dad	doesn't like	jogging	in the park	but	he	likes	swimming.	
I	don't have	breakfast	at 6AM	but	I	have	breakfast	at 7AM.
Isabella	doesn't call	Stephen		but	she	calls	William.	

Either statement can be first.

Subject	Verb	Object	Place/Time	but	Subject	/not/ Verb	Object	Place/Time
Isabella	reads	books		but	she	doesn't play	soccer.	
My dad	likes	swimming		but	he	doesn't like	jogging	in the park.
I	have	breakfast	at 7AM	but	I	don't have	breakfast	at 6AM.
Isabella	calls	William		but	she	doesn't call	Stephen.	

We can leave out information if it has already been said.

Subject	Verb	Object	Place/Time	but	Subject	/not/ Verb	Object	Place/Time
Isabella	reads	books		but	I	don't read	books.	
My dad	likes	swimming		but	My mom	doesn't like	swimming.	
I	have	breakfast	at 7AM	but	Ethan	doesn't have	breakfast	at 7AM.
Isabella	calls	William		but	she	doesn't call	Stephen.	

In some situations, either *and* or *but* can be used.

Use *but* to say that things are **different**. We don't always need to use it with *not*.

Subject	Verb	Object	Place/Time	<i>but</i>	Subject	Verb	Object	Place/Time
Ava	plays	soccer		but	Isabella	reads	books.	
I	like	jogging	in the park	but	my dad	likes	swimming.	
Ethan	has	breakfast	at 6AM	but	I	have	breakfast	at 7AM.
Stephen	emails	Isabella		but	Isabella	calls	William.	

Ava plays soccer **but** Isabella reads books. They do *different* things.

I like jogging in the park **but** my dad likes swimming. We like *different* things.

Ethan has breakfast at 6AM **but** I have breakfast at 7AM. We have breakfast at *different* times.

Stephen emails Isabella **but** Isabella calls William. They contact each other in *different* ways.

We can also use *and* to add another statement with a *subject, verb and object*. It fits in the same sentence because it is about the **same** (or similar) topic.

Subject	Verb	Object	Place/Time	<i>and</i>	Subject	Verb	Object	Place/Time
Ava	plays	soccer		and	Isabella	reads	books.	
I	like	jogging	in the park	and	my dad	likes	swimming.	
Ethan	has	breakfast	at 6AM	and	I	have	breakfast	at 7AM.
Stephen	emails	Isabella		and	Isabella	calls	William.	

Ava plays soccer **and** Isabella reads books. The *same* topic; free time activities.

I like jogging in the park **and** my dad likes swimming. The *same* topic; what we like doing.

Ethan has breakfast at 6AM **and** I have breakfast at 7AM. The *same* topic; breakfast.

Stephen emails Isabella **and** Isabella calls William. The *same* topic; contacting friends.

Practice

Complete the sentences using *and* or *but*.

Example: I like swimming but I don't like running.

- I study English _____ I practice speaking it with my friends.
- I can drive _____ I don't have a car.
- Madison plays tennis _____ Chloe doesn't.
- We live near the lake _____ we love it.
- This restaurant is good _____ expensive.
- I live in the city _____ I enjoy it.
- I live in the city _____ I want to move to the country.

[See answers](#)

Review of basic building blocks

pronouns and conjunctions

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review of basic building blocks

order

English sentences usually have a subject-verb-object word order.

Subject	Verb	Object
I	eat	fish.

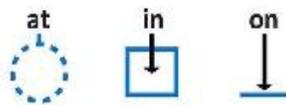
We use *not* in negative sentences.

Subject	do not	Verb	Object
I	don't	eat	fish.

We change the order when we make questions. We put verbs like *do* and *be (am/are/is)* first.

do	Subject	Verb	Object
Do	you	eat	fish?

We add a place or time to the end of a sentence. We often use *at*, *in* and *on*.



Subject	Verb	Object	Place/Time
I	eat	fish	at home.
I	eat	fish	at 7pm.
I	eat	fish	in the office.
I	eat	fish	in summer.
I	eat	fish	on a boat.
I	eat	fish	on Sundays.

verbs

be



I **am** in Moscow.
 You **are** in Moscow.
 We **are** in Moscow.
 They **are** in Moscow.
 He **is** in Moscow.
 She **is** in Moscow.
 It **is** in Moscow.

have



I **have** a box.
 You **have** a box.
 We **have** a box.
 They **have** a box.
 He **has** a box.
 She **has** a box.
 It **has** a box.

go



I **go** to school.
 You **go** to school.
 We **go** to school.
 They **go** to school.
 He **goes** to school.
 She **goes** to school.
 It **goes** to school.

get



I **get** tea at the cafe.
 You **get** tea at the cafe.
 We **get** tea at the cafe.
 They **get** tea at the cafe.
 He **gets** tea at the cafe.
 She **gets** tea at the cafe.
 It **gets** tea at the cafe.

nouns

There are some things we count.



There are some things we don't count.



When we use *the*, the listener knows which one or ones.



We use simple words when the listener knows which person or thing we are talking about.

	(name)								example sentences
Subject	Tina	I	we	you	they	she	he	it	<u>They</u> (am/are/is) from America.
Object	Tina	me	us	you	them	her	him	it	Stephen likes ____.

We use similar words to say who or what something belongs to.

Whose (thing)	Tina's	my	our	your	their	her	his	its	This is ____ bag.
Whose	Tina's	mine	ours	yours	theirs	hers	his	its	This bag is ____.

Tina's from America.	Stephen likes Tina .	This is Tina's bag.	This bag is Tina's .
I'm from America.	Stephen likes me .	This is my bag.	This bag is mine .
We're from America.	Stephen likes us .	This is our bag.	This bag is ours .
You're from America.	Stephen likes you .	This is your bag.	This bag is yours .
They're from America.	Stephen likes them .	This is their bag.	This bag is theirs .
She's from America.	Stephen likes her .	This is her bag.	This bag is hers .
He's from America.	Stephen likes him .	This is his bag.	This bag is his .
It's from America.	Stephen likes it .	This is its bag.	This bag is its .

We use *one* or *ones* when we don't need to say the noun.

A: Which apple would you like?	A: Which apples would you like?
B: Can I have a big one , please?	B: Can I have two big ones , please?

We use and to put things together.	I like apples and bananas.
We use or to talk about options.	I don't like apples or bananas.
We use but to say things are different.	I like apples, but I don't like bananas.

quiz

1. Choose the best sentence.

- (a) I baseball play.
- (b) Baseball I play.
- (c) I play baseball.

2. Choose the best sentence.

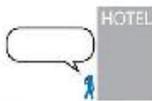
- (a) I TV don't watch.
- (b) I don't watch TV.
- (c) Don't I watch TV.
- (d) TV don't I watch.

3. Choose the best sentence.

- (a) Do you drink juice?
- (b) Do drink you juice?
- (c) Drink do you juice?
- (d) Drink you do juice?

4. Choose the best answer.

Where are you?



- (a) I'm at the hotel.
- (b) I'm in the hotel.
- (c) I'm on the hotel.
- (d) (a) and (b)

5. Choose the best answer.

Where are you?



- (a) I'm at the beach.
- (b) I'm in the beach.
- (c) I'm on the beach.
- (d) (a) or (c)

6. Choose the best answer.

Where are you?



- (a) I'm at the living room.
- (b) I'm in the living room.
- (c) I'm on the living room.
- (d) (a) or (b)

7. Choose the best answer.

When is the concert?

- (a) It's at Saturday.
- (b) It's in Saturday.
- (c) It's on Saturday.
- (d) (a) or (c)

8. Choose the best answer.

When does the concert start?

- (a) It starts at 8PM.
- (b) It starts in 8PM.
- (c) It starts on 8PM.
- (d) (a) or (c)

9. Choose the best sentence.

- (a) I was born at January.
- (b) I was born in January.
- (c) I was born on January.
- (d) (a) or (c)

10. Choose the best sentence.

- (a) I was born at 1992.
- (b) I was born in 1992.
- (c) I was born on 1992.
- (d) (a) or (c)

11. Choose the best sentence.

- (a) I'm black hair.
- (b) I have black hair.
- (c) I go black hair.
- (d) I get black hair.
- (e) (a), (c) or (d)

12. Choose the best sentence.

- (a) I'm home at 6.
- (b) I have home at 6.
- (c) I go home at 6.
- (d) I get home at 6.
- (e) (a), (c) or (d)

13. Choose the best question.

- (a) Am you live in Germany?
- (b) Is you live in Germany?
- (c) Are you live in Germany?
- (d) Do you live in Germany?
- (e) Does you live in Germany?

14. Choose the best question.

- (a) Am you hungry?
- (b) Is you hungry?
- (c) Are you hungry?
- (d) Do you hungry?
- (e) Does you hungry?

15. Choose the best question.

- (a) Am she from Korea?
- (b) Is she from Korea?
- (c) Are she from Korea?
- (d) Do she from Korea?
- (e) Does she from Korea?

16. Choose the best question.

- (a) Am he read books?
- (b) Is he read books?
- (c) Are he read books?
- (d) Do he read books?
- (e) Does he read books?

17. Choose the best question.

- (a) Am they read books?
- (b) Is they read books?
- (c) Are they read books?
- (d) Do they read books?
- (e) Does they read books?

18. Choose the best question.

- (a) Am you have a brother?
- (b) Is you have a brother?
- (c) Are you have a brother?
- (d) Do you have a brother?
- (e) Does you have a brother?

19. Choose the best sentence.

- (a) I don't have sister.
- (b) I don't have a sister.
- (c) I don't have the sister.

20. Choose the best sentence.

- (a) He helps I.
- (b) He helps me.
- (c) He helps my.

21. Choose the best sentence.

- (a) We speak English.
- (b) Us speak English.
- (c) Our speak English.

22. Choose the best question.

- (a) Which it do you want?
- (b) Which them do you want?
- (c) Which one do you want?
- (d) Which ones do you want?
- (e) (a) and (b)
- (f) (c) and (d)

23. Choose the best question.

- (a) Do you eat pumpkins?
- (b) Do you eat pumpkin?

24. Choose the best question.

- (a) Do you eat grapes?
- (b) Do you eat grape?

25. Choose the best sentence.

- (a) I like your furnitures.
- (b) I like your furniture.
- (c) all of the above.

26. Choose the best sentence.

- (a) I eat an egg every morning.
- (b) I eat eggs every morning.
- (c) I eat egg every morning.
- (d) all of the above.

27. Choose the best question.

- (a) He plays trumpet.
- (b) He plays a trumpet.
- (c) He plays the trumpet.

28. Choose the best answer.

- What does Layla drink?
- (a) She drinks water.
 - (b) She drinks a water.
 - (c) She drinks the water.

29. Choose the best question.

- (at the dinner table)
- (a) Can you pass pepper please?
 - (b) Can you pass a pepper please?
 - (c) Can you pass the pepper please?

30. Choose the best sentence.

- Connor has a sister.
- (a) His sister's name is Lucy.
 - (b) The sister's name is Lucy.
 - (c) A sister's name is Lucy.
 - (d) Her name is Lucy.

[See answers](#)

6

Tenses

present and past

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introduction to verb forms

present form:
past form:

Different verb forms are used to give different information about time.
The following sections explore these verb forms and their uses.

The first verb of the sentence gives us **basic information** about the time we are referring to.
The first verb is either in the **present form** or **past form**.
We will look at these two forms in more detail in this section.

present form

(See page 52.)

be/am/are/is
have/has
go/goes
get/gets
say/says
do/does
make/makes
know/knows
think/thinks
take/takes
see/sees
want/wants
look/looks
use/uses
find/finds
give/gives

We add the *s* when the subject is a he, she or it.
The meaning of the verb is the same, but the subject is different.

I **eat** breakfast. / He **eats** breakfast.
I **live** in England. / She **lives** in England.

past form

(See page 54.)

was/were
had
went
got
said
did
made
knew
thought
took
saw
wanted
looked
used
found
gave

Some common verbs have past forms that are different to the present form.
With most verbs, we use the present form + *ed*.

I **ate** breakfast this morning.
She **lived** in England last year.

We use the **-ing form** or **-en form** to add **extra information**.

-ing form

(See page 58.)

being
having
going
getting
saying
doing
making
knowing
thinking
taking
seeing
wanting
looking
using
finding
giving

All **-ing form** verbs end in **-ing**.

I'm **eating** breakfast (now).
She's **living** in England (now).

-en form

(See page 70.)

been
had
gone
gotten
said
done
made
known
thought
taken
seen
wanted
looked
used
found
given

Some verbs have a separate form often ending in **-ed, -ne** or **-n**. However, most verbs use the same form as the past form.

I've **eaten** breakfast.
She's **lived** in England.

present form

The present form

The verbs in the sentences we have looked at so far have been in the **present form**.

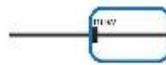
What is it?

present form	past form	-ing form	-en form
eat	ate	eating	eaten
work	worked	working	worked
have	had	having	had
play	played	playing	played

What does it mean?

We talk about things that are generally true.

Things that are generally true are true in the **present-future**. They may be true in the past too.



How do we use it?

We use the **present form** to talk about things that happen **many times**.

I **eat** breakfast.



We use the **present form** to talk about things that are generally **permanent**.

I **live** in England.



Subject	Verb	Object	Place/Time
We	eat		at work.
She	works		on Wednesdays.
They	live		in Sweden
You	like	swimming.	
He	has	breakfast	at 7:30.
I	play	soccer	on Sundays.

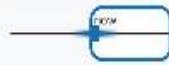
We eat at work.
 She works on Wednesdays.
 They live in Sweden.
 You like swimming.
 He has breakfast at 7:30.
 I play soccer on Sundays.

We talk about things that are always true. These are **facts**.



Water **boils** at 100°C.
Cows **don't** eat rabbits.
Is Mt Everest the tallest mountain in the world?

We talk about things that are true now. These are **descriptions**. We describe things in the present.



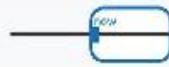
This **tastes** delicious!
He **doesn't** have a hat.
Are you hungry?

Things may be generally true because they are **fixed**, and can't be changed or controlled. These are **scheduled events**. We often add a **future time** to make this clear.



The meeting **starts** at 4 PM.
I **don't** work this Sunday.
When **does** the bus leave?

We talk about quick actions or events that finish as the speaker is speaking. We say what happens **as it happens**. We talk about these actions and events when giving **commentary** and **telling stories**.



(James is watching soccer on TV) Commentator: He **shoots**... He **scores**!
Amy **wakes** up and **goes** downstairs. She **opens** the door...

Stories are in the past or in our imaginations, so we usually use the past form. However, storytellers sometimes use the present form to bring the story into the present for dramatic effect.

Practice

Choose the best timeline for the sentence.

1. We eat at work.
2. They live in Sweden.
3. She works on Wednesdays.
4. I'm hungry.
5. She arrives at 3 PM tomorrow.
6. He eats breakfast at 7:30.
7. She wins the race.
8. You like swimming.
9. I play soccer on Sundays.

[See answers](#)

- (a) things that happen many times
- (b) things that are always true or generally permanent
- (c) things that are true now
- (d) things in the future
- (e) saying what happens as it happens

past form

The past tense

What is it?

present form	past form	-ing form	-en form
eat	ate	eating	eaten
work	worked	working	worked
have	had	having	had
play	played	playing	played

What does it mean?

Verbs in the **past form** show us we are NOT referring to the present-future.



How do we use it?

We use verbs in the **past form** to refer to the past. Actions and events that happened in the past are **finished**.



We use the **past form** to talk about things that happened at a **point** of time in the past.

I **ate** breakfast at 6am.



We use the **past form** to talk about things that happened over a **period** of time in the past.

I **lived** in England last year.



We are talking about a specific time in the past, so we often need to say when it was.

Subject	Verb	Object	Place	Time	
We	ate	eggs		this morning.	We ate eggs this morning.
She	worked			on Wednesday.	She worked on Wednesday.
They	lived		in Sweden	in 2007.	They lived in Sweden in 2007.
You	liked	swimming		last week.	You liked swimming last week.
He	had	breakfast		at 7:30.	He had breakfast at 7:30.
I	played	soccer		on Sunday.	I played soccer on Sunday.

Sometimes exactly when doesn't matter. We know it is in the recent past.

I **got** a new bike! The listener knows that this must have happened recently.

We also use the past form to describe things that were true in the past.



He **had** a hat.

In the past, He might not have a hat now.

The hat **was** new.

In the past, the hat might not be new now.

They **were** hungry.

In the past, They might not be hungry now.

That **tasted** delicious!

In the past, We have finished eating.

We add *did* (the past form of *do*) to make questions and negative sentences.

Questions

Did you **eat** eggs this morning?

Did she **work** on Wednesday?

Did they **live** in Sweden in 2007?

Did you **like** swimming last week?

Did he **have** breakfast at 7:30?

Did you **play** soccer on Sunday?

Negatives

We **didn't eat** eggs this morning.

She **didn't work** on Wednesday.

They **didn't live** in Sweden in 2007.

You **didn't like** swimming last week.

He **didn't have** breakfast at 7:30.

I **didn't play** soccer on Sunday.

Notice that only the **first verb** gets changed to the **past form**. The first verb provides us with the essential information, so the other verbs stay in the basic **present form**.

Practice

Complete the sentences using the past form.

Example: I did (do) yoga last Friday.

- I _____ (go) to school yesterday.
- I _____ (not eat) breakfast this morning.
- _____ (you play) golf last week?
- _____ (he go) to work this morning?
- They _____ (not go) on vacation in July.
- She _____ (not live) in South Africa last year.
- We _____ (have) a good day on Sunday.

[See answers](#)

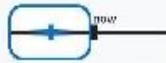
Other basic verbs:

present form	past form
do	→ did
does	→ did
am	→ was
is	→ was
are	→ were
have	→ had
has	→ had
go	→ went

Compare the past form and the present form.

We use the *past form* for descriptions in the past.

We use the *present form* for descriptions in the present-future.



Nara **was** the capital of Japan. (true in the past)

I **wasn't** hungry after work. So I didn't eat.

Were they delicious? There are none left.

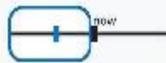


Tokyo **is** the capital of Japan. (true in the present)

I'm **not** hungry.

Are they delicious?

We use the *past form* for events in the past (the past can't be changed) and the *present form* for fixed events in the future (these things can't be changed). We say or know when they happen.



The meeting **started** at 10:30.

The game **wasn't** on Sunday.

When **did** the bus leave?



The meeting **starts** at 10:30.

The game **isn't** on Sunday.

When **does** the bus leave?

We use the *past form* for actions that happened in the past.

We use the *present form* for actions that happen in the present, as the speaker speaks. (These things finish in the present; they finish before we finish speaking.)



I **went** shopping.

He **didn't** lock the door.

Did you play golf?



She **doesn't** pass the ball.

She **shoots**.

Does it have the distance?

When we use the *present form* and don't know exactly when an action happens, we understand that the speaker is speaking **generally** and it happens **many times**. (This is the most common.)



I **go** shopping.

He **doesn't** lock the door.

Do you play golf?

Practice

Complete the conversation.

1. A: Where do you work?
2. B: I _____ (work) in a restaurant, but I _____ (not work) yesterday.
3. A: What _____ (you do) yesterday?
4. B: I _____ (play) golf.
5. A: Where _____ (you play)?
6. B: At the golf club. How about you? What sport _____ (you like)?
7. A: I _____ (not like sport). I _____ (play tennis) last week, but I _____ (not like) it.

[See answers](#)

Unfinished actions

progressive aspect:

- ing form...58
- unfinished in the past...62
- ing form: as a subject...66
- ing form: as an object...67
- go + -ing form...68

-ing form

The present progressive

What is it?

present form	past form	-ing form	-en form
eat	ate	eating	eaten
work	worked	working	worked
have	had	having	had
play	played	playing	played

All verbs in the **-ing form** end in **-ing**.

What does it mean?

We are talking about things that are **not finished**.



How do we use it?

We use **be** with the **-ing form**.

We talk about things that have **started** and are **not finished**.



We talk about things that have **not started** and are **not finished**.

We know or say when.



We use the **present form of be (am/are/is)** and the **-ing form** to talk about unfinished actions.

I'm eating breakfast.



This started in the past and finishes in the future. It is happening now.

I'm eating breakfast at 6am.



This starts and finishes in the future. It is happening in the future.

We also talk about things that started in the past and finish in the future that are not happening right now.

I'm learning Spanish.

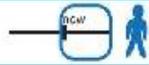
We know that it isn't happening right now. I'm speaking English now.

Sometimes exactly when doesn't matter. We know it is in the near future.

I'm getting a new bike!

This is in the future. We know that it isn't happening in the present.

The **present form of be (am/are/is)** shows us this is in the **present-future**.
We use the verb **be** because we are referring to the whole person or thing.



Subject	be	Verb	Object	Place/Time	
We	are	eating	eggs.		We're eating eggs.
She	is	working.			She's working.
I	am	living		in Sweden.	I'm living in Sweden.
He	is	having	breakfast	at 7:30 tomorrow.	He's having breakfast at 7:30 tomorrow.
You	are	playing	soccer	on Sunday.	You're playing soccer on Sunday.

The **-ing form** shows us these actions are **not finished**.



We put **be (am/are/is)** first to make it a question.

be	Subject	Verb	Object	Place/Time	
Are	you	eating	eggs?		Are you eating eggs?
Is	she	working?			Is she working?
Are	you	living		in Sweden?	Are you living in Sweden?
Is	he	having	breakfast	at 7:30 tomorrow?	Is he having breakfast at 7:30 tomorrow?
Are	you	playing	soccer	on Sunday?	Are you playing soccer on Sunday?

We add **not** to make it negative.

Subject	be not	Verb	Object	Place/Time	
We	are not	eating	eggs.		We aren't eating eggs.
She	is not	working.			She isn't working.
I	am not	living		in Sweden.	I'm not living in Sweden.
He	is not	having	breakfast	at 7:30 tomorrow.	He isn't having breakfast at 7:30 tomorrow.
You	are not	playing	soccer	on Sunday.	You aren't playing soccer on Sunday.

Practice

Complete the sentences using **am/are/is** and the **-ing form**.

Example: I'm doing (do) yoga next Friday.

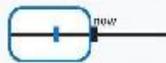
- I _____ (not eat) breakfast this morning.
- _____ (you play) golf next week?
- _____ (he work) this morning?
- They _____ (not go) on vacation in July.
- She _____ (not live) in South Africa.
- We _____ (swim) in the lake on Sunday.
- A: Where _____ (you go)?
B: I _____ (go) to school.

[See answers](#)

Compare the past form and *am/are/is + -ing* form.

We use the past form for **finished** actions in the past.

We use *am/are/is + -ing* form for actions that are **not finished** in the present-future.



I **worked** yesterday.
She **didn't** play last week.
Did you go to the restaurant last night?



I'm **working** (now).
She **isn't playing** (now).
Are you going to the restaurant (now)?



I'm **working** tomorrow.
She **isn't playing** next week.
Are you going to the restaurant tonight?

Practice

Complete the conversation with the past form or *am/are/is* and the *-ing* form of the verb in brackets.

A: (1) What _____ (you do) next weekend?

B: Nothing. Why?

A: (2) I _____ (have) a barbecue. Do you want to come?

B: Yeah maybe. (3) What _____ (you cook)?

A: (4) I _____ (cook) sausages and steak last time. (5) The steak _____ (be) very popular.

(6) so I _____ (do) that again.

B: (7) Yeah, it _____ (be) very tasty. (8) I _____ (like) the sausages last time too.

A: (9) I _____ (try) something new this time. (10) I _____ (make) hamburgers.

B: Sounds good.

A: (11) What _____ (you do) now?

B: (12) I _____ (watch) TV.

A: Me too. (13) I _____ (watch) the rugby.

B: (14) Who _____ (win)?

A: The All Blacks... (15) They _____ (win) last week too.

[See answers](#)

Compare the present form and *am/are/is + -ing form*.

We use the **present form** when we are talking **generally**. Actions generally happen **many** times. We use ***am/are/is + -ing form*** to talk about something that is **not finished**. We are talking about something that is happening **at** or happening **during** a **specific time**.

	I play golf. I don't drink tea. It generally doesn't happen. Do you watch the football?
	I'm playing golf (now). I'm not drinking tea. I'm drinking coffee (now). Are you watching the football (now)?
	I'm playing golf tomorrow. I'm not drinking tea next week. I'm having a break from it. Are you watching the football tonight?

We use the present form for **general descriptions**.



She **has** a baby.
general description: what she has.

We use ***am/are/is + -ing form*** for things that are not finished. These things finish in the future.



She **is having** a baby.
action: what she is doing – giving birth.
This action **finishes** in the **future**.
(She may be giving birth now or pregnant now and giving birth in the future.)

I **live** in England.
This is generally **permanent**.
We are **not** thinking about it finishing.

I'm living in England.
This is **temporary**. We are focusing on **now**.
We are thinking about it **finishing**.

Practice

Complete the telephone conversation with the present form or *am/are/is* and the *-ing form*.

A: Hello.

B: Hi. How are you doing?

A: Great. (1) I _____ (walk) in the mountains. (2) I _____ (not work) this week!

B: Sounds good. (3) You usually _____ (work) really hard. Are you on vacation?

A: Yeah. (4) I _____ (really enjoy) myself. How are you?

B: Not great. (5) I _____ (have) a headache. How's the weather?

A: (6) It _____ (not usually snow) much at this time of year, (7) but it _____ (snow) a lot today, (8) so I _____ (go) skiing tomorrow.

B: (9) I'm envious. I _____ (love) the mountains.

A: Sorry, I have to go. The bus _____ (come).

[See answers](#)

unfinished in the past

The past progressive

We use the *past form of be (was/were)* with the *-ing form* to talk about things that were **not finished** at a time in the past.

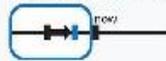
We talk about things that had **started** and were **not finished** at a time in the past.

I **was eating** breakfast at 6AM.



We talk about things that had **not started** and were **not finished** at a time in the past.

I woke up at 4:30 yesterday because I **was meeting** a friend at 6AM.

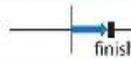


The past form of *be (was/were)* shows us this is **NOT** in the **present-future**. We use the verb *be* because we are referring to the whole person or thing.



Subject	be	Verb	Object	Place	Time	
She	was	working			on Saturday.	She was working on Saturday.
I	was	living		in Sweden	in 2010.	I was living in Sweden in 2010.
He	was	having	breakfast		at 6AM.	He was having breakfast at 6am.
They	were	playing	soccer		on Sunday.	They were playing soccer on Sunday.

The *-ing form* shows us these actions are **not finished**.

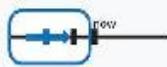


The context often tells us if the action had started or not.

My mother called yesterday but I couldn't talk long because we **were having** dinner with friends. Dinner was not finished. It was happening **at** the time of the phone call. It had **started**.

I went shopping yesterday. I bought a nice dessert because we **were having** dinner with friends. Dinner was not finished. It was happening **after** shopping. It had **not started**.

There are lots of situations when we talk about things that were not finished.



What **were you doing** at 6am yesterday?

I **was having** breakfast.

Something was not finished at a specific time.

We **were waiting** for the bus when my phone rang.

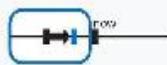
She found \$20 when she **was cleaning** the car.

Something was not finished when something else happened.

The sun **was shining** and the birds **were singing**. Kate **was walking** through the forest. She saw a squirrel...

We set the scene of a story. These things had started but were not finished when the story began.

We talk about things happening after something else in the past.

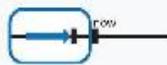


He took his golf clubs because he **was playing** golf that afternoon.

They **were going** hiking on Sunday so they rested on Saturday.

These things were not finished and hadn't started. We know or say when.

We emphasize the time things took.



He **was playing** golf all afternoon.

They **were hiking** for six hours.

We emphasize a period of time by saying something was not finished during that period.

Practice

Complete the sentences with *was/were* and the *-ing* form.

1. A: I tried to call you yesterday but you didn't answer your phone.
B: Sorry, I didn't hear it. I _____ (watch) the football.
2. We packed our bags because we _____ (leave) the next day.
3. I found my wallet when I _____ (clean) my room.
4. We _____ (wait) all day but the package didn't come.
5. Did you see Steve at the party? He _____ (wear) a cowboy hat.
6. Did I tell you about the time I rescued a koala? I _____ (live) in Byron Bay and...
7. We _____ (listen) to music so we didn't hear the doorbell.
8. We renewed our passports because we _____ (go) abroad.

[See answers](#)

Compare *am/are/is + -ing form* and *was/were + -ing form*.

We use *am/are/is + -ing form* for actions that are **not finished** at a time in the present-future.

We use *was/were + -ing form* for actions that were **not finished** at a time in the past.

We talk about things that have/had started.



She's **singing**.
She **isn't dancing**.
What is he **doing**?

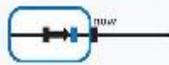


The first time I saw her, she **was singing**.
She **wasn't dancing** when I saw her.
I heard something about 10 minutes ago. **Was** your phone **ringing**?

We talk about things that haven't/hadn't started.



We're selling the house because we're **moving** overseas.
He **isn't coming** to the mountains tomorrow.
This is a lot of meat. **Are** you **having** a barbecue?



We sold the house because we **were moving** overseas.
He told us the news. He **wasn't coming** to the mountains the next day.
You bought lots of meat last month. **Were** you **having** a barbecue?

Practice

Complete the conversations. There may be more than one answer.

A: (1) What _____ you _____ (do) tomorrow?

B: (2) I _____ (apply) for a driver's license. (3) I _____ (go) to do it yesterday but

(4) I _____ (study) English and I lost track of the time.

A: (5) I _____ (live) in America now but (6) I _____ (live) in Canada last year.

B: (7) What _____ you _____ (do) in Canada?

A: (8) I _____ (work) at a ski field. (9) I _____ (save) money because

(10) I _____ (start) college later in the year.

A: How is college?

B: Boring. (11) I _____ (quit) and (12) _____ (move) back to Canada next month.

[See answers](#)

Compare the past form and was/were + -ing form.

We use the past form for **finished** actions in the past.

We use *was/were* + -ing form for actions that were **not finished** at a time in the past.



I **worked** yesterday.
He **didn't** wait for me.
Did you play golf last week?



I **was working** when you called yesterday.
He **wasn't waiting** when I arrived.
It sounded windy when I called you. **Were** you **playing** golf?



I went home early. I **was working** the next day.
I didn't go to the airport because I **wasn't picking** you up, Jack was.
Did you take your golf clubs yesterday? **Were** you **playing** golf?

When we talk about something that happened over a period of time we can say it **simply** with the past form, or we can **emphasize** how long it took with *was/were* + -ing form. It doesn't matter which way you choose to say it. We all think in different ways.



We **talked** for about three hours.
We **didn't** wait for long.
Did you play all night?



We **were talking** for about three hours.
We **weren't waiting** for long.
Were you **playing** all night?

Practice

Complete the narratives. There may be more than one answer.

I was on the train last Monday. (example) I was reading (read) a book. (1) A man _____ (sit) next to me and (2) he _____ (talk) on the phone.

(3) We _____ (go) to the pet shop last week to buy a dog. (4) There _____ (be) so many cute dogs. (5) Some of them _____ (scratch). (6) Some of them _____ (sniff) each other. (7) Then one dog _____ (catch) my eye. (8) She _____ (look) at me. (9) I _____ (know) from the minute I saw her that (10) she _____ (be) the dog for me.

(11) I _____ (drive) home from work yesterday and (12) it _____ (start) snowing. (13) It _____ (snow) so heavily that (14) I _____ (have) to stop the car because (15) I _____ (ran't) see.

[See answers](#)

-ing form: as a subject

When we use the **-ing form** we are talking about something happening. We can use it as a noun.



When we talk about an activity, we talk about the activity happening, not the activity being complete.

We can use the activity as a subject.

Subject (activity)	Verb	Object	Description	
Hiking	is		fun.	Hiking is fun.
Drawing	requires	skill.		Drawing requires skill.

Hiking is fun: The fun part is doing the activity, not the fact that it finishes.

The **-ing form** is used in the same way as other subjects for questions and negatives too.

	Subject (activity)	Verb	Object	Description	
Is	hiking			fun?	Is hiking fun?
Does	drawing	require	skill?		Does drawing require skill?
	Hiking	isn't		fun.	Hiking isn't fun.
	Drawing	doesn't require	skill.		Drawing doesn't require skill.

The **-ing form** may have an object of its own.

Subject (activity)	Verb	Object	Description	
Driving	is		fun.	Driving cars is fun.
Drawing	requires	skill.		Drawing pictures requires skill.

Practice

Complete the sentences.

- _____ (cook pasta) is easy.
- _____ (smoke) causes health problems.
- _____ (help people) feels good.
- Is _____ (snowboard) your favorite winter sport?
- _____ (learn English) is fun.

[See answers](#)

-ing form: as an object

60-65

We also use the **-ing form** to refer to an activity as an object.



We often talk about liking or not liking the activity, with *like, enjoy, love or hate*.

Subject	Verb	Object (activity)	Place/Time	
I	love	dancing.		I love dancing.
She	likes	swimming	in the sea.	She likes swimming in the sea.

We make questions and negative statements the same way as usual.

	Subject	Verb	Object (activity)	Place/Time
Do	you	love	dancing?	
She		doesn't like	swimming	in the sea?

The activity may have an object of its own.

Subject	Main Verb	Object (activity)		Place/Time
		Verb	Object	
She	likes	playing	the guitar.	
He	enjoys	watching	TV	in the evening.

These statements are **generally true**. The main verb is in the **present form**. We **generally like and enjoy** these things.

The sentence pattern below is similar, but different. The main verb is **different**.

Subject	be (am/are/is)	Main Verb	Object	Place/Time
She	is	playing	the guitar.	
He	is	watching	TV	in the evening.

In these sentences with **be (am/are/is)**, the main verb is in the **-ing form**. We are talking about an action happening in the **present-future**. It is **not finished**.

Practice

Complete the sentences.

- I like _____ (swim).
- They love _____ (eat oysters).
- He likes _____ (play darts).
- We love _____ (run).
- She enjoys _____ (watch sport).

[See answers](#)

go + -ing form

We often use *go* with the *-ing form* when we go somewhere and do an activity.



I **go fishing** on Sundays.

Subject	Verb (go)	Activity (-ing)	Time/place
I	go	running	every day.
They	went	shopping	at the mall.
He	goes	fishing	in the river.
She	is going	scuba diving	tomorrow.

	Subject	Verb (go)	Activity (-ing)	Time/place
Do	you	go	running	every day?
Did	they	go	shopping	at the mall?
Does	he	go	fishing	in the river?
Is	she	going	scuba diving	tomorrow?

Subject	Verb (go)	Activity (-ing)	Time/place
I	don't go	running	every day.
They	didn't go	shopping	at the mall.
He	doesn't go	fishing	in the river.
She	isn't going	scuba diving	tomorrow.

Note: We use *go* with *to* when we go to a *destination* (a place or an event).

Example: I go **to the park** on Sundays. (See page 202.)

Practice

Complete the conversation. Use *go/went/be going* and the *-ing form*.

A: Hi.

B: Hi. How are you doing?

A: Good. How was your day?

B: Good. (1) I _____ (shop) this morning. (2) _____ you _____ (shop) this morning too?

A: No. (3) I _____ (swim) instead.

B: (4) _____ you _____ (swim) every week?

A: Yes, most weeks. Are you doing anything tonight?

A: (5) I _____ (club). Do you want to come?

[See answers](#)

8

Results of actions
perfect aspect

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-en form

What is it?

Many common verbs have an **-en form**. These words end in **-en**, **-ne** or **-n**.

present form	past form	-ing form	-en form
eat	ate	eating	eaten
do	did	doing	done
know	knew	knowing	known

Some verbs change vowels for their different forms and have a **u** (*u* upside-down) for the **-en form**.

present form	past form	-ing form	-en form (u)
drink	drank	drinking	drunk
swim	swam	swimming	swum

However, **most verbs don't have a separate -en form**. We use the same form as the **past form**.

present form	past form	-ing form	-en meaning
wash	washed	washing	washed
have	had	having	had
love	loved	loving	loved

We know it has the meaning of the **-en form** because of where it is used in the sentence, often after **have**. (The **past form** is used directly after the subject.)

I **washed** the car yesterday. (past form)
I've **washed** the car. (-en form meaning)

What does it mean?



We use the **-en form** to shift focus away from an action.
Details of the action, such as when it happened, are not important.
We use **have** and the **-en form** to focus on the **result** of an action.

How do we use it?

We often use it with *have*. We have results in the present.

We talk about **recently completed actions**.

I **have eaten** breakfast.



Breakfast is complete.
When it happened isn't important.
The result is important:
I don't need to eat now.

We talk about **experiences**.

I **have lived** in England.



I lived in England sometime in the past.
When it happened isn't important.
The result is important:
I have the experience now.

We are talking about the present. If we say when, we add a time that includes the present.

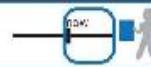
I **have eaten** breakfast today.

I **have lived** in England this year.

Recently completed actions	Experiences
I've eaten. She's had breakfast. They've cooked dinner.	He's played soccer. We've lived in London. They've worked in a shop.
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> to do go shopping wash the car cook dinner do the laundry </div> <ul style="list-style-type: none"> I've been shopping. I've washed the car. I haven't cooked dinner. I haven't done the laundry. 	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> experiences <input checked="" type="checkbox"/> visit Spain <input checked="" type="checkbox"/> visit a club <input type="checkbox"/> eat takoyaki <input type="checkbox"/> ride a horse </div> <ul style="list-style-type: none"> I've been to Spain. I've played baseball. I haven't eaten takoyaki. I haven't ridden a horse.

We use *have* with the -en form.

The present form of *have* shows us this is in the **present-future**.
We are talking about what we have **now**, in the **present**.



Subject	have	Verb	Object	Place	
We	have	eaten	eggs.		We've eaten eggs.
She	has	worked		in a bank.	She's worked in a bank.
I	have	lived		in Sweden.	I've lived in Sweden.
He	has	had	breakfast.		He's had breakfast.
You	have	played	soccer.		You've played soccer.

The -en form focuses on the **results** of actions.
Exactly when it happened is not important.



We put *have* first to make it a question.

<i>have</i>	Subject	Verb	Object	Place
Have	you	eaten	eggs?	
Has	she	worked		in a bank?
Have	you	lived		in Sweden?
Has	he	had	breakfast?	
Have	you	played	soccer?	

Have you eaten eggs?
 Has she worked in a bank?
 Have you lived in Sweden?
 Has he had breakfast?
 Have you played soccer?

We add *not* to make it negative.

Subject	<i>have not</i>	Verb	Object	Place
We	haven't	eaten	eggs.	
She	hasn't	worked		in a bank.
I	haven't	lived		in Sweden.
He	hasn't	had	breakfast.	
You	haven't	played	soccer.	

We haven't eaten eggs.
 She hasn't worked in a bank.
 I haven't lived in Sweden.
 He hasn't had breakfast.
 You haven't played soccer.

Been and *gone* are used when we talk about people going places.

When we use *been* the person **was** somewhere or **was** doing something. They are not there or doing it now.



He's **been** fishing.
 He was fishing sometime in the past.
 He isn't fishing now.
 She's **been** to Seoul.
 She went to Seoul sometime in the past.
 She was in Seoul. She isn't in Seoul now.

When we use *gone* the person **went** somewhere so we **don't know** exactly **where** they are now.



He's **gone** fishing.
 He went fishing sometime in the past.
 He isn't here now.
 She's **gone** to Seoul.
 She went to Seoul sometime in the past.
 She isn't here now.

Practice

Complete the sentences using *have* and the *-en* form.

Example: I haven't eaten (not eat) breakfast yet.

- _____ (you play) golf?
- I _____ (send) you a letter.
- _____ (you be) to Europe?
- _____ (you hear) the news?
- She _____ (not live) in South Africa.
- I watched *The Shawshank Redemption* last night. _____ (you see) it?

[See answers](#)

adding a length of time

When we talk about experiences, we can add a time period to show how much experience we have. This is the amount of experience we currently have in the present. We often assume we are still gaining experience in these things.

Subject	have	Verb	Object	Place/Time	Time period
She	has	worked		in a bank	for seven years.
It	has	rained			for the last few days.
I	have	lived		in Sweden	since 2010.
He	has	played	soccer		since he was five.
It	has	been		a while	since I've seen you.

for a length of time.

since: from a starting point.



How long **has she worked** in a bank? She's worked in a bank for seven years. She started working in the bank seven years ago. She still works there now.
It's rained for the last few days. It started raining a few days ago. It is still raining now.
 How long **have you lived** in Sweden? I've lived in Sweden since 2010. I moved to Sweden in 2010. I still live there now.
 He's a good soccer player. **He's played** soccer since he was five. He started playing soccer when he was five. He still plays soccer now.
It's been a while since I've seen you. I haven't seen you for some time.

This pattern is also used for **recently completed actions**. We often add a time period when we think the action has happened for long enough and we want it to end now.

Subject	have	Verb	Object	Place/Time	Time period
I	have	waited			for two hours.
I	have	cooked		every night	for three months.
He	hasn't	eaten	anything		since Monday.

I've **waited** for two hours. It's too long.
 I've **cooked** every night for three months. Can you do the cooking for a change?
 He **hasn't eaten** anything since Monday. He really should eat something.

Practice

Complete the conversation.

- A: Nice house! How long _____ you _____ (live) here?
 B: I _____ (live) here _____ about three years.
 A: You have a piano! Do you play it?
- B: Yes, I _____ (play) it _____ I was a child. I love it.

[See answers](#)

ever and never

When we want to make it clear we are talking about experiences, we use *ever* with questions and *never* with negatives. (*never* means *not ever*)

When we are obviously talking about experiences we don't need *ever* and *never*, but we can use them to be clear. Either way is ok.

Experiences	Experiences
Has he played soccer? He hasn't played soccer. Have you lived in London? We haven't lived in London. Have they worked in a shop? They haven't worked in a shop.	Has he ever played soccer? He's never played soccer. Have you ever lived in London? We've never lived in London. Have they ever worked in a shop? They've never worked in a shop.

We can add *ever* and *never* to make it clear we are talking about an experience, and not a recently completed action.

Recently complete actions	Experiences
Have you cooked dinner? I haven't cooked dinner.	Have you ever cooked dinner? I've never cooked dinner. My wife always cooks.

Have you cooked dinner? (today) Or do I need to buy something for dinner?
I haven't cooked dinner. (not today) I often cook.

Have you **ever** cooked dinner? (at any time in your life)
I've **never** cooked dinner. (not even once)

Practice

Complete the conversation using *have* and the *-en* form. Use *ever* and *never* if you can.

Example:

A: I'm hungry. I haven't eaten (not eat) since breakfast.

- B: I _____ (not eat) either.
A: Do you want to get something to eat?
- B: Sure. _____ you _____ (have) Mexican food?
- A: Yes. I _____ (have) tacos.
- B: Have you _____ (have) a burrito?
- A: No. I _____ (have) one.
B: They're really good. There's a good burrito place near here.
A: Ok, let's go there.

[See answers](#)

already and yet

We use *already* to emphasize that something happened at a point in time **before now**, before the time we are talking about, or before we expected.



I've **already** done the dishes. I did the dishes sometime before now.
 When we got home it was **already** dark. It got dark before we got home.
 Oh, you're here **already!** You are here earlier than I expected.
 Are you at work **already?** I didn't expect you to be there now.

Yet is similar to *already*, but *yet* refers to the period of time up to **now**.
 We often use *yet* in **questions** and **negative** statements.



Have you finished **yet?** (sometime up to now)
 I haven't seen the movie **yet.** (not at any time up to now)
 It's the **best yet.** (the best up to now) There may be a better one later.

Already shows something is done, it is not happening later.

Not yet shows something is not done, it is happening later.

Using *yet* in a question asks if something is done, or if it is happening later.

We sometimes use *already* or *yet*, and sometimes don't. It depends on the situation.

-en form only	-en form with <i>already</i> or <i>yet</i>
<p>A horizontal timeline with a vertical tick mark labeled 'now'. A shaded area to the left of 'now' represents the period before the present.</p> <p>result</p>	<p>A horizontal timeline with a vertical tick mark labeled 'now'. A shaded area to the left of 'now' represents the period before the present. Two points are marked on the timeline: 'done' and 'or not'.</p>
<p>Teacher: Have you done your homework? Student: Yes, I've done it. The student completed their homework on time. It is due now. It could not have happened later.</p>	<p>Mother: Do your homework. Child: I've already done it. The child did the homework before now. Doing it later would have been ok.</p>
<p>Teacher: Have you done your homework? Student: No, I haven't done it. The student didn't complete their homework on time. It is due now. It can not happen later.</p>	<p>Mother: Have you done your homework yet? Child: No, not yet. The child hasn't done their homework. The child will do it later.</p>

Practice

Complete the conversation using *already* or *yet*.

Example:

A: It's already the 26th! Not long to go.

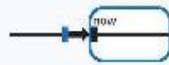
- Have you renewed your passport _____?
- B: Yes, I have and I've _____ got a visa.
- A: You got the visa _____? That was quick.
- B: Yeah. Have you booked the flights and the hotel _____?
- A: Well, I've booked the flights but I haven't booked the hotel _____.
- B: The flights were easy because they _____ had our details from when we booked last time.

[See answers](#)

Compare *have/has + -en form* and the *past form*.

We use the *have/has + -en form* to talk about results we have in the present.

We use the *past form* to talk about a specific time in the past.



I've **been** to Africa.

He **hasn't eaten** lunch. (not yet; he may eat it in the future)

Have you **done** your homework?



I **went** to Africa last year.

He **didn't eat** lunch yesterday. Lunch time was in the past.

Did you **do** your homework? (in the recent past)

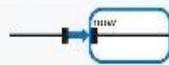
We often ask questions with the *have/has + -en form*. We don't know which time in the past to talk about so we talk about the present. We then use the *past form* to get the specific details.

A: Have you **been** to Africa? (interested in experience that you have in the present)

B: Yes, I **went** there last year. (giving details about when I got this experience: in the past)

We use the *have/has + -en form* with a period of time up to the present.

We use the *past form* to talk about a period of time that finished in the past.



She **has worked** here for a year. She works here now.

He **hasn't eaten** since yesterday.

Have you **lived** here for more than a year?



She **worked** here for a year. (finished; she doesn't work here now)

He **didn't eat** for three days. (in the past; he eats again now)

Did you stay there for more than a week?

Practice

Complete the conversations.

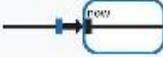
- A: _____ (you ever be) to South America?
B: Yes, I have. Once.
- A: When _____ (you go) there?
B: I _____ (go) there last year with my family.
- A: _____ (you ever save) someone's life?
B: No, I haven't, but I _____ (save) a dog's life.
- A: What _____ (you do)?
B: I _____ (pull) it out of the path of a moving car.

[See answers](#)

Compare *have/has + -en form* and the *present form*.

We use the *have/has + -en form* to talk about **specific experiences** (results we have in the present).

We use the *present form* to talk about things **generally**.

 I've **been** to Africa. (maybe once)
He **hasn't played** baseball. (not yet; he may do it in the future)
Have you ever **eaten** insects? (maybe once)

 I often **go** to Africa. (generally; many times)
He **doesn't** play baseball. (this generally doesn't happen)
Do you **eat** insects? (generally; many times)

We often talk about what generally happens then more specifically about experiences in the same conversation.

A: Do you **ski**? (present form)

B: Yes.

A: Have you ever **skied** in Europe? (have/has + -en form)

Practice

Complete the conversations.

A: (1) What music _____ (you like)?

B: (2) I _____ (like) Muse.

A: (3) _____ (you hear) their new album?

B: No, I haven't.

A: (4) _____ (you ever play) futsal?

B: Yes, I have.

A: (5) I _____ (play) on Sundays. Come along.

A: Guess what? (6) I _____ (get) a new car! (7) I _____ (love) it. (8) I _____ (drive) it every day, so (9) my husband _____ (not drive) it yet. (10) _____ (you want) my old car?

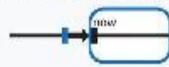
B: No thanks. (11) I _____ (just buy) a new car too.

[See answers](#)

Compare *have/has + -en* form and *am/are/is + -ing* form.

We use *have/has + -en* form for **recently completed actions**.

We use *am/are/is + -ing* form for unfinished, but **soon to be completed actions**.



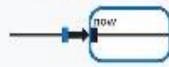
I've fixed the door.
I **haven't mopped** the floor.
Have you **washed** the windows?



I'm **mopping** the floor. (started or not started)
I'm **not fixing** the door. It isn't broken.
Are you **washing** the windows? I hope you plan to do it soon.

We use *have/has + -en* form for **experiences** we have in the present.

We use *am/are/is + -ing* form for things that are unfinished: **definite future experiences**.



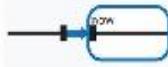
I've **ridden** a motorcycle.
I **haven't been** to Salt Lake City.
Have you **seen** Star Wars?



I'm **riding** a motorcycle next week. I am experiencing it soon.
I'm **not going** to Salt Lake City. I am never having the experience.
Are you **watching** Star Wars soon? Are you experiencing it soon?

We use *have/has + -en* form with *for* or *since* to talk about a period of time up to **now**.

We use *am/are/is + -ing* form with *for* to talk about periods of time from start to **end**.



I've **lived** here for a month. (to now; from when I moved to now)
I **haven't worked** here for long. I'm new here.
How long **have you been in** Costa Rica? (from arriving to now)



I'm **living** here for a month (total: from when I moved to when I leave)
I'm **not working** here for long. I have a short contract.
I'm in Costa Rica now. How long **are you staying in** Costa Rica?*

*We answer by saying the total time, 'For a month total'; or additional time, 'For two more weeks'.

Practice

Complete the conversations.

- A: _____ (you ever be) to Alaska?
B: No, but I _____ (go) there next month.
- The oven _____ (heat up) so don't put the potatoes in yet.
- Wait until it _____ (heat up).
- A: How long _____ (you be) here?
B: I _____ (be) here since Monday.
- A: How long _____ (you stay)?
B: I _____ (stay) for three weeks.
- A: _____ (you ever study) English?
B: Yes! I _____ (study) English now.

[See answers](#)

Results of actions 2

perfect aspect

- have got / have...80
- have done / have to do...81
 - adding to...82
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have got / have

Got is the past form of *get*. We use *have got* (*have* + *-en* form meaning) in many of the same situations we use *have*. Both of these sentences are referring to the present.

She's **got** a hat.

1. She didn't have a hat.
2. She **got** a hat.
now: She's **got** a hat. (= *got* = *has got*)

= She **has** a hat.

1. She **didn't have** a hat.
now: She **has** a hat.

I've **got** a cat.

(*ve got* = *have got*)

=

I **have** a cat.

	Subject	have	Verb (got)	Object	Place	
Have	We	have	got	eggs.		We've got eggs.
	you		got	a soccer ball?		Have you got a soccer ball?
	He	has	got	blue eyes.		He's got blue eyes.

Everything has a beginning. We get something, then we have it. We use either *have got* or *have*.

We've **got** eggs. = We **have** eggs.
Have you **got** a soccer ball? = **Do** you **have** a soccer ball?
 He's **got** blue eyes. = He **has** blue eyes. He got his blue eyes from his mother.

However, there is a difference in how we use *have got* and *have*.

Have got refers to things we got in the past and have in the present.

What **have** you **got** for lunch?
 (your lunch today)

Have may refer to things we have in the present or things that generally happen (many times).

What do you **have** for lunch?
 (generally: every day) (your lunch today)

Practice

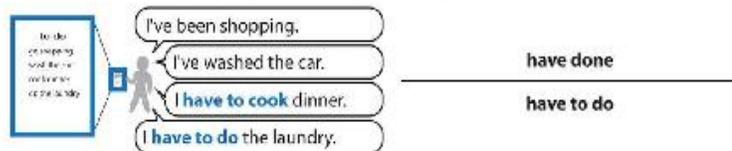
Complete the sentences using *have*. Then complete each sentence again using *have got*.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. I <i>have</i> a car. 2. My brother _____ a boat. 3. We _____ (not) a jet ski. 4. We _____ a daughter. 5. _____ you _____ a sister? | <ol style="list-style-type: none"> 1. I've <i>got</i> a car. 2. My brother _____ a boat. 3. We _____ (not) a jet ski. 4. We _____ a daughter. 5. _____ you _____ a sister? |
|---|---|

[See answers](#)

have done / have to do

Here we have a 'to do' list. The items that are crossed out are complete. The items that are not crossed out are important, but not complete, so we *- have - to do -* them in the present-future.



	Subject	Verb <i>have</i>	to	Verb (goal)	Object	Place/Time	
	I	have	to	wash	my hair.		I have to wash my hair.
	She	has	to	leave	the party	early.	She has to leave the party early.
	They	have	to	work		tomorrow.	They have to work tomorrow.
Do	you	have	to	go?			Do you have to go?

Either *have to* or *have got to* can be used.

	Subject	Verb <i>have got</i>	to	Verb (goal)	Object	Place/Time	
	I	have got	to	wash	my hair.		I've got to wash my hair.
	She	has got	to	leave	the party	early.	She's got to leave the party early.
	They	have got	to	work		tomorrow.	They've got to work tomorrow.
Have	you	got	to	go?			Have you got to go?

People often say *got to* instead of *got to*. We use *have to* in formal English.

We can use these patterns to describe anything that is necessary or must be done.

Practice

Complete the sentences using *have with the -en form and have to (verb)*.

Using *have got to (verb)* is fine too.

- A: How are the preparations for our Asia trip coming along?
- B: Good. How about you? _____ you _____ (get) your passport?
 - A: Not yet. _____ I _____ (get) a visa too?
 - B: Yes. You _____ (get) a visa for China.
 - A: Ok. _____ you _____ (book) the flights and the hotel?
 - B: I _____ (book) the flights but I _____ (still) (book) the hotel.
- A: Ok then.

[See answers](#)

adding to

Infinitive with 'to'
Quadruple verb

We use *to* to connect two places in sequence.

We went from **Barcelona** to **Madrid**.



We use *to* to connect two verbs in sequence.

I **want** to **learn**.



We can connect as many as we like.

I **want** to **learn** to **dance** to **impress** girls.



Some verbs (such as *have, got, want* and *need*) are often used with *to* before another verb.

Subject	Verb 1 (Verb (now))	to	Verb 2 (goal)	Object	Place/Time
We	have	to	buy	food.	
She	has got	to	go.		
I	want	to	help	you.	
They	need	to	work		tomorrow.
She	offered	to	do	the gardening.	
I	promise	to	take	you	swimming.



We are talking about things happening in sequence.

We **have to buy** food. 1. We have the task. 2. We buy food.

She's **got to go**. 1. She has got the task. 2. She goes.

I **want to help** you. 1. I want it. 2. I do it; I help you.

They **need to work** tomorrow. 1. They need it. 2. They do it; they work tomorrow.

She **offered to do** the gardening. 1. She offered. 2. She (possibly) does it.

I **promise to take** you swimming. 1. I promise. 2. I do it; I take you swimming.

Practice

Add to only where needed. Leave other spaces blank.

Example: I ___ want ___ to buy a hamster.

1. He ___ has ___ go home.
2. She ___ wants ___ a rabbit.
3. They ___ jog ___ keep fit.
4. We ___ want ___ learn ___ speak English.

[See answers](#)

When we use verbs in this way, each verb may have an object.

Goal: study verbs with to

Subject	Verb 1			to	Verb 2		Object/Description
	(not)	Verb	Object		(goal)		
I	don't	have	money	to	buy	clothes.	
We		have	conversations	to	practice	English.	

Some common expressions are formed with *be*, a description, and *to*, and used before a verb. These expressions give us information relating to the goal.

Subject	Expression			Verb (goal)	Object/Description	Place/Time
	be	Description	to			
I	am	supposed	to	work		on Friday.
He	was	able	to	find	a job.	
It	is	bound	to	be	good.	
It	is	about	to	rain.		
The President	is		to	visit	Africa	next month.

We add verbs with *to* to sentences with verbs in the *-ing* form and *-en* form too.

Subject	Verb 1			to	Verb 2		Object	Place/Time
	be	Verb	(goal)		(goal)			
I	have	decided	to	go			to Africa.	
I	am	planning	to	go			next year.	
They	haven't	come	to	get	the car		yet.	
They	are	coming	to	get	the car		on Tuesday.	
We	are	going	to	have	a barbecue.			

The actions and events after *to* happen in the future. We often use this pattern with *be going to* to talk about the future. (See page 153.)

Practice

Combine the sentences using *to*.

- Now: He eats vegetables. Goal: He loses weight. He eats vegetables to lose weight.
- Now: I am trying. Goal: I find a solution. _____
- Now: They have gone. Goal: They get some milk. _____
- Now: We're about... Goal: We go home. _____
- Now: I have... Goal: work tomorrow. _____

[See answers](#)

to or -ing?

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Some verbs are often used when we talk about **two things** happening in sequence. We use **to**.

Subject	Verb 1	to	Verb 2	Object etc.
I	want	to	go	snorkeling.
She	is learning	to	drive.	
We	've decided	to	take	a holiday.

I want to go snorkeling.
 1. I want it. 2. I (possibly) go snorkeling.

She is learning to drive.
 1. She learns. 2. She drives.

We've decided to take a holiday.
 1. We decide. 2. We take a holiday.

Some verbs talk about one thing happening. We use the **-ing form** as the object. (Page 67)

Subject	Verb	Object (activity)
I	enjoy	walking.
She	is practicing	parking.
We	considered	going to Egypt.

The object is the thing that we *enjoy, are practicing, considered* etc.

The object often doesn't end in *-ing*.
 I enjoy **walks** in the park.
 She is practicing **the piano**.
 We considered **the option**.

The meaning of the first verb is important. Some verbs go with **to**, some with **-ing**, some with either.

In some situations, some verbs can be followed by a verb with **to** or an activity (**-ing form**).
 The overall meaning is the same.

Subject	Verb 1	to	Verb 2	Object etc.
I	love	to	sing.	
She	likes	to	go	to Europe.

I love to sing.
 1. Reason: I love it. 2. What I do: I sing.

Subject	Verb	Object (activity)
I	love	singing.
She	likes	going to Europe.

I love singing.
 Singing is the thing I love.

Sometimes only one option fits.

Subject	Verb 1	to	Verb 2	Object etc.
I	like	to	close	the windows.

Before I go out, I **like to close** the windows.
 1. Reason: I like having the windows closed.
 2. What I do: I close the windows.
 I like having the windows closed so I close them. Closing windows is **not** my hobby.

Subject	Verb	Object (activity)
I	like	living in Melbourne.

I like living in Melbourne.
 I like this one thing: living where I live.
 It is **not** an activity that I do from time to time. It is something permanent.

Sometimes the meaning is different in different situations.

A: What do you do for fun?
 B: I love to figure skate. I love it. I do it.
 or:
 B: I love figure skating. I love the sport.
 We assume I do it because of the context.
 = I love to figure skate. (in this situation)

A: Do you like the Winter Olympics?
 B: Yes, I love figure skating. I love the sport.

Many people who love the sport don't actually do it. They love watching it.

Sometimes the meaning is completely different.

Subject	Verb 1	to	Verb 2	Object etc.
I	stopped	to	talk	to Michelle.



Subject	Verb	Object (activity)
I	stopped	talking to Michelle.



Remember to lock the door before you leave.
 I will lock the door in the future.
 1. Remember. 2. Lock the door.

Where's my key? I **remember locking** the door, so I had it when I left.
 One thing I remember: I locked the door.

I **tried to open** the window, but it was stuck.
 I couldn't get the window open.
 1. I try. 2. Goal: open the window - It was stuck so I didn't reach my goal.

It's so hot. I **tried opening** the window but it **didn't help**.
 One thing I tried: I opened the window, but the house was still hot.

We **regret to inform** you that your services are no longer required.
 1. We feel regret because your services are no longer required. 2. We inform you.

I **regret not studying** harder.
 One thing I regret in the past: I feel regret because I didn't study hard enough.

Practice

Complete the sentences with a **verb (with to)** or a **noun (a verb in the -ing form)**. There may be more than one answer.

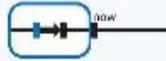
- I promise _____ (help) you.
- I recommend _____ (go) to the museum.
- Sorry, I forgot _____ (get) a cake.
- I don't like _____ (run).
- Keep _____ (go).
- What will they choose _____ (do)?
- We're planning _____ (go) to the theater.
- Stop _____ (write) and hand in your exam!

[See answers](#)

results in the past

We talk about results in the past the same way we talk about results in the present (*have* and the *-en* form - See page 70). We use *had* (past of *have*) to show we are talking about a time in the past.

I **had eaten** breakfast.



I **had lived** in England.



We add **more information** so the listener knows when we are referring to.

I'd **eaten** a big breakfast **so I wasn't hungry at lunch time.** (referring to lunch time: in the past)

I **wasn't hungry at lunch time. I'd eaten** a big breakfast.

I'd **lived** in England **so I was comfortable speaking English in America.**

I **lived in America last year. I'd lived** in England before that.

We use *had* with the *-en* form.

Had is used because we are talking about what we had at a time in the **past**.



Subject	have	Verb (-en)	Object	Place	
She	had	worked		in a bank	before she got her current banking job.
I	had	lived		in Sweden	so I knew a little Swedish.
He	had	had	breakfast		so he didn't eat anything.
You	had	played	soccer		before Ashley became your coach.

The *-en* form focuses on the **results** of actions.
Exactly when it happened is not important.



We use this pattern to talk about results at a time in the past. These things happened before the time we are referring to. We can talk about experiences or actions.

Experiences
He was much better than the other players because they were beginners but he'd played soccer before. The new employee was very slow because he hadn't worked in a shop before. A: We went to the USA last year. B: Great, had you been there before?
Actions
Dave offered me a sandwich yesterday but I wasn't hungry because I'd already eaten . I made her lunch. She was very hungry because she hadn't had breakfast. So you got home at 6pm, had they cooked dinner?

Adding a time

When we talk about experiences, we can add time information to show how much experience we had. This is the amount of experience we had at that time in the past. People often continued gaining experience in these things.

Subject	have	Verb (-en)	Object	Place	Time period
She	had	worked		in a bank	for seven years.
I	had	lived		in Sweden	for ten years.
He	had	played	soccer		since he was five.

for: a length of time.

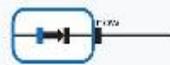
since: from a starting point.



She'd **worked** in the bank for seven years so the boss offered her a promotion.
 I'd **lived** in Sweden for ten years and decided it was time for a change. I sold my house and moved to Germany.
 Gary was the captain of the team because he'd **played** soccer since he was five.

This pattern is also used for **actions** and **events**. We use *had* and the *-en* form to show that something happened before something else in the past. We add time information to show the time between the two actions or events.

Subject	have	Verb (-en)	Object	Time/Time period
I	had	eaten		ten minutes before.
Sally	had	arrived		at 8:00.
They	hadn't	taken	a vacation	since they were 25.



Dave offered me a sandwich yesterday but I wasn't hungry because I'd **eaten ten minutes before**. I ate something. Ten minutes after that, Dave offered me a sandwich.

I arrived at 8:30. I thought I was the first one there but Sally **had arrived** at 8:00. Sally arrived first.

Sue and Glen took a vacation last week. It had been a long time. They **hadn't taken** a vacation since they were 25. Their last vacation was when they were 25.

Practice

Complete the sentences using *had* and the *-en* form.

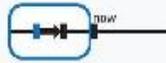
- Everyone got lost except Andrea because she _____ (be) there when she was a child.
- I was late to work because I _____ (be) stuck in traffic for two hours.
- When I got home, I realized I _____ (forget) my bag.
- After the rain _____ (stop), the children went out to play.
- She got good grades because she _____ (work) so hard on all her assignments.
- I tried papaya the other day. I _____ (not have) it before.

[See answers](#)

Compare **had + -en form** and the **past form**.

We use **had + -en form** for things that happened **before** something else.

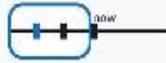
We use the **past form** for things that happened in the **past**. Sometimes either can be used.



A: **Had** you ever **eaten** pizza for lunch before you met me?

B: Yes I **had**.

We are talking about what happened before an event in the past.



A: **Did** you ever **eat** pizza for lunch before you met me?

B: Yes I **did**.

We are talking about a time in the past; your life before you met me.

We use **had + -en form** to make it **clear** that something happened before something else.

We often just use the **past form** and use **common sense** to put things in order.

I got to work on time but I **had forgotten** to go to the bank.

The order is clear. The plan was: go to the bank before work.

I got to work on time but I **forgot** to go to the bank.

Two things that happened in the past. Common sense tells us the order they happened.

Had + -en form is sometimes needed because the **past form** suggests that things happened in a different order.

When I arrived, the show had started.

The show started **before** I arrived. We often say 'the show had already started' to be clearer.

When I arrived, the show started.

We use **when** to say the order things happened. The part with **when** happened first. The other part happened immediately after. 1. I arrived. 2. The show started.

He **hadn't lived** in America **when I met him**. (before I met him)

He **didn't live** in America **when I met him**. (at the time I met him) He may have lived there before.

Practice

Complete the narrative with **had + -en form** or the **past form**. There may be more than one answer.

(1) I _____ (finish) work late and (2) _____ (rush) to the train station, hoping to catch the last train. Luckily, (3) the train _____ (leave). (4) I _____ (put) my hand in my pocket but (5) _____ (can't) find my wallet. (6) I _____ (leave) it in the office. (7) Then I _____ (realize) (8) I _____ (leave) my phone in the office too. (9) This is a real problem, (9) I _____ (do) the same thing the week before too.

[See answers](#)

10

Shifting focus

passive sentences

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be + -en form

Passive voice

We use the **-en form** to shift focus.

We use *be (am/are/is/was/were)* and the **-en form** to focus on what the verb relates to, rather than who or what does it.

Subject	Verb	Object	Place/Time
I	ate	breakfast	at 6:00.

I ate breakfast at 6:00.
We say who ate and what they ate.

Subject	be	Verb (-en)	Place/Time
Breakfast	was	eaten	at 6:00.

Breakfast was eaten at 6:00.
We focus on breakfast.
Who ate it is not important.

In the first sentence, *breakfast* is the **object**. In the second sentence, *breakfast* is the **subject**. Making *breakfast* the subject gives it more focus.

We use *be (was)* because we are referring to breakfast as a whole. We are talking about breakfast and describing what happens to it.

Compare the **-ing form** and the **-en form**.



The chicken is eating.
We are saying what the chicken is doing.
(now)



The chicken is eaten.
We are saying what happens to the chicken.
(generally)
Who or what does it is not important.

Compare *be (is)* and *have*.

Fish is eaten at this restaurant.



People eat fish at the restaurant.

Fish have eaten at this restaurant?!



Fish have eaten food at the restaurant.

We use the *present form of be* to talk about things that are generally true. We also add *by* to say who or what does it.

Subject	be	Verb (-en)	Person/Method	Place/Time
These bags	are	made		in Denmark.
Elephants	aren't	found		in this region.
The website	is	updated	by our staff	every day.

We use the *past form of be* to talk about things that happened in the past.

Subject	be (past)	Verb (-en)	Person/Method	Place/Time
These bags	were	made		in Denmark.
He	was	born		in 1951.
My camera	was	stolen		last week.
Electricity	was	discovered	by Benjamin Franklin	in 1752.
The bags	were	sewn	by hand.	

We also say:

Benjamin Franklin discovered electricity in 1752. This puts focus on Benjamin Franklin. He did it.

When we use *be* and the *-en* form we don't need to say who did it:

Electricity was discovered in 1752. We are just focusing on electricity.

Practice

Complete the sentences with *be* and the *-en* form. These things are generally true or things that happened in the past.

1. My guitar _____ (make) in Indonesia.
2. Christmas _____ (celebrate) in December.
3. The Starry Night _____ (paint) by Vincent Van Gogh.
4. The lost dog _____ (return) to his owner.
5. Her music _____ (enjoy) by people all over the world.
6. The telephone _____ (invent) by Alexander Graham Bell.
7. The winner _____ (announce) last night.

[See answers](#)

with other sentence patterns

We use *be* and the *-en* form with other sentence patterns.



We change the form of *be*.

Subject	Verb	Object	Subject	be	Verb (-en)	
Lachlan	eats	chicken.	Chicken	is	eaten.	generally
Lachlan	ate	chicken.	Chicken	was	eaten.	past
Lachlan	is eating	chicken.	Chicken	is	being eaten.	not finished
Lachlan	has eaten	chicken.	Chicken	has	been eaten.	result
Lachlan	is going to eat	chicken.	Chicken	is going to	be eaten.	future plan

Subject	Verb	Object	Subject	be	Verb (-en)	
Lachlan	doesn't eat	chicken.	Chicken	isn't	eaten.	generally
Lachlan	didn't eat	chicken.	Chicken	wasn't	eaten.	past
Lachlan	isn't eating	chicken.	Chicken	isn't	being eaten.	not finished
Lachlan	hasn't eaten	chicken.	Chicken	hasn't	been eaten.	result
Lachlan	isn't going to eat	chicken.	Chicken	isn't going to	be eaten.	future plan

Practice

Change the sentences to change the focus. You don't need to say who did/does it.

Example: We have finalized the sale.

The sale has been finalized.

- The boss has arranged a meeting for Thursday.
A meeting _____.
- The police are going to investigate the incident.
The incident _____.
- The department hasn't received your application.
Your application _____.
- They are building a new shopping center.
A new shopping center _____.
- The bank has declined your credit card.
Your credit card _____.
- We're notifying successful applicants by email.
Successful applicants _____.
- We are not considering other options.
Other options _____.

[See answers](#)

get + -en form

We also use *get* with the *-en* form. We use *get* to talk about changes. (See page 20.)

Be can also be used in these sentences. There is a small difference in meaning (*be* describes how it is, *get* describes a change), but both can be used to describe the same things.

Be is used in formal situations. We often use *get* when speaking casually and there is a change.

Subject	be	Verb (-en)	Subject	get	Verb (-en)
Chicken	is	eaten.	Chicken	gets	eaten.

Subject		get	Verb (-en)	Person/Method	Place/Time
She		gets	rewarded		for her hard work.
We		got	invited		to lunch.
The package	is	getting	delivered		on Friday.
Amelia	has	gotten	bitten	by a mosquito.	
The USA	are going to	get	beaten	by Canada	tonight.

Subject		get	Verb (-en)	Person/Method	Place/Time
She	doesn't	get	rewarded		for her hard work.
We	didn't	get	invited		to lunch.
The package	isn't	getting	delivered		on Friday.
Amelia	hasn't	gotten	bitten	by a mosquito.	
The USA	aren't going to	get	beaten	by Canada	tonight.

Practice

Change the sentences to change the focus using *get*. You don't need to say who did/does it.

Example: He drove me to the station.

I *got driven to the station*.

- The mechanic is fixing my car next week.
My car _____.
- When are you going to pay us?
When are we _____?
- A car didn't hit the dog.
The dog _____ by a car.
- There was an accident, but it hurt nobody.
There was an accident, but _____.
- We didn't wash the sheets.
The sheets _____.
- The driver delivered the pizza to the wrong address.
The pizza _____.
- They accepted me for an interview.
I _____.

[See answers](#)

feelings

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We often use *be* and the *-ing form* to say how we feel. We use *be* and the *-en form* to say how someone or something makes us feel.

We talk about what is happening.

This is **embarrassing**.



The situation is embarrassing.
We describe the situation in its unfinished state.

We talk about the result of what happened.

I'm **embarrassed**.



I feel embarrassed.
This feeling is the result of something that happened.

Subject	be	Description (-ing form)
They	are	interesting.
He	was	annoying.
She	is	amazing.

They are interesting.
They make other people interested.

He was annoying.
He makes other people feel annoyed.

She is amazing.
She amazes people. She is a great singer.

Subject	be	Description (-en meaning)
I	am	interested.
She	was	annoyed.
We	are	amazed.

I'm interested.
They made me interested.

She was annoyed.
He made her feel annoyed.

We are amazed.
How we feel. We just listened to a great singer.

Practice

Complete the sentences with the *-ing form* or the *-en form*.

Example: Don't eat at that restaurant. We ate there last week. The food was disgusting (disgust).

1. They had so many chances but they couldn't score. It was really _____ (disappoint).
2. The news was very _____ (shock).
3. This drink is really _____ (refresh).
4. The new album comes out tomorrow. I'm really _____ (excite).
5. I was _____ (shock) when I read what happened.
6. I just had a massage. I feel _____ (relax).
7. I watched a movie on Saturday. It was _____ (inspire).

[See answers](#)

11

Putting it together

perfect aspect and progressive aspect

have + been + -ing...96

had + been + ing...100

have + been + -ing

The present perfect progressive

We use *have* + *-en* form and *be* + *-ing* form together.



We use *have* (present form) + the *-en* form to talk about results in the present.

We use *be* + *-ing* form to talk about an activity in its unfinished state.

It may **not** be finished.

This is useful when talking about **recent activities**. We are focusing on doing the activity, not finishing it.

A: What have you been doing recently?
B: I've **been reading** a book.



It is not finished, but I have a result in the present (I have read some).

It may be **finished**.

Doing this activity causes a result. The activity causes the result, not its completion.

A: Why are you wet?
B: I've **been swimming**.



The activity (swimming) caused the result (wet). It is finished. It is obvious that I'm not swimming now.

Subject	have	be (en)	Verb (-ing)	Object
She	has	been	waiting.	
I	have	been	watching	TV.
He	has	been	drinking.	

She's been waiting. (result: She is next)
I've been watching TV. (result: news)
He's been drinking. (result: He is drunk)

have	Subject	be (en)	Verb (-ing)	Object
Has	she	been	waiting?	
Have	you	been	watching	TV?
Has	he	been	drinking?	

Has she been waiting?
Have you been watching TV?
Has he been drinking?

Subject	have not	be (en)	Verb (-ing)	Object
She	hasn't	been	waiting.	
I	haven't	been	watching	TV.
He	hasn't	been	drinking.	

She hasn't been waiting.
I haven't been watching TV.
He hasn't been drinking.

When we ask someone how they are we often say:

How are you? (describing now)

We often use other sentence patterns too. These are used a lot in friendly conversations. The meanings are slightly different, but because they are simply used to start a conversation it doesn't usually matter which one you use.

How are you doing? (now and into the future)

How have you been? (past; up to now)

How have you been doing? (past; up to now, now and into the future)

We often use ask questions with *have + been doing* in friendly conversations.

A: Hi. How have you been doing?

B: Good thanks.

A: What have you been doing recently?

B: I've been playing a lot of sport.

We often use *up to* instead of *doing*. *Doing* and *up to* are both common in casual speech.

What are you **up to**? = What are you **doing**?

What have you been **up to**? = What have you been **doing**?

There is a subtle difference: *doing* is about action, *up to* suggests we have completed part of something. We use *up to* to describe the next point. When talking about life in general we have completed part of our life up to a point.

Adding a time

We can add a **time period** to show how long these things have been happening. These things are not finished.

Subject	have	be (en)	Verb (ing)	Object	Time period
She	has	been	waiting		for ten minutes.
I	have	been	watching	TV	all day.
He	has	been	drinking		since noon.
It	has	been	raining		since yesterday.

We are talking about what we have in the present. We can say how recent these things are by adding a time that includes the present.

Subject	have	be (en)	Verb (ing)	Object	Time
She	has	been	swimming		this morning.
He	hasn't	been	drinking		this week.
It	has	been	raining		today.

Compare *have + been + -ing form* and *have + -en form*.

We use *have + been + -ing form* to talk about recent activities (completed or not).

We use *have + -en form* to talk about results of recently completed actions. These are finished.



My eyes are tired. **I've been looking** at the computer all day.
If I say this at the end of the day we assume it is finished.



I have been writing a book.
We assume this is not finished.
What have you been doing (this week)?

We are asking about the time up to now, it doesn't matter if it's finished.
This is friendly.



I have looked at the computer. You need to do an update. I've finished.
I have written a book. This is finished.

What have you done (this week)?

We are asking about something that finished recently with a result in the present. A boss might ask this when wanting to know what is complete.

Oh no! **What have you done?**

We question something that someone did in the past that has a negative impact on the present.

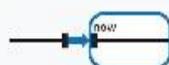
We use both sentence patterns with *for* and *since*. *Have + -en form* simply refers to a period of time up to the present. *Have + been + -ing form* refers to something that is not finished, that has lasted a period of time up to the present. In most situations either can be used.



I have been playing basketball since I was a child.

Up to now, this finishes in the future.

I have been living in Japan for a year. This will finish, I'll move somewhere else someday.



I have played basketball since I was a child. Up to now. We aren't thinking about it finishing.

I have lived in Japan for a year. We are not thinking about it finishing.

I have lived for 30 years. We are not thinking about it finishing.

Practice

Complete the conversation. There may be more than one answer.

- A: Hi. What _____ you been doing this week?
- B: I _____ (play) a lot of guitar.
- A: _____ you _____ (write) any new songs?
- B: I _____ (work) on a new one but it isn't finished yet.
- _____ you _____ (hear) the song I wrote last week?
- A: Yeah, I listened to it this morning. It's so catchy. I _____ (hum) the melody all day.
- B: How about you? What _____ you _____ (do)?
- A: Not much, I'm sick. I _____ (be) sick for the last few days.
- So, I _____ (lie) around the house, _____ (sleep) and _____ (watch) TV.
- B: How long _____ you _____ (feel) sick?
A: Since Tuesday.

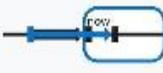
[See answers](#)

Compare *have + been + -ing form* and *am/are/is + -ing form*.

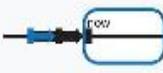
We use *have + been + -ing form* to talk about recent activities. They may or may not have finished.

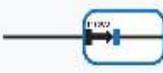
We use *am/are/is + -ing form* to talk unfinished actions. They may or may not have started.

We know if it has started or finished because of the **context**.

 (10:00 AM)
What are you up to this morning?
We've **been relaxing** at home. We're going for a walk soon.
This has started but has not finished. (thinking about the recent past)

 (10:00 AM)
What are you up to this morning?
We **are relaxing** at home. We're going for a walk soon.
This has started but has not finished. (thinking about the present)

 (11:00 AM)
What are you up to this morning?
We've **been relaxing** at home. We're going for a walk now.
This has started and is finished.

 (9:00 AM)
What are you up to this morning?
We're having breakfast now. We're **relaxing** at home then going for a walk. This has not started and is not finished.

Recent activities have started. We can think about them in two ways. Both fit the same situation. Some people may tend to use one more than the other.

 (10:00 AM)
A: What have you been up to?
B: I've **been reading** a good book.
It is not finished, but I have a result in the present (I have read some).

 (10:00 AM)
A: What have you been up to?
B: I'm **reading** a good book.
Started in the past, it is not finished.

Practice

Complete the chat conversation. There may be more than one answer.

- A: Hi. It's been a while. What _____ you _____ (do) recently?
- B: Lots. We _____ (move) to Ireland next week.
- So we _____ (pack) and _____ (get) ready to move.
- A: Great! I _____ (live) in Ireland now!
- Which part of Ireland _____ you _____ (move) to?
B: Dublin.
- A: I _____ (live) in Dublin!
- B: How long _____ you _____ (live) there?
- A: Since April. I _____ (work) at a hotel but I don't really like it.
- So, I _____ (look) for a new job for the last few weeks.
- B: How long _____ (work) at the hotel?
A: Only about one month.

[See answers](#)

had + been + ing

The past perfect progressive

We use *had* (past form) + the *-en* form. We are talking about results in the past.
We use *be* + *-ing* form to talk about an activity in its unfinished state.

It may not have been finished at a time in the past. We talk about what we were doing leading up to a time in the past.

Last time I saw you you'd **been reading** a good book.



It was not finished, but I had a result in the past (I had read some).

It may have been finished at a time in the past. Doing this activity caused a result. The activity causes the result, not its completion.

A: Why were you wet when I saw you?
B: I'd **been swimming**.



The activity (swimming) caused the result (wet). It was finished. It was obvious that I wasn't swimming when you saw me.

Context	Subject	have	be (-en)	Verb (-ing)	Object/Time/Place etc.
When I saw her	she	had	been	waiting	for an hour.
My eyes were tired.	I	had	been	looking	at a screen all day.
He came home at 4:00.	He	had	been	drinking.	

Compare *had + been + -ing* form and *was/were + -ing* form.

Sometimes *had + been + -ing* form and *was/were + -ing* form may fit the same situation.



Last time I saw you you'd **been reading** a book.
We talk about the result of something that was **not finished**.



Last time I saw you you **were reading** a book.
We talk about something that was **not finished**.

Had + been + -ing form and *was/were + -ing* form may have very different meanings.



A: Why were you wet when I saw you?
B: I'd **been swimming**.
I was swimming **before** you saw me. I had finished.



A: Why were you wet when I saw you?
B: I **was swimming**.
I was in the water. I had **not finished**.

Compare **had + been + -ing form** and **had + -en form**.

These things **didn't finish** at the time in the past; they continued to happen. We can often think about the same situation in either way.



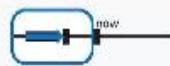
When you met your wife, how long **had you been living** here?
Talking about period of time in the past. The activity was not finished (you are still living here now).



When you met your wife, how long **had you lived** here?
Talking about period of time in the past: from moving to the time you met your wife. We assume you continued living here after that.

Compare **had + been + -ing form** and **the past form**.

These things **finished** at or before the time in the past. We can often think about the same situation in either way.



I had been waiting for twenty minutes when the bus finally arrived.
We emphasize the activity happening over a period of time before the time in the past (when the bus arrived).



I waited for twenty minutes then the bus finally arrived.
We talk about two things in the past in sequence. The period of time finished, then the next thing happened.

Practice

Complete the conversation. There may be more than one answer.

- A: Hi Greg. How are you doing?
B: Good thanks.
- A: Last time I saw you you said you _____ (study) Spanish, how is that coming along?
B: It's going really well. I had a test last month so I _____ (read) books in Spanish and _____ (practice) with my tutor every day leading up to that.
A: So how did the test go?
B: I think I'll pass. How's it all going with you? Last time you said you _____ (look) for a new job.
 - A: Yeah, I _____ (look) for about five months.
B: I _____ (take) interview after interview and was getting nowhere, but then I got a call back for a job in a warehouse. So, I'm starting that next week.
B: Congratulations. I hope it goes well.

[See answers](#)

12

Review of verb forms

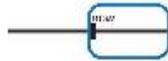
tense and aspect

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review of verb forms

present form
general use

We use the **present form** to refer to things that are generally true in the **PRESENT-FUTURE**.



happens many times



is permanent



descriptions true now



happens at a fixed time

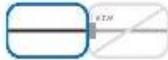


happens as speaker is speaking

We use the present form when another verb tells us when it happens.

past form
not present-future

We use the **past form** to refer to something **NOT** in the **PRESENT-FUTURE**.



We describe how something was at a time in the past.



We talk about actions and events that are **FINISHED**.

-ing form
not finished

We use **be** and the **-ing form** to refer to an action or event that is **NOT FINISHED**.

It may have started.



It may happen later.



It has **started** but is **not finished** now.



It had **started** but was **not finished** (past).



It has **not started** and is **not finished** now.



It **hadn't started** and was **not finished** (past).

-en form
shifting focus

We use **have** and the **-en form** to shift focus from the action to the **RESULT**.

It may have finished.



It may continue to happen.



We talk about **results** in the present.



We talk about **results** in the past.



We talk about a period up to the present.



We talk about a period up to a time in the past.

We use **be** or **get** and the **-en form** to shift focus away from the person or thing that does the action.

examples

I play football in the park. We go shopping on Mondays.	Do you eat fish? Does he drink coffee?	She doesn't read books. We don't cook dinner at home.
London is the capital of the UK. We have a dog.	Where does she live ? Is he short ?	We don't like tennis. I don't have to write emails.
I'm hungry. This looks good.	Are you ready? Does it sound good?	It isn't hot. It doesn't taste bad.
Our flight departs at 6:30. The meeting is at 10.	What time does it finish ? When is the party?	The concert doesn't start at 6. They don't arrive at 5:20.
He wakes up... He goes downstairs...	Does he go to the fridge?... Does he drink something?...	He doesn't drink anything... He doesn't eat breakfast.
I have to go . I wanted to play tennis.	Do you want a drink? Did you have a good day?	I don't play the piano. I didn't drink tea yesterday.
I had to go. I wanted to play tennis. We were on vacation last week. It looked good.	Were you ready? Did it sound good? Did you have a good day? Was it cold yesterday?	It wasn't hot. It didn't taste bad. I didn't know her. I didn't like heavy metal.
She ate six eggs yesterday. We went to an island. He played golf on Sunday. They ate sushi last night.	Did they play sport last week? Did they go swimming? Did she clean her room? Did he call my name?	He didn't go to work today. I didn't eat this morning. She didn't open the window. We didn't drink coffee.
She's drinking tea. We're watching the baseball.	Is he running ? Are they cooking pasta?	She isn't watching TV. I'm not listening .
When I saw her, she was drinking tea.	Were they cooking pasta last night?	When I talked to him, he wasn't watching TV.
I'm going to Norway tomorrow. We're having a BBQ on Sunday.	Are we going home soon? When are you starting work?	I'm not playing tennis next week. She isn't having a party.
I didn't drink much beer because I was driving .	Why did you pack your towels? Were you going swimming?	She wasn't having a party so we didn't get her a present.
I've been to Hong Kong. They've done the laundry. She's got a boat.	Have you ever been to Sweden? Has she washed the car? Have they eaten ?	We haven't been to Vietnam. She hasn't received the letter. He's never driven a truck.
She went out to play because she had already done her homework.	You played so well! Had you played before?	I went to Vietnam last month. I hadn't been there before.
I've been in Hong Kong for a day. I've played soccer since I was six.	How long you been in Sweden? How long have you waited ?	She hasn't received any letters for a week.
I met an old friend in Hong Kong. I had only been there for a day.	So you left Sweden, how long had you been there?	I called them because I hadn't received any letters for a week.
It was made in Indonesia. My shirt got caught on the fence.	Did it get stolen ? Were they rescued ?	They didn't get paid . It wasn't painted by me.

quiz

1. Choose the best picture for the word *have*.



2. Choose the best picture for the word *be*.



3. I play tennis on Mondays.

When are we referring to?

- (a) last Monday
(b) next Monday
(c) probably both (a) and (b) and others
(d) we don't know which Monday

4. We went shopping on Wednesday.

When are we referring to?

- (a) last Wednesday
(b) next Wednesday
(c) probably both (a) and (b) and others
(d) we don't know which Wednesday

5. She's going cycling on Saturday.

When are we referring to?

- (a) last Saturday
(b) next Saturday
(c) probably both (a) and (b) and others
(d) we don't know which Saturday

6. He's worked on Sunday.

When are we referring to?

- (a) last Sunday
(b) next Sunday
(c) probably both (a) and (b) and others
(d) we don't know which Sunday

7. _____ you live in Malaysia now?

- (a) Are
(b) Do
(c) Have
(d) Did

8. _____ you watch TV yesterday?

- (a) Are
(b) Do
(c) Have
(d) Did

9. _____ you lived in Brazil?

- (a) Are
(b) Do
(c) Have
(d) Did

10. _____ you watching TV?

- (a) Are
(b) Do
(c) Have
(d) Did

11. _____ you eaten lunch?

- (a) Are
(b) Do
(c) Have
(d) Did

12. _____ you sleep well last night?

- (a) Are
(b) Do
(c) Have
(d) Did

13. Which of these sentences can be used to talk about tomorrow?
- (a) He walked home.
 - (b) He's walking home.
 - (c) He's walked home.
 - (d) all of the above
14. Which of these sentences can be used to talk about yesterday?
- (a) He walks home.
 - (b) He walked home.
 - (c) He's walking home.
 - (d) all of the above
15. Which of these sentences can be used to talk about today?
- (a) He walked home.
 - (b) He's walking home.
 - (c) He's walked home.
 - (d) all of the above
16. Which of these sentences can be used to talk about every day?
- (a) He walks home.
 - (b) He's walking home.
 - (c) He's walked home.
 - (d) all of the above
17. She's cooking dinner.
- What does *'s* mean?
- (a) has
 - (b) is
18. She's cooked dinner.
- What does *'s* mean?
- (a) has
 - (b) is
19. Which of these refers to the future?
- (a) The show starts at 10:00.
 - (b) The show started at 10:00.
 - (c) The show is starting at 10:00.
 - (d) both (a) and (c)
20. Choose the best answer.
- What are you doing tomorrow?
- (a) I go fishing.
 - (b) I went fishing.
 - (c) I'm going fishing.
 - (d) I've been fishing.
21. Choose the best answer.
- What did you do yesterday?
- (a) I go fishing.
 - (b) I went fishing.
 - (c) I'm going fishing.
 - (d) I've been fishing.
22. Choose the best answer.
- Do you have any brothers or sisters?
- (a) Yes, I have one sister.
 - (b) Yes, I've got one sister.
 - (c) Yes, I'm a sister.
 - (d) (a) and (b)
23. Choose the best answer.
- What do you drink with breakfast?
- (a) I have a cup of coffee.
 - (b) I've got a cup of coffee.
 - (c) I'm a cup of coffee.
 - (d) (a) and (b)
24. Choose the best answer.
- Do you have a bicycle?
- (a) Yes, I have.
 - (b) Yes, I've got.
 - (c) Yes, I do.
 - (d) (a) and (b)

25. Choose the best answer.

Do you like Taiwan?

- (a) I don't know, I haven't been there.
- (b) I don't know, I've never been there.
- (c) Yes, I do. I went there last year.
- (d) all of the above

26. am

- (a) I ____ a child.
- (b) I ____ hungry.
- (c) I ____ talking.
- (d) all of the above

27. have

- (a) I ____ a child.
- (b) I ____ hungry.
- (c) I ____ talking.
- (d) all of the above

28. jogging

- (a) I'm ____.
- (b) ____ is fun.
- (c) I like ____.
- (d) all of the above

29. jogged

- (a) I've ____.
- (b) ____ is fun.
- (c) I like ____.
- (d) none of the above

30. Do you ____ pizza?

- (a) likes
- (b) like
- (c) liked
- (d) liking

31. Have you ____ my keys?

- (a) see
- (b) saw
- (c) seeing
- (d) seen

32. Did you ____ my pasta?

- (a) eat
- (b) ate
- (c) eating
- (d) eaten

[See answers](#)

Options and possibilities 1

modal verbs

the verbs...	110
the past form isn't just for the past...	111
can/could...	112
could...	113
real or hypothetical?...	114
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the verbs

Key verbs

When there are options or possibilities we often use the following verbs:



can/could

to say something is an option or a possibility. (See page 117.)



will/would

to say what we decide or predict. (See page 118.)



shall/should

to say something is the right thing to do. (See page 124.)



may/might

to say there is more than one option or possibility. (See page 128.)



must

to say there is only one reasonable option or possibility. (See page 132.)

We put these verbs before the other verbs in the sentence.

These verbs have different meanings and change the meaning of the sentence.

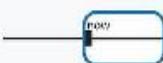
Subject	Verb	Verb (present)	Place
I	can	wait	at the airport.
I	could	wait	at the airport.
I	will	wait	at the airport.
I	would	wait	at the airport.
I	shall	wait	at the airport.
I	should	wait	at the airport.
I	may	wait	at the airport.
I	might	wait	at the airport.
I	must	wait	at the airport.

the past form isn't just for the past

Wolfgang Ivers

When we think about options and possibilities we think about them being either **real** or **hypothetical**.

When we talk about **real** options and possibilities we use the **present form**.
(*can, will, shall, may and must*)



A horizontal timeline with a vertical tick mark labeled 'now'. A solid blue rounded rectangle is positioned to the right of the 'now' mark, representing a future event.

I think I **am** lucky.
Reality: I am lucky.

I'll **have** a beer. (I'll = I will)
Reality: beer.

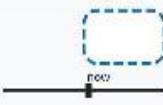
The **past form** refers to things that are NOT in the PRESENT or FUTURE. It is mainly used for the past, but is also used for **hypothetical** situations. These are things we are **imagining**.



A horizontal timeline with a vertical tick mark labeled 'now'. A dashed blue rounded rectangle is positioned to the right of the 'now' mark, representing an imagined future event.

I wish I **was** lucky.
Imagining: I am lucky.
Reality: I am not lucky.

When we talk about **hypothetical** options and possibilities we use the **past form**.
(*could, would, should and might*)



A horizontal timeline with a vertical tick mark labeled 'now'. A dashed blue rounded rectangle is positioned to the right of the 'now' mark, representing a hypothetical future event.

I **would** have a beer, but I'm driving today.
Imagining: having a beer.
Reality: no beer, I'm driving.

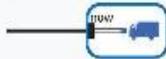
can/could

Options and possibilities:
Systems and operations modeling

We use *can* (present form) to talk about things that are generally possible.

It **can** get really hot here in summer. It is possible. It doesn't always get hot, but it does happen.
Can wombats be found in this region? Is it possible to find wombats in this region?

I **can** drive a truck.



It is possible. I have the ability.

I **can't** drive a truck.



It is NOT possible. I don't have the ability (or a license).

	Subject	can	Verb	Object/Description
Can	I	can	play	the trombone.
	she		run	fast?
	He	can't	fly	a plane.

We use *could* (the past form of *can*) to talk about things that were possible in the **past**.

Before we installed the air conditioner, this room **could** get really hot in summer. It was possible.
Could wombats be found in this region in the 1960s? Was it possible?

I **could** drive a truck when I was 22.



It was possible. I had the ability.

I **couldn't** drive a truck when I was 22.



It wasn't possible. I didn't have the ability.

	Subject	could	Verb	Object/Description	Time
Could	I	could	play	the trombone	when I was twelve.
	she		run	fast.	before the accident?
	He	couldn't	fly	a plane	when he got the job.

could

Hypothetical possibilities
Dynamic and permanent possibility

We also use **could** to talk about **hypothetical** possibilities.

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



now

I'm not really going to eat a horse.
It is **possible** in my **imagination**.

I think I **could** drive a truck. I have never done it but I imagine it is possible.

If we didn't have the air conditioner, this room **could** get really hot in summer. I am imagining.

Could wombats be found in this region again if we make it a conservation area? Imagining the future.

	Subject	could	Verb	Description	Time
Could	The package	could	arrive		any day now.
	it		rain		tomorrow?
	It	couldn't	be	easier.	

The package **could** arrive any day now. I imagine this is possible.

Could it rain tomorrow? Is it possible? Is there a chance?

It **couldn't** be easier. It is as easy as possible. We can't imagine an easier way.

Practice

Complete the sentences with **can** or **could**. There may be more than one answer.

- _____ you drive a car?
- A: Where are they?
B: I don't know. They _____ be stuck in traffic or something.
- He _____ play the piano when he was six.
- I _____ come to see you tomorrow.

[See answers](#)

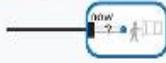
real or hypothetical?

Modal verbs: can/could
Descriptive grammar

There are situations when we use either *can* or *could*. We can think in a real or hypothetical way. Saying something in a hypothetical way is less direct and more polite.

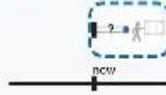
We use *can* to ask if something is an option in the present-future

Can I open the window?



We use *could* to ask if something is hypothetically an option.

Could I open the window?



can	Subject	Verb	Object
Can	I	borrow	your phone?
Can	you	turn off	the TV?
Can	I	have	some salad?

could	Subject	Verb	Object
Could	I	borrow	your phone?
Could	you	turn off	the TV?
Could	I	have	some salad?

more direct

more polite

The meaning is basically the same. *Can* is more direct, it is talking about something real. It is more polite to express what we want less directly—as something we are imagining. *Could* is used in more formal situations.

Can is more common in some situations.

'Can I help you?'

What I am offering is an option in the present-future.

We often use the past form to be less direct.

Do you want a drink? ≈ Did you want a drink?

Do you need some help? ≈ Did you need some help?

What is your name? ≈ What was your name?

Practice

Complete the sentences with *can* or *could*. There may be more than one answer.

1. A: Hi, _____ I help you?
2. B: Yes, _____ I have a coffee please.
3. _____ you please make it extra strong?
4. A: Ok, _____ I get you anything else?
5. B: Yes, _____ I have some cake, please.
A: Ok.

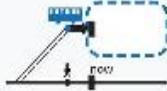
[See answers](#)

could have done

hypothetical options and possibilities (past)
 (the past perfect hypothetical)

We use *could* to imagine different options or possibilities. We can imagine how things could be different as a result of something being different in the past.

A: My legs are so sore.
 B: I don't know why you walked. You **could have taken** the bus.



A different past (taking the bus instead of walking) means a different present (no sore legs). Taking the bus was an option.

	Subject	<i>could</i>	<i>have -en</i>	Description	Time
Could	The package	could	have arrived		by now.
	it		have rained?		
	It	couldn't	have been	easier.	

The package **could have arrived by now**. It could be waiting in my office. It is possible.
 Could it **have rained**? It looks a little wet, but there are no clouds in the sky? Is it possible?
 It **couldn't have been easier**. It was very easy. Being easier was not possible.

We also say *could've* instead of *could have*.

Practice

Complete the sentences with *could*, *have* and *the -en* form.

- A: How was your job interview?
 Ex. B: Ok, but it **could have been** (be) better.
- A: Why? What _____ you _____ (do) differently?
 - B: I _____ (answer) the questions faster and I _____ (be) more direct.
 A: Do you think you'll get the job?
 - B: I _____ (get) it, but I'm not very confident.
 - A: Yeah, you don't look very well presented. You _____ (wear) a tie.

[See answers](#)

Options and possibilities 2

modal verbs

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ought...	126

will

Decisions and predictions
Dynamically updating content

We use *will* when we think about options and possibilities. We say the chosen option (a decision) or the possibility that we believe is really happening (a prediction).

We use *will* when there are options or possibilities in the future. (I'll = I will)

I'll open the window.



Options: (a) leave it shut. (b) open it

It'll be sunny today.



Possibilities: (a) sunny (b) rain etc.

It'll be warm next week. Possibilities: (a) cold (b) cool (c) warm (d) hot

There are so many people coming tonight. It'll be a great party! Possibilities: (a) great (b) ok etc.

I'll buy a new shirt. I've just decided; (a) new shirt (b) no new shirt. I've chosen an option.

Subject	will	Verb	Object	Time
She	'll	wait.		
I	'll	watch	TV	all day.
He	won't	drink	coffee	today.

We use *will* when we think about options and make a **decision** and when we think about possibilities and make a **prediction**. *Won't = will not*.

Decisions	Predictions
I'll have a coffee.	It'll rain tomorrow.
We'll buy a new bed.	We'll have flying cars in 2050.
Will we go out for lunch today?	Will it be sunny tomorrow?
We won't eat chicken again.	We won't be home by 7pm.

We also use *will* when there are options or possibilities in the present.

Madison said she's coming to visit us. She wants to...

(knock knock)

Ah, that'll be her now.

I don't know who is at the door, it may be Madison or someone else. I think it is Madison.

IMPORTANT: *Will* is only used when we are thinking about options and possibilities.

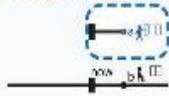
There are often options and possibilities in the future, so we often use *will* when we talk about the future. However, there are many ways of talking about the future. (See page 152.)

would

hypothetical ideas or predictions
options and possibilities

We use **would** (the past form of *will*) to talk about options and possibilities we are **imagining**.

I **would** open the window, but my legs are too sore from all that walking.



I won't actually open the window.

Subject	would	Verb	Object	but...
I	would	buy	a hat	but I don't have enough money. So I won't.
She	would	turn off	her phone	but the button is broken. So she won't.
He	would	go	skiing	but he has hurt his back. So he won't.

We use **wouldn't** when we talk about an option or possibility in the past that didn't happen. We often wanted it to happen. (wouldn't = would not)

I tried many times but the car **wouldn't** start. I conclude that it wasn't possible.
I asked him nicely but he **wouldn't** give me any pizza. He had options. He decided not to.

When we think about the past, we consider options we had at the time. We use **would** to say what often happened. (See page 161.)

Time	Subject	would	Verb	Object/Place	Time
When we lived in China	we	would	use	chopsticks	every day.
When he didn't read at school	he	would	often read	at home.	
When she was a student	she	would	work		in the evening.

We don't need to use **would**. Saying 'When we lived in China we used chopsticks every day' is fine. There are different ways of thinking about it.

Practice

Complete the sentences with **will** or **would**. Use the short forms (*'ll* and *'d*) where possible.

- I _____ cook dinner tomorrow.
- I _____ cook dinner tomorrow but I can't because I have to work.
- When I was young we _____ often go swimming in summer.
- A: Imagine winning the lottery. What _____ you do?
B: I _____ buy a new car for my mother. I _____ also give money to charity.
- A: What time _____ Alex get here?
B: He _____ be here in about an hour.
- I _____ have the pasta, please.

[See answers](#)

will be doing

The present progressive with **will**
and the future progressive

Will is a very useful word when we are thinking and talking about the unknown. We use **be + -ing form** to make **predictions** about things that are **not finished**.

We talk about things we can't see that we think are happening **now**.

Don't call her **now**, she'll **be eating** breakfast.



I don't know for certain, but I predict she is eating breakfast now.

We talk about things that we think are happening at a time in the **future**.

A: I'll come to your house at 7:00 **tomorrow**.
B: Ok, but I'll **be eating** breakfast then.



When you come to my house, my breakfast will not be finished.

Subject	will	be + -ing	Object	Place	Time
She	'll	be working			on Saturday.
I	'll	be living		in Sweden	by the time I am 30.
He	'll	be leaving	the office		now.
They	'll	be playing	soccer		next week.

I don't think she'll come. She'll be working on Saturday.
I'll be living in Sweden by the time I am 30.
He should be here soon. He'll be leaving the office now.
They'll be playing soccer next week. We are focusing on the activity.

Practice

Complete the sentences with **will** and the verbs in the **-ing form**.

1. Don't come next month, we _____ (travel) Asia then.
2. We have to go now. Fred _____ (wait).
3. You _____ (work) hard in the office tomorrow, I _____ (sit) on the beach.
4. The next time you see me, I _____ (wear) a new uniform.

[See answers](#)

will have done

The present perfect without
AQA: The Future perfect

We use *will* and *have + -en form* to talk about the **result** of something at the time we are thinking about. We make **predictions** about what happens before.

We talk about things we think have happened that have a result in the **present**.

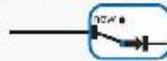
You can call her **now**, she'll **have eaten** breakfast.



I don't know for certain, but I think her breakfast will be finished now.

We talk about results at a **future** time we are thinking about.

A: I'll come to your house at 7:00 tomorrow.
B: Ok, I'll **have eaten** breakfast by then.



When you come to my house, my breakfast will be finished.

Subject	will	have + -en	Object	Place	Time
She	will	have worked			on Saturday.
I	will	have lived		in Sweden	by the time I am 30.
He	will	have left	the office		by now.
They	will	have played	soccer		by next week.

She'll be tired on Saturday because she will have worked.

I'll have lived in Sweden by the time I am 30.

He should be here soon. He'll have left the office by now.

They'll have played soccer by next week. *We don't know exactly when.*

Practice

Complete the sentences with *will* and the verbs in the -en form.

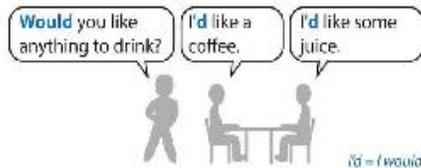
1. Come in September, we _____ (be) back for a while then.
2. We have to go now. Fred's flight _____ (land).
3. I'm reading a book now, but I _____ (finish) it by the time you get here.
4. They _____ (fix) the problem by now.

[See answers](#)

would like

Would you like to order?
Do you like it?

We use *would* (with *like*) to offer and ask for things in a polite way. We are not directly telling someone to do something, we are expressing what we are imagining.



When we politely ask people if they want things, we ask with *would*.

Do you want a drink? (very direct)

Would you like a drink? (much more polite) Imagine having a drink, do you like that thought?

When we say we want something there are different ways we can ask. All of the sentences below are very common and fit this situation. Speaking hypothetically is more polite.

	present form (real)	past form (hypothetical)
can/could (is it an option?)	Can I have a coffee?	Could I have a coffee?
will/would (what we decide)	I'll have a coffee.	I'd like a coffee.

To politely say we don't want something, we say 'No, thank you' or 'I'm fine, thank you'.

Practice

Complete the conversation with *will* or *would*. Use the short forms (*'ll* and *'d*) when possible.

Waiter: Hi, are you ready to order?

Ex. Customer A: Yes, We 'd like something to drink. What would you recommend?

Waiter: The house red is very good.

- Customer A: We _____ have a bottle of that, please.
- Waiter: What _____ you like to eat?
- Customer A: I _____ like the steak.
- Customer B: I _____ have the chicken curry.
- Waiter: _____ you like any salads?
Customer B: No, thank you.
- Waiter: Ok, so a bottle of house red, the steak and the chicken curry. Your meals _____ be ready soon.
Customer A: Thank you.

[See answers](#)

would have done

Hypothetical situations and predictions (past)
The past perfect progressive

We use *would* to talk about things that were not options or possibilities in the past. We can imagine how things would be different as a result of something being different in the past.

A: My legs are so sore.

B: I don't know why you walked. I **would have taken** the bus.



My decision would have been to take the bus. It wasn't an option because I'm not you.

Subject	would	have -en	Object/Description	but...
The package	would	have arrived,		but the address was wrong.
I	wouldn't	have eaten	that last pie.	but no one else was going to eat it.
It	would	have been	easy.	but I didn't have my tools.

The package would have arrived, but the address was wrong. So, it didn't arrive.

I wouldn't have eaten that last pie, but no one else was going to eat it. So, I ate it.

It would have been easy but I didn't have my tools. So, it wasn't easy.

We also say *would've* instead of *would have*.

Practice

Complete the sentences with *would* or *would have* and the *-en* form.

A: I didn't see you at the barbecue yesterday.

1. B: I didn't go. I _____ (go) but I didn't have enough money.

A: I could have lent you some.

2. B: I _____ (not enjoy) myself anyway. I had a bad headache.

3. A: _____ you like to go out for a drink tonight?

4. B: I _____, but I already have plans. How about tomorrow night?

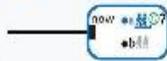
[See answers](#)

shall should

Advanced level course
Diversification and academic mobility

We use *shall* to say something is the RIGHT thing to do. We often use it in questions when we make suggestions.

Shall we go soon?



We are asking if going soon is the right thing to do. We want someone else's opinion.

We use *should* (the past form of *shall*) in hypothetical situations. We say what is the right option, hypothetically speaking.

We use *should* to ask for advice.

Should we get him a present?



We are asking if it is the right thing to do, hypothetically speaking.

We use *should* to give advice or to tell people to do the right thing.

You **should** get a haircut.



I think it is the right option. You can choose to get a haircut, but that is up to you.

Subject	should	Verb	Object/Description
I	should	buy	a hat.
You	should	turn off	your phone.
He	should	be	quiet.
It	should	be	good.

We sometimes use *should* when we know the right thing to do, but do something else.

I should go to the gym tonight... but I want to watch the football on TV so I won't.

Going to the gym is the right thing to do, I won't do it though.

A: Would you like another slice of cake?

B: I **shouldn't**, I'm on a diet. But, it is a special occasion... ok.

Not eating cake is the right thing to do according to this person's diet.

We also use *should* when we consider possibilities.

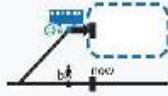
The bus **should** arrive soon. This is the possibility I expect - assuming everything goes right.

should have done

Hyphenated adjectives and pronouns
The past perfect progressive

We use *should* to talk about mistakes in the past and what we think was the right thing to do. We can imagine how things could be different as a result of doing the right thing in the past.

- A: My legs are so sore.
B: I don't know why you walked. You **should have taken** the bus.



I think walking that far was a bad idea. Taking the bus was the **right** option.

Subject	<i>should</i>	<i>have -en</i>	Object/Description	Time
The package	should	have arrived		by now.
I	shouldn't	have eaten	that last pie.	
It	should	have been	easier.	

The package **should have arrived by now** (but the courier didn't follow their schedule correctly).
I **shouldn't have eaten that last pie**. It was the wrong thing to do. I ate too much and feel sick.
It **should have been easier**. It was too hard.

We also say *should've* instead of *should have*.

Practice

Complete the sentences with *shall*, *should* or *should have* and the *-en* form.

- A: I'm going to Japan next week.
B: It's a very different culture. You **should be** (be) careful.
- I went into someone's house with my shoes on. I _____ (take) them off at the door.
 - A: Haha, really? You wore your shoes inside? Everyone knows you _____ (not do) that!
 - B: I know. I just forgot. You _____ (bow) to people too.
 - You _____ (not try) to shake hands.
 - A: Yeah ok. Anyway, _____ we get a coffee?
 - B: You _____ (ask) me earlier. I've just had one.

[See answers](#)

ought

Size: middle|ought

Ought is a very unusual verb: it has **no present form**. We use *ought* (past form) when we think **hypothetically** and say what is **expected**. Verbs ending in *-ought/-ought* are common past forms (*thought, bought, brought, taught* etc.).

Subject	Verb 1		Verb 2	Object
	Verb	to		
I	ought	to	buy	a hat.
You	ought	to	turn off	your phone.
He	ought	to	be	quiet.
It	ought	to	be	good.

I need a hat so I will do it, as expected.
 Appropriate behavior: what is expected.
 Appropriate behavior: what is expected.
 Saying how I expect it to be.

There are many situations where *ought* or *should* can be used. *Ought* is less direct (talking about a **general expectation**), so it is used in more formal situations. We use *should* when we think about options or possibilities and give an **opinion** about **what is right**. There are different ways of thinking and both are acceptable, but *should* is far more common.

You **ought** to get a haircut. You are expected to do this.
 You **should** get a haircut. You have options. I think this is the **right thing** for you to do.
 We **ought** to be home soon. This is what is expected given the situation.
 We **should** be home soon. This is a possibility. What I expect if everything goes right.

Should is much more common than ought

Frequency (2008)



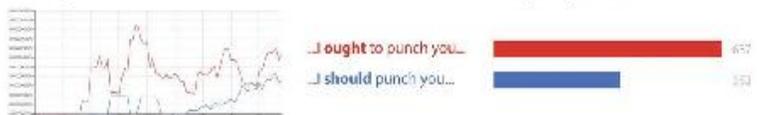
Ought (to) is actually more common than *should* when followed by *punch you*. We often use *ought* in this way when we talk about something that we don't think is right that is said in frustration.

Ought (to) is also more common than usual when followed by *slap you, kick you* and *beat you*. These things are clearly not right, but we may hypothetically expect them to happen to someone if they behave inappropriately.

I **ought** to punch you. This is hypothetical. I'm not really going to punch you, but I'm saying people generally expect someone to do this in this situation. I don't do it because I don't think it is right.

When ought is more common than should

Frequency (2008)



Data from Google Ngrams: <https://books.google.com/ngrams/>

Options and possibilities 3

modal verbs

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may might

Epizemic model by

We use *may* when there are other options or possibilities. We haven't decided or are uncertain. There are other things that may happen.

I **may** see you this afternoon.

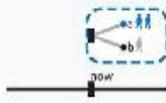


I **may not** see you this afternoon.



Might (the past form of *may*) is used in hypothetical situations. We use *might* when something is hypothetically an option or possibility; it is an option or possibility we are imagining.

I **might** see you this afternoon.



I **might not** see you this afternoon.



When we say something is undecided or uncertain we can use either *may* or *might*.

I **may** see you this afternoon. = I **might** see you this afternoon.

Subject	may	Verb	Object etc.	=	Subject	might	Verb	Object etc.
I	may	see	you this afternoon.	=	I	might	see	you this afternoon.
We	may	arrive	early.	=	We	might	arrive	early.
You	may	find	this interesting.	=	You	might	find	this interesting.
I	may not	have	pasta for dinner.	=	I	might not	have	pasta for dinner.

Which should I use?

May is considered slightly more likely; it refers to a real possibility.

Might is considered slightly less likely; it refers to a possibility we are imagining.

However, it is personal preference, and you will find people using both in similar situations.

I use *might* more when speaking; I go straight from what I imagine in my mind to my mouth.

I use *may* more when writing; I take my time, and think more about what may really happen.

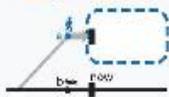
may have done / might have done

The past perfect hypothetical
The present perfect

We use *might have* when we know what happened.

We imagine a different possibility and a different hypothetical result.

We **might have won** if Mason wasn't injured.



In reality, Mason was injured and we lost. We are talking about a hypothetical possibility. We can also say, 'We might have won if Mason hadn't been injured.' (See page 142.)

We use *may have* or *might have* when we don't know exactly what happened.

We offer a possible solution, real or hypothetical. We can talk about it either way.

A: How did she get here so quickly?

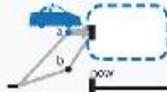
B: She **may have taken** a taxi.



This is a real possibility.

A: How did she get here so quickly?

B: She **might have taken** a taxi.



This is a hypothetical possibility. We don't know what really happened.

Subject	may/might	have -en	Object etc.	Time
The package	might	have arrived		by now.
He	may	have eaten	that last pie.	
She	might not	have seen	you.	

The package **might have arrived** by now. It is a possibility. I'm not sure.

He **may have eaten** that last pie. It is a possibility. It may have been someone else. I'm not sure.

She **might not have seen** you. It is a possibility. I'm not sure.

Practice

Complete the sentences with *might have* or *may have* and the -en form, or *may* or *might*.

There may be more than one answer.

- I knocked but there is no answer. They _____ (be) asleep or they _____ (go) out.
- I found \$50. I _____ (go) out for lunch today.
- I'm not feeling well so I _____ (not be) able to make it to dinner.
- I can't find my phone. I _____ (leave) it at the restaurant.
- They didn't put the dishes away. They _____ (not know) where they go.
- Olivia isn't at work. She _____ (quit).
- I _____ (take) a break.

See answers.

permission- can, could and may

Form: can, offers and requests
Semantic: modality

We use *can* or *may* to give someone permission to do something.

You **can** go out tonight.



You have my permission.
There is nothing stopping you.

≈ You **may** go out tonight.



You have my permission.
I am making this option available to you.

Subject	can	Verb	Object etc.
You	can	borrow	my phone.
You	can	have	some salad.
You	can't	have	chocolate.

Subject	may	Verb	Object etc.
You	may	borrow	my phone.
You	may	have	some salad.
You	may not	have	chocolate.

We often use *can* because *can* is a very common word, it is simple and more direct.

May is less direct, so we use *may* when we want to be more polite.

When we ask for permission, we use *can*, *could* or *may*.

Can I borrow your phone? ≈



One option:
I borrow your phone.
Is it an option?

≈ **Could** I borrow your phone? ≈



One option:
I borrow your phone.
Is it hypothetically an option?

≈ **May** I borrow your phone?



More than one option:
(a) I borrow your phone.
(b) I don't borrow your phone.
Is option (a) one of my options?

can	S.	Verb	Object etc.
Can	I	borrow	your phone?
Can	I	have	some salad?
Can	I	help	you?

could	S.	Verb	Object etc.
Could	I	borrow	your phone?
Could	I	have	some salad?
Could	I	help	you?

may	S.	Verb	Object etc.
May	I	borrow	your phone?
May	I	have	some salad?
May	I	help	you?

more direct

more formal/polite

In some very formal situations *might* is used. 'Might I borrow your phone?'

Might is far less direct, asking if something is hypothetically one of my options.

But remember, *may* and *can* are two different words with two different meanings.

Open reading
Open reading

Can means something is an option or is possible. There is nothing stopping it from being an option or possibility.

A: It's been too long. We should see each other soon.
B: I'm busy today, but I **can** see you tomorrow.



One option:
Seeing each other tomorrow.
It is ok with me.

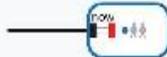
May means there is more than one option or possibility. We use *may* to say something is undecided or uncertain.

A: When will we see each other again?
B: I **may** see you tomorrow.
(or: I **might** see you tomorrow.)



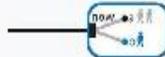
More than one possibility:
(a) seeing each other tomorrow.
(b) not seeing each other tomorrow.
We're not sure what will happen.

I'm sorry, I'm very busy. I **can't** see you tonight.



It is not possible / not an option.

I **may not** see you tonight.



We plan to see each other, but not seeing each other is also a possibility.

Practice

Complete the sentences with *may*, *might*, *can* and *could*. There may be more than one answer.

- A: Do you have any plans this evening?
B: Maybe. Levi and I _____ go to a restaurant.
- Hey Amy, _____ I borrow your car?
- _____ I take your order?
- _____ you do me a favor?
- It looks like it _____ rain.
- _____ I help you with your bags?
- _____ I please have some dessert?

[See answers](#)



We use *must* when there is only one option.

You *must* wear a seatbelt.



Not wearing a seatbelt is unacceptable.

We add *must* when we make rules. We are very clear and direct. There is no other reasonable option. Not doing it would result in negative consequences.

Subject	<i>must</i>	Verb	Object/Place/Description	Time
You	must	be	home	before 10pm.
Staff	must	wear	uniforms.	
Applicants	must	be	over 18 years of age.	
Passengers	must not	use	cellphones.	

We use *must* when we have a strong opinion. There is only one option in our mind.

Subject	<i>must</i>	Verb	Object/Place/Description	Time
I	must	phone	my father.	
I	mustn't	forget	the PIN number.	
You	must	go	home	now.

We use *must* when the subject doesn't have any other options.

Subject	<i>must</i>	Verb	Object/Place/Description	Time
We	must	breathe	to stay alive.	
They	must	cross	the desert.	

We use *must* when there is only one reasonable possibility.

Subject	<i>must</i>	Verb	Object/Place/Description	Time
He	must	be	her husband.	
It	mustn't	be	ready	yet.

Must only has one form: the present form, no past form. Must: only one option.

must have done

Did you see
The present perfect

We use *must* when there is only one possibility. We conclude what happened in the past based on what we see or hear in the present.

A: How did she get here so quickly?
B: She **must have taken** a taxi.



This is the only reasonable explanation.
We make our conclusion based on what we heard or saw: she got here quickly.

Subject	<i>must</i>	<i>have -en</i>	Object/Description	Time
The package	must	have arrived		by now.
He	must	have eaten	that last pie.	
She	mustn't	have seen	you.	

The package **must have arrived** by now.
We sent it a long time ago. This is the only reasonable explanation.
He **must have eaten** that last pie.
There is no one else here that could have eaten it. This is the only reasonable explanation.
She **mustn't have seen** you.
If she saw you she would have said "Hello". She isn't rude. This is the only reasonable explanation.

Practice

Complete the sentences with *must*, *have* and the *-en* form or *just must*.

- A: I lived in downtown New York in 2010.
B: Sounds good. It _____ (be) convenient.
- We've been traveling all day. We _____ (be) almost home.
- We _____ (not leave) the door open.
- Your hands are dirty. You _____ (wash) your hands.
- His hands are clean. He _____ (wash) his hands.
- I knocked but there's no answer. They _____ (be) out.
- I knocked but there's no answer. They _____ (go) out.

[See answers](#)

must / have to

Knowledge
Dive to necessity

In many situations, *have to* or *must* can both be used.

Have to refers to a task given to a person to do. They may have given themselves the task or someone else may have given them the task.



Subject	have to	Verb	Object/Place/Description	Time
You	have to	be	home	before 10pm.
Staff	have to	wear	uniforms.	
Applicants	have to	be	over 18 years of age.	
I	have to	phone	my father.	
I	have to	remember	the PIN number.	
She	has to	go	home.	

Must shows that there are no other options. It is very clear and direct so it sounds stronger. If it does not happen, there will be negative consequences.

Subject	must	Verb	Object/Place/Description	Time
You	must	be	home	before 10pm.
Staff	must	wear	uniforms.	
Applicants	must	be	over 18 years of age.	
I	must	phone	my father.	
I	must	remember	the PIN number.	
You	must	go	home.	

Must is more serious than *have (to do something)*.

I **must** work tomorrow. If I don't work tomorrow there will be negative consequences.
I **have to** work tomorrow. This is the shift I've been given. In most situations this is better.

We also use *have got to* when speaking casually. (See page 81.)

I've **got to** work tomorrow.

Which should I use?

Must is used more in formal situations and writing. We think about it more and decide there are no other options.

Have to is used more in speaking. We also use *have to* when someone tells us what to do. 'I have to wear a tie at work' - someone has decided that I do this but in my mind this is not the only option.

Have got to is also used in speaking and is very common in casual speech. We use *gotta* for short.

mustn't / don't have to

Not necessary and necessary, not to
Events reality

In negative sentences, *have to* and *must* have very different meanings.

Don't have to shows a person hasn't been given the task to do. So, it is ok if they do it or if they don't do it.



Subject	<i>don't have to</i>	Verb	Object/Place/Description	Time
You	don't have to	be	home	before 10pm.
Staff	don't have to	wear	uniforms.	
Applicants	don't have to	be	over 18 years of age.	
I	don't have to	phone	my father.	
I	don't have to	remember	the PIN number.	
She	doesn't have to	go	home.	

Must not shows that there are no other options. If it does happen, there will be negative consequences. It is **not** ok if the person does it.

Subject	<i>mustn't</i>	Verb	Object/Place/Description	Time
You	mustn't	be	home	before 10pm.
Staff	mustn't	wear	uniforms.	
Applicants	mustn't	be	under 18 years of age.	
I	mustn't	phone	my father.	
I	mustn't	forget	the PIN number.	
You	mustn't	go	home.	

Mustn't and *don't have to* have different meanings.

I **mustn't** work tomorrow. If I work tomorrow there will be negative consequences.

I **don't have to** work tomorrow. It's ok if I stay home.

Practice

Complete the sentences with *must*, *have to*, *have got to*, *mustn't* or *don't have to* using the verb in brackets. There may be more than one answer.

- You _____ (be) here on time tomorrow.
- A: I'll see you tomorrow. What should I bring?
B: You _____ (not bring) anything. We've got it covered.
- I _____ (get) a present for my nephew.
- We _____ (not forget) to call Jane.
- You _____ (wash) everything by hand. We have a dishwasher.
- I _____ (go) shopping this afternoon.

See answers

making deductions

Deductions
Epistemic modality

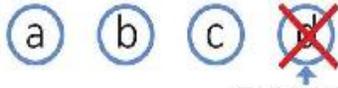
We use *must* when we make deductions. Our conclusion is the only reasonable possibility.



The only reasonable possibility: It **must** be (d).

A: I haven't eaten since this morning. B: You **must** be hungry.
Phillip isn't here. The train **must** have been delayed.

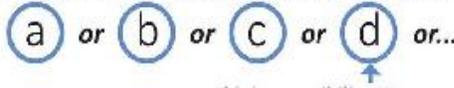
We use *can't* (*can not*) when we deduce that something is not possible. Based on what I know, I don't believe it is possible.



This is **not** possible.

You've just eaten a whole pizza! You **can't** be hungry.
Emma takes the same train as Phillip. She's here so the train **can't** have been delayed.

We are sometimes unsure. We use *may* or *might* to say something is one of many possibilities.



This is a possibility. We are unsure.

We should prepare some food. The guests **might** be hungry.
Phillip isn't here. The train **might** have been delayed.
We should prepare some food. The guests **may** be hungry.
Phillip isn't here. The train **may** have been delayed.

We often combine *may* and *be* into one word and put it first.

Maybe the guests are hungry. = The guests **may be** hungry.
Maybe the train has been delayed. = The train **may have been** delayed.
Maybe they're rich. = They **may be** rich.

When we are unsure we can also use *could* to say something is hypothetically possible.

We should prepare some food. The guests **could** be hungry.
Phillip isn't here. The train **could** have been delayed.

had better

Must has no past form, so when we want to speak about what is hypothetically the only option or possibility we use *had better*.

You'd **better** wear a seat belt.



This is hypothetically the only reasonable option. We imagine that there would be negative consequences if you didn't wear your seat belt, so not wearing a seat belt would be unacceptable.

Must, *had better* and *should* are often used in similar situations.

You **must** wear a seat belt.
Not wearing a seat belt is unacceptable.

You'd **better** wear a seat belt.
Hypothetically speaking:
not wearing a seat belt would be unacceptable.

You **should** wear a seat belt.
Wearing a seat belt is hypothetically the right thing to do.



We use *had better* to talk about options or possibilities. This is the only reasonable option or possibility that fits with what we are imagining.

I'd **better** go soon.

This is hypothetically my only option.
= I need to go soon.
if I don't go soon, the plan I am imagining is not going to happen.

Oliver is running late.
(knock knock)
That'd **better** be him.

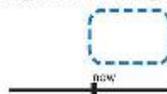
This is hypothetically the only possibility.
If the person at the door is not Oliver, the plan I am imagining is not going to happen.

Why do we use two words?

There is no single word that has this meaning so the meanings of *had* and *better* are combined.



We use *have* because the subject **has to do** something or something **has to be true** to fit in with what we are imagining.



We use the past form (*had*) because we are thinking **hypothetically**.



We use *better* because we consider and **compare** options and possibilities.

We also use *had better not*.

He'd **better not** say anything.
Not saying anything is the better option.

He'd **better not** be late.
Not being late the better possibility.

Practice

Complete the sentences with *must*, *can't*, *may*, *might*, *maybe* or *could*. There may be more than one answer.

1. A: I can't find my shoes.
B: You always leave them by the front door. They _____ be there somewhere.
2. A: I can't find my laptop.
B: It _____ be in the bedroom, you sometimes use it there.
3. A: I can't find my pen.
B: You just had it so it _____ be far away.
4. Wow! What an amazing house. They _____ be rich.
5. A: Can we meet up tomorrow?
It _____ be ok. Let me check with my husband.
6. A: Can we meet up tomorrow?
_____. Let me check with my husband.
7. A: The air conditioner is making strange noises.
B: That _____ be good. We should get it repaired.

[See answers](#)

Practice

Complete the sentences with *must*, *had better* or *should*. There may be more than one answer.

1. Come and look at this bird. It'll probably go soon, you _____ come quick!
2. He got me a present for my birthday so I _____ get him something.
3. All staff _____ wear suits. Anyone who doesn't wear a suit will be fired.
4. He was so sick, he _____ have died but he recovered and now he's healthy again.
5. We're getting busier all the time. We _____ hire some more staff.
6. We'll leave at 5:00 sharp. You _____ (not) be late.

[See answers](#)

16

if conditional sentences

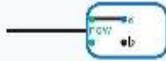
- if...140
- would have... if.....142
- if: polite expressions...144

if

The first part is called the condition.

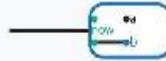
We use *if* to talk about consequences of options and possibilities we have at a time in the present-future.

If we **leave now**, we'll be home in time for the game.



Option: leave
Consequence: we'll be home in time for the game

If the traffic **is bad**, we won't be home in time.

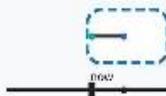


Possibility: bad traffic
Consequence: we won't be home in time

We can speak **hypothetically** about something that is less likely or impossible.

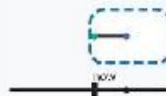
We use the **past form** for hypothetical situations. (*leave - left, will - would*)

If we **left now**, we would be home in time for the game.



Hypothetical option: leave
Hypothetical consequence: we would be home in time for the game

If I **were** you, I **would** watch the game here.



Not possible, but hypothetically: I am you
Hypothetical consequence: I would watch the game here. ('If I **was** you' is also fine - See page 143)

We can put either part first.

<i>if</i>	Subject	Verb	Obj./Desc.	Time	S.	<i>will</i>	Verb	Obj./Place	Place/Time
if	we	leave		now,	we	will	be	home	In time for the game.
if	the traffic	is	bad,		we	won't	be	home	in time.
if	I	were	you,		I	would	watch	the game	here.

S.	<i>will</i>	Verb	Obj./Place	Place/Time	<i>if</i>	Subject	Verb	Obj./Desc.	Time
We	will	be	home	In time for the game	if	we	leave		now.
We	won't	be	home	in time	if	the traffic	is	bad.	
I	would	watch	the game	here	if	I	were	you.	

We'll be home in time for the game if we leave now.
We won't be home in time if the traffic is bad.
I'd watch the game here if I were you.

We also use *can/could*, *may/might*, *shall/should* and *must/had better* in *if* sentences. We use these the same way we use *will/would*.

If we **leave now**, we **can** watch the game at home.
 If we **leave now**, we **could** watch the game at home.
 If we **leave now**, we **may** be home in time for the game.
 If we **leave now**, we **might** be home in time for the game.
Shall we leave now if we **want** to watch the game at home?
 If we **want** to watch the game at home, we **should** leave now.
 If we **want** to watch the game at home, we **must** leave now.
 If we **want** to watch the game at home, we **had better** leave now.

We use *if* to talk about something that happens because something else happens, a **consequence**. These things generally happen, many times, so the verbs are in the present form.

If it rains, I get wet.



Possibility: rain
 Consequence: I get wet.

Practice

Circle the correct words in brackets to complete the sentences.

- I'm not rich, but if (I'm) **(was)** rich, (I) buy) (I'll buy) **(I'd buy)** a big house.
- If (I am) (I were) you, (I'll get) (I'd get) a **new job**.
- (We'll go) (We'd go) **shopping** if it (rains) (rained) **tomorrow**.
 If it (doesn't rain) (didn't rain), (we'll go) (we'd go) **fishing**.
- A: Shall we do something tonight?
 B: Maybe, but I **might have** to work late. If I (finish) (finished) **on time**, (I'll call) (I'd call) you.
- If you (can have) (could have) **any super power**, what power (will) (would) you have?
 What (will) (would) you do if you (have) (had) **super powers**?
- A: Are you going out tonight?
 B: I'd like to, but I'm feeling a bit sick. I (won't) (wouldn't) go out if (I'm) (I was) **still feeling sick**.
- A: It's great to see you out. Are you still feeling sick?
 B: I'm feeling great! I (won't) (wouldn't) be out if (I'm) (I was) **feeling sick**.

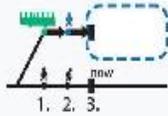
[See answers](#)

would have... if...

The third condition

We can talk about how things could have been different if we made a different decision in the past.

My legs **wouldn't have been sore** if I **had taken** the bus.



- What really happened:
1. I walked.
 2. My legs were sore because I **had walked**.
 3. My legs **have been** sore.

Subject	would	have -en	Object etc.	if	Subject	had -en	Object etc.
The package	would	have arrived		if	the address	had been	correct.
I	wouldn't	have eaten	that last pie	if	someone	had wanted	it.
It	would	have been	easy	if	I	had had	my tools.

...if the address **had been** correct. The address wasn't correct so it didn't arrive.

...if someone **had wanted** it. No one wanted the last pie so I ate it.

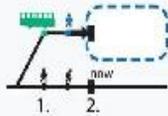
...if I **had had** my tools. I didn't have my tools, so it wasn't easy.

We often simplify and use the *past form* in the *if* part.

We use the *past form* when something happened at a time in the past. The listener knows we are talking about another option or possibility before something happened.

This structure is common, especially in spoken English, but people may find it ungrammatical. In formal writing or exams the more traditional structure above with *had* is recommended.

My legs **wouldn't have been sore** if I **took** the bus.



- What really happened:
1. I **walked**.
 2. My legs **have been** sore.

Subject	would	have -en	Object etc.	if	Subject	Verb (past)	Object etc.
The package	would	have arrived		if	the address	was	correct.
I	wouldn't	have eaten	that last pie	if	someone	wanted	it.
It	would	have been	easy	if	I	had	my tools.

...if the address **was** correct. The address wasn't correct when it was written, so it didn't arrive.

...if someone **wanted** it. No one wanted the last pie at the time, so I ate it.

...if I **had** my tools. I didn't have my tools at the time, so it wasn't easy.

We can use *could*, instead of *would* to say something may have been possible.
We use *may* or *might* if we are less certain.

look here

We use **had + -en form** after *if...*

We **would have been** home in time for the game if we **d left** at 4.
We **could have been** home in time for the game if we **d left** at 4.
We **may have been** home in time for the game if we **d left** at 4.
We **might have been** home in time for the game if we **d left** at 4.

or the **past form** after *if...*

We **would have been** home in time for the game if we **left** at 4.
We **could have been** home in time for the game if we **left** at 4.
We **may have been** home in time for the game if we **left** at 4.
We **might have been** home in time for the game if we **left** at 4.

If I were... and if I was...

Some people tend to use *were* when they are talking about something they are imagining. This helps separate the past and hypothetical. It is traditionally considered grammatically correct.

If I **were** you, I would have traveled abroad. We know this is hypothetical because *were* is used.
She'd ask for food if **she were** hungry. We know this is hypothetical because *were* is used.

There is no reason not to say *I was* or *she was* the same as when we talk about the past. We know it is hypothetical because of the context. These sentences are also very common.

if I **was** you, I would have traveled abroad. We know this is hypothetical because of the context.
She'd ask for food if **she was** hungry. We know this is hypothetical because of the context.

Practice

Complete the sentences to talk about how the past may have been different.

1. We _____ (go) shopping if it _____ (rain) yesterday.
2. If it _____ (not rain) we _____ (go) fishing.
3. Sorry I didn't call you. I had to work overtime. If I _____ (finish) on time, I _____ (call) you.
4. A: Did you go out last night?
B: No, but I _____ (go) out if I _____ (not be) feeling sick.
5. A: You went out last night? Were you still feeling sick?
B: I felt great! I _____ (not go) out if I _____ (be) feeling sick.

[See answers](#)

if: polite expressions

We use expressions with *if* to be less direct and more polite.

Asking for permission	Asking people to do things
If you don't mind , could I borrow some money?	If you don't mind , could you meet me tomorrow morning?
If it is ok (with you), could I borrow some money?	If it is ok (with you), could you meet me tomorrow morning?
Do you mind if I borrow some money?	If you have time , could you meet me tomorrow morning?
Is it ok (with you) if I borrow some money?	Could you meet me tomorrow morning if you're free ?
Would it be ok if I borrowed some money?	If it's not too much trouble , could you meet me tomorrow morning?

There are many ways we can answer.

giving permission agreeing to do it	refusing permission refusing to do it
That's fine.	Polite: No, sorry.
That's ok.	Polite: Sorry, I don't have any. (giving a reason)
Yes.	Strong: No.
Sure.	

Do you mind questions are answered differently.

giving permission agreeing to do it	refusing permission refusing to do it
That's fine.	
That's ok.	Polite: Sorry, I don't have any. (giving a reason)
No, not at all.	Very strong: Yes, I do mind.

We follow these expressions with a verb in the *present form*. We are referring to this happening in the present-future.

If you don't mind, could I **borrow** your car?

When we use *would* the *past form* is also possible. It depends on how you are thinking. There is a very small difference in meaning. Using the *past form* is less direct and a little more polite.

Would it be ok if I **borrow** your car? I'm thinking about borrowing your car in the future.
 Would it be ok if I **borrowed** your car? I'm thinking hypothetically about borrowing your car.
 Both questions ask if it is hypothetically ok (using *would*).

Practice

Make polite questions. Use any of the expressions above. Ask questions rather than telling people what to do or telling people what you are doing.

Example: I'm opening the door. Do you mind if I open the door?

- Help me with something. _____
- I'm using your phone. _____
- Buy some milk. _____
- Do me a favor. _____
- I'm taking the day off tomorrow. _____
- We're meeting at 10 tomorrow, instead of 9. _____
- Cook dinner tonight. _____

[See answers](#)

Review of options and possibilities

modal verbs

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review of options and possibilities

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The words *can/could*, *may/might*, *must*, *shall/should* and *will/would* are used to talk about options and possibilities.



can/could
to say something is an option or possibility.
(See page 112.)

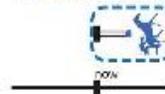
REAL

I **can** drive a truck.



HYPOTHETICAL

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

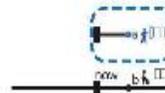


will/would
to say the chosen option or possibility.
(See page 118.)

I'll buy a dog.

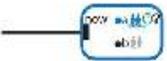


I **would** open the window,
but my legs are sore.

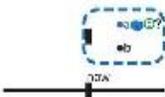


shall/should
to say something is the right option or possibility.
(See page 124.)

Shall we go?



You **should** get a haircut.

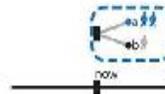


may/might
there is more than one option or possibility we are considering.
(See page 128.)

I **may** go out tonight.



I **might** see you tonight.



must
to say there is only one reasonable option or possibility.
(See page 132.)

You **must** wear a seatbelt.



examples

I **can** speak English.
If you're free I **can** come now.
You **could** have left earlier.
I **could** help you if you like.

Can I have a milkshake, please?
Can we leave early if it's raining?
Could I have an apple, please?
If you don't mind, **could** I go now?

He **can't** be hungry, he's just eaten.
If you don't help you **can't** go out.
I looked but I **couldn't** find it.
I'm full, I **couldn't** eat another bite.

I'll see you soon.
If I'm free I'll visit you tomorrow.
I **would** have left earlier.
I **would** help but I'm busy.

Will you be married in 10 years?
Will you still come if it's raining?
Would you like a drink?
If you were rich, **would** you buy a car?

I **won't** have a coffee.
Sorry, I **won't** be able to make it.
I **wouldn't** do that if I was you.
I asked but he **wouldn't** help.

We **should** think about other options.
If it rains, we **should** reschedule.
You **should** have asked me earlier.
They **should** be here soon.

Shall we go soon?
Where **shall** we go?
What **should** we do if we're late?
Should I get them a gift?

You **shouldn't** do that.
I **shouldn't** have told you.
That box **shouldn't** be here.
You **shouldn't** go out if you're sick.

I **may** be able to help.
You **may** like this.
I **might** get a new car.
We **might** have won if we tried hard.

May I have a banana, please?
If you don't mind, **may** I go now?
What **might** happen next?
Who **might** that be?

I **may not** have told you, but...
You **may not** go out tonight.
You **might not** like it.
We **might not** be able to make it.

She **must** be the new boss.
It **must** have been amazing.

Must they be so loud?
What **must** we do?

You **mustn't** be late.
That **mustn't** have been him.

quiz

1. I am unsure.
(a) I can see you tomorrow.
(b) I will see you tomorrow.
(c) I may see you tomorrow.
(d) I must see you tomorrow.
2. I have decided.
(a) I can see you tomorrow.
(b) I will see you tomorrow.
(c) I may see you tomorrow.
(d) I must see you tomorrow.
3. It is possible.
(a) I can see you tomorrow.
(b) I will see you tomorrow.
(c) I would see you tomorrow.
(d) I must see you tomorrow.
4. It is the only option.
(a) I can see you tomorrow.
(b) I will see you tomorrow.
(c) I may see you tomorrow.
(d) I must see you tomorrow.
5. What is the right thing to do?
(I want your opinion)
(a) Can we leave soon?
(b) Will we leave soon?
(c) Shall we leave soon?
(d) May we leave soon?
6. Are you hot? _____ I open the window?
(a) Shall
(b) Should
(c) Can
(d) Could
(e) Any of the above.
7. If you _____ have any car in the world, what car would you have?
(a) shall
(b) should
(c) can
(d) could
(e) Any of the above.
8. If you can't move your car...
(a) I'll call the police.
(b) I'll call a tow truck.
9. If you won't move your car...
(a) I'll call the police.
(b) I'll call a tow truck.
10. Can I get you anything to drink?
(a) I'll like a cup of coffee.
(b) I'd like a cup of coffee.
(c) I'm like a cup of coffee.
(d) I could like a cup of coffee.
11. Are you ready to order?
(a) I'll have a chicken sandwich.
(b) I'd have a chicken sandwich.
(c) I could have a chicken sandwich.
(d) Any of the above.
12. Would you like anything else?
(a) Will I have some fries, please?
(b) Would I have some fries, please?
(c) Could I have some fries, please?
(d) Any of the above.
13. Would you like a dessert?
(a) Can I have some ice cream, please?
(b) May I have some ice cream, please?

- (c) Could I have some ice cream, please?
- (d) Any of the above.

14. What will you be doing in 10 years?

- (a) I'll be living in the mountains.
- (b) I'd be living in the mountains.
- (c) I may be living in the mountains.
- (d) I might be living in the mountains.
- (e) (a), (c) or (d)

15. What would you be doing if you didn't have to work?

- (a) I'll be living in the mountains.
- (b) I'd be living in the mountains.
- (c) I may be living in the mountains.
- (d) I can be living in the mountains.
- (e) (a), (c) or (d)

16. I lost my job last week. I don't have much money,...

- (a) I have to find another job soon.
- (b) I must find another job soon.
- (c) I'll find another job soon.
- (d) Any of the above.

17. Can I see you tomorrow?

- (a) Sorry, I have to be on vacation.
- (b) Sorry, I must be on vacation.
- (c) Sorry, I'll be on vacation.
- (d) Any of the above.

18. A: Where are my glasses?

B: You just had them, they _____ be far away.

- (a) can't
- (b) will
- (c) may
- (d) must

19. The bus will be late...

- (a) if there is a lot of traffic.

- (b) if there will be a lot of traffic.
- (c) if there was a lot of traffic.
- (d) if there would be a lot of traffic.

20. I'd tell them the truth...

- (a) if I am you.
- (b) if I will be you.
- (c) if I was you.
- (d) if I would be you.

21. I would have got you lunch...

- (a) if you'd asked me earlier
- (b) if you asked me earlier.
- (c) if you would ask me earlier.
- (d) (a) or (b)
- (e) (b) or (c)

See answers

Practice

Complete the conversation with *can, could, shall, should, will* or *would*. Use the short forms of *will* and *would* (7 and 8). There are many options.

- A: I've got free tickets to travel anywhere in Europe! (1) Where _____ we go?
B: (2) We _____ go to Italy.
A: (3) That _____ be good. (4) I _____ like to go to Rome. (5) My aunt lives there and I really visit her. (6) We _____ probably stay with her for a few days.
B: (7) We _____ go to Rome first, then other parts of Italy? (8) How long _____ we travel for?
A: One week. (9) So, we _____ stay in Rome for a few days, then go to Milan or Venice?
B: (10) I _____ like to go to another country for a few days, maybe Sweden?
A: (11) I think we _____ go somewhere closer to Italy. How about Spain?
B: (12) Yes, I _____ like to go to Spain. (13) I _____ speak some Spanish.
A: (14) Great, you _____ speak with the locals. (15) It _____ be good practice for you.
B: (16) I _____ translate for you.
A: (17) When _____ we go? How about summer?
B: (18) That _____ be good. (19) We _____ go to the beach.
A: (20) Ok great, so we _____ go to Rome for a few days, then we _____ have a few days in Spain.
B: Sounds great. (21) I _____ (not) wait.

[See answers](#)

Practice

Complete the telephone conversations with *must, shall, should, will, would, can, could, may or might*. There may be more than one answer.

- A: Do you have any plans this evening?
B: (1) We _____ go to the cinema, I'm not sure. (2) I _____ like to see a good action movie.
(3) _____ you like to come?
A: Sure, why not.

later...
A: (4) I'm just finishing work and I _____ leave the office in five minutes. (5) _____ you meet me outside?
B: (6) Ok, where _____ I wait?
A: (7) _____ you meet me in front of the office? It's number 37, Main St.

later...
B: (to self) Main St... (8) It _____ be around here... (9) Number 37, this _____ be the place.

later...
A: (10) Sorry, I _____ be a bit late. (11) _____ you go to the cinema and get the tickets? (12) I _____ be there in the next ten minutes. (13) _____ you be able to buy some drinks and snacks?
B: Ok. (14) _____ I get some chips?
A: Yes, that sounds good.

[See answers](#)

Ways of talking about the future

present simple, present progressive, will and be going to
tense, aspect, modality and quasi-modality for future

am/are/is + -ing form...152

present form...152

will and be going to...153

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Ways of talking about the future

am/are/is + -ing form (See page 58.)

Model Exercise

We often talk about the future using *be* (*am, are, is*) and the *-ing* form to talk about something that is **not finished** (and has not started yet). This is a very simple way to talk about the future and can be used in many situations. We are talking about what is happening **after** the present time.



She's **leaving** at 6:30.
We're **having** a BBQ on Sunday.
Is he **working** on Saturday?
When **are** we **going** home?
I'm **not doing** yoga on Monday.
We **aren't going out** tonight.

present form (See page 52.)

Model Exercise

We also talk about the future using a verb in the **present form**. We speak generally about things that just happen. These things are **fixed**, such as things that happen according to **schedule**.



The bus **leaves** at 6:30.
The meeting **is** at 10.
Does he work on Saturday?
When **is** the party?
The concert **doesn't** start at 6.
They **don't** arrive at 5:20.

Practice

Complete the sentences. Use *am/are/is + -ing* form or *the present form*.

- A: What time does the show start?
B: It _____ (start) at 7:30.
- We _____ (have) a surprise party for Julia.
- A: _____ you _____ (come) running tomorrow?
B: Sorry, I can't. I _____ (have) an appointment.
- The flight _____ (depart) at 11:54.
- A: I _____ (go) on vacation next week.
B: Great. Where _____ you _____ (go)?
- Billy and Sandra have changed their plans. They _____ (not come) tomorrow.

See answers

will and be going to

We use *will* when we think about possibilities and make a prediction, and when we think about options and make a decision. (See page 118.)

We often make a decision to go somewhere. Then we go there, moving through space.



We talk about time the same way we talk about space. We make a decision to do something. Then we move through time until it happens in the future.



I'm going to (= not finished now) *do* something (= next step).

The next step is sometime in the future. We don't need to say when it is going to happen.

Subject	be going to	Verb	Object	Time	
She	is going to	wait.			She's going to wait.
I	am going to	watch	TV	all day.	I'm going to watch TV all day.
He	isn't going to	drink	coffee	today.	He isn't going to drink coffee today.

We can also use *be (am, are, is) + going to* for predictions based on clear evidence.

These things are controlled by laws of the universe. There are no other possibilities.

He's **going to** fall off!
She doesn't have an umbrella. She's **going to** get wet.

When people use *be going to* the words *going to* sometimes get blended together into *gonna*.

which one should I use?

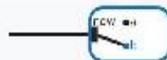
There isn't one correct answer for every situation. The sentences we use depend on how we are thinking about the future. Here are some different ways we think and talk about the future.



I'm **working** tomorrow.
-ing form: an unfinished action.



The bus **leaves** at 10am.
present form: a fixed event.



I'll have a coffee, please.
will: our chosen option.

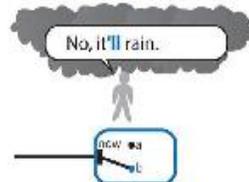


I'm **going** to buy a bicycle.
am going: a future action or event we are on the path to.

Does the weather look good for our picnic?

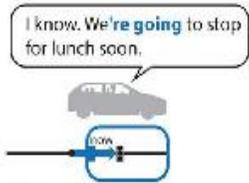


There are dark clouds in the sky.
Based on this evidence it is going to rain.
(This may also be based on other evidence such as a weather report.)

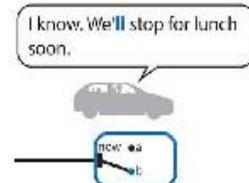


There are two possibilities:
a: It doesn't rain.
b: It rains.
This is what I think.
We say 'It might rain' or 'It may rain' if we are less certain.

Dad, I'm hungry.



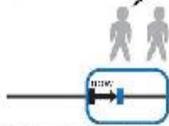
Dad says what has already been decided.



There are several possibilities:
a: Don't stop for lunch.
b: Stop for lunch right now.
c: Stop for lunch soon.
Dad thinks about the possibilities and says what he thinks.

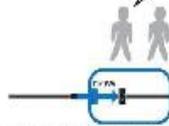
I saw the new James Bond movie last night.

No spoilers please!
I'm **seeing** it on Sunday.



It is an unfinished action.

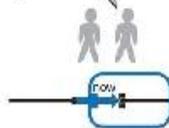
No spoilers please!
I'm **going to see** it on Sunday.



This has been decided: it is a plan.

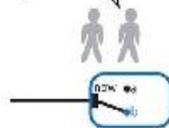
Can I meet with you next week?

Sorry, I'm **going to be** in Morocco next week.



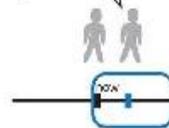
This has been decided: it is a plan.

Sorry, I'**ll** be in Morocco next week.



Thinking about possibilities:
I'm **ll** not.
We say 'I might be in Morocco',
or 'I may be in Morocco' if we are
less certain.

Sorry, I'm **in** Morocco next week.

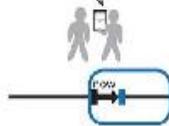


This is a fixed event - scheduled.

There are lots of ways we can think about the future, and lots of ways we talk about it.
All of these sentences are very natural.

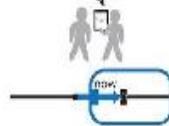
What's on tomorrow's agenda?

We're **having** breakfast at 7:00, then golf.



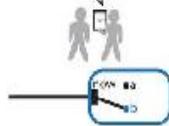
These things are not finished.

We're **going to have** breakfast at 7:00, then golf.



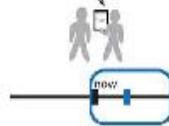
These things have been decided.
We are on the path to these events.

We'**ll** have breakfast at 7:00, then golf.



We are thinking about the possibilities and saying what has been decided.

We **have** breakfast at 7:00, then golf.



These things are fixed.

Practice

Complete the sentences with *am/is/are + going to* or *will*.

1. A: Can you please wash the car?
B: Yes, I _____ do it this afternoon.
2. A: Where do you want to go for our summer vacation?
B: I want to go to the Netherlands.
A: Me too. We _____ go to the Netherlands then.
3. A: What are your plans for the summer?
B: We _____ go to the Netherlands.
4. A: Excuse me, do you know how to use the photocopier?
B: Yes, I _____ show you.
5. A: Can you help me with the computer?
B: I _____ show Lily how to use the photocopier now, so I _____ help you after that.
6. A: Why is she so happy?
B: She just found out she's pregnant. She _____ have a baby.
7. It's my birthday so my wife _____ take me to a concert tonight.
8. A: Are you free on Sunday afternoon?
B: No, sorry. I _____ go hiking.
9. A: Robert has an allergy so we can't have seafood tonight.
B: Ok, I _____ cook chicken instead.
10. A: Why is he looking for his gloves?
B: He _____ go skiing.

[See answers](#)

Practice

Which do you think is the best answer? Are the other answers acceptable?

- There's nothing for dinner... I know!
 - I order a pizza.
 - I'll order a pizza.
 - I'm ordering a pizza.
 - I'm going to order a pizza.
- Do you have any plans for tomorrow?
 - Yes, I go running.
 - Yes, I'll go running.
 - Yes, I'm going running.
 - Yes, I'm going to go running.
- What time does the game start?
 - It starts at 6.
 - It'll start at 6.
 - It's starting at 6.
 - It's going to start at 6.
- What do you think about the future?
 - We have more robots.
 - We'll have more robots.
 - We're having more robots.
 - We're going to have more robots.
- Are you coming to pick me up?
 - Yes, I'm there in 5 minutes.
 - Yes, I'll be there in 5 minutes.
 - Yes, I'm being there in 5 minutes.
 - Yes, I'm going to be there in 5 minutes.
- What are you doing next week?
 - I go to New Orleans.
 - I'll go to New Orleans.
 - I'm going to New Orleans.
 - I'm going to go to New Orleans.
- When do you arrive?
 - I arrive at 11.
 - I'll arrive at 11.
 - I'm arriving at 11.
 - I'm going to arrive at 11.
- We have some news...
 - We get married!
 - We'll get married!
 - We're getting married!
 - We're going to get married!
- Oh no, you broke my watch!
 - Sorry, I buy you a new one.
 - Sorry, I'll buy you a new one.
 - Sorry, I'm buying you a new one.
 - Sorry, I'm going to buy you a new one.
- Choose the best question.
 - Do you come to the party?
 - Will you come to the party?
 - Are you coming to the party?
 - Are you going to come to the party?

[See answers](#)

Understand the differences, understand the meaning each part adds.
There are lots of options. We all think differently.

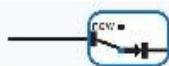
before and after a time in the future

We talk about something happening **before** something else in the future.



I'm going to a restaurant for lunch Sunday. I'll be hungry because I'm **playing golf in the morning**.

The listener uses common sense to make a connection between these two events.



I'm going to a restaurant for lunch **on Sunday**, I'll be hungry because I **will have just played golf**.

The hunger at the restaurant will be a result of playing golf.

We talk about something happening **after** something else in the future.



I have to leave the party early because **I'm working**.

Work is my reason for leaving. It is **not finished** at the time I leave (and not started either).



I arrive at 10:00 tomorrow. The interview **is** at 10:30, so I'll sit in the park and try to relax. I will try to relax to prepare for the interview: a **scheduled event**.



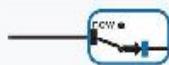
What they do **will** be remembered for generations.

There are **possibilities** at the time: (a) remember (b) forget. After they do it, people will remember what they do.



Bring lunch **tomorrow** because **we're going to go to the zoo**.

The reason you bring lunch tomorrow is because we have the **plan** to go to the zoo.



Bring lunch **tomorrow** because **we'll be going to the zoo**.

We are thinking about our options at a future time. The zoo trip is not finished.

We talk about something happening **at the same time as** something else in the future.



When you arrive **I'll be reading** a book in front of the station.

We are thinking about options or possibilities at a future time. It **won't be finished** at the time. (It will have started)

Ways of talking about the past

past simple, present perfect, would and used to
tense, aspect, modality and quasi-modality for past

- past form...160
- have +-en form...160
- used to and would...161
- which one should I use?...162
- used to / be used to...165
- before and after a time in the past...166

Ways of talking about the past

past form

Tense: past

The simplest way to talk about the **past** is to use a verb in the **past form**.

We talk about **periods** of time in the past.

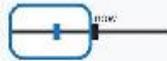
I **lived** in England last year.



This **period** was some time last year. It may be the whole year or part of the year.

We talk about **actions** and **events** that happened **once** in the past and are **finished**.

She **went** to the park yesterday.



We are talking about **one time**.

We talk about things that happened **many times** over a period of time in the past.

She **went** to the park **three times** last month.



We say it happened **more than once** and say when it happened. If we don't say how many times, we assume it happened once.

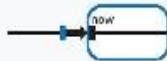
have +-en form

Aspect: past

We use **have + -en form** when we talk about things that happened **before** the present time, and the **result in the present is important**.

We talk about something that happened before now.

I **have been** to England.



We are talking about the **present**: I have the experience **in the present**.

We say we have experienced something **more than once**.

I **have been** to England **three times**.



It happened **more than once**. We have experience **in the present**.

We talk about periods of time that **started in the past** and **include the present**.

She **has been** to the park **three times** this year.



It happened **more than once** over a period of time that includes the **present**.

used to and would

Watch and guess: modality/aspect

We use *used to* or *would* to talk about things that happened many times during **periods** of time in the **past**. We don't say how many times. Either can often be used in the same situation.

She **used to** go to the park.



We don't need to say when.

When she was a child, she **would** go to the park after school.



Would refers to options or possibilities at points in time. We add a period of time to show these things happened many times during the period.

The difference between *used to* and *would* can be seen in negative sentences.

I **didn't used to** talk in front of people.

We aren't talking about choice, just what happened.

When I was a child, I **wouldn't** talk in front of people.

This was an option, I chose not to do this.

Used to refers to **periods** of time. *Would* refers to options or possibilities at **points** in time.

We talk about things that were true for a **period** of time in the past.

I **used to** live in England.



This was true for a period of time in the past.

We use *wouldn't* to talk about **one point** in time in the past. These things were options or possibilities but they didn't happen.

I asked him nicely but he **wouldn't** listen.



He had the option of listening to us but he made the decision **not** to.

We also use *couldn't* in this way.

I looked everywhere but I **couldn't** find it.

Finding it was possible but it didn't happen.

The meaning of *used* has changed over time. *Used to* + verb and *used* + object are now different words. They are spelled the same but the pronunciation is different.

I **used to live** in England. The 's' makes a 's' sound. The 'd' is lost when it blends with the 't' in *to*.
I **used a saw** to cut the branches. The 's' is voiced and makes a 'z' sound. The 'd' is pronounced.

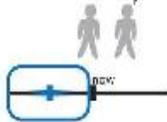
which one should I use?

There isn't one correct answer for every situation. The sentences we use depend on how we are thinking about the past. Here are some different ways we think and talk about the past.

We often don't say when something happened in the past. We use either the **past form** or **have + -en form**.

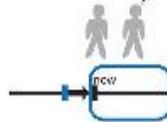
I'm sorry I'm late...

I **was** stuck in traffic.



We know when it happened because of the context.

I've **been** stuck in traffic.



It's clear that we are talking about something that happened in the past with a result in the present.

In some situations we can use **didn't** (past form) or add **wouldn't** or **couldn't**.

The car **didn't** start so I took the bus.

It simply didn't happen.

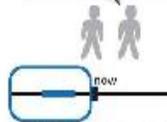
The car **wouldn't** start so I took the bus.

I tried, but it wasn't possible for the car to start. We also use **couldn't**.
I couldn't get the car started so I took the bus!

When we talk about things that were true for a period in the past we can use **the past form** or **used (to)**. When we use **the past form** the listener wants to know **when**. It is often not true in the present.

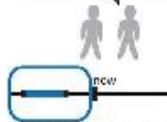
I'm going to Canada next week.

Cool, I **lived** in Canada last year.



This was true for a period of time in the past. I don't live in Canada now.

Cool, I **used to** live in Canada.



This was true for a period of time in the past. I don't live in Canada now.

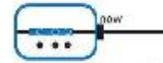
However, it may be true in the present too.

I haven't been to this part of town for ages. Last time I **was** here, there **was** a good cafe on this street. I hope it's still there.
Later...
Yes! It's still here!

I haven't been to this part of town for ages. There **used to** be a good cafe on this street. I hope it's still there.
Later...
Yes! It's still here!

When we talk about things that happened many times over a period of time in the past, we can use the past form, *would* or *used to*. When we use the past form or *would* the listener wants to know **when**. It often doesn't happen in the present.

Do you play sport? No, but...

<p>When I was a teenager I often played sport.</p>  <p>What happened in the past. We say when: many times during a period of time.</p>	<p>I used to play sport.</p>  <p>We can add the time to add more information: when I was a teenager, I used to play sport.</p>	<p>When I was a teenager I'd often play sport.</p>  <p>There were options and this is what I chose to do. We say when so we know we are talking about past, not a hypothetical situation.</p>
--	---	---

However, it may happen in the present too.

<p>When she was a child she talked like an adult.</p>	<p>When she was a child she used to talk like an adult.</p>	<p>When she was a child she would talk like an adult.</p>
--	--	--

She is an adult now. It is very likely that she still talks like one.

We often start with *used to* (we don't need to say when) and then use the past form or *would* to add further information. We can use *used to* again but we usually use one of the other expressions because they are shorter and simpler.

In the summer **we used to** go to the coast..

(a) There was a river and we'd spend our days fishing. (*would*: remembering)

(b) There was a river and we **spent** our days fishing. (past form: at these times in the past)

(c) There was a river and we **used to** spend our days fishing. (*used to*: during a period in the past)

Practice

Complete the sentences with the past form, *have + -en form*, *used to* or *would*. There may be more than one answer.

- A: Hi... Sorry I didn't reply to your email. I _____ (be) traveling around America.
B: Awesome. Did you have a good time?
- A: Yeah. I _____ (live) there so I _____ (go) out for drinks with some old friends.
B: How are they all doing?
- A: They're good. They've all got families so they don't go out as much as they _____ in the
- old days we _____ (go) out for dinner, then we _____ (go) to a concert and party all night.

[See answers](#)

Practice

Complete the conversation with *used to*, *would* and/or the correct form of the verb in brackets.
There may be more than one answer.

1. A: I _____ (live) in Australia now but I _____ (live) in Japan. It was great.
2. We _____ (go) skiing a lot.
3. B: I _____ (live) there too.
4. I _____ (go) snowboarding in the winter.
5. We _____ (go) on weekdays and there _____ (be) no one there.
6. A: What _____ you _____ (do) in the summer?
7. B: We _____ (have) barbecues.

[See answers](#)

Practice

Which do you think is the best answer? Are the other answers acceptable? Do the sentences mean the same thing?

1. What did you have for dinner yesterday?
(a) We had tacos.
(b) We'd have tacos.
(c) We used to have tacos.
2. When I was a child...
(a) we had tacos for dinner on Fridays.
(b) we'd have tacos for dinner on Fridays.
(c) we used to have tacos for dinner on Fridays.
3. I live in Scotland now.
(a) Really? I lived in Scotland!
(b) Really? I'd live in Scotland!
(c) Really? I used to live in Scotland!
4. When I lived in Bangladesh, ...
(a) we often played cricket.
(b) we'd often play cricket.
(c) we used to often play cricket.
5. When I was young...
(a) I didn't eat mushrooms.
(b) I wouldn't eat mushrooms.
(c) I didn't used to eat mushrooms.
6. (a) I played the piano.
(b) I'd play the piano.
(c) I used to play the piano.
7. (a) I was good at playing the piano.
(b) I'd be good at playing the piano.
(c) I used to be good at playing the piano.
8. (a) Did you like coffee?
(b) Would you like coffee?
(c) Did you use to like coffee?
9. Where did you use to go for holidays?
(a) We always went to the lake.
(b) We'd always go to the lake.
(c) We used to always go to the lake.

[See answers](#)

used to / be used to

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We talk about things we *used to* do and things we *are used to* doing. Words change meanings over time. These two expressions include the same word (*used*), but they have very different meanings.

used to: a during a period of time in the past.
used to + verb

Greg **used to** work late.

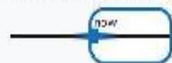


This happened during a period of time in the past (many times).



be used to: comfortable with something (generally speaking).
be used to + noun

Greg **is used to** working late.



We are describing Greg. He is generally comfortable working late. This is something he often finds himself doing.

Helen **used to** live in Denmark.



This happened during a period of time in the past.

Helen **is used to** life in Denmark.



We are describing Helen. She is generally comfortable living in Denmark. She lived somewhere else before but lives in Denmark now.

We use *be used to* when we talk about a situation someone is often in and is comfortable with.

Subject	be	Description
She	is	used to life in Denmark.
We	are	used to using chopsticks.
He	isn't	used to this heat.
I	am	used to talking in front of people.

She is comfortable in Denmark.

We are comfortable with chopsticks.

He isn't comfortable. It's too hot for him.

I've done it many times. I am comfortable.

Practice

Complete the sentences with *be(am, is, are) used to* or *used to*.

- The new job is tough, but I _____ it now.
- My old job was good, I _____ take long breaks.
- He _____ drink too much soda.
- She _____ working in a noisy place.
- I _____ (not) like olives.
- They _____ (not) shovelling snow.

[See answers](#)

before and after a time in the past

We talk about something happening **before** something else in the past.



I went to a restaurant for lunch Sunday. I was hungry because I **played** golf in the morning.

The listener uses common sense to make a connection between these two events.



I went to a restaurant for lunch on Sunday. I was hungry because I **had just played** golf.

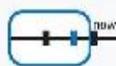
These two things are connected. The hunger at the restaurant was a result of playing golf.

There are many ways of thinking and talking about what happened **after** something in the past. These are the same words used when talking about the future (see page 158), but in the past form instead of the present form.



I **had to leave** the party early because I **was working**.

Work was my reason for leaving. It was not finished at the time I left (and not started either).



It was 10:00. The interview **was at 10:30**, so I sat in the park and tried to **relax**. I was trying to relax to prepare for the interview: a scheduled event.



What they did **would** be remembered for generations.

There were options or possibilities at the time: (a) remember (b) forget. People remembered what they did.



We were so excited, we **were going to go** to the zoo.

We were excited because we had the zoo plan.

We **were going to go** to the beach, **but we got lost**.

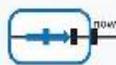
We had the plan, but it didn't happen because we got lost.



They **didn't know it, but they'd be going** to the zoo later that day.

We are thinking about something not finished and unknown. (there were other possibilities)

We talk about something happening **at the same time as** something else in the past.



I **was reading** a book when she arrived.

(It wasn't finished at the time. (It had started))

Review of future and past

using tense, aspect and modality

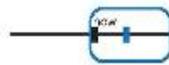
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review of future and past

Time, aspect, modality and quasi-modality

We refer to fixed times in the **present-future** or the **past**.

(time)



We use the **present form** for **fixed** future events that can not be changed.



We use the **past form** for the past. The past can not be changed.

We talk about things that have happened **before** now and things that are happening **after** now.

(aspect)



We use **be + -ing form** to talk about unfinished actions happening **after** now.



We use **have + -en form** to talk about results of things that happened **before** now.

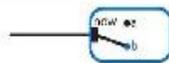
We talk about **options** and **possibilities**.

(modality)

• a: ?

• b: ?

or...



We use **will** when we make decisions and predictions.



We use **would** when we think about what often happened during a period of time in the past.

We talk about things **between** two **points** in time.

(quasi-modality)



We use **be going to** to talk about things that we planned in the past that happen in the future.



We use **used to** to talk about what generally happened during a period of time in the past.

examples

The show **starts** at 6:00.
The party **is on** Friday.
We **arrive** next month.

When **is** the festival?
Does it finish by 10:00?
When **does** it start?

I **don't** leave at 5:00.
The concert **isn't** this week.
I **don't** have any plans tomorrow.

They **ate** fish for dinner.
She **caught** the ball.
I **was** hungry yesterday morning.

Did you go to the park yesterday?
When you were a child, **were** you tall?
When **was** the ceremony?

I **didn't** go to get the car.
It **wasn't** ready.
The supermarket **wasn't** open.

I'm **working** tomorrow.
We're **taking** a holiday next Friday.
He's **playing** soccer tomorrow.

Are you going to the festival?
What **are** you **doing** on the weekend?
Where **are** you **going**?

She **isn't coming** next week.
I'm **not taking** a break.
We **aren't going** overseas next year.

We **have finished** the project.
I've **hiked** twice this month.
He's **had** a haircut.

Have you **been** to Mali?
Have you **seen** her this morning?
Have you **done** the vacuuming?

I **haven't washed** the windows.
Her flight **hasn't landed** yet.
They **haven't been** to America.

It'll rain tomorrow.
I'll cook dinner tonight.
I'll retire in ten years.

Will we have enough time?
When **will** we eat?
What **will** you give her?

She **won't** like it.
We **won't** go to the park.
They **won't** be home.

When I was a student I **would** stay up all night studying.

When you lived at the snow, **would** you ski more or snowboard more?

When I worked in the factory, we sometimes **wouldn't** get breaks.

Or, when something was an option or possibility in the past, but it didn't happen:

We **couldn't** see the mountain because it was cloudy. We tried several times but the car **wouldn't** start.

We're **going to** travel Europe.
I'm **going to** fix the car.
She's **going to** study medicine.

Are you **going to** help?
Where **are** you **going to** go?
What **are** you **going to** do?

I'm **not going to** have time.
He **isn't going to** play tomorrow.
We **aren't going to** see it.

They **used to** play golf.
He **used to** be slim.
I **used to** live in Canada.

Did you **use to** like tomatoes?
Did you **use to** do your homework?
Did they **use to** go for walks?

I **didn't used to** have long hair.
I **didn't use to** study.
I **didn't use to** sleep much.

quiz

- Which of the following sentences is about the future?
(a) I feel good.
(b) I felt good.
(c) I'm thinking about music.
(d) I'm going soon.
- Which of the following sentences is about the past?
(a) I feel good.
(b) I felt good.
(c) I'm thinking about music.
(d) I'm going soon.
- Choose the best answer.
What are you doing tomorrow?
(a) I go to school.
(b) I'll go to school.
(c) I'm going to school.
- Choose the best answer.
What did you do yesterday?
(a) I went to school.
(b) I used to go to school.
(c) I would go to school.
- Choose the best answer.
I want to watch the game...
(a) It starts at 6.
(b) It's starting at 6.
(c) It'll start at 6.
(d) It'll be starting at 6.
(e) any of the above.
- Choose the best sentence.
(a) I'll have time to help you next week.
(b) I'm having time to help you next week.
(c) (a) or (b)
- Choose the best sentence.
(a) Next time I see you we live in Asia.
(b) Next time I see you we'll live in Asia.
(c) Next time I see you we're living in Asia.
(d) Next time I see you we'll be living in Asia.
- Choose the best sentence.
A: Have you sent the invitations?
B: Sorry, I forgot!...
(a) I do it this afternoon.
(b) I'll do it this afternoon.
(c) I'm doing it this afternoon.
(d) I'll be doing it this afternoon.
- Choose the best sentence.
When I was a teenager...
(a) I worked in a shop.
(b) I'd work in a shop.
(c) I used to work in a shop.
(d) (a) or (c)
(e) (a), (b) or (c)
- Choose the best sentence.
When I was a student I used to study every day...
(a) I did my homework every evening.
(b) I'd do my homework every evening.
(c) I used to do my homework every evening.
(d) (a) or (c)
(e) (a), (b) or (c)

[See answers](#)

Think and say 1

content clauses: reported thoughts and reported speech

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say

When we say what someone said we can use *say* and their **exact words**.

Todd says, 'I live in San Francisco.'

We use *said* for the past.

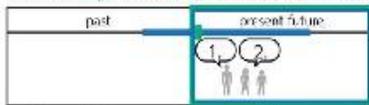
Todd said, 'I live in San Francisco.'

This style is often used in novels. We read exactly what each character said.

There is often no reason to use the exact words (we often don't remember them anyway!). The **meaning** is more important. We make a sentence with the same meaning.

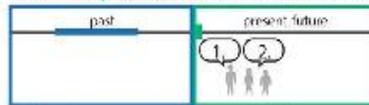
Todd talks **about the present**.

1. 'I **live** in San Francisco.'
2. Todd **says** (that) he **lives** in San Francisco.



Todd talks **about the past**.

1. 'I **lived** in San Francisco.'
2. Todd **says** (that) he **lived** in San Francisco.

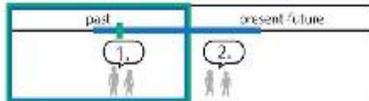


Todd would have used the word *I*, but we use *he* to make it clear we are referring to Todd.

- **that** *That* is optional in these sentences. *That* is used to refer to a separate point. *That* is not needed, but using *that* prepares the listener for the point that follows.

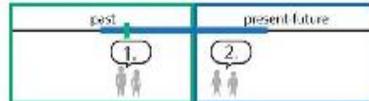
We say what Todd **said in the past**. This **was** true at the time he spoke (in the past) so we use the past form of *live* (*lived*).

1. 'I **live** in San Francisco.'
2. Todd **said** (that) he **lived** in San Francisco.



We can use the **present form** if we think it is still true in the present.

1. 'I **live** in San Francisco.'
2. Todd **said** (that) he **lives** in San Francisco.



We often talk about what people **said in the past** and refer to the time in the past it was said. When there is more than one verb the first verb is in the past form.

Subject	Verb	(that)	Subject	Verb	Object etc.
She	said	(that)	'I she	've finished	work.'
He	said	(that)	'I he	'd finished	work.
			'I he	'm watching	a movie.'
			'I he	was watching	a movie.

It often doesn't matter which way we say it as long as we communicate the meaning. In the following situation we can use *says* or *said*. There are different ways of thinking about it.



Says - The speaker's words are being passed on to the listener in the **present**.



Said - The person speaks, then you say what they said. They spoke in the **past**.

The above examples use *is* in the present form. When we are translating, the information is true in the present.

Practice

Tell your American friend what your Japanese friend says. Use *she*.

Example: (I play the piano.) She **says** (that) she plays the piano or she **said** (that) she plays the piano.

1. (My name is Yuki.) _____.
2. (I live in Tokyo.) _____.
3. (I'm studying science.) _____.
4. (I have been to America before.) _____.
5. (I went to North Carolina last year.) _____.
6. (My brother lives in Greensboro.) _____.

[See answers](#)

Practice

Tell your coworker what people said at the meeting last month. Things have changed since then.

Example: Brenda: The light in room six needs to be changed.

Brenda **said** the light in room six needed to be changed _____.

1. Stephanie: Sales are down _____.
2. Raymond: We need to get more customers. _____.
3. Justin: Some customers are having trouble ordering. _____.
4. Stephanie: Delivery has been taking too long. _____.
5. Raymond: Customers have asked for cheaper products. _____.
6. Brenda: We have to hire new staff. _____.
7. Justin: I have a headache. _____.

[See answers](#)

We can also look at it from another perspective and say what we hear or heard.

We don't need to say who said it.

I **heard** (that) Todd lives in San Francisco.

said about the past

We talk about people speaking in the past about something that happened **before they spoke**.

We can use the past form for both main verbs. We assume it happened **before** the person spoke. This sentence pattern is common, but some people don't consider it grammatically correct.

1. "I **went** shopping on Sunday."
2. He **said** (that) he **went** shopping on Sunday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
		 1.				 2.		

Or, we can use *had + -en form* to clearly say it happened before the person spoke.

1. "I **went** shopping on Sunday."
2. He **said** (that) he **had been** shopping on Sunday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
		 1.				 2.		

Subject	Verb	(that)	Subject	Verb	Object etc.	Time
He	said	(that)	he	played	baseball	on Saturday morning.
He	said	(that)	he	'd played	baseball	on Saturday morning.
She	said	(that)	"We	went	to a restaurant	on Friday night."
She	said	(that)	they	went	to a restaurant	on Friday night.
			they	'd been	to a restaurant	on Friday night.

Practice

Tell your friend what Kate and Daniel told you yesterday. There are two ways you can answer, use whatever makes more sense for you.

I saw Kate and Daniel yesterday...

1. Kate: We went away on vacation in December. _____.
2. Daniel: We went away for two weeks. _____.
3. Daniel: We had a great time. _____.
4. Kate: I got a new job last week. _____.
5. Kate: I got a haircut on Tuesday. _____.
6. Daniel: I ate a big sandwich for lunch on Sunday. _____.
7. Kate: We saw a good movie on Wednesday night. _____.

[See answers](#)

said about the future

We talk about people speaking in the past about something that happened **after they spoke**.

People speak about what is happening in the future using *am/are/is + -ing form* (1). When we say what they said we use *was/were* to make it clear we are referring to **after they spoke**, not after now (2).

1. "I'm going shopping on Thursday."
2. He **said** (that) he was going shopping on Thursday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
		1. 				2. 		

People speak about **scheduled events** in the future using the *present form* (1). However, when we say what someone said, we use *was/were + -ing form* to clearly say it happened **after they spoke** (2).

1. "We arrive on Thursday."
2. She **said** (that) they were arriving on Thursday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
		1. 		arrive		2. 		

When we say 'I spoke with her on Tuesday and she said they were arriving on Thursday' (as in the example above), we know she arrived the Thursday after I spoke with her. However, if we say 'I spoke with her on Tuesday and she said they arrived on Thursday' it sounds like they had already arrived the Thursday before I spoke with her.

If it hasn't happened yet, we often use the *present form* (it happens in the future, after now).

1. "We arrive on Monday."
2. She **said** (that) they arrive on Monday.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
		1. 				2. 		arrive

For the top example, we can also say 'He said he's going shopping on Thursday' if he is going shopping in the future.

Practice

Tell your friend what Kate and Daniel told you yesterday. There may be more than one answer.

1. Kate: We're going away on vacation in July. _____.
2. Daniel: We leave on the 6th. _____.
3. Kate: I'm starting my new job today. _____.
4. Daniel: I'm going to eat a big sandwich for lunch. _____.

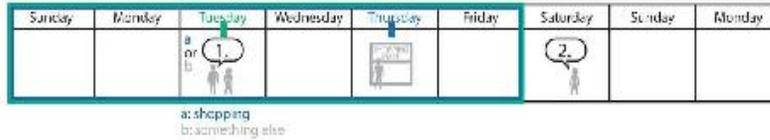
[See answers](#)

said about options and possibilities

Recorded speech with mouse verbs

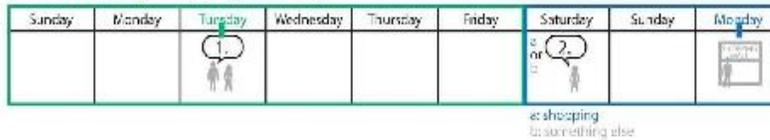
When we say what someone said in the past, we use *could*, *might* or *would* to talk about what was an option or possibility at the time.

- "I'll go shopping on Thursday."
- He **said** he **would** go shopping on Thursday.



If it is still an option or possibility we can use the present form.

- "I'll go shopping on Monday!"
- He **said** he'll go shopping on Monday.



Or, we can use the past form. It was also an option or possibility in the past when it was said.

- "I'll go shopping on Monday!"
- He **said** he **would** go shopping on Monday.



We use the past forms of *can* (*could*), *may* (*might*) and *will* (*would*).

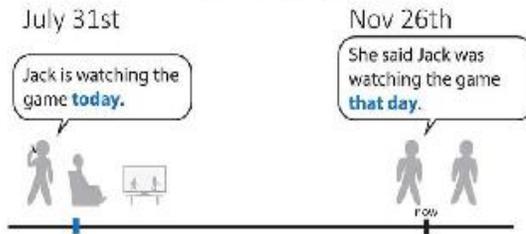
	Subject	Verb	(that)	Subject	Verb	Object etc.
Monday:				'We	can play	baseball.'
Tuesday:	He	said	(that)	they	could play	baseball.
Monday:				'Alice	may win	an award.'
Tuesday:	John	said	(that)	Alice	might win	an award.
Monday:				'I	'll have	a coffee.'
Tuesday:	She	said	(that)	she	'd have	a coffee.

time and place

Reported speech time and place reference

We often talk about what someone said (in the past) about another time in the past. We clearly state the time so the listener knows when these things happened.

We use other words to say something happens in relation to another time.



We use words like *yesterday*, *today* and *tomorrow* in relation to **now**.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
					yesterday	now today	tomorrow	

We use other words in relation to other times. These times may be in the **past** or **future**.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
	the day before	that day	the next day			now		

from now	from another time	from now	from another time	from now	from another time
last week	the week before	last month	the month before	last year	the year before
this week	that week	this month	that month	this year	that year
next week	the next week	next month	the next month	next year	the next year

Next week and *the next week* sound similar, but refer to different times.

We can say *the following week* to be clear.

We can also say *the following day*, *the following month* and *the following year*.

	Subject	Verb	(that)	Subject	Verb	Object, etc.	Time
May:				"I	played	baseball	yesterday."
August:	He	said	(that)	he	played	baseball	the day before.
May:				"We	're going	to a restaurant	next week."
August:	She	said	(that)	they	were going	to a restaurant	the next week.
	She	said	(that)	they	were going	to a restaurant	the following week.
May:				"Alice	won	an award	last month."
August:	John	said	(that)	Alice	won	an award	the month before.
2012:				"I	'm going	to Europe	this year."
This year:	You	said	(that)	you	were going	to Europe	that year.

I saw Sam last week. He was exhausted. He said that he'd played baseball the day before.
 I talked to Paige two months ago. She said they were going to a restaurant the next week.
 I talked to John in spring. He said that Alice had won an award the month before.
 I haven't seen you since 2012, you said you were going to Europe that year. How was it?

We use *here* and *there* in a similar way to say when talking about places. *Here* and *there* are in relation to the person speaking.

Jack is watching the game **here**.



here: where the person speaking is.

She said Jack was watching the game **there**.



there: not where the person speaking is.
(we know or say where it is)

Practice

Tell your friend what Dianne and Eric told you last summer. There may be more than one answer.

I saw Dianne and Eric last summer...

1. Dianne: We went away on vacation last month. _____.
2. Eric: We came back last week. _____.
3. Dianne: I can help you plan your trip next month. _____.
4. Dianne: I got a new job last year. _____.
5. Dianne: I got a haircut yesterday. _____.
6. Eric: I ate a big sandwich for lunch today. _____.
7. Dianne: We're going to the cinema this Friday. _____.
8. Eric: I'll be really busy at work next week. _____.

[See answers](#)

think and know

Reported thoughts

We use other verbs such as *think* in the same way.

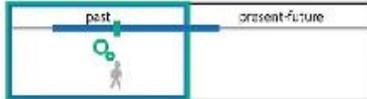
We talk about what we think about now.

I think he buys food.



We talk about what we thought (in the past) about something (in the past).

I thought he bought food.



We can also use *had + -en form* to say what we thought about the past of the past.

I thought he had bought food.



Past thought: he has bought food.
There was evidence to suggest this happened.

We talk about what we think about the past.

I think he bought food.



We talk about options and possibilities we considered in the past.

I thought he would buy food.



We use *would have + -en form* to talk about a result we predicted in the past. We are often surprised because what we predicted isn't what happened.

I thought he would have bought food.



Past thought: he will have bought food.
I expected the result: we have food, but he didn't buy it.

What we **know** is the **truth**. What we **think** is our **opinion**.

I knew it would work. The truth: it worked.

I thought it would work. My opinion: it may or may not have worked.

Practice

Say what the people think. There may be more than one answer.

Example: The beef is very good.

Joan thinks the beef is very good.

- Germany will win.
James thinks _____.
- I'll be late.
I think _____.

- The beef was very good.
Joan _____.
- Before the game: Germany will win. They lost.
James _____.
- I'll be late.
(I wasn't late) I _____.

See answers

Think and say 2

content clauses: reported speech

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ask

People **ask** questions. We say what people asked.

We use **if** when there are a limited number of possible answers.

We use **if** when we talk about yes/no questions. There are two possible answers, **yes** and **no**.



We use **if** when we talk about questions with **or**. The options listed are the only possible answers.

Would you like tea, coffee **or** juice?

She asked **if** I'd like tea, coffee or juice.

Subject	Verb		Subject	Verb	Object etc.
He	asked	"Do	you	play	baseball?"
He	asked	if	I	played	baseball.
		if	I	play	baseball.
She	asked	"Can	we	go	to a restaurant or a bar?"
She	asked	if	we	could go	to a restaurant or a bar.
		if	we	can go	to a restaurant or a bar.
John	asked	"Will	Alice	win	an award?"
John	asked	if	Alice	would win	an award.
		if	Alice	will win	an award.

Practice

You are talking to some people in French. Your friend doesn't understand French.

Tell him what he is being asked.

Example: Pierre: (Do you play the piano?) *Pierre asked if you played the piano* _____
 or *Pierre asked if you play the piano* _____.

- Lola: (Are you from America?) _____.
- Chloé: (Do you like France?) _____.
- Hugo: (Are you hungry?) _____.
- Pierre: (Can you teach me English?) _____.
- Chloé: (Have you seen the Eiffel Tower?) _____.
- Lola: (Are you coming shopping tomorrow?) _____.
- Hugo: (Would you like to have some coffee?) _____.

[See answers](#)

We use **question words** when we ask for added information about a time, place, person, thing etc.

We use the question words *where, when, why, and how*.

Subject	Verb	Question word	Subject	Verb	Object etc.
He	asked	"Where do	you	play	baseball?"
He	asked	where	I	played	baseball.
He	asked	where	I	play	baseball.
John	asked	"Why did	Alice	win	an award?"
John	asked	why	Alice	won	an award.

We follow the same pattern when we ask about a subject or an object with *who* or *what*.

Subject	Verb	Question word	Subject	Verb	Object etc.
He	asked	"What sports do	you	like?"	
He	asked	what sports	I	liked.	
He	asked	what sports	I	like.	
She	asked	"What day is	it?"	was.	
She	asked	what day	it	is.	
She	asked	what day	it	is.	
They	asked	"Who		is	the tallest?"
They	asked	who		was	the tallest.*
They	asked	who	the tallest	is	the tallest.*
They	asked	who	the tallest	was.*	
They	asked	who	the tallest	is.*	

*We use *me tallest* as the subject or object. The meaning is the same. "Steve is the tallest" or "the tallest is Steve."

We often add a recipient. (See page 202.)

Subject	Verb	Recipient	Question word / if	Subject	Verb	Object etc.
He	asked	her	"Where did	you	go?"	
He	asked	her	where	she	went.	
She	asked	the teacher	"What day is	it?"	was.	
She	asked	the teacher	what day	it	was.	
John	asked	Alice	"Did	you	win	an award?"
John	asked	Alice	if	she	won	an award.

Practice

You are talking to some people in French. Your friend doesn't understand French.

Tell him what he is being asked. You can add a recipient (you), but it isn't needed in this situation.

Example: Pierre: (Where do you live?) *Pierre asked (you) where you lived* _____.
or *Pierre asked (you) where you live* _____.

- Lola: (What food do you like?) _____.
- Chloé: (Where are you from?) _____.
- Hugo: (What is your name?) _____.
- Pierre: (When did you arrive?) _____.
- Chloé: (How was your flight?) _____.
- Lola: (Who are you traveling with?) _____.
- Hugo: (How long will you be in France?) _____.

See answers

the meaning

When we tell people what was said the meaning is very important. We often choose to use more direct language rather than formal language so that the meaning is clear, even if the person spoke in more formal language.

More direct:



"**Can** I come in?" (Is it an option?)
She asked if she **could** come in.

More formal/polite:



"**May** I come in?" (Is it one of my options?)
She wants to know if she has permission.
She wants to know if it is an option
She asked if she **could** come in.

We don't need to use the same formal language when we tell people what someone said. We can use the same words or just express the meaning.

"**Would** you like tea or coffee?"
He asked if I **wanted** tea or coffee. Expressing the meaning.
He asked if I'd **like** tea or coffee. Using the same words.

When someone uses informal language (sometimes rude) we often use more formal or polite language to communicate the meaning of what they said.

"The air conditioner is **fucked**."
He said (that) the air conditioner was **broken**. Expressing the meaning without the swearing.

There are different ways of talking about the future. There are small differences but the basic meaning of any of these sentences fits the situation.

- April 16: "I'll **take** a vacation in June."
- April 23: She said (that) she'd **take** a vacation in June.
- April 23: She said (that) she **was taking** a vacation in June.
- April 23: She said (that) she **was going to take** a vacation in June.
- April 23: She said (that) she'd **be taking** a vacation in June.
- April 23: She said (that) she'll **take** a vacation in June.
- April 23: She said (that) she's **taking** a vacation in June.
- April 23: She said (that) she's **going to take** a vacation in June.
- April 23: She said (that) she'll **be taking** a vacation in June.

We can use different words that express the same meaning.

April 23: She said (that) she **was going on holiday** in June.

There are many more ways we can express this meaning. Common expressions in this situation include: *taking a vacation*, *taking a holiday*, *going on vacation* and *going on holiday*.

There are also different ways of talking about periods of time in the past.

"I **would often play** tennis when I was a child."

He said (that) he **would often play** tennis when he was a child.

He said (that) he **used to play** tennis when he was a child.

He said (that) he **often played** tennis when he was a child.

In some situations we use completely different verbs to make the meaning clear.

Must has no past form so we often use another expression that has a similar meaning such as *had to* or *needed to*.

"You **must** come home early today."

She told us we **had to** come home early that day.

She told us we **needed to** come home early that day.

Using *must* is also possible. We know we are talking about the past because of the context.

She told us we **must** come home early that day.

The meanings of *shall* and *should* often seem different, so we often use an expression (such as *want to*) that matches the meaning of what the person said.

"**Shall** we go to a restaurant?"

She asked me if I **wanted to** go to a restaurant.

She wanted to know what I thought was the right thing for us to do to make a decision.

She asked me if we **should** go to a restaurant.

This has a different meaning. She wanted my advice. Was it hypothetically the right thing to do?

"Shall we go to a restaurant?" is a more polite way of saying "Do you want to go to a restaurant?"

Speaking a second language isn't about substituting words from your first language into a new one, it is about understanding how to communicate in a new way. It is important to understand the meaning of what needs to be communicated and use words that express that meaning clearly.

Practice

Make sentences explaining what the people said, told you or asked you.

Example: "You must be home before 10:00." She said I had to be home before 10:00.

1. "May I have a drink of water, please?" He asked _____.
2. "Would you mind taking the dog outside?" She asked _____.
3. "I must buy her a present." He said _____.
4. "Can we go soon?" Sienna asked _____.
5. "Shall we go soon?" He asked _____.
6. "You must wear a tie." She said _____.
7. "I'm going to the park on Friday!" You said _____.
8. "If it's not too much trouble, could I take the day off?" She asked _____.

[See answers](#)

telling people what to do

When we tell people what to do there is no subject.

	Verb	Object etc.
	Try	one.

Subject	Verb	Recipient	to	Verb	Object etc.
She	asked	you	to	try	one.

When we say what someone was told to do, we add **to** to show things happening in sequence.

(See page 82.)

1. say/ask/tell
2. do (verb)

Subject	Verb	Recipient	Polite language	to	Verb	Object etc.
He	said		*Please	to	go.	
She	asked	the children	*Could you please	to	be quiet?	quiet.
John	told	Alice		to	Win an award.	an award.

We usually use polite language like "please" and "could you" when we ask people to do things.

When we say what people told us to do we use direct language so the meaning is clear.

When we make negative sentences we add **not**.

Subject	Verb	Recipient	Polite language	not	to	Verb	Object etc.
He	said		*Please	don't	to	go.	
She	told	the children		not	to	make a sound.	a sound.
John	asked	Alice	*Could you	not	to	make a speech?	a speech.

Practice

Make sentences explaining what the people said, told you or asked you.

Example: "Please try one." She asked me to try one.

1. "Please open your textbooks to page 128". The teacher told us _____.
2. "Could you call Hannah?" Sienna said _____.
3. "Don't be late." He said _____.
4. "Please don't leave the door open" Leo told me _____.
5. "Could you please carry my bags?" She asked me _____.

[See answers](#)

about

We use *about* to show something is near a point.

It's *about* 10:00.

Not exactly, but near that point in time. It's really 9:58.



We also use *about* when we are not referring to the exact point someone makes when they speak. We often simplify what people say and tell people the general topic.

She talked *about* her family

She said a few main points.



Subject	Verb	Recipient	<i>about</i>	Topic	Place/Time
She	talked		about	her family.	
He	spoke		about	his experience	in the jungle.
We	asked	the boss	about	holiday pay.	
They	told	us	about	the old days.	
I	think		about	her	all the time.

Practice

Complete the sentences. Use *about* for general topics. Leave the space blank when we are giving specific information.

Example: (Topic: her family) She talked *about her family* _____.

1. Tell me _____ your new job.
2. Could you tell me _____ the time?
3. We asked _____ how hot it was.
4. We asked _____ the weather.
5. She gave a presentation _____ the environment.
6. He always thinks _____ other people.
7. Hey, stop! What are you doing here? Who are you? Tell me _____ your name.

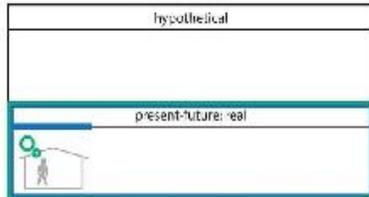
[See answers](#)

hopes and wishes

We use the **present form** for things that are **real**. We use the **past form** for things that are **hypothetical**.

We **hope** for things we want in the present-future. These things are possible.

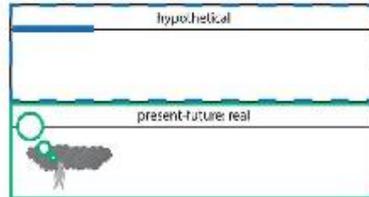
I **hope** it **is** sunny.



It is possible that it's sunny. I don't know, I haven't looked outside.
There's a real chance.

We **wish** for things we are imagining. We talk about them hypothetically.

I **wish** it **was** sunny.



It isn't sunny.
Was is in the past tense because we are not talking about the real present-future. We are talking hypothetically. (See page 111.)

Hopes and wishes often need a subject and verb to explain the details.

Subject	Verb	(that)	Subject	Verb	Object/Description	
He	hopes	(that)	she	looks	amazing.	He doesn't know how she looks yet.
She	hopes	(that)	she	is	home before 7:30.	She'll try, but may be late.
I	wish	(that)	he	was	happy.	He isn't happy.
I	wish	(that)	we	had	a full tank of gas.	We don't have a full tank of gas.

Practice

Complete the sentences with *hope* or *wish*.

- I _____ I could fly.
- I _____ they compromise.
- Amanda _____ she was famous.
- She _____ to be a singer.
- They _____ they can afford it.
- They _____ they could afford it.
- Martin _____ he was young again.

[See answers](#)

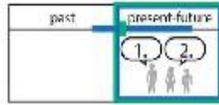
Review of think and say

content clauses: reported speech

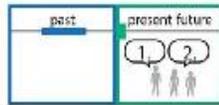
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review of think and say

We say what people think or say in the present-future.



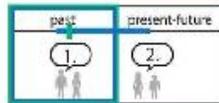
We say what is thought or said in the present-future, about the present-future.



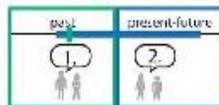
We say what is thought or said in the present-future, about the past...

... or a hypothetical situation.

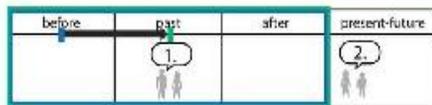
we say what people thought or said in the past.



We say what was said in the past. We refer to the time it was said. (It may also be true in the present!)

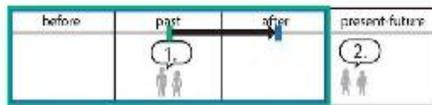


We say what was said in the past, and is still true in the present-future.



We can make it clear something happened before it was said in the past...

...or before a hypothetical present.



We can make it clear something was happening after it was said in the past.

Communicating the meaning is more important than using the same words.

We use words that communicate the meaning clearly.

There are different ways of talking about the past and future, the meaning is essentially the same.

examples

<p>'I'm hungry!' 'I like tennis.' 'I've finished cleaning my room.' You have three sisters. She isn't working tomorrow.</p>	<p>He says (that) he's hungry. She says (that) she likes tennis. He says (that) he's finished cleaning his room. She knows (that) you have three sisters. He hopes (that) she isn't working tomorrow.</p>
<p>'I went to Africa last month.' You learned something today. You were in a hurry.</p>	<p>She says (that) she went to Africa last month. I hope (that) you learned something today. I think (that) you were in a hurry.</p>
<p>'I would go to Europe if I could get time off.'</p>	<p>She says (that) she'd go to Europe if she could get time off. I wish (that) I had a new car.</p>
<p>'Are you ready?' 'I went to school yesterday.' 'I've been to Antarctica.' 'Can we play golf on Wednesday?' We have time.</p>	<p>I asked if we were ready. He said (that) he went to school the day before. She said (that) she'd been to Antarctica. They asked if they could play golf on Wednesday. We thought (that) we had time.</p>
<p>'I've been to Antarctica.' 'The money is in the account.' 'They live near the river.' (On Sunday) 'We're playing golf on Thursday.' (8:00) 'He leaves at 5:30.'</p>	<p>She said (that) she's been to Antarctica. They said (that) the money is in the account. We were told (that) they live near the river. (On Tuesday) She said (that) they're playing golf on Thursday. (8:15) I heard (that) he leaves at 5:30.</p>
<p>'I went to Africa last month.' 'We played golf on Wednesday.' 'I went fishing yesterday.'</p>	<p>I heard (that) she'd been to Africa the month before. She said (that) they'd played golf on Wednesday. He said (that) he'd been fishing the day before.</p>
<p>'I'd go if I had the money.' 'I could fix it for you.'</p>	<p>She said (that) she'd have gone if she had the money. He said (that) he could have fixed it for us.</p>
<p>(On Sunday) 'We're playing golf on Thursday.' (On a Sunday) 'I'm working tomorrow.' (4:00) 'He leaves at 5:30.'</p>	<p>(On Friday) She said (that) they were playing golf yesterday. (Next year) He said (that) he was working the following day. (5:45) I heard (that) you were leaving at 5:30.</p>
<p>'Shall we leave soon?' 'You must bring something to eat.' 'May I borrow your pen, please?'</p>	<p>He asked me if I wanted to leave. They said (that) we had to bring something to eat. She asked if she could borrow my pen. She asked me to lend her my pen.</p>
<p>'When I used to live in Japan, I would often eat sushi.' 'I'm going to the picnic on the weekend.'</p>	<p>He said he would often eat sushi when he lived in Japan. He said he often ate sushi when he lived in Japan. He said he used to eat sushi when he lived in Japan. She said she was going to the picnic on the weekend. She said she'd go to the picnic on the weekend. She said she was going to go to the picnic on the weekend.</p>

quiz

Choose the best sentences.

1. Jackson said he wanted something to eat. Did Jackson say "I want something to eat"?
(a) yes
(b) no
(c) maybe
2. A: (Tuesday) "We're having pasta for dinner."
B: (Thursday)
(a) He says they are having pasta for dinner.
(b) He said they are having pasta for dinner.
(c) He said they were having pasta for dinner.
(d) any of the above
3. A: (1:00PM) "We're having curry for dinner."
B: (2:00PM)
(a) He says they are having curry for dinner.
(b) He said they are having curry for dinner.
(c) He said they were having curry for dinner.
(d) any of the above
4. A: (1:00PM) "I'll be home at 6PM."
B: (4:00PM)
(a) She said she was home at 6PM.
(b) She said she'd be home at 6PM.
(c) She said she'll be home at 6PM.
(d) either (b) or (c)
5. A: (1:00PM) "I'll be home at 6PM."
B: (7:00PM) She's still not home, but...
(a) She said she was home at 6PM.
(b) She said she'd be home at 6PM.
(c) She said she'll be home at 6PM.
(d) either (b) or (c)
6. (a) I wish I have more time.
(b) I wish I had more time.
(c) (a) for future or (b) for past.
7. (a) I hope you have a great day.
(b) I hope you had a great day.
(c) (a) for future or (b) for past.
8. (a) You're on time! I hear you'll be late.
(b) You're on time! I heard you'll be late.
(c) You're on time! I heard you'd be late.
9. A: (May) "I went shopping yesterday."
B: (November)
(a) She said she went shopping yesterday.
(b) She said she went shopping the day before.
(c) She said that she'd been shopping the day before.
(d) any of the above
(e) either (b) or (c)
10. A: (3:07PM) "I live in Moscow."
B: (3:08PM)
(a) He says that he lives in Moscow.
(b) He said that he lives in Moscow.
(c) He said that he lived in Moscow.
(d) any of the above
(e) either (b) or (c)
11. A: Don't take the garbage out today. It's Tuesday.
B:
(a) My mistake, I think it is Wednesday.
(b) My mistake, I thought it is Wednesday.
(c) My mistake, I thought it was Wednesday.
12. A: (1:00PM) "Are you cooking dinner tonight?"
B: (2:00PM)
(a) She asked if I was cooking dinner tonight.
(b) She asked if I was going to cook dinner.
(c) either (a) or (b)
13. A: (Monday) "You must wear leather shoes tomorrow."
B: (Thursday)
(a) She said that we must wear leather shoes on Tuesday.
(b) She said that we had to wear leather shoes on Tuesday.
(c) She said that we needed to wear leather shoes on Tuesday.
(d) any of the above

[See answers](#)

24

Where and when

prepositions of place, prepositions of time

adding a place...194

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adding a place

For positive effect:

There are many words we can use to say **where** something is or happens.

We often simply refer to a place. (See page 4.)



Where do you work?
I work **at** the airport.



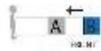
Where do you work?
I work **in** an office.



Where do you work?
I work **on** a boat.

Sometimes we might want to say where something is, based on where something else is. *In front of, behind, above, below, over, under, apart* and *away* focus on **distance** and **direction**.

From me



A is **in front of** B.
(closer to me)

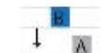


A is **behind** B.
(further from me)

From the center of the Earth



A is **above** B.
(further from Earth)



A is **below** B.
(closer to Earth)



A is **over** B.



A is **under** B.

From me



A is **away**.
(far from me, in any direction)

distance from each other

A and B are **apart**.

Below and *under* have similar meanings but they are used differently.



It is raining so I'm standing **under** an umbrella.



I'm in a building, looking at the street **below** me.

The same applies for *above* and *over*: I hold the umbrella **over** her. We looked at the building **above**.

These words can be used to emphasize **distance**...

Subject	Verb	Distance	Direction
They	sat	two rows	in front of the band.
We	were	100 meters	above the valley.

...or just say the **direction** from one thing to the next.

They sat in front of the band.
We were above the valley.

We can use *away* to show **distance**...

The beach is **one kilometer away** (from here)...

...or say something or someone is **not here**.

Sorry, he's away today. He's not here.

By, beside, between, near and *opposite* express other relationships in space (not distance).



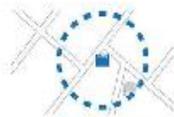
We live **by** the mountains.
The mountains can be used to locate our house.
(For more on **by** see page 206)



I put it **beside** the bed.
(beside = by the side of)
The side of the bed can be used to locate it.



It's **between** the bed and the window.



I live **near** the bank.
I live in the same general area as the bank.



She sat **opposite** me.
I am on the other side of the table.
We are facing each other.

We also use expressions with *to* and *from*.



I live **next to** the bank.
In sequence.
The bank is **next to** my house.
Direction doesn't matter.



I live **close to** the bank.
My house is close to the bank. It is not far.

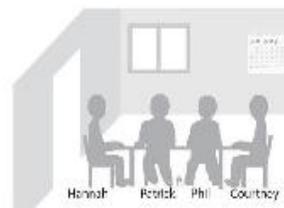


She sat **across from** me.
I sat across the table from her. (=opposite)

Practice

Look at the picture and complete the sentences. There may be more than one answer.

- A: Do you know who everyone is?
- B: Hannah is sitting _____ the door.
 - Patrick is sitting _____ the window.
 - Phil is sitting _____ Patrick.
 - Courtney is sitting _____ Hannah.
- A: When does Phil go on leave?
- B: I'm not sure, check the calendar _____ Courtney.
- A: Have you seen my keys?
- B: That could be them _____ the table, _____ Patrick and Phil.



See answers

When we talk about places we often talk about **movement**.
We use *from* and *to* to talk about origins and destinations.



I went **from** the bank **to** the supermarket.

We use *up* and *down* to talk about movement in relation to the Earth. We use *back* to talk about the **direction** of movement in relation to where the subject was before.



The plane flew **up**.



We went **down**.



They went **back**
(to where they were).

We use *in*, *out (of)*, *through*, *on*, *off*, *across* to talk about movement involving something else. If the listener knows what we are talking about, we don't need to say what the something else is. We often come into contact with this thing.



I got **in** the car.



I walked **out** the door.



The payment went **through** *.



I got **on** the horse.



I stepped **off** the train.



We walked **across** the road.

*Payments go through a process. We don't say 'the process' but we understand this is what happens.

We can add more information, such as a destination.

Subject	Verb	Direction	Destination
The plane	flew	up	to the clouds.
We	went	down (the path)	to the beach.
They	went	back	home.
I	walked	into	the garden.
I	walked	out of the house	to the garden.
The payment	went	through	to the bank.
I	got	onto	the horse.
We	walked	across the road	to the bakery.

We also use *up* and *down* to when we move **north** or **south**.

The plane flew up to Norway. (north)
We went down to Cape Town. (south)

Into (*in + to*) and *onto* (*on + to*) are so common that they have become one word.

We use *forwards*, *backwards* and *sideways* to talk about movement in relation to the subject.



We moved **forwards**.



The car is rolling **backwards**.



She stepped **sideways**.

We use *over*, *under*, *towards* and *past* to talk about movement in relation to something else.



I threw the ball **over** the house.



She went **under** the bridge.



He came **towards** me.



She drove **past** the shop.

We use *where* to ask about **places**.

Where	do	you	work?	Place/Destination
Where	did	you	go?	at the bakery.
Where	did	you	went	to the beach.



Practice

Make questions with *where*. Use the words in brackets. Circle the best word to complete the answer.

Example: A: *Where do you live* _____ ?

B: I live (at)(in)(on) Toronto.

1. A: (my wallet) *Where* _____ ?

B: It's (at)(behind)(over) your bag.

2. A: (Cheryl) *Where* _____ ?

She's gone (backwards)(into)(with) the supermarket.

3. A: (Roger) *Where* _____ ?

B: He eats lunch (at)(away)(between) a park (at)(away)(between) the office and the train station.

4. A: (tomorrow) *Where* _____ ?

B: I'm studying (towards)(apart)(in) the library.

5. A: (yesterday) *Where* _____ ?

B: I went on a tour (off)(through)(down) Zurich.

6. A: *Where is the bathroom?*

B: Go (down)(near)(over) the hall, (back)(past)(under) the bedrooms. It's (at)(in)(on) the end of the hall.

[See answers](#)

adding a time

Prepositions of time

We use *when* to ask about **time**.

There are many words we can use to say when something happens.

We often simply refer to a time. (See page 6.)



When are you going?
I'm going **at** 4:00.



When are you going?
I'm going **in** September.



When are you going?
I'm going **on** Monday.

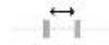
The words *ago*, *away* and *apart* are used with *be* to say the **distance** between fixed times.



ago
(in the past)



away
(in the future)



apart
(time between things)

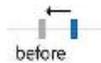
Subject	Verb (be)	Time Distance	Direction
The party	was	a week	ago.
The show	is	just minutes	away.
Our birthdays	are	four days	apart.



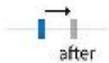
We also use *ago* with other verbs. *Ago* says when something happened in the past in relation to now.

We went shopping two days **ago**.
I met her a week **ago**.

Before and *after* are used to show the **order** things happen.



before



after

Before and *after* can be used to say when by adding a **distance**...

Subject	Verb	Time Distance	Direction
I	left	two hours	before them.
We	stayed	a long time	after the meeting.

...or just say the **order** things happen.
I left before them. I left before they left.
We stayed after the meeting.

We also use *before* when we use *have* and the *-en* form referring to **before this time**.

A: Have you eaten at this restaurant **before**? B: No, I haven't been here **before**.

Some words express a relationship between points in time (for example: start/finish/now).

For is used to specify a length of time (a duration).



I was waiting **for** an hour.
(the duration:
from start to finish)



I've been waiting **for** an hour.
(the duration:
from start to now)

Since says when something started and **until/till** says when something finishes.



I've been waiting **since** 9:00.
(when I started: 9:00)



I'm working **until** 6PM. or: I'm working **till** 6PM.
(when I finish: 6PM)

We also use **since** to **emphasize** how much time has passed since an event, and **until/till** to **emphasize** how much time there is until an event. We add a **distance**. These sentences use *be*.



It's three years **since** I graduated.
≈ I graduated three years ago.



It's ten days **until** my birthday, or: It's ten days **till** my birthday.
≈ My birthday is ten days away.

We use **in** to say something finishes at a point in time after now. We use **by** to say something finishes before another point in time.



It'll be there **in** an hour.
(point in time from now)



I'll be home **by** 7PM.
I'll get home before 7PM; I'll be there at 7PM.

Ago is used to refer to the past and **in** is used to refer to the future in similar situations.

We use **ago** to express **distance** from the present: future.



I saw him three days **ago**.

We use **in** to express a **point** of time in the present: future.



I see him **in** three days.

Practice

Choose the best words to complete the sentences.

1. I'm at home. I'll be here (by) (until) 3PM.
2. She's moving to the city in January. I'm moving two months (ago) (before).
3. I'm still at work, but I'll be home (after) (until) 7 o'clock.
4. I played baseball (two days ago) (in two days).
5. I've played baseball (since) (until) I was three.
6. He played professional football (since) (until) he was 35.

[See answers](#)

We use *when* to ask about **times**.

<i>when</i>		Subject	Verb	Object/Description	Time
When	do	the Smiths	eat?		
		They	eat		In the afternoon.
When	does	Robert	have	breakfast?	
		He	has	breakfast	at 8am.
When	did	Patricia	play	soccer?	
		She	played	soccer	on Friday.
When	are	you		free?	
		I	'm	free	on Friday.
When	are	you	working		this week?
		I	'm working		on Friday.



when

We don't need to say the words in gray. They have already been said so we can leave them out.

We use *how long* to ask about **periods of time**.

<i>how long</i>		Subject	Verb	Object/Description	Time
How long	have	the Smiths	lived	here?	
		They	've lived	here	for three years.
How long	has	Robert	been waiting?		
		He	's been waiting		since 10am.
How long	are	you	working		today?
		I	'm working		till 5:30.

Practice

Make questions with *when* or *how long*. Use the words in brackets. Circle the best word to complete the answer.

Example: A: When are you playing baseball _____ ?
 B: I'm playing baseball (at)(in)(on) Sunday.

- A: (the meeting) _____ ?
 B: It's (at)(in)(on) 11:00.
- A: (the bus) _____ ?
 It leaves (at)(in)(on) 10 minutes.
- A: _____ ?
 B: I've played tennis (ago)(by)(since) I was five.
- A: (Roger) _____ ?
 B: He eats lunch (after)(ago)(away) 12:30.
- A: _____ ?
 B: The best weather is (at)(in)(on) August.
- A: _____ ?
 B: I went to Zurich two weeks (ago)(by)(since).

See answers

Who, what, why and how

indirect objects and prepositional phrases

- adding a recipient...202
- to: adding a destination...202
- for: making connections...205
- by: adding a method...208
- with: adding a part...209

adding a recipient

Some verbs suggest that a person **gets** or **receives** the object. This person is the recipient.
We add the recipient like this:

Subject	Verb	Recipient	Object	Place/Time
We	gave	Julie	a present.	
He	bought	me	lunch.	
I	teach	kids	English	on Mondays.
They	sent	us	a letter.	

Julie got the present.
I got lunch.
The kids get an English lesson.
We got a letter.

These sentences also make sense if we leave the **recipient** out. Adding it adds more information.
We are saying **who** or **what** gets it.

A person can be the recipient of their own action.

Subject	Verb	Recipient	Object	Place/Time
We	gave	ourselves	a present.	
He	bought	himself	lunch.	
I	teach	myself	English	on Mondays.
They	sent	themselves	a letter.	

We got the present.
He got lunch.
I get an English lesson.
They got a letter.

to: adding a destination



When someone or something moves we add a destination with **to**. The destination can be a place, person, thing or event.

I went **to school**. (place) I went **to the desk**. (thing)
I went **to the doctor**. (person) I went **to a meeting**. (event)

The **object** moves to the destination.

Subject	Verb	Object	Destination
I	took	my son	to the doctor.
I	sent	a letter	to the office.

My son moved. (I did too).
The letter moved.

When there is no object the **subject** moves to the destination.

Subject	Verb	Object	Destination
I	walked		to the shops.

I moved.

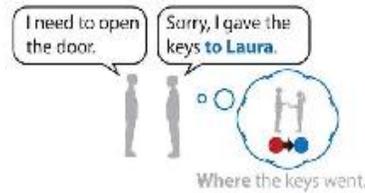
We can add **to** to show the object **moves** from the subject to the destination.

Subject	Verb	Object	Destination	Place/Time	
We	gave	a present	to Julie.		The present moved from us to Julie.
He	passed	the ball	to me.		The ball moved from him to me.
I	teach	English	to kids	on Mondays.	Knowledge moves from me to the kids.
They	sent	a package	to us.		The package moved from them to us.

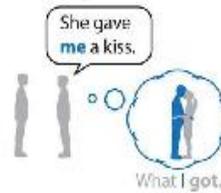
These sentences make sense if we leave the **to destination** part out. Adding it adds more information. We are saying **where** it goes. We talk about something moving from A to B.

In some situations one way is more natural and makes more sense.

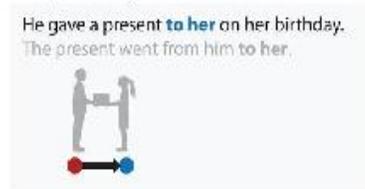
We use **to** and a **destination** to talk about **movement**.



We use a **recipient** to talk about someone **getting** something.



Often, both ways fit the same situation. We talk about **movement** or someone **getting** something.



Practice

Complete the sentences with the words in brackets and **to** when required.

There may be more than one answer. Leave one space blank.

Example: (her grandmother) She sent her grandmother a letter _____.
or (her grandmother) She sent _____ a letter to her grandmother.

- (me) The boss gave _____ a raise _____.
- (Africa) He sent _____ the package _____.
- (the catcher) She threw _____ the ball _____.
- (the committee) She announced _____ her decision _____.
- (him) The meal cost _____ \$100 _____.
- (Wendy) A: Where is your skateboard? B: I sold _____ it _____.

[See answers](#)

When someone or something moves we add a source with *from*. The source can be a place, person, thing or event.

I come **from Australia**. (place) Peaches come **from a tree**. (thing)
 I got a prescription **from the doctor**. (person) I have the notes **from the meeting**. (event)

When we expect the destination or source to be a **place** we ask with *where*.

where		Subject	Verb	Object	Destination/Source
Where	did	you	walk		to?
		I	walked		to the shops .
Where	did	you	get	the table?*	
		I	got	it	from a friend.



* If we don't know, we often assume it is from a place (probably a shop). If we expect it to be from a person, we ask: 'Who did you get the table from?'

When we expect the destination or source to be a **person** we ask with *who*.

who		Subject	Verb	Object	Destination/Source
Who	did	you	get	the present	from?
		I	got	it	from Julie .
Who	did	he	pass	the ball	to?
		He	passed	it	to me .



When we expect the destination or source to be a **thing**, we ask with *what*.

what		Subject	Verb	Object	Destination/Source
What	did	she	connect	the hose	to?
		She	connected	it	to the tap .



Practice

Complete the questions with *where*, *who* or *what* and *to* or *from* where needed. Leave some spaces blank.

Example: A: Who did you give the keys to ?

B: I gave them to Laura.

- A: _____ did you go on your vacation _____ ?
B: We went to Florida.
- A: _____ did she pass the ball _____ ?
B: She passed it to Sophia.
- A: _____ are you _____ ?
B: I'm from Ireland.
- A: _____ address should I send it _____ ?
B: Send it to 14 Main Rd, Franklin.
- A: _____ do you go on Mondays _____ ?
B: I go to school.

[See answers](#)

for: making connections

We use *for* to explain things by making connections.

We use *for* to explain **how long** things happen, showing the **length** of time connecting when something starts and finishes. (See page 199.)

I lived in England **for** four years.



We also use *for* to connect an **action** with a **reason** why we do the action.



Subject	Verb	Object/Description	Reason
We	have	food	for dinner
She	bought	a card	for her mother.
He	got	some socks	for his birthday.
I	ran		for my life.



Sometimes a *recipient*, *to* or *for* can be used in the same situation. The meaning is slightly different.

I sang **you** a song. Recipient: you. You got my gift of music.
 I sang a song **to you**. Destination: The song went from me to you.
 I sang a song **for you**. Reason: I sang it because I thought you'd like it.

Sometimes they have very different meanings.

I'll send **you** it. Recipient: you. You will receive it.
 I'll send it **to you**. Destination: you. You will receive it.
 I'll send it **for you**. Reason: you. You want it sent. I'll send it. Someone else will receive it.

Practice

Complete the sentences with the words in brackets. Use *for* or *to* when needed. There may be more than one answer. Leave one space blank.

Example: (him) I booked _____ the flights *for him*.

- (us) They cooked _____ dinner _____.
- (you) I wrote _____ a song _____.
- (me) This is really heavy, could you take _____ my bag _____, please?
- (the car) Could you take _____ my bag _____, please?
- (me) They opened _____ the door _____.
- (her) I gave _____ a hug _____.
- (my friends) I send _____ messages _____ on their birthdays.

[See answers](#)

Another reason for using *to* or *for*:

With longer expressions we use *to* and *for* to make it easier for the listener to follow.

They gave bonuses **to** staff who had been working there for more than 10 years.
The listener takes the important information into account while they receive more information.
They gave staff who had been working there for more than 10 years bonuses.
This is harder to follow.

We form questions about a recipient with *to* and *for*. This makes things clearer for the listener.

A: I gave her a hug.
B: Who did you give a hug **to**?
A: Arianna.

A: I bought him lunch.
B: Who did you buy lunch **for**?
A: Jack.

Practice

Complete the sentences with the words in brackets. Use *for* or *to* when needed. There may be more than one answer. Leave one space blank.

Example: (the athletes who completed the race) They presented _____ awards
to the athletes who completed the race.

1. (the guests who attended our wedding) We gave _____ the cake _____.
2. (him) I ordered _____ a coffee _____.
3. (the people at the party) We ordered _____ a pizza _____.
4. (My brothers, sisters, aunts and uncles) I cooked _____ dinner _____.
5. (only my closest friends) I tell _____ my secrets _____.
6. (you) I'm baking _____ a cake _____.
7. (you) I've left _____ some pizza _____ in the fridge.
8. (them) That awesome shot won _____ the game _____.

[See answers](#)

Other ways to add a reason

We can also add a reason with *to* and a **verb** to describe the next thing to happen in sequence.
(See page 82.)

I bought some water **to drink**.

Or with *because* and another **subject, verb** and **object** stating why.

I bought some water **because I was thirsty**.

We can say the reason first. We use *so* to refer what has previously been understood. The listener has understood the reason because the speaker has just said it.

I was thirsty so I bought some water.

We use *why* to ask for a **reason**.

We can answer using *for* to connect an action with a reason.

Why		Subject	Verb	Object	Reason
Why	did	she	buy	a card?	
		She	bought	it	for her mother.
Why	did	he	get	some socks?	
		He	got	them	for his birthday.



We can also say why with *to* and a verb, *because* or *so*.

Why did you buy that chocolate?

I bought it **for** my girlfriend. (*for* + person/thing)

I bought it **to** give to my girlfriend. (*to* + verb)

I bought it **because** my girlfriend likes it. (*because* + statement)

My girlfriend likes it **so** I bought it. (*so* + statement)

We can also ask with *who* or *what*.

Who/What		Subject	Verb	Object	Reason
Who	did	she	buy	a card	for?
		She	bought	it	for her mother.
What	did	he	get	some socks	for?*
		He	got	them	for his birthday.



* *What...for* can be used instead of *why* when speaking casually.

Practice

Complete the questions with *why*, *who...for* or *what...for*. Complete the answers with *for*, *to*, *so* or *because*. There may be more than one answer.

- A: _____ are you going running?
B: I go running _____ I like staying fit.
- A: _____ are you preparing _____?
B: I'm preparing _____ the festival.
- A: _____ does Anthony work overtime?
B: He works overtime _____ get more money.
- A: _____ didn't you go out yesterday?
B: It rained a lot _____ we didn't go out.
- A: _____ have you opened a savings account?
B: I've opened a savings account _____ save money _____ college.

[See answers](#)

by: adding a method

We use *by* for what is between two points. We use *by* to say **how** things happen.

We use *by* to say how we locate something. (See page 195.)



We live **by** the mountains.

The mountains can be used to locate our house.
How do you find our house? Find the mountains.

We use *by* to show what we used to reach our destination. We are talking about the middle part between the origin and destination. We are saying **how** we reach our destination.



We went **by** car.



We went **by** road.

We use *by* to show how we complete a task. We are talking about the middle part between taking on the task and completing the task. We are saying **how** we achieve our goal.



I paid **by** credit card.

We say what thing was used.



I sold more ice cream **by** lowering the price.

We use a verb in the -ing form to describe the action taken.

Subject	Verb	Object/Destination	Method
I	contact	him	by phone.
She	traveled	to New Orleans	by plane.
He	saved	money	by going out less.
I	held	her	by the hand.

Method of **contact**: phone

Method of **travel**: plane

Method of **saving**: going out less

Method: **holding** her hand

We do NOT use *a*, *the* or *plurals* with **methods**. We speak about the method generally.

We also use *by* to show **who** completed a task. We are saying how it happened, **someone** did something. (See page 91.)

It was painted **by** a famous artist.

with: adding a part

We use *with* to say something is a **part** of something or something additional.



I went shopping **with** my sister.
We went shopping. (We = me + my sister)
She was part of the experience.



I opened the bottle **with** a bottle opener.
The combination (me + bottle opener)
opened the bottle.

Subject	Verb	Object	Part	What does it?
We	eat	noodles	with a fork.	We + fork.
She	bought	a dress	with her birthday money.	She + birthday money.
He	plays	golf	with his friends.	He + his friends.

With and *by* provide different information. Sometimes they can both be used in the same situation. When we use *with*, we say which one or ones (using *a/an*, *the*, *my* or *plurals* etc.)

By tells us the **method**.

We say how the **action** is completed.

With tells us additional **parts** of a noun.
(usually the subject or object)

I made it by hand.

Focus on the method.
Method: hand

I made it with my own two hands.

Me + my hands made it.
Important part: my hands

We use *without* to make it clear something is **not part** of the subject.

My sister wasn't feeling well so I went **without** her.

Practice

Complete the sentences with *by*, *with* or *without*.

- He goes to work _____ train.
- They played soccer _____ Shirley last week.
- I paid _____ credit card.
- I paid _____ a credit card.
- I grabbed him _____ his arm.
- Sally is busy. I'm going swimming _____ her.
- She played _____ her hair.
- She plays the guitar _____ ear.
- She plays the guitar _____ a pick.
- He's fixing the chair _____ glue.
- I picked up the mouse _____ my fingers.
- I picked up the mouse _____ its tail.

[See answers](#)

We use **how** to ask for a **description** of something.

How was it? I want you to describe it.

We ask for descriptions of **methods**. We can answer using **by** describing the method used to complete the task.

How did you get there? (get - asking about how the goal (arrival) was achieved)
We went there **by car**. (go - describing moving along the path to the destination)

We can say how something happens with **with**. We describe what is used. This thing is an important **part** of how it happens.

The door was locked. How did you open it?
I opened it **with the key**.

We can also describe how things happen by stating the **action** we take to complete the task.

How did you get here so quickly?
I ran.

how		Subject	Verb	Object etc.	Process/Part
How	does	Andrew	get	home?	
		He	goes	home	by bus.
How	did	Michelle	cut	the paper?	
		She	cut	the paper	with scissors.



We often use **who** and **what** to ask about people and things.

who/what		Subject	Verb	Object etc.	Process/Part
Who	did	you	go		with?
		I	went		with my cousin.
What	did	she	cut	the paper	with?
		She	cut	the paper	with scissors.



Practice

Complete the sentences with **how**, **who** or **what**.

- A: _____ does Melissa pay for her groceries?
B: She pays by credit card.
- A: _____ did you cut the bread with?
B: I couldn't find the bread knife so I used my pocket knife.
- A: _____ was it written by?
B: Shakespeare.
- A: _____ are you getting home tonight?
B: Mum is picking me up.
- A: _____ did you have dinner with?
B: Natalie.

[See answers](#)

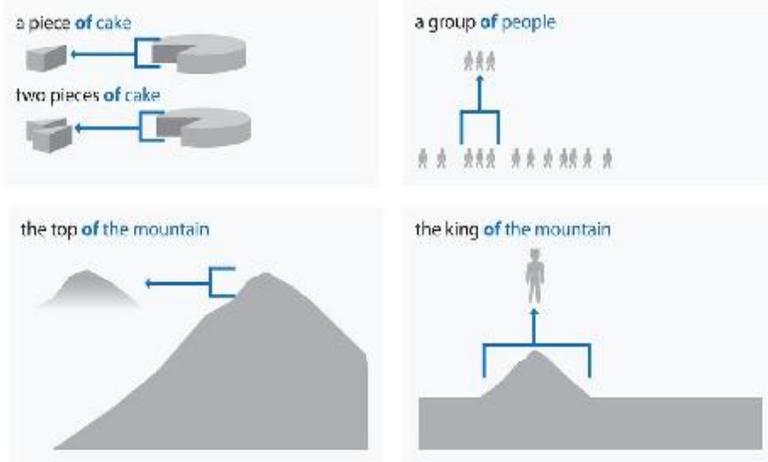
Describing nouns

modifiers

- of...212
- adding information after nouns...214
 - adjectives...216
- other ways to describe nouns...220

of

We add *of* to say what something is made of, contains or is part of.



We also add *of* to describe the proportion or size of something.



We can use *all* with or without *of*.

We use *all* with *of*. We think about each person or thing in the group. (100% = every part)

We use *all* without *of*. We think of the group as a whole. (100% = the whole group)

We use *of* to add information to nouns.

How/where

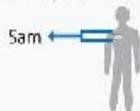
(subjects, objects, destinations, reasons, quantities, processes, times and places)

Subject	Verb	Object	Place/Time/Reason etc.
A group of people	meet		here on Wednesdays to discuss language.
I	ate	two pieces of cake.	
They	climbed		to the top of the mountain.
He	bought	a gift	for the king of the mountain.
The team	won		by a margin of 10 points.
The news	spread		by word of mouth.
We	went	camping	with a family of four.
She	woke		in the middle of the night.
I	walked		on the corner of 52nd and Broadway.

Of and *'s* can often be used in the same situation.

The **name of the driver** is Sam.

The emphasis is on name. (what)



The **driver's** name is Sam.

The emphasis is on driver's. (whose)



We sometimes use *of*, we sometimes use *'s*.

Queen Elizabeth II is **the Queen of England**.

In most situations, what she is (the Queen) is more important than whose queen she is (England's). She is the one and only queen.

A friend of John's is coming to visit.

We use *a*. The person is one of many friends. It could be anyone. The emphasis is on friend. (what)

John's friend is coming to visit.

This is more specific. We expect the listener to know who we are talking about. The emphasis is on John's. (whose)

He's John's brother.

We talk about family connections. Whose brother is important.

Practice

Choose the best words to complete the sentences.

1. Could I have (a slice of cheese) (cheese's slice), please?
2. Who is (the President of the United States) (the United States' President)?
3. Who is (a sister of Maria's) (Maria's sister)?

[See answers](#)

adding information after nouns

Writing nouns with prepositional phrases

We use words such as *in*, *on*, *at*, *to* and *with* to add information to nouns too.

The man on the left likes football.
(saying which man; where he is)



I'd like a **ham sandwich with** cheese.
(adding a part: ham sandwich → cheese)
= I'd like a ham and cheese sandwich.



Subject	Verb	Object/Description	Place/Time/Reason etc.
A friend from high school	works		there.
The box under my bed	is	full of old clothes.	
We	have	lessons for children.	
They	climbed		to the hut on the mountain.
I	sent	a gift	to my cousin in Europe.
We	went	camping	with a family with two children.

We can also add *to* and a destination or goal (a noun or a verb) to a noun.

The road to the lake is that way.
This is **the place to be.**

We often add information to more than one noun in the sentence.

I asked **the man in the shop** if they had **any books about gardening.**
The man is in the shop. I want books about gardening.

We can continue to add information to the same noun or another noun. We use our common sense to tell what the added information is referring to.

The boy near the window with black hair is my nephew.
The boy is near the window. The boy has black hair. The boy is my nephew.
The boy near the window with blue curtains is my nephew.
The boy is near the window. The window has blue curtains. The boy is my nephew.

Sometimes what the extra information is referring to is not clear.

Subject	Verb	Object	
		main noun	Part
I	saw	a man	with binoculars.

I saw **a man with** binoculars.
I saw a man. The man had binoculars.



Subject	Verb	Object	
		main noun	Part
I	saw	a man	with binoculars.

I saw a man **with** binoculars.
I used binoculars and saw a man.



Sometimes the only way to be sure is to ask the speaker to make it clear.
"Did you have the binoculars or did the man have the binoculars?"

In most situations common sense makes it obvious.

Anna took a photo of a monkey **with my** phone.
Anna had my phone.



Anna took a photo of a monkey **with a** long tail.
The monkey had a long tail.



Anna took a photo of a monkey **with my** phone.
The monkey had my phone. This is less likely.



Anna took a photo of a monkey **with a** long tail.
No. This is ridiculous.



Practice

Choose the best words to complete the sentences.

Example: The bag (near) of (with) the door is mine.

- The president (for)(of)(with) the company has decided to retire.
- I bought a cup (in)(from)(of) coffee (near)(of)(with) the change (in)(from)(of) lunch.
- Some (in)(from)(of) my coworkers go home at 4:20.
- The keys are (in)(from)(of) the bag (of)(to)(under) the table (near)(of)(with) the window.
- The meat (in)(for)(of) dinner is (in)(for)(of) the fridge.

[See answers](#)

adjectives

Some words are *only* used to **describe** nouns. These words are called adjectives. We often put them *before* nouns. There are *many* things we use adjectives to describe.

Other is the most common adjective in the English language.



Other – not this one.

Tip: the listener knows which one.

There are only two bananas here. We are not talking about the one we first talked about.



Another – an + other.

An: We are talking about one of the other bananas.

There are more bananas here.

There are lots of things we can describe with adjectives.

a **small** door
(size)



an **old** door
(age)



a **green** door
(color)



We describe any noun in the sentence: a noun in the subject, object, time, place, reason etc.

Subject	Verb	Object	Place/Time/Reason etc.
A small group	meets		here on Wednesdays to discuss language.
I	ate	two big sandwiches.	
They	climbed		to the top of the high mountain.
He	bought	a gift.	for his old friend.
The team	trained		for a long time.
We	live		in a beautiful village.

We use adjectives to describe the subject of the sentence, often after *be*.

Subject	Verb	Description
He	is	thirsty.
They	look	happy.

Adjectives tell us how something is different from other things. Nouns tell us what something is.

This is a **big** banana.

big (adjective): how it is different from other bananas - not all bananas are this big.
banana (noun): what it is.



We sometimes use more than one adjective.

The adjectives we use first are the ones that give the most **obvious** or **important** differences.

This is a **big ripe** banana.

When you see it, the most obvious thing it is **big**. It is also **ripe**.



Adjectives that come later help describe **what** something is.

A **23-year-old Canadian** woman won the marathon.

They sat at the **small old wooden** table.

Can I have the **other little red and yellow** ball?

The order depends on what is important and needs emphasizing.

I have a **big important job** for you. We emphasize the fact that it is big.

I focus on the **important little details**. We emphasize the fact that they are important.

Practice

Complete the sentences using the adjectives in brackets. Which order do you think is best?

Example: He was wearing a dirty white cotton shirt. (cotton, white, dirty)

- I want to buy a _____ sofa. (large, leather, black)
- They live in a/an _____ house. (big, expensive)
- Can I have _____ slice of cake please? (thick, another)
- They cooked us a _____ banquet. (7-course, delicious, Vietnamese)
- She seems like a/an _____ woman. (intelligent, young)
- The group has just released a/an _____ album. (new, amazing)
- That little boy took the _____ boy's toy car. (little, other)

[See answers](#)

We use *how* to ask for a **description** of something.

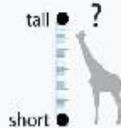
How was your driving test?
It was difficult, but I passed.

Adjectives are used to describe nouns. We also use *how* with an *adjective* to ask about scale. We ask where it lies between two points.

How big is an ant?
Not very. It's small.



How tall is a giraffe?
Very tall. About 6m tall.



How hot is it?
It's 26°C.



How long is the show?
It's 2 hours long.



how	Adjective	Subject	Verb	Object/Description
How	old	is your grandmother? She	's	88.
How	long	is the Amazon River? It	's	6437km long.
How	tall	do you You	have to be to ride have to be	the roller coaster? at least 120cm tall.



We can describe nouns by talking about their **scale**.

Subject	Verb	Object	Description	Main noun	
I	had	a	thirty minute	nap.	(one nap, thirty minutes long)
We	saw	three	seven meter	crocodiles.	(three crocodiles, seven meters long)

We count the main noun: **a nap** and **crocodiles**. We use *a/an* or add *s*.

We don't use *s* with general descriptions, even if we are talking about more than one minute or meter. Words that come before a main noun ending in *s* tell us who it belongs to.

I saw an American car. The car is American.
I saw an American's car. The owner of the car is American.

Adjectives are useful when saying **which one**. We say how it is different.

which	Object	Verb	Subject	Verb	Object etc.
Which	cup	would	you	like?	
			I	'd like	a red one, please.
Which	bag	is	yours?		
			Mine	is	the leather one.



We also use *how* to ask for a quantity.

How many bananas do you eat?
I eat 2 bananas every day.



We can count bananas.

How much is it?
It's \$10.



When we say **how much** and don't say what we are referring to money, To count money we need a currency, in this example: dollars.

how	much/many	Object		Subject	Verb	Object/Description etc.
How	much	bread	do	you	eat?	
				I	eat	a lot of bread.
				I	eat	six slices of bread a day.
				I	don't eat	bread.
How	many	sisters	does	Jeff	have?	
				He	has	a lot of sisters.
				He	has	five sisters.
				He	doesn't have	any sisters.
						None.

Practice

Complete the sentences with *how* or *which* (use the expressions: *how long*, *which one*, etc).

- A: _____ do you have to be to vote?
B: 18.
- A: _____ centimeters are in a foot?
B: About 30 I think.
- A: _____ was the concert?
B: It was great.
- A: _____ are these shoes?
B: They're \$50.
- A: _____ is Lake Baikal?
B: It's 1642m deep.
- A: _____ should I buy?
B: That one.
- A: _____ water does Dominick drink?
B: Eight glasses a day.
- A: _____ is a game of cricket?
B: Five days.
- A: _____ dollars can I get for £100?

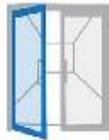
[See answers](#)

other ways to describe nouns

Noun modifiers:
Other modifiers
Participles and participial phrases

We add other words before nouns to describe what, when, where, why or how something is used or what it is a part of. These words are often other nouns.

a **glass door**
what it is made of
(material)



a **car door**
what it is part of



a **sliding door**
how it works
(process)

a **front door**
where it is
(place)



a **pet door**
who/what uses it
(person/thing)

an **after hours door**
when it is used
(time)



a **fire door**
why it is used
(purpose)

We use our common sense to understand if we are talking about a part, material, process, etc.
For example: a glass door is made of glass but a fire door is not made of fire.

There are some things that can be described several ways. It depends on what we are focusing on.

The car door is broken.

(what kind of door)
(simplest and most common)



The door of the car is broken.

(what the door is part of)



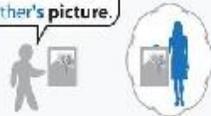
That car's door is broken.

(which car it belongs to)



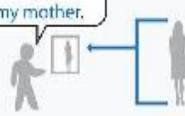
Sometimes these expressions have very different meanings.

This is my
mother's picture.



The picture **belongs** to my mother.
= This picture is my mother's.
(emphasizing **whose** picture it is)

This is a picture
of my mother.

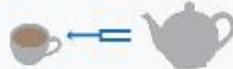


The picture **contains** an image of my mother.
(emphasizing **what** the picture is of)



This is **a teacup**.

It is a cup. Its **purpose** is holding tea. It is empty.



This is **a cup of tea**.

It is a cup. It **contains** tea.

Nouns are sometimes used together so often that they become one word. (tea + cup = teacup)

Practice

Complete the sentences using the words in brackets with *of*, *'s* or by itself. There may be more than one answer. Leave one space blank.

Example: (the car) I left my bag in the _____ back seat *of the car*.

- (Oliver) This looks like _____ bag _____.
- (picture) They wrote a _____ book _____ for kids.
- I'm thirsty. (water) Could I have a _____ glass _____, please?
- (the pool) They swam to the _____ end _____.
- (the company) She's _____ president _____.
- (photo) Would you like to see my _____ album _____?

[See answers](#)

Note: the order of adjectives

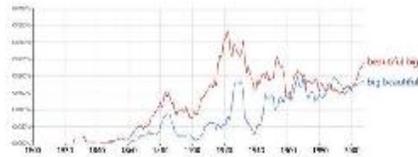
The order of adjectives depends on culture and the way people think. There isn't one correct order to use.

The expressions *big beautiful (something)* and *beautiful big (something)* are both commonly used. It depends on which one we want to emphasize.

Culture and thinking changes over time. Many modern day Americans think "bigger is better", this is reflected in language used in the United States. Americans tend to say *big beautiful*.



In the UK, both expressions are common, but recent trends show that *beautiful big* is used more often.



The general pattern that is often taught is:

opinion - size - age - shape - color - origin - material - purpose. (or something similar)

This is generally true. We generally think that the things to the left are important characteristics. However, adjectives don't always follow this pattern. It is up to you and what you think is important.

Tip: If you are not sure about which wording seems more natural Google Books Ngram Viewer is a great way to check. It shows how frequently phrases have occurred in books over time.
books.google.com/ngrams/

Adverbs

front, mid and end position

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saying where, when and how

Adverbs in English
Adverbs of time, place and manner

We can say *where*, *when* and *how* with just **one word**, an **adverb** (for example: *home*, *tomorrow*, *automatically*). We use **adverbs** in the same way we use expressions with *at*, *in*, *on*, *to*, *for*, *with*, *by* etc.



wh-		Subject	Verb	Place/Time/Description
Where	did	you	go?	
		I	went	overseas.
When	is	I	went	to Africa.
		the game?	is	tomorrow.
		It	is	on Wednesday.
How	does	the door	open?	
		It	opens	automatically.
		It	opens	by itself.

These **adverbs** describe **where** things happen. They have **general** meanings.

Subject	Verb	Object	Where
He	went		home.
There	is	a shop	nearby.
She	took	her bag	upstairs.
I	'll see	you	around.
The plane	flew		up.

We also use *at*, *in*, *on*, *to*, *for*, *with*, *by* etc. in these situations for **specific** information.

He traveled **to** Africa.
There's a shop **on** this street.
She took her bag **to** her room.
I'll see you **in** class.
The plane flew **into** the sky.

These **adverbs** describe **when** things happen.

Subject	Verb	Object/Place	When
He	plays	tennis	sometimes.
They	exercise		regularly.
She	went	to work	early.
I	'll see	you	again.

He plays tennis **on** Mondays.
They exercise **at** 5PM.
She went to work **at** 6AM.
I'll see you **in** July.

These **adverbs** describe **how** things happen.

Subject	Verb	Object/Place	How
She	plays	tennis	well.
He	solved	the problem	simply.
We	went	to the park	together.
The bus	stopped		suddenly.

adding information to verbs

Adverbs: form and position
Adverbs of manner and degree

We use **adjectives** to add information to **nouns**.

Subject	Verb	Object
She	drives	a normal car.
He	spoke	with a soft voice.
The lucky man	won	the lottery.

We use **adverbs** to add information to things that are not nouns. We add information to **verbs**.

Subject	Adverb + Verb	Object
She	normally drives	a car.
He	softly spoke.	
He	luckily found	the ticket.

There is often more than one way to think about things. The pairs of sentences below have the same basic meaning, so either one can be used in the same situation. Some adverbs can be used **before** the verb, or for added information at the **end** of the sentence.

The bus **suddenly** stopped. (what happened: *suddenly* describes *stop*)
The bus stopped **suddenly**. (how: *suddenly* describes how the bus stopped)
I **sometimes** play tennis. (what happens: I sometimes play)
I play tennis **sometimes**. (when I play: from time to time)

Adverbs that give an **opinion** go at the end. We are not simply saying what happens, we are saying **how** we think it happens.

She plays tennis **well**. (how she plays: what I think)
He sang the song **perfectly**. (how he sang: what I think)
That'll do **nicely**. (how it will do: what I think)

We put the adverb before verbs to say how **factual** something is or how **likely** it is to be true.

He **definitely** did it. (what happened: this is factual information based on evidence)
I'll **probably** go shopping tomorrow. (what is likely based on my plans)
It's **certainly** a good idea. (what it is: there is no question about it - it's a fact)
I **almost** lost my phone. (what was close to happening. In fact, it didn't happen)
I **just** finished in time. (what was close to not happening. In fact, it did happen)

Practice

Complete the sentences. Leave one space blank. There may be more than one answer.

Example: (suddenly) The bus suddenly stopped _____.
or (suddenly) The bus _____ stopped suddenly.

- {here} We _____ sleep _____.
- {quickly} He _____ picked up his bag _____.
- {yesterday} I _____ went running _____.
- {late} They _____ worked _____.
- {poorly} The team _____ played _____.
- {nearly} We've _____ finished the page _____.
- {definitely} I can _____ help you _____.

[See answers](#)

linking and emphasis

We move added information about time to the start of the sentence to emphasize it. We are thinking about **when** we do particular things.

We're going to the zoo **tomorrow**. *When is added at the end.*
Tomorrow we're going to the zoo. *There is more emphasis on when.*
 We're going to the museum **on Monday**. *When is added at the end.*
On Monday we're going to the museum. *There is more emphasis on when.*

We start sentences with adverbs to help put the sentence in perspective for the listener. We sometimes connect the sentence to what the listener knows or what was previously said.

Adverb	Subject	Verb	Object	Time
Personally,	I	like	watching tennis.	
However,	I	've never played	tennis.	
Maybe	I	'll try	it	tomorrow.

We often use a comma (,) or a pause when speaking to separate the adverb from the rest of the sentence. We often use the adverb to give perspective, pause, then continue.

We can also use *personally* before the verb because we are saying what I do.

I **personally** like tennis. *(what I like)*

We move *when* or *how* information to the start of the sentence for emphasis.

Suddenly, the bus stopped. *(emphasis on how)*
 The bus stopped **suddenly**. *(how the bus stopped)*
 The bus **suddenly** stopped. *(what happened)*
Sometimes I play tennis. *(emphasis on when)*
 I play tennis **sometimes**. *(when I play: from time to time)*
 I **sometimes** play tennis. *(what happens: I sometimes play)*

Practice

Choose a position for the words in brackets. Leave the other spaces blank.

Which do you think is best? There may be more than one answer.

- (yesterday morning) _____ I _____ was _____ half asleep _____. The doorbell rang.
- (slowly) _____ I _____ crawled out of bed _____ and went to the door. It was the postman.
- (suddenly) While I was talking to him, _____ the door _____ blew closed _____ behind me.
- (unfortunately) _____ I was _____ locked out of the house _____, in my pajamas.
- (luckily) I went around the back and _____ a window was _____ left open _____.

See answers

The sentences above are also good without adverbs. Adverbs used in this way provide additional information. Use them only when you feel they are needed.

start, middle or end?

We put adverbs in different parts of sentences for different reasons.

Now I like it. Saying when. At the start to emphasize that I didn't like it before. (most common)
I **like it now**. Saying when. (also very common)
I **now** like it. Information (that this is current) is added to the verb. (more formal)

The place the adverb is in the sentence often depends on the meaning of the verb. The same adverb is often added in different places depending on how the speaker is thinking.

He'll **do it soon**. Saying when he will do it.
He'll **soon** forget it. Saying what he will do (the adverb gives more information about the verb - soon forget, never forget etc.).

NOTE: 'He'll soon do it' and 'He'll forget it soon' are both possible but not as common.

Sometimes the position of an adverb can change the meaning.

It doesn't work.
It **normally** works when I press this button.

(what normally/usually happens)
Working like that is normal.
But, it doesn't work now.

Later...
I've changed the battery.
It works **normally** now.

(how: in a normal way - as expected)
It **works** now.

We can also say:

Normally, it works when I press this button.
(normally = when everything is normal)

Practice

Complete the sentences. Leave one space blank.

1. (naturally) She didn't have a c-section, _____ she gave birth _____.
2. (naturally) She was at the end of the pregnancy, so _____ she gave birth _____.
3. (clearly) Please speak up. We _____ can't hear you _____ at the back.
4. (clearly) Tap him on his shoulder to get his attention. He _____ can't hear you _____.
5. (normally) We didn't know they were famous so we _____ treated them _____.
6. (normally) People _____ treat them special _____.
7. (simply) We _____ told them _____ what we needed and they gave it to us.
8. (simply) What a great solution, how did you _____ do it so _____?

[See answers](#)

saying how often

When we say how often something happens we usually put the adverb **before** the verb.

Subject	Adverb + Verb	Object	
I	always do	the dishes.	Adds information to the verb: do the dishes.
I	usually do	the dishes.	
I	often do	the dishes.	
I	sometimes do	the dishes.	
I	rarely do	the dishes.	
I	never do	the dishes.	

We also use *usually*, *often* and *sometimes* to say **when** something happens. These adverbs are used for **added** information at the **end** of the sentence.

We use *sometime* to talk about something that will or may happen in the future.

Subject	Verb	Object	When	
I	do	the dishes	usually.	
I	do	the dishes	often.	
I	do	the dishes	sometimes.	
I	'll do	the dishes	sometime.	

We put *usually*, *often*, *sometimes* and *sometime* **first** for emphasis.

When	Subject	Verb	Object	
Usually	I	do	the dishes.	
Often	I	do	the dishes.	
Sometimes	I	do	the dishes.	
Sometime	I	'll do	the dishes.	

Putting *sometimes* **first** is very common, but we often use it in the middle or end of a sentence too. The meaning is essentially the same. They are just different ways of thinking and constructing sentences. It is very common to use *one day* or *someday* instead of *sometime*.

We usually use *always* before the verb.

Subject	Adverb + Verb	Object
I	will always love	you.

It is also possible to use *always* to say **when** (meaning forever), but only for things that are permanent.

Subject	Verb	Object	When
I	will love	you	always.

Love is considered permanent and we add *always* to make the sentence stronger.

I will **always** love you. (what will happen)
I will love you **always.** (when – always/forever)

Emphasizing *always* at the start of the sentence is not common. We use *always* in the middle or at the end of the sentence to emphasize *love*.

We also use *always* with the -ing form.

Life is good. I'm **always** going out and meeting with friends.
It seems like this is what I am doing at any given time.

We sometimes don't think it's right that it always happens.

He's **always** going out and meeting with friends. He should focus on his studies!
It seems like this is what he is doing at any given time—and I've had enough of it.

Never says something **doesn't happen**. It doesn't say when, so we don't put *never* at the start or end of the sentence.

He **never** goes out. ≈ He **doesn't** go out. (*never* is stronger, *doesn't* is softer)

Practice

Complete the sentences. Leave two spaces blank. There may be more than one answer.

A: What do you do on the weekend?

1. B: Lots of things. (usually) _____ I _____ go to the park _____.
2. (often) _____ I _____ go to a local restaurant _____.
3. (always) _____ They/they _____ have good food _____.
4. (never) _____ I _____ have to pay for it _____.
5. (always) _____ My/my girlfriend _____ pays _____.
6. (sometimes) _____ We/we _____ get ice cream for dessert _____.

[See answers](#)

Practice

Complete the sentences. Leave one space blank. Which word order do you think is best?

1. I work really long hours. (usually) I _____ don't _____ get home in time for dinner.
2. (often) I _____ don't _____ get home until 11 p.m.
3. (often) We _____ don't _____ have visitors, but my cousin is staying with us this week.
4. (sometimes) We are really busy with her so I _____ don't _____ have time to check my email before work.
5. (always) We _____ don't _____ have our meals together, but we're having dinner together on Friday.
6. (usually) I _____ don't _____ go out on Fridays but it's a special occasion.

See answers

Some adverbs (such as *probably*, *certainly* and *definitely*) are useful when talking about options and possibilities (with *will/would*, *can/could* and *should*).

In positive sentences, we usually put the adverb after the first verb. We use *probably* when we decide that out of many options or possibilities, this one is likely.

I'll **probably** get a dog.



I'm thinking about my options. (There may be other options too.)

We put the adverb (*probably*) before the first verb (*will* or *won't*). We put stress on the first verb and emphasize what is likely to **happen** or **not happen**.

I **probably will** get a dog.



I **probably won't** get a dog.



When there is no word to stress, we add and stress *do*. We focus on what does or doesn't happen.

She **probably does** like him.

She **probably doesn't** like him.

We use *do* before the adverb to emphasize every time, many times or more than one time.

He **does** **always** do the dishes.
I **do** **usually** like seafood.
We **do** **often** have parties.
Amazing things **do** **sometimes** happen.

We use *do* after the adverb to emphasize what happens.

He **always** **does** do the dishes.
I **usually** **do** like seafood.
We **often** **do** have parties.
Amazing things **sometimes** **do** happen.

negative sentences

Levels of frequency

When we make negative sentences, we put *not* before or after the adverb in different situations.

We use *always* when things happen every time. We use *don't always* when things do **not** happen every time.

I **don't always** do the dishes.

Not every time: there are times when I do and times when I don't.



≈

I **sometimes don't** do the dishes.

There are times when it doesn't happen.



We use *often* and *usually* in either way. We say *don't often* or *often don't*.

Often is used when things happen many times.

We use *don't often* when things do **not** happen many times (but they sometimes happen).

We **don't often** have parties.

It doesn't happen much, but there are times when it does happen.

We use *often don't* when there are **many times** things do **not** happen.

I **often don't** have enough time to go to the supermarket after work.

I want to, but it is often not possible.

Usually is also used when things happen many times. These things happen almost every time.

We use *don't usually* when things do **not** happen many times. They rarely happen.

I **don't usually** eat at restaurants.

It generally doesn't happen, but there are times when it does happen.

We use *usually don't* when there are **many times** things do **not** happen. (almost every time)

I **usually don't** go to that restaurant because it's expensive.

I have a choice. I usually choose not to.

There are situations when *don't usually* and *usually don't* both fit. You can say it either way.

I **don't usually** like seafood, but that was delicious!

I only like it sometimes, very rarely.

≈

I **usually don't** like seafood, but that was delicious!

There are many times I don't like it.

more than one verb

When we use more than one verb, the first verb tells us if a sentence is positive or negative (with not). We often put adverbs after the first verb and before the other verbs.

Subject	Verb			Time
	First Verb	Adverb	Other Verbs	
She	is	definitely	working	now.
She	will	probably	be working	now.
She	has	apparently	been working	all day.
She	will	actually	have been working	all day.

We put adverbs before the first verb to focus on the positive or negative.

Subject	Verb			Place/Time
	Adverb	First Verb	Other Verbs	
She	definitely	was	working	there last month.
She	probably	would	be working	somewhere else now.
She	apparently	hasn't	been working	all week.
She	actually	won't	have been working	all day.

Adverbs are used before different verbs for different reasons. It depends on what we are focusing on when we are thinking and speaking. The difference in meaning in the sentences below is subtle.

She **actually** won't have been working all day. Focus on not working all day.
 She won't **actually** have been working all day. Focus on what she's been doing.
 She won't have **actually** been working all day. Focus on what she was doing.

We focus on different verbs depending on how we are thinking at the time. The difference in meaning in the sentences below is subtle. The top sentence is more common.

The population has been **slowly** increasing over the last 10 years. Focus on the speed of change.
 The population has **slowly** been increasing over the last 10 years. (no focus)

Practice

Complete the sentences. Leave one space blank. There may be more than one answer.

- A: Do you think you'll come to the barbecue on Sunday?
- B: (probably) I've been thinking about it, but I _____ won't _____ go.
 - A: Just come. (definitely) You _____ 'll/will _____ enjoy it.
 - B: (honestly) Sorry, I _____ can't _____ make it this time.
 A: That's ok. How have you been anyway?
 - B: Good. (quickly) I _____ 've/have _____ been _____ going through all my notes to revise for the exam tomorrow. It is pretty difficult.
 - (probably) I _____ should _____ have _____ started earlier.

[See answers](#)

one verb: be

Be is often used by itself. It carries little meaning on its own and joins the subject to a description, time or place etc. We often put adverbs after *be* the same as if it was the first verb when there is more than one verb.

Subject	Verb			Description/Time/Place etc.
	<i>be</i>	Adverb	Other Verbs	
It	is	definitely		finished.
The meeting	was	actually		at 10:15.
The meeting	wasn't	actually		at 10:15.
They	are	usually		on holiday.
They	aren't	usually		on holiday.
I	am	never		home.

We put adverbs before *be* to focus on the positive or negative.

Subject	Verb			Description/Time/Place etc.
	Adverb	<i>be</i>	Other Verbs	
That	definitely	is		him.
That	definitely	isn't		him.
The meeting	actually	was		at 10:15.
The meeting	actually	wasn't		at 10:15.
They	usually	are		on holiday.
They	usually	aren't		on holiday.
I	never	am		home.

We add emphasis by stressing *be*. (This is the same as with *do*. See page 231)

That **definitely** is him.

That is **definitely** him.

Practice

Complete the sentences. Leave one space blank. There may be more than one answer.

- A: (always) Steve _____ 's/is _____ late.
B: He might be stuck in traffic.
- C: (probably) He _____ 's/is _____ stuck in traffic.
- (often) The traffic _____ 's/is _____ really bad around here.
- D: (definitely) He messaged me earlier. He _____ 'll/will _____ be _____ here soon.
- Steve: Hi everyone! Nice to hear you all talking about me. (actually) I _____ was _____ stuck in traffic. There was an accident.
- (usually) By the way, I _____ 'm/am _____ on time.

[See answers](#)

adverbs and adjectives

Paralelele

Many adjectives can be turned into adverbs by adding *-ly*.

normal → normally	certain → certainly	happy → happily
soft → softly	usual → usually	sad → sadly
lucky → luckily	natural → naturally	perfect → perfectly
regular → regularly	simple → simply	beautiful → beautifully

Subject	Verb	Object/Place
She	drives	a slow car.
Bright stars	shine	in the night sky.
He	wears	cheap clothes.

Subject	Verb	Object	How
She	drives		slowly .
The stars	are shining		brightly .
He	got	his clothes	cheaply .

We also use the **adjective** form at the end of sentences. We describe the main noun of the sentence at the time it happens. We are describing a thing rather than the way of doing something.

Subject	Verb	Object	Description
She	drives		slow. When she drives, she is slow.
The stars	are shining		bright. The stars are shining now, they are bright.
He	got	his clothes	cheap. When he got his clothes, they were cheap.

The meaning is essentially the same in the examples above. Sometimes these forms are used in different situations and mean different things.

We arrived **late**. When we arrived, we were **late**.
 Have you seen any good movies **lately**? *Lately* tells us when. *lately* ~ recently.
 Please keep the path **clear**. I want the path to be clear.
 Please speak **clearly**. This is how I want you to speak.

Some adjectives don't have an *-ly* adverb form. We use the adjective form at the end of sentences.

She drives **fast**. When she drives, she is fast.

Practice

Complete the sentences. Choose the best form. There may be more than one answer.

- It went really (fast)(fastly).
- Please play (safe) (safely).
- Come (quick) (quickly)! Help!
- We (hard) (hardly) ever work.
- We're working (hard) (hardly).
- We've (near) (nearly) finished.
- We'll stay home and take it (easy) (easily).
- I passed the test (easy) (easily).
- Seafood should be eaten (fresh) (freshly).
- Add some (fresh) (freshly) ground pepper.

[See answers](#)

a lot / any more

We use *a lot of* (before a noun) to describe a large amount.



Subject	Verb	Object
I	drink	a lot of coffee.

We use *a lot of* when we talk about one time.

I drank **a lot of** coffee at breakfast yesterday.
(one time: a large amount)

We use *a lot of* to talk about a large number.

I like **a lot of** sports.
(a large number: I like many sports)

We use *a lot* to add information about when it happens often.



Subject	Verb	Object	When
I	drink	coffee	a lot.

When we say we do something *a lot*, we are saying that we do it many times.

I drank coffee **a lot** last year.
(many times)

With things that are considered permanent, we add *a lot* to make the sentence stronger.

I like sports **a lot**.
(how much: to what degree)

Any more and *anymore* are often used in questions and negative sentences.

We use *any more* (before a noun) to say we have reached the limit: the maximum amount.

Subject	Verb	Object
I	can't eat	any more cake.

Would you like **any more** cake?
I'm full. I can't eat **any more** cake.

We use *anymore* to add information about when: from that time on.

Subject	Verb	Object	When
I	can't eat	cake	anymore.

The doctor said I can't eat cake **anymore**.

Practice

Complete the sentences. Leave one space blank. There may be more than one answer.

- (any more/ anymore) I've been vacuuming all morning. Please try to keep the house clean. I don't want to do _____ vacuuming _____.
- (a lot of/a lot) What do you think about candidate A? I like _____ his policies _____, but I don't agree with all of them.
- (a lot of/a lot) How about candidate B? I like _____ her _____, I'll definitely vote for her.
- (any more/ anymore) I'm so tired. I can't keep my eyes _____ open _____.
- (any more/ anymore) The door is fully open. It can't be _____ open _____.
- (a lot of/a lot) We love hiking. We go to _____ the mountains _____—every month.
- (a lot of/a lot) We love hiking. We go to _____ the mountains _____—different ones.

[See answers](#)

Stronger descriptions

Intensifiers and mitigators

- very/really...238
- not very/not really...239
- fairly/pretty/quite/rather...240
- such/so...242
- enough/too...243
- not that/not so/not such/not too...244

very/really

realities

We use *very* to make basic descriptions stronger.



We use *really* to give words more emphasis.

We emphasize **descriptions** and make them stronger.

That dog is **really** big. – That dog is **very** big.

Really or *very* can be used in this situation.

Really comes from *real*. What we are describing is real, not imaginary.



We also use *really* to give **verbs** and **strong descriptions** more emphasis.

I **really** enjoyed it.
Enjoyed is a verb.

It's **really** great.
Great is a strong description.

It's **really** very simple.
Very simple is a strong description
because it uses *very*.

We use *really* to make different parts of the sentence stronger.

You are **really** beautiful. Comparing: more beautiful than other beautiful people.

You **really are** beautiful. Saying the truth: Your beauty is real. I'm not making it up.

You **really are really** beautiful. We can even use *really* twice. However, once is usually enough.

not very/not really

Very or *really* often have a similar meaning in positive sentences, but in negative sentences, *very* and *really* have different meanings.

When we say something is *not good*, we are saying it is *bad*.



We use *not very* to make softer negative descriptions. Something that is *not very good* is *ok* or *bad*.



We use *not really* when something is **not true**.



We also use *not really* to say no in a **softer** way.

A: Do you like olives?
B: No, **I don't**.
This can be a little strong.

A: Do you like olives?
B: No, **not really**.
This is softer.

We say *really don't* to emphasize the fact that we **don't** do something.

A: Here have some olives.
B: No, thank you, I **really don't** like them.
This is very strong. We are emphasizing **don't**.

Practice

Complete the sentences with *really* or *very*. There may be more than one answer. When can we use either one?

1. The movie was _____ fantastic.
2. It's _____ hot today.
3. I don't _____ like dogs.
4. We _____ had a great time.
5. Yesterday morning was cold, but it wasn't _____ cold this morning.
6. He drives _____ slowly.

[See answers](#)

fairly/pretty/quite/rather

intona/intonation

We also add *fairly*, *pretty*, *quite* or *rather*. When we use these words **intonation** is very important. They don't have strong meanings so we use word stress to make descriptions stronger or weaker.

When we **stress** a word the vowel sound (a, e, i, o, u) becomes clearer, longer and has a higher pitch. We de-stress other words by making the vowel sound less clear, shorter and lower pitch.

It's pretty good. It's quite good. *Good* is stressed for more goodness.

good —————

It's pretty good. It's quite good. *Good* is de-stressed for less goodness.

good

- + It's great/fantastic/amazing/awesome.
- It's very good. It's really good.
- It's **fairly** good. It's **pretty** good. It's **quite** good. It's **rather** good.
- It's good.
- + It's **fairly** good. It's **pretty** good. It's **quite** good. It's **rather** good.
- + It's bad.

Which one should I use?

It doesn't matter if you use *fairly*, *pretty*, *quite* or *rather*. It is personal preference. *Pretty* is considered more informal.

It's not what you say, but **how** you say it.

Why do we use these words?

These words are also used in other situations.

Something that is **fair** is **reasonable**, or **ok**.



What do you think about her decision?
I think it's **fair**.
(reasonable, balanced, even, ok)

It's **fairly good**. It is actually **good**. I didn't expect it to be good, but to be fair, it is good.
It's **fairly good**. It isn't very good, but it is ok. It is fair to say it is good.

Something that is **pretty** stands out from other things.

Pretty is very shallow in meaning, we are only talking about what is **obvious**.



He thinks the woman in the middle is **pretty**.
She stands out because of her looks.

It's **pretty good**. It is **good** and stands out more than other good things.
It's **pretty good**. The **obvious part** is good, I'm not sure about the rest.

We use **quite** to refer to the **whole** thing.



How was the party?
It was **quite good**.
(as a whole; good people, music, food etc.)

It's **quite good**. It is **good** as a whole.
It's **quite good**. Some aspects are less than good, but when you consider it as a **whole** it is good.

We also use **quite** with nouns.

That's **quite an achievement**. Considering all parts, it is a great achievement.

Rather is used to **compare** something to another thing. We talk about what we like more.



I'd **rather not go**. ('d = would)
I think not going is a better option than going.

It's **rather good**. It is **good**, compared to other similar things.
It's **rather good**. Compared to **some things**, it's good, but not really what I'd call good.

such/so

We use *such* to say something is a perfect example of what we are talking about.

That is **such** a big dog.

It is what we understand *a big dog* to be. This dog fits the definition of *big dog* perfectly.



We use *so* to connect something with what has previously been understood.

We use *so* before descriptions.

That dog is **so** big.

It is what we understand *big* to be, for a dog. This dog fits the definition of *big* perfectly.



(It is **big**, not small.)

Using *so* or *such* is stronger than using *very* or *really*.

good

- It's great/fantastic/amazing/awesome.
- It's **so** good. It's **such** a good sandwich.
- It's very good. It's really good.
- It's good.
- It's bad.

There are many ways we describe things.

Subject	Verb	Object/Description
It	's	so hot.
It	's	such a hot day.
It	's	very hot.
It	's	a very hot day.
It	's	really hot.
It	's	a really hot day.

We use word stress to make descriptions stronger.

Practice

Make these sentences stronger using *so* or *such*.

Example: We had such a great time.

1. You're lucky to have _____ good friends.
2. He is _____ generous.
3. I've been waiting _____ long.
4. My grandfather is _____ old.
5. She is _____ a comedian.
6. Have you ever heard _____ an amazing singer?
7. We have _____ much to talk about.

[See answers](#)

enough/too

We use *enough* to say we have reached a good level. We use *too* to say something is excessive.

I've had **enough** to eat.
I've reached my limit.
I don't want to eat any more.

bad	It's too much.
good	It's enough .
bad	It's not enough .



Too is so strong that it is **negative**.

We played our best but the other team was **too** good.
It was bad for us - we couldn't win.

I wanted to buy some new shoes but they were **too** expensive.
The price was so high it was bad. I couldn't buy the shoes.

bad	It's too good.
	It's great/fantastic/awesome.
	It's so good.
good	It's very good/really good.
	It's good.
bad	It's bad.

We use *not enough* when something is below a certain level.

We didn't play well **enough**.
If we had played above a certain level we would have won.

I wanted to buy some new shoes but I didn't have **enough** money.
It was bad for me. If I had more money I would have bought them.

good	It's good enough .
bad	It isn't good enough .

Practice

Circle the correct answers.

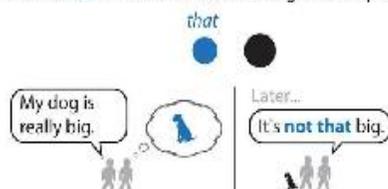
Example: Do you have a really big box? This box (is too big) (is big enough) (isn't big enough).

- I have to be back at work at 2:00, so we have (too much) (enough) time for lunch.
- I wanted to buy some coffee, but the line was (too long) (long enough) so I went home.
- He can't stand up. He's had (too much) (enough) to drink.
- It's 40°C. It's (too hot) (not hot enough) to go out.
- My bag is really heavy. I brought (too much) (enough) stuff.
- We (brought too much) (brought enough) (didn't bring enough) food. We're all still very hungry.

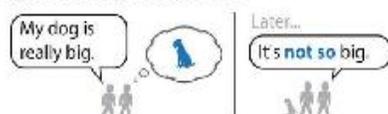
[See answers](#)

not that/not so/not such/not too

That refers to something which is not at the same place and time as the speaker. We use *that* to refer to what we thought in the past.

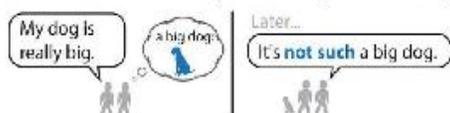


We use *so* to connect something with what has previously been understood. *Not so big* and *not that big* are similar expressions that can be used in the same situation. We say something isn't as big as we thought it would be.



I thought it would be bigger.
It's not **so** big. = It's not **that** big.

We use *such* in the same way as *so*, but say what the thing is.



Too has a negative meaning. When we use *not* with *too* it becomes **positive**.

A: How was your lunch?

B: **Not too** bad. = It was ok/good.

A: Would you like some more?

B: Yes, ok. **Not too** much though. = Just a good amount.

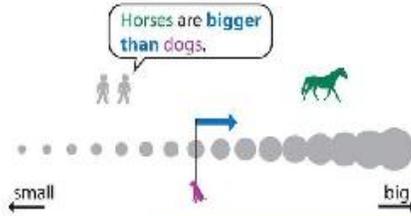
Comparing

comparatives and superlatives

- er than...246
- as... as.....248
- the -est...250
- not as... as.....251
- like...252
- like/as...254

-er than

We add *-er* to adjectives to compare things to other things.



Subject	Verb	Description (comparing)		
		Description	than	Thing
It	's	colder	than	ice.
She	looks	older	than	you.
We	ran	faster	than	usual.

We don't add *-er* to longer words, we put *more* first. These are words with two syllables or more. We also add *more* with adverbs ending in *-ly*.

Subject	Verb	Description (comparing)			
		Amount	Description	than	Thing
It	's	more	delicious	than	apple pie.
He	looks	more	handsome	than	I thought.
She	finished	more	quickly	than	before.*

*We also use the adjective form in this situation: She finished quicker than before. (See page 234.)

However, for adjectives ending in *-y* we change the *y* to *i* and add *-er*. (even if they have two or more syllables)

Subject	Verb	Description (comparing)		
		Description	than	Thing
These towels	are	drier	than	those ones.
He	looks	happier	than	a bodybuilder directing traffic.
English	is	easier	than	I thought.

When we compare **good** things, we use **better**. When we compare **bad** things we use **worse**.

Subject	Verb	Description (comparing)			
		Description	than	Thing	
This month's sales	are	worse	than	last month's.	(bad)
It	's	better	than	we expected.	(good)

We can also describe the object of the sentence.

Subject	Verb	Object (comparing)			
		Description	Object	than	Thing
I	have	smaller	feet	than	my sister.
She	drives	fancier	cars	than	me.
He	cooks	better	curry	than	pasta.

We use different words when comparing amounts.

We leave out the words in gray when they are obvious in the situation.

Subject	Verb	Description (comparing)				
		Amount	Thing	than	Thing	
I	've got	more	rice	than	I wanted.	(much)
They	bought	more	apples	than	me.	(many)
We	're spending	less	money	than	we expected.	(little)
There	are	fewer	(sheep)	than	300 sheep on our farm.*	(few)

*We don't say *sheep twice*. We usually add it after the number.

We can leave out the *than...* part when we are comparing something to what usually happens or how it is now or was before.

I would be there **sooner** than I will actually be there if the traffic wasn't so bad.
 It usually takes three days but we are very busy this week so it might take **longer** than usual.
 Your little girl is getting **bigger** than she was before.
 It costs **more** than it did before/than we thought.

We add *much, a lot* or *way* to make these comparisons stronger. Which word you use is personal preference. *A lot* and *way* are more casual.

It's **much** more expensive than I thought. It's **a lot** better than I thought. I'm **way** happier now.

Practice

Complete the sentences with the correct form of the words in brackets. Use *more* when needed.

Example: Russia is *colder* (cold) than Thailand.

- She's _____ (tall) than me.
- I have _____ (long) hair than her.
- Watching grass grow is _____ (exciting) than the movie I just watched.
- Baseball is _____ (popular) in America than Europe.
- We are _____ (busy) this month than we were last month.
- Is that the price? It's much _____ (expensive) than it was yesterday.
- A: Can I have some more coffee, please?
 B: Ok.
 (person A pours a small amount)
 B: Have _____ than that if you like.
- A: What do you think?
 B: That looks much _____ (good).

[See answers](#)

as... as...

We use *as* to say that something about two things is the same.

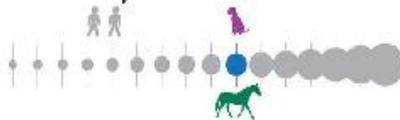
She is **as tall as** her brother.

She and her brother are the same height. They are equally tall.



We sometimes exaggerate a little.

That dog is **as big as** a horse!



We compare measurable descriptions, including times and quantities.

Subject	Verb	Comparison (Description, Time, Amount etc.)					
		Amount	as	Description	as		Thing/Subject, Verb etc.
It	's		as	cold	as	ice.	
I	came		as	soon	as	I could.	(time)
This soup	costs	half	as	much	as	it did before.	(quantity)

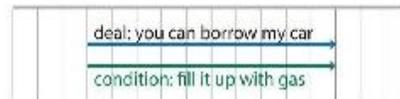
When we compare things we can add an **amount**.

This soup costs **half** as much as it did before. (before = \$48, now = \$24)

Your luggage is **twice** as heavy as mine. (your luggage = 40Kg, my luggage = 20Kg)

We use *as long as* to show that I will keep my promise for the length of time my conditions are met.

You can borrow my car **as long as** you fill it up with gas.



You can go out **as long as** you're back by 10:00.

I'll go **as long as** it doesn't rain.

As long as is often used in casual speech. We use *provided (that)* formal situations.

You may go out **provided** that you are back by 10:00.

We use words like *soon*, *fast*, *quick* and *long* for time.

Subject	Verb	Object etc.	Time			
			as	Description	as	Thing/Subject, Verb etc.
I	'll be	there	as	soon	as	possible.
	Stay		for	long	as	you like.

Much, *many*, *few* and *little* may add information to an object. They tell us the **quantity**.

Subject	Verb	Object				
		as	Description	Thing	as	Thing/Subject, Verb etc.
You	should eat	as	much	fruit	as	possible.
I	took	as	little	luggage	as	I could.
	Take	as	many	cookies	as	you like.

We don't need to say obvious things. These things are obvious because of the situation.

I took **as little** luggage **as** I could take.
Take **as many** cookies **as** you like.

We may add a **number** to give a **quantity** with *much*, *many*, *few* and *little*. We do this for **emphasis**.

There are **as few as** 300 Sumatran tigers left in the wild. (emphasis: this is a small number)
As much as 10Kg of chocolate was eaten at the party. (emphasis: this is a large amount)

As much can also be used to add a time. It tells us it happens **often**.

Subject	Verb	Object	Time			
			as	Description	as	Thing/Subject, Verb etc.
You	should eat	fruit	as	much	as	possible.
I	study	English	as	often	as	I can.

Practice

Complete the sentences with the expressions in the box on the right.

Example: A: Please come right away!

B: Ok. I'll be there as soon as I can.

- That's so expensive! It costs _____ it did yesterday!
- A: Can I have some more coffee, please?
B: Sure. Have _____ you like.
- A: Can I stay here for another week?
B: Sure. Stay _____ you like.
- A: Can you turn on the air conditioner? It's _____ a sauna in here!
- A: What does 'travel light' mean?
B: It means you take _____ possible.
- A: Mom, can I go to my friends house this afternoon?
B: Ok, _____ you do your homework first.
- A: How many tomatoes can I have?
B: _____ you can carry.

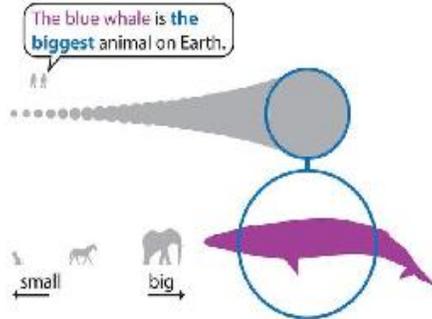
twice as much as
as many as
as little as
as hot as
as much as
~~as soon as~~
as long as
as long as

[See answers](#)

the -est

Superlatives

We use *the -est* to compare things to **all** other things in a category.



No animal on Earth is bigger than the blue whale.

Subject	Verb	Description (comparing to all others)	
		Description	Category
This morning	was	the coldest	morning this year.
My grandmother	is	the oldest	person in our family.
We	ran	the fastest	on the day.

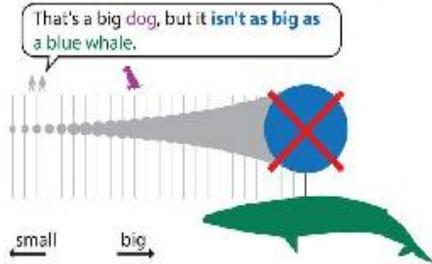
Subject	Verb	Description (comparing)	
		Description	Category
These towels	are	the driest	on the washing line.
He	is	the happiest	person I know.
The C chord	is	the easiest	chord to play on the ukulele.

Subject	Verb	Description (comparing)		
		Amount	Description/Object	Category
We	ate	the most	delicious	ice cream in town.
I	ate	the most	ice cream	out of all the people I was with.
He	is	the most	handsome	guy I know.
She	is	the most	intelligent	student in the class.

Subject	Verb	Description (comparing to all others)		
		Description	Category	
This month's sales	are	the worst	we've ever had.	(bad, worse, worst)
It	's	the best	thing I've eaten.	(good, better, best)

not as... as...

We use *not as* to compare things to other things.



A blue whale is bigger than the dog.

Subject	Verb	Comparison (Description, Time, Amount etc.)			
		as	Description	as	Thing/Subject, Verb etc.
It	isn't	as	cold	as	it was this morning.
The internet	's not	as	fast	as	it should be.
This soup	doesn't cost	as	much	as	it did before.

Subject	Verb	Comparison (Description, Time, Amount etc.)				
		as	Description	Thing	as	Thing/Subject, Verb etc.
I	didn't get	as	many	apples	as	I wanted.
He	doesn't earn	as	much	money	as	me.

Practice

Complete the sentences with the correct form of the words in brackets. Use *most* when needed.

Example: A: I ate *the most* ice cream.

B: No you didn't. You *didn't eat as much as* (not eat much) I did.

- The Nile is _____ (long) river in the world.
- The Amazon River is _____ (not long) the Nile, but it is _____ (large) river in the world, in terms of water flow.
- My wife is _____ (amazing) woman I've ever met.
- This is _____ (good) restaurant in the city.
- It was _____ (not good) I thought it would be.
- I scored _____ points. Daniel did _____ (not score many points) I did.
- Horses are _____ (not fast) cheetahs. Cheetahs are _____ (fast) animals on land.

[See answers](#)

like

In previous sections we have used *like* as a verb.
When we like something, we are happy with that person or thing.

He **likes** his father.
Describing what he thinks:
He is happy having his father in his life.



He **doesn't like** his father.
Describing what he thinks:
He is happy not having his father in his life.



Subject	Verb	Object
He	likes	his father.
She	doesn't like	coffee.

We also use *like* in another way. When we compare things we often use *like* to say things are **similar**. *Not like* is often used to say things are **different**.

He's **like** his father.
Describing him:
He and his father are similar.



similar

He **isn't like** his father.
Describing him:
He and his father are different.



different

Subject	Verb	Object	<i>like</i>
He	's		like his father.
She	plays	the piano	like her mother.

We use *alike* when the things we are comparing are the subject.

Subject	Verb	Object	<i>alike</i>
He and his father	are		alike.

Sometimes things that seem unrelated at first are actually similar in some way.

"Minds are **like** parachutes, they only function when open." - Thomas Dewar

We use *be(am/are/is)* to describe something.

She **is** a hard worker.
He **is** a footballer.

We use *like* with verbs describing senses. We sense that these things are similar. The description might fit, but we are not 100% certain.

She **seems like** a hard worker. I think she could be a hard worker, but I am not certain.
It **feels like** it's going to rain. I don't know if it will rain, but I have the feeling.
He **looks like** a footballer. He could be a footballer based on how he looks, but I'm not certain.
It **sounds like** a good movie. I think it could be a good movie based on what people are saying.
I'm not certain, I haven't seen it.

We can use any verbs describing senses in this way including *seem, look, sound, feel, taste* and *smell*.

We use *feel like* when we have a feeling that leads us to doing something.



Subject	Verb (feel)	like
He	feels	like dancing.
She	feels	like drinking a cup of tea.

She **feels like** a cup of tea. We don't need to say 'drinking'. It is obvious that she'll drink it.
I **feel like** a sandwich. We don't need to say 'eating'. It is obvious that I'll eat it.

Practice

Complete the sentences with the correct form of *like, look like, sound like* or *feel like*.

Example: A: Here is a photo of Peter's son.

B: Yeah, He looks like his father.

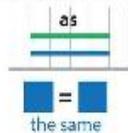
1. A: Would you like to get a coffee?
B: That _____ a good idea.
2. Those clouds are really dark. It _____ it'll rain.
3. A: What is your favorite food?
B: I _____ noodles.
4. A: What would you like to eat?
B: I _____ noodles.

[See answers](#)

like/as

Sometimes expressions with *like* or *as* can be used in the same situation.

We use *as* to say things are **the same**.



We use *like* to say things are **similar**.



Sam was late, **as** we expected. What we expected and what happened were the same.
Sam was late, **like** we expected. The events unfolded in a similar way to what we expected.

We use *such as* to give examples. We can also use *like*.

Water sports **such as** surfing, swimming and scuba diving, are popular in Australia.

The same sports listed are examples of popular water sports in Australia.

Water sports **like** surfing, swimming and scuba diving, are popular in Australia.

Sports similar to and including the sports listed are popular water sports in Australia.

We use *as... as...* to say things are the same in some way. We also use *like* to say things are similar. However, using *like* may have a different meaning.

That dog is **as big as** a horse. The dog and a horse are the same size (both big).

That dog is **big like** a horse. That dog and a horse are similar. They are both big.

She's **as tall as** her brother. They are the same height. (Example: she is 150cm, he is also 150cm.)

In this example, she and her brother are **not tall**. We compare them to each other.

She's tall **like** her brother. They are similar; they are **both tall**. (For example: She is 180cm - tall for a woman, her brother is 190cm - tall for a man. They are tall compared to most people.)

We use *as if* to say things are the same in some way in predictions and hypothetical situations.

We also use *like* in these situations. We are speaking indirectly to express our opinion gently.

It looks **as if** it's going to rain. It looks the same as how it would look if it was going to rain.

It looks **like** it's going to rain. It looks similar to how it would look if it was going to rain.

Which should I use?

Expressions with *as* are more common in formal and written English.

Like is considered more informal and often used in spoken English.

Practice

Complete the sentences with *like* or an expression with *as*. There may be more than one answer.

1. It looks _____ you've had a great day.
2. We often eat seafood _____ shellfish, crab and shrimp.
3. It's a hot day today, _____ the weather report said.
4. Take as much time _____ you like.

[See answers](#)

Review of adding information

adjectives, adverbs, recipients and prepositional phrases

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review of adding information

We add a recipient to say who gets something.

Subject Verb Recipient Object

We add information about *where, when, why, how, who* and *what* to the end of the sentence.

Subject Verb Object Added information

We use:

in, on, at, above, next to, etc. for places.

in, on, at, before, after, ago etc. for times.

to for a destination.

for to make a connection, often a reason.

by for a process (between start and goal).

with for an additional part.

We add similar information with **adverbs**, saying where, when and how.

We add information to the start of the sentence.

Added information Subject Verb Object

We emphasize important information.

We add perspective for what follows.

We add adverbs before verbs for more information on **what** happens. We add **factual** information.

Adverb + Verb

We say how often something happens.

We say how factual something is.

We also add information to a noun. The noun may be in the subject, object or other added information.

Adjective – Noun

We add adjectives to describe the noun.

We add other words to describe the noun.

Noun Added information

We can add information after a noun.

We also add information to a description.

Added information Description

We use *very, really, so* and *too* to make the description stronger.

We use word stress with *fairly, pretty, rather* and *quite* to make descriptions stronger or weaker.

We use *not* with *very, really, so, that* and *too* to make the description weaker.

We use adjectives and adverbs to make comparisons.

■ ? = ■

We add *-er* or *more* when comparing two or more things.

We add *the -est* to compare something to all others.

We use *as...as* to say things are the same or not.

examples

I gave **them** a present.
I teach **her** English.

I bought **my wife** some flowers.
They cost **me** \$20.

That shot won **them** the game.
We sent **the kids** a package.

We sat **in** the garden.
I'll see you **in** an hour.

We went **through** the forest.
I got there a few minutes **before** you.

They live **near** a train station.
I've been reading **for** an hour.

I went **to** the supermarket.

I sent a letter **to** Tokyo.

I gave a present **to** my mother.

We went **for** a drink.

We're having pasta **for** dinner.

I picked some flowers **for** my mother.

We went **by** train.

It was painted **by** da Vinci.

Get more energy **by** exercising more.

We went **with** our friends.

Come now or I'll leave **without** you.

I dug a hole **with** the shovel.

I went for a drink **yesterday**.
We went **home**.

The team played **well**.
The weather changed **suddenly**.

We go hiking **sometimes**.
She opened it **carefully**.

Yesterday I went for a drink.
On Monday I went to school.

Slowly she began to speak.
Suddenly the weather changed.

Sometimes we go hiking.
Someday I'll go there.

Apparently, this is the place.
Unfortunately, we may be late.

At first, we thought we were on time.
However, we may be late.

Maybe he will come.
Actually, he might not make it.

I **sometimes** walk to work.
We **always** enjoy life.

I **sometimes** don't have time.
I don't **always** have time.

We **often** go to the park after school.
I'm **usually** home.

It'll **probably** rain.
It'll **definitely** be good.

We **almost** ran out of gas.
I've **just** finished the report.

It **actually** happens.
It was **certainly** a great day.

I have a **black** bag.
I gave it to an **old** woman.

She's a **happy little** girl.
Can I have **another** drink?

It's a **beautiful** day.
Japanese food is delicious.

My black bag is my **school** bag.
The **ceiling** fan is broken.

Can I have a **plastic** cup, please?
Where's the **baby** bottle?

I want to get a new **laundry** sink.
Are you watching the **Brazil** game?

The man **with** brown hair is my uncle.
The shoes **by** the door are mine.

I got a free drink **with** my meal.
That book **on** the table is very good.

The house **opposite** ours is for sale.
Put it with the drinks **for** the party.

The show was **really** good.
It's **very** big.

I was so happy.
We were **too** late. The bus had left.

The new computer will be **very** fast.
We're having a **really** productive day.

The show was **pretty** good.
It's **quite** big.

I was **rather** pleased.
It's all **quite** exciting.

The new computer will be **pretty** fast.
We're having a **fairly** productive day.

The show **wasn't very** good.
It's **not that** big.

I'm **not too** happy about it.
It **wasn't so** hard after all.

The new computer **won't be that** fast.
She **doesn't really** like salad.

The show was **better** than we expected.
I'm **older** than my brothers.

We walked **faster** than last time.
It's **more humid** in the summer.

The show was **the best**.
I'm **the shortest** in my family.

We climbed **the highest** mountain in the world.
This is **the safest** car we have ever designed.

The show was as **good** as the other one.
I'm **not as tall** as my brother.

We climbed **as high** as the clouds.
This car isn't as **safe** as the old model.

quiz

Choose the best sentences.

- (a) I bought it for you.
(b) I bought it to you.
(c) I bought it by you.
- (a) I sent Russia the letter.
(b) I sent the letter to Russia.
(c) either (a) or (b)
- (a) Alex gave me this bag.
(b) Alex gave this bag to me.
(c) either (a) or (b)
- (a) Her story gave me courage.
(b) Her story gave courage to me.
(c) either (a) or (b)
- (a) We went by car.
(b) We went with car.
(c) either (a) or (b)
- Would you like a drink?
(a) Could I have a juice glass please?
(b) Could I have a glass of juice please?
(c) either (a) or (b)
- (a) It's an old story.
(b) It's a story old.
(c) either (a) or (b)
- (a) Well it works.
(b) It well works.
(c) It works well.
(d) any of the above
- (a) Probably it'll rain.
(b) It'll probably rain.
(c) It'll rain probably.
(d) any of the above
- (a) Sometimes I go hiking.
(b) I sometimes go hiking.
(c) I go hiking sometimes.
(d) any of the above
- Which sentence is more natural?
(a) We always don't work on Saturdays.
(b) We don't always work on Saturdays.
- Which sentence is more natural?
(a) I sometimes don't get home until 8.
(b) I don't sometimes get home until 8.
- (a) I'm very hungry.
(b) I'm really hungry.
(c) either (a) or (b)
- (a) I very like it.
(b) I really like it.
(c) either (a) or (b)
- (a) I don't really like it.
(b) I really don't like it.
(c) both are good, (a) is stronger
(d) both are good, (b) is stronger
- Which sentence is more natural?
(a) This one is more better than that one.
(b) This one is more expensive than that one.
- (a) It's fairly good.
(b) It's pretty good.
(c) It's quite good.
(d) It's rather good.
(e) any of the above
- A B**
(a) A is bigger than B.
(b) A is as big as B.
(c) A isn't as big as B.
- A B**
(a) A is bigger than B.
(b) A is as big as B.
(c) A isn't as big as B.
- A B**
(a) A is bigger than B.
(b) A is as big as B.
(c) A isn't as big as B.

[See answers](#)

31

Talking about time

adverbial clauses

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before, after, since and until...266

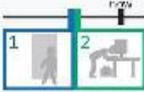
when

The driver

We add information with *when* to give details about the **point in time** we are referring to. These details are based on the time of something else.

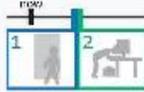
We use *when* to describe something that happens immediately after something else. We talk about a time in the **past** or **future**.

I fixed the computer **when** I got to work.



We use *fixed* (*past form*). It happened at a time in the past.

I'll fix the computer **when** I get to work.



We use *will fix*. There are options in the future. This is when I choose to do it.

Subject	Verb	Object etc.	Time <i>when</i>	Subject	Verb	Object/Place etc.
He	screamed		when	he	saw	the spider.
She	smiled		when	she	heard	the news.
I	'll call	you	when	I	find	the keys.
We	're going to leave		when	he	gets	here.

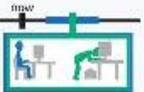
We also use *when* with general statements.

We add general information about the time we are referring to.

I fixed the computer **when** you were at work.



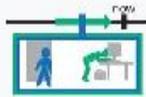
I'll fix the computer **when** you are at work.



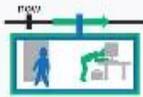
Subject	Verb	Object etc.	Time <i>when</i>	Subject	Verb	Object/Place etc.
He	played	soccer	when	he	was	10.
She	swam	a lot	when	it	was	warm.
I	'll eat	sushi every day	when	I	live	in Japan.
We	're going to live	near the beach	when	we	're	retired.

We use *when* to say a longer action or event is **not finished** at the **point in time** something else happens. (See page 63.)

I was fixing the computer **when** you got to work.



I'll be fixing the computer **when** you get to work.



Subject	Verb	Object etc.	Time	Subject	Verb	Object/Place etc.
She	was talking	on the phone	when	I	saw	her.
He	was waiting	for a bus	when	he	heard	the news.
I	'll be waiting	at the station	when	you	arrive.	
We	're going to be traveling	around Africa	when	you	're	in France.

Practice

Make one sentence using *when*. We don't need to say the actual times.

Example: I'll be waiting at the station at 10:10. You arrive at 10:10.

I'll be waiting at the station when you arrive.

- I lived in London in 2001. I was 23 in 2001.

- I went skiing a lot in February. I was on vacation in February.

- I'll go out for dinner every night next week. I'm in Spain next week.

- I can call you at 9:00. I arrive at 9:00.

- I was playing tennis from 11:00 to 12:00 yesterday. I saw Joe at 11:20 yesterday.

- I'll be working from 9:00 to 5:00 tomorrow. The game is on from 3:15 to 4:30.

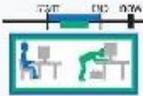
[See answers](#)

while

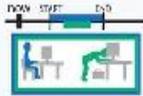
Time cards

We use *while* for actions or events that happen between the **start** and **end** of something else.

I fixed the computer **while** you worked.



I'll fix the computer **while** you work.



Subject	Verb	Object etc.	Time	Subject	Verb	Object/Place etc.
I	carried	her bag	while	she	talked	on the phone
He	listened	to music	while	he	waited	for the bus.
You	'll arrive		while	I	'm	at work.
You	're going to be	here	while	we	're	in Africa

We can use *be* and the *-ing* form in either part or both parts if we like.

We use *the -ing* form to emphasize actions happening.

I was fixing the computer **while** you were working.

I'll be fixing the computer **while** you're working.



I was fixing the computer **while** you worked.

I'll be fixing the computer **while** you work.



I fixed the computer **while** you were working.

I'll fix the computer **while** you're working.



In some situations, either *while* or *when* can be used. The meaning is essentially the same. This happens when we make it clear the action is not finished at the time by using *-ing*.

I saw her **while** she was talking on the phone. *While*: between the start and end of the activity.

I saw her **when** she was talking on the phone. *When*: I saw her. I say what she was doing at that point in time.

We sometimes leave out words when they aren't really needed.

Subject	Verb	Object etc.	Time	Subject	Verb	Object/Place etc.
He	heard	the news	while	he	was waiting	for the bus.

He heard the news while waiting for the bus.

While and *when* often give sentences different meanings.

I'll clean the table **while** you wash the dishes.

While: between the start and end - I'll clean the table, at the time you'll be washing the dishes.

I'll clean the table **when** you wash the dishes.

When: immediately after - I'm waiting for you to start washing the dishes, then I'll clean the table.

Practice

Make one sentence using *when* or *while*. You don't need to say the actual times.

There may be more than one answer.

Example: She talked on her phone. During that time I carried her bag.

I carried her bag while she talked on her phone.

- I waited to see the doctor. During that time I read a magazine.

- We made a lot of friends last week. We were on holiday last week.

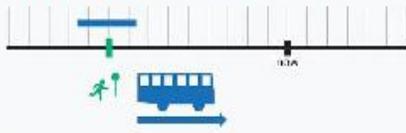
- I liked video games in 2001. I was a child in 2001.

[See answers](#)

as

We use *as* when something happens **at the same time** something else happens.

I got to the bus stop **as** the bus was leaving.



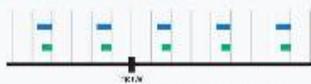
Subject	Verb	Object etc.	Time	Subject	Verb	Object/Place etc.
She	said	"hello"	as	she	entered	the room.
He	farted		as	he	stood up.	
People	get	wiser	as	they	get	older.
The cost	will go	up	as	sales	increase.	

The longer action comes after *as*.

We are specifying the time. The action happens at the time of the longer action or event.

As and *while* have different meanings.

Take each day **as** it comes.



The day comes, you take it at **that time**.

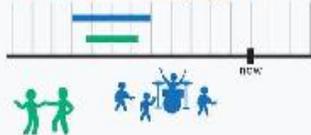
Get it **while** it's hot!



It will be hot for a **period of time**.
After that period it will be considered warm, cool, then cold.

Sometimes either *as* or *while* can fit the same situation.

We danced **as** the band played.



We danced and the band played at the **same time**.

We danced **while** the band played.



We danced for a **period of time**, between the start and end of the band's performance.

Practice

Make one sentence using *as*. These things happened at the same time.

Example: She entered the room. At that time she said "hello".
She said "hello" as she entered the room _____.

1. I left work at 5:37 yesterday. I saw Joe at 5:37 yesterday.

2. Sea levels will rise. Islands will go underwater.

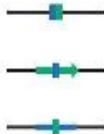
3. Take the clothes off the washing line. Put them in the basket at that time.

[See answers](#)

Compare *when*, *while* and *as*.

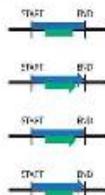
when

We add information about a **point** in time.



while

We add information about a **period** of time.
(between the start and end)



as

We add information about something that happens at the **same** time.



Practice

Complete the sentences with *when*, *while* or *as*. There may be more than one answer.

Example: You'll arrive while I'm at work. (*or when*)

1. You arrive at 6:00. I leave at 6:00. I won't really see you because I'll leave ___ you arrive.
2. We're waiting for you in the parking lot. We'll give you more information _____ you get here.
3. I fell asleep _____ they were talking about politics.
4. Leo ran _____ he saw the dog.
5. We sat and looked out to sea _____ the sun went down.
6. Grace liked drawing _____ she was a child.
7. It's sunny now. Let's go out _____ the weather is good.

[See answers](#)

before, after, since and until

Introduction

Before, after, since, until/till can be followed by a time or event.

I'll be there **before** 6:00.
I'll be there **before** the parade.



I'll leave **after** 11:00.
I'll leave **after** the meeting.



I've been waiting **since** 9:00.
I've been waiting **since** lunch.



I work **until** 6pm. or: I work **till** 6pm.
I work **until** close. or: I work **till** close.



We can also add the event using a subject and verb (and object etc.).

Subject	Verb	Object etc.	Time	Subject	Verb	Object/place etc.
She	took off	her shoes	before	she	entered	the room.
You	'll arrive		after	I	leave	for work.
I	've eaten	sushi every day	since	I	moved	to Japan.
We	're going to live	here	until	we	retire.	

A sentence in a sentence

relative clauses

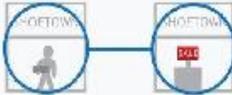
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explaining which one

We sometimes add a subject and verb (and object etc.) to add information to a noun. We do this if either the speaker or listener doesn't know the name of the person or thing we are talking about or we choose not to use the name. We connect it to what we know.

The shop **(that)** I bought my shoes at is having a sale.

(I bought my shoes at a shop. + That shop is having a sale.)



We use **the** because the listener knows which shop. The added information tells them.

It can be a group of people or things.

The people **that** got lost will be late.

(Some people got lost. + Those people will be late.)



We always use **that** when the main noun and the subject of the added information are the same.

The people **that** got lost will be late. If we don't use **that** and say 'The people got lost' we think the sentence ends there. It has a subject, verb and object. 'The people that got lost' is a subject, the listener expects a verb to follow.

Subject						Verb	Object/Place/ Time etc.
Main Noun	that	Subject	Verb	Object	Place/Time etc.		
The shop	(that)	I	bought	my shoes	at *	is having	a sale.
The people	that	*	got		lost	will be	late.

* If this subject, verb and object, etc. was a separate sentence the main noun would fit here.

● **this** We use **this** to talk about something in our current time and place.

● **that** We use **that** to talk about something in another time or place. We use **that** to add needed information about a noun by adding a subject and verb. It is usually obviously at a different time or place so **that** is often optional.

We can talk about **part** of a group of people or things.

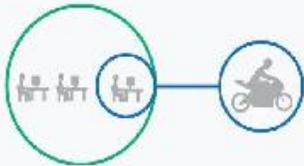
Some people **that** like music like singing.

[Some people like music. + Some of these people like singing.]



A woman **(that)** I work with rides a motorcycle.

[I work with some women. + One of these women rides a motorcycle.]



We use **a** because I work with more than one woman. I'm not specifically saying which one.

Subject						Verb	Object/Place/ Time etc.
Main Noun	<i>that</i>	Subject	Verb	Object	Place/Time etc.		
Some people	that	*	like	music		like	singing.
A woman	(that)	I	work		with *	rides	a motorcycle.

We can add information to the subject or object of the sentence.

Subject							
Main Noun	that	Subject	Verb	Object	Place/Time etc.	Verb	Object/Place/Time etc.
The shop	(that)	I	bought	my shoes	at *	is having	a sale.
The friend	(that)	I	gave	the cake	to *	lives	in that house.
A woman	that	*	works		in our office	rides	a motorcycle.

Subject	Verb	Object					
		Main Noun	that	Subject	Verb	Object	Place/Time etc.
1981	was	the year	(that)	I	was born		(in) *.
These	are	the shoes	(that)	I	bought	*	yesterday.
I	play	a sport	that	*	requires	skill.	

Practice

Make one sentence. There may be more than one answer.

Example: I bought my shoes at a shop. The shop is having a sale.

The shop (that) I bought my shoes at is having a sale _____.

- My friend plays the drums. He plays in a band.
My friend _____.
- This is the ring. I gave it to my wife.
This is the ring _____.
- I was in another country in June. I was in Russia.
Russia is the country _____.
- The team won yesterday. They played really well.
The team _____.

[See answers](#)

describing things in two ways

Appositive phrases
 Appositive phrases are used to describe nouns.

We can put a comma (,) or pause when speaking, and describe something again. The words between the commas provide more information. Our intonation changes when we say the words between the commas. We use a lower pitch to make it clear that this is added information.

We sometimes want to give more information about the subject.

Subject		Verb	Object/Place/Time etc.
1	2		
Shoetown,	a shop in the city,	is having	a sale.
A friend of mine,	Trevor,	lives	in that house.
Emily,	an office worker,	rides	a motorcycle.



We sometimes want to give more information about the object.

Subject	Verb	Object/Place/Time etc.	
		1	2
I	was born	in 1981,	a good year.
This	is	Angela,	my aunt.
I	play	golf.	a sport.



We describe a noun with a subject and verb to give more information. (See page 268.)

Subject			Verb	Object/Place/Time etc.	
1	2	that			
Shoetown,	the shop	(that)	I bought	my shoes at ^.	
Trevor,	the friend	(that)	I gave	the cake to ^.	
Emily,	a woman	that	^ works	in our office,	
				is having	a sale.
				lives	in that house.
				rides	a motorcycle.

The same thing can be said in two sentences.

Shoetown is having a sale. Shoetown is the shop (that) I bought my shoes at.
 Trevor lives in that house. Trevor is the friend (that) I gave the cake to.
 Emily rides a motorcycle. Emily is the woman that works in that office.

Subject	Verb	Object		that	Subject	Verb	Object/Place/Time etc.
		1	2				
These	are	my new shoes,	shoes	(that)	I	bought	^ yesterday.
I	play	golf,	a sport	that	^	requires	skill.

These are my new shoes. These are the shoes (that) I bought yesterday.
 I play golf. Golf is a sport that requires skill.

simplifying

for practice (see writing rules box)

The listener often knows what we are talking about because we have already said using another word. We often don't say the place, the person etc. (2) when it is obvious.

Subject			wh-	Subject	Verb	Object/Place/Time etc.	Verb	Object/Place/Time etc.
1	2							
Shoetown,	the place	where	I	bought	my shoes *	is having	a sale.	
Trevor,	the friend	who	I	gave	the cake to *	lives	in that house.	
Emily,	the woman	who	*	works	In our office,	rides	a motorcycle.	

Subject	Verb	Object			wh-	Subject	Verb	Object/Place/Time etc.
		1	2					
These	are	my new shoes.	shoes	which	I	bought	* yesterday.	
I	play	golf,	a sport	which	*	requires	skill.	

Subject			that	Subject	Verb	Object/Place/Time etc.	Verb	Object/Place/Time etc.
1	2							
Shoetown,	the place	that	I	bought	my shoes at *	is having	a sale.	
Trevor,	the friend	that	I	gave	the cake to *	lives	in that house.	
Emily,	a woman	that	*	works	in our office,	rides	a motorcycle.	

Subject	Verb	Object			wh-	Subject	Verb	Object/Place/Time etc.
		1	2					
These	are	my new shoes.	shoes	that	I	bought	* yesterday.	
I	play	golf,	a sport	that	*	requires	skill.	

We use **that** in these sentences to make it clear that this is extra information.

Practice

Make one sentence. The important sentence is in **bold**. The other sentence provides additional information.

Example: **Trevor lives in that house.** I gave the cake to Trevor.
 Trevor, (the person) who I gave the cake to, lives in that house _____.
 Trevor, (the person) that I gave the cake to, lives in that house _____.
 Trevor lives in that house. I **gave the cake to Trevor.**
 I gave the cake to Trevor, (a person) who lives in that house _____.

- The cheetah is the fastest animal on land.** It can reach speeds of up to 120Km/h.

- Soda is high in sugar. **Soda is unhealthy.**

- My brother lives in Sydney.** He is a dentist.

- I met Elizabeth this morning. **She likes skiing.**

[See answers](#)

-ing and -en

Be is the most common verb in English. It often has an important role and tells us if we are talking about the present-future or not. When we add information with the **-ing** or **-en** form, *be* isn't needed, another verb provides the important information so we can leave *be* out.

Subject				Verb	Object/Place/Time etc.
Main Noun	that	Subject	Verb	Object/Place/Time etc.	
The people	that	*	are playing	football in the park	look happy.
The employees	that	*	are chosen	for the new project	will be given a raise.

The people playing football in the park look happy.

Some people are playing football in the park. They look happy.

The employees chosen for the new project will be given a raise.

Some employees will be chosen for a new project. They will be given a raise.

Subject	Verb	Object/Place/Time etc.				
		Main Noun	that	Subject	Verb	Object/Place/Time etc.
I	talked	to the man	that	*	was watering	the garden.
These	are	the players	that	*	are suspended	for 50 games.

I talked to the man watering the garden.

A man was watering the garden. I talked to him.

These are the players suspended for 50 games.

Some players are suspended for 50 games. These are the players.

Practice

Make one sentence. Make them as simple as possible.

Example: Some people are playing football in the park. They look happy.

The people playing football in the park look happy. _____

- A woman is playing the piano. She is very good.

- Someone will be elected president. This person will have a lot of responsibility.

- I gave them a letter. The letter was written by my boss.

- Some of my friends are living in the city. They really enjoy it.

[See answers](#)

what

Wh- words

Expressions such as *the thing(s) that...* don't provide much information.

We can use one word (*what*) to provide the same information. (what = the thing that)

We use these sentences to change emphasis.

Subject	Subject	Verb	Object/Place/Time etc.	Verb	Object/Place/Time etc.
<i>what</i>	you	need	*	is	a cold drink.
What	I	do	*	helps	people.

What you need is a cold drink. Emphasizing the thing you need. ≈ You need a cold drink.

What I do helps people. Emphasizing the thing I do. ≈ I help people.

We use *when*, *where*, *who*, *why* and *how* in the same way. (when = the time that, where = the place that, who = the person that, why = the reason that, how = the way that)

Subject	Verb	Object/Time/place etc.			
		<i>wh-</i>	Subject	Verb	Object/Place/Time etc.
I	heard	what	he	said	*
I	saw	what	*	made	the noise.
I	asked	when	she'll	arrive	*
This	is	where	we	got	married *.
She	doesn't know	who	you	like	*
She	knows	who	*	likes	you.
I	'd like to know	why	the bus	was	late *.
I	've forgotten	how	I	did	it*.

I heard what he said. I heard the thing that he said.

I saw what made the noise. I saw the thing that made the noise.

I asked when she'll arrive. I asked the time that she'll arrive.

This is where we got married. This is the place that we got married.

She doesn't know who you like. She doesn't know which person you like.

She knows who likes you. She knows which person likes you.

I'd like to know why the bus was late. I'd like to know the reason that the bus was late.

I've forgotten how I did it. I've forgotten the way that I did it.

Practice

Simplify these sentences using *what*, *when*, *where*, *who*, *why* or *how*.

Example: I heard the thing that he said. *I heard what he said* _____.

- I remember which person you are. _____.
- I don't know which place she went. _____.
- He told me the reason he was late. _____.
- I remember the time that the rain started. _____.
- They explained the way that it works. _____.

[See answers](#)

polite questions

Inf. exercises

We use these sentence patterns as questions too. These questions can be about what we know, see, hear, etc.

	Subject	Verb	Object/Place/Time etc.		Subject	Verb	Object/Place/Time etc.
			wh-				
Did	you	hear	what	he	said	“?	
Did	you	see	what	*	made	the noise?	
Does	she	know	who	you	like	“?	
Does	she	know	who	x	likes	you?	
Is	this		where	you	got	married “?	
Did	you	ask	when	she’ll	arrive	“?	
Have	you	forgotten	how	you	did	it “?	
Do	you	know	why	the bus	was	late “?	

We often use this sentence pattern to ask questions. These questions are very useful, starting with expressions like *do you know* or *could you tell me* makes them more polite. We use *if* when there are a limited number of possible answers, for example: yes/no questions.

	Subject	Verb	Recipient	Object/Place/Time etc.		Subject	Verb	Object/Time etc.
				wh- or if				
Do	you	know		what time	the bus	leaves	“?	
Could	you	tell	me	what	the exchange rate	is	“?	
Do	you	know		who	*	is selling	the tickets?	
Could	you	tell	me	where	the restaurant	is	“?	
Could	you	tell	me	when	they	open	“?	
Do	you	know		why	the bus	was	late “?	
Do	you	know		if	there	’s	a toilet near here?	

We can also use *can* instead of *could*, but *could* is more polite. (See page 114.)

Practice

Make these questions polite.

Example: Where is the restaurant? (could) _____?
Could you tell me where the restaurant is _____?

- Where does he live? (know) _____?
- When is the meeting? (know) _____?
- How old is she? (know) _____?
- What is the time? (could) _____?
- Is there an ATM near here? (know) _____?
- How do you get to the supermarket? (could) _____?
- Who does that bag belong to? (could) _____?

[See answers](#)

Other sentence patterns

are infinitives and word order

- make it happen...278
- get it done...280
- experience it...281
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make it happen

Byo Minner
with the author

We add verbs to a sentence with **to**. These things happen in **sequence**. (See page 82.)
Both verbs relate to the subject. The verb after **to** is the subject's goal.

Subject	Verb 1 Verb	Obj.	to	Verb 2 (goal)	Object etc.	
We	have		to	buy	food.	1. We have to. 2. We buy food.
They	need		to	work	tomorrow.	1. They need to. 2. They work tomorrow.
We	asked	her	to	come	early.	1. We asked. 2. Our goal: she comes early.
I	want	you	to	dance.		1. I want it. 2. My goal: you dance.

We sometimes add verbs to a sentence without **to**. In sentences with **let**, **make** and **help** the **first** verb refers to what the **subject** does, the second verb refers to the **object's** does.

Subject	Verb	Object	Verb	Object etc.	
Examples	help	me	understand.		Examples help me. I understand.
I	let	her	come	in.	I let her. She came in.
Singing	makes	us	feel	good.	Singing makes us. We feel good.
I	made	him	do	the dishes.	I made him. He does the dishes.

With **help**, the subject and object often have the same goal, so we can think about it either way; with or without **to**. There isn't really any difference. Either sentence can be used.

Examples help me understand. Examples help me. I understand.
Examples help me to understand. Examples help me. This is **their goal**; it is why they were made.
I helped him move the sofa. I helped him. He (and I) did it.
I helped him to move the sofa. I helped him. Moving the sofa is **our goal**. He and I did it.

Let and **allow** are used in similar situations, but are used differently because of their meanings.

We let her come in. We didn't stop her. **She** did it.
We allowed her **to** come in. We gave her permission to. **Our goal:** control who comes in.
Let me introduce myself. You don't stop me. I do it.
Allow me **to** introduce myself. You grant me permission. **Your goal:** control the situation. (formal)

Sentences often start with **let's** meaning **let us**.

Let's get a coffee. (Let us get a coffee.) May nothing stop us.
Let's move on to the next page. (Let us move on to the next page.) May nothing stop us.

Make can be used in lots of situations.

is NOT (object) | is (object)
make (object)



There **isn't** a sandwich. She **makes** a sandwich. There **is** a sandwich.

I'm **making** breakfast tomorrow.
He **made** a donation.
She likes **making** new friends.
We **made** a reservation.
They **make** the bed every morning. The bed is not as they want it. They make it. It is how they want it.

Make is a simple verb that can be used instead of: *construct, create, manufacture, prepare, produce, arrange, invent* etc.

We also use *make it* when we successfully go somewhere but we don't have much **time** or **energy**.

The bus is late but you can still **make it** to school on time. There isn't much time.
They paddled really hard and just **made it** across the river. They didn't have much more energy.

We also use *make* with an object and another verb (as on the previous page). The second verb refers to what the object does.

(person/thing) does NOT (verb) | (person/thing) does (verb)
make (person/thing)(verb)



It **doesn't** work. I **make** it work. It works.

Singing **makes** me feel good.
She **made** the TV work.
The machine is **making** the table shake.
Gas **makes** the car go.
I'll **make** him do the dishes.

When we use *was made* (*be + -en form*), the subject does the action, so we use *to*.

He was **made to** do the dishes. He was **made to**. He did the dishes.

We also use *to* with *ask* and *tell*. We focus on what the subject says. We don't know if the person does the action or not.

I'll ask them **to** open the window. They may or may not open it. It's their decision.
I told her **to** come in. She may or may not have come in.

Practice

Complete the sentences with *to* where needed. Leave other spaces blank. There may be more than one answer.

1. He asked me ____ buy milk.
2. He was made ____ feel like he didn't matter.
3. I helped them ____ clean the house.
4. My boss makes me ____ work overtime.
5. I told her ____ be here on time.
6. Let's ____ go home.

[See answers](#)

get it done

Basic Grammar
Infinitives with *to*

We use *have* to refer to a part of something, or **something additional**



We also use *have* when **someone additional** does something.

The subject **arranges** the object to do something.

Subject	Verb	Object	Verb	Object etc.	
She	had	him	take	her photo.	She arranged it. He took her photo.
He	has	someone	cut	his hair.	He arranges it. Someone cuts his hair.

We often don't say who did it. We simply say what happens to the object, **affecting** the subject.

Subject	Verb	Object	Verb	Object etc.	
She	had	her photo	taken.		She was affected. Her photo was taken.
He	has	his hair	cut.		He is affected. His hair is cut.

We use the **-en form** to shift focus. We describe what happens to the object.

We use *get* when things change. (We don't have someone do it, then we have someone do it.)

We say what causes this change. (The subject **causes** someone to do something.)

Subject	Verb	Object	to	Verb	Object etc.	
She	got	him	to	take	her photo.	She caused it. Her goal: photo. He did it.
He	gets	someone	to	cut	his hair.	He causes it. His goal: cut hair.

We use *to*. The second verb is the subject's goal. Someone additional does it.

We often don't say who did it. We simply say what happens to the object, **caused** by the subject.

Subject	Verb	Object	Verb	Object etc.	
She	got	her photo	taken.		She caused it. Her goal: photo.
He	gets	his hair	cut.		He causes it. His goal: cut hair.

We can often use *have* or *get* in the same situations. With *get* the subject causes the action.

Have is less direct and therefore more formal. With *have* the subject may not actually do anything.

She **had** her photo **taken**. She may or may not have asked someone. (formal/informal)

She **got** her photo **taken**. She asked someone to do it. (informal)

In some situations *have* and *get* have different meanings.

She **had** her bike **stolen**. She did not ask for this to happen. It **affected** her.

She **got** her bike **stolen**. She did something that **caused** it. She should have been more careful.

His boss **had** him **promoted**. His supervisor arranged it. **Got** also fits: the boss caused it.

His exceptional work on the project **got** him **promoted**. His exceptional work **caused** it.

experience it

When we say what we see, hear, feel etc. we don't use *to* before the second verb.

The **first** verb refers to what the **subject** does, the second verb refers to what the **object** does.

S.	Verb	Object	Verb	Object, etc.	
We	saw	your mom	rescue	a dog.	We saw your mom. She rescued a dog.
I	'm watching	the rain	come	down.	I'm watching the rain. It is coming down.
You	will hear	someone	knock	at the door.	You will hear someone. They will knock.

We can also use the **-ing form** in these situations to emphasize something happening.

We saw your mom **rescuing** a dog. We saw your mom. She was rescuing a dog (not finished).

Why do we say *look at* and *listen to*?

As we can see above, *see*, *watch* and *hear* are followed by an object. We say **what we experience**.

Look and *listen* aren't followed by an object. When we are awake, we are always looking and listening. It is **what we do**.

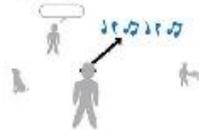
We **look at** things. Our eyes move around and we focus on one thing at a time. We can only see what we are looking at.



Subject	Verb	Place
He	looked	at the sculpture.

He can only see what he is looking at. He can't see what is behind him.

We **listen to** things. There are many sounds around us all the time. The thing we listen to is the thing we give our attention to.



Subject	Verb	Destination
I	'm listening	to music.

I can hear a dog, someone talking and someone working; but I'm not listening to those things.

We may add a verb after the place or destination. This refers to what the **place or destination** does.

Look at her **go!** I look at her. She goes. (fast!)
 We listened to him **talk** about his time abroad. We listened to him. He talked.

Practice

Complete the sentences with *to* or *at* where needed. Leave other spaces blank.

- I look ____ the tide times before I go ____ fishing.
- I listen ____ the news ____ keep up to date with current events.
- I watched ____ my daughter ____ open her birthday presents.
- I watched ____ a documentary ____ learn about history.
- I heard ____ you ____ got a new car.
- Look ____ him ____ dance!
- I saw ____ her ____ give him a present.

[See answers](#)

here you are

Arrange word order using the

We move *here* and *there* to the start of the sentence to focus on **where**.

Oh... **You're here...**
I thought you were coming
next week...

Emphasis on *you*.
You is new information.



I thought you were coming
next week...
but here you are...

Emphasis on *here*.
We don't focus on *you*;
we already said *you*.



Some expressions are better in some situations depending on what we are focusing on.

Subject	Verb	Place
It	is	here.

Has my package arrived yet?

Yes, **it's here**.

Emphasis on *it* (the package). We want to know about the package, is it here or not?

Place	Subject	Verb
Here	it	is.

Could you help me look for my pen?

Yes... **here it is!**

Emphasis on *here*. We want to know where. Where is it?

When we give something to someone, we talk about what **is here**.

The thing we are giving is here. We can say '**Here it is!**'—referring to the thing we are giving.

Can I see your ID, please?

Yes, **here it is.**



The person receiving the object is also **here**. It is more polite to refer to the person, so we usually say '**Here you are!**'

Can I see your ID, please?

Yes, **here you are.**



Sometimes the thing we are giving is important. The end of a sentence is also a strong position so we put it there.

Can I see your ID, please?

Yes, **here is my passport.**



We also use the expressions 'there you are' or 'here you go' etc. in these situations.

We also put important information last for emphasis.

Place	Subject	Verb
Here	it	is.

Could you help me look for my pen?

Yes... **here it is!**

It is not important because we already know what it refers to (the pen). *Is* is more important.

Place	Verb	Person/Thing
Here	is	your pencil.

Could you help me look for my pen?

Yes... **here is your pencil.**

Your pencil is important because it is new information.

here comes the end

Use the word where, going and go.

We also focus on **where** when we talk about things coming and going.

Can I take the 111?
I want to go to the museum.

Sorry, it doesn't go **there**. You need the 112.
There it goes. You've just missed it!



Subject	Verb	Place
It	goes	there.
The bus	goes	to the museum.

I want to go to the museum.
Take this bus. **It goes there.**
What it is and where generally it goes.

Place	Subject	Verb
There	It	goes.

Does the 112 stop here?
Yes... **there it goes.** You've just missed it!
Where it is and movement.

These sentences are also useful in this situation.

Place	Verb	Person/Thing
There	goes	the bus.

Hurry up, we're late!
Oh no, **there goes the bus!**
Where it is and what it is.

Subject	Verb
The bus	is leaving.

Let's go. **The bus is leaving** soon.
What it is and what it is doing.

We also use other words to say where.

Place	Subject	Verb
There	it	goes.
Up	you	come.
In	she	comes.
Off	you	go.

Practice

Complete the sentences. Put the words in the best order. There may be more than one answer.

- I'm looking for my shoes. (they)(there)(are) _____.
- Can I borrow your car? (the keys)(are)(here) Sure, _____.
- Can I borrow your car? (the keys)(are)(in the drawer) Sure, _____.
- The beat in this song is awesome! (comes)(here)(it) _____!
- This song is awesome! (comes)(here)(the best part) _____!
- We're ready for our journey. (go)(we)(away) And _____!

[See answers](#)

Review of adding more

clauses

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review of adding more

We can add another subject and verb (and object etc.) to say when something happens.



When, while and *as* are used in the same way, with different meanings.



We add another subject and verb (and object etc.) **after** a noun to add information about the noun.



We use *who, which, where* and *when* in a similar way.



We add a verb with *to* when both verbs relate to the subject.



We use *to* to say the subject's goal.

When the first verb relates to what the subject does and the second verb relates to what the object does, we add the verb without *to*.



The subject-verb-object order is very common. However we sometimes change the order to emphasize different words. Different orders have different uses.



examples

I'll cook dinner **when** I get home.
I lived in England **when** I was young.
What did she say **when** you gave it to her?

When I get home, I'll cook dinner.
When I was young, I lived in England.
When you gave it to her, what did she say?

He went out **while** I was on the phone.
We were reading books **while** we were waiting.

While I was on the phone, he went out.
While we were waiting, we were reading books.

We watched **as** it happened.
It got louder **as** it came closer.

As it happened, we watched.
As it came closer, it got louder.

The people **that** got here first took the good seats.
This is my friend **that** plays the guitar.

The people **who** got here first took the good seats.
This is my friend **who** plays the guitar.

The donations (that) we received are for the homeless.
It was a day **that** would never be forgotten.

The donations **which** we received are for the homeless.
It was a day **which** would never be forgotten.

The town (that) he was born in is over there.
The bank is in the street (that) the park is in.

The town **where** he was born in is over there.
The bank is in the street **where** the park is.

It was sunny on the day (that) she arrived.
The year (that) everything changed was 2015.

It was sunny on the day **when** she arrived.
The year **when** everything changed was 2015.

I want **to** help.
I want you **to** help.
I got her **to** open the door for me.

Do I need **to** bring anything?
Do you need me **to** bring anything?
What did you get him **to** do?

I wouldn't like **to** sing.
I wouldn't like you **to** sing.
I didn't get him **to** do anything.

It makes **me** happy.
I saw **him** walk the dog.
I had **someone** open the door for me.
I had **my** nails done.
I got **my** nails done.

She let **them** leave early.
I watched **her** climb the tree.
What did you have **him** do?
What did you have **done**?
What did you get **done**?

They helped **me** fix the car.
We should listen **to** him sing.
I didn't have **him** do **anything**.
I didn't **have** **anything** done.
I didn't **get** **anything** done.

I go **off**.
The balloon went up.
She comes in.
Jackson is there.

Off I go.
Up the balloon went.
In she comes.
There Jackson is.

Off goes the car.
Up went the balloon.
In comes Zoe.
There's Jackson.

quiz

Choose the best sentences.

- (a) We went home when it started raining.
(b) We went home while it started raining.
(c) either (a) or (b)
- (a) I did the shopping when she was at work.
(b) I did the shopping while she was at work.
(c) either (a) or (b)
- (a) As I got in the car, the sun came out.
(b) When I got in the car, the sun came out.
(c) either (a) or (b)
- (a) We left before the rain started.
(b) We left until the rain started.
(c) either (a) or (b)
- (a) I'll be here until 6.
(b) I'll be here since 6.
(c) either (a) or (b)
- (a) The lady that works here is my aunt.
(b) The lady works here is my aunt.
(c) either (a) or (b)
- (a) The lady that I live with is my aunt.
(b) The lady I live with is my aunt.
(c) either (a) or (b)
- (a) The man that I live with is my uncle.
(b) The man who I live with is my uncle.
(c) either (a) or (b)
- (a) This is the place where we saw the bear.
(b) This is the place what we saw the bear.
(c) This is the place we saw the bear.
(d) either (a) or (c)
(e) either (b) or (c)
- (a) The ostrich, which is the largest bird in the world, is found in Africa.
(b) The ostrich which is the largest bird in the world is found in Africa.
(c) either (a) or (b)
- (a) Matt, the friend who lives in the city, is having a party tonight.
(b) Matt, who lives in the city, is having a party tonight.
(c) either (a) or (b)
- Which is more natural?
(a) Did you hear what happened?
(b) Did you hear about the thing that happened?
- (a) She helped save the injured koala.
(b) She helped to save the injured koala.
(c) either (a) or (b)
- (a) The teacher made her do it again.
(b) The teacher made her to do it again.
(c) either (a) or (b)
- (a) We had the carpet cleaned.
(b) We got the carpet cleaned.
(c) either (a) or (b)
- (a) They had him perform for the class.
(b) They got him perform for the class.
(c) either (a) or (b)
- The train should be here soon...
(a) It comes here!
(b) here it comes!
(c) either (a) or (b)
- We're finished. Let's celebrate!
(a) Let's = Let is
(b) Let's = Let us

[See answers](#)

Two tenses

core concepts

Many English grammar books suggest the English language has three tenses. This is false. English is a two tense language.

"And even at the level of the broad framework of grammatical principles, we have frequently found that pronouncements unchallenged for 200 years are in fact flagrantly false." - Rodney Huddleston and Geoffrey K. Pullum (2005), *A Student's Introduction to English Grammar*, Cambridge University Press.

Huddleston and Pullum go on to explain that English has two primary tenses.

Why is English traditionally classified as having three tenses?

Latin has three tenses. People looked at Latin grammar (which has verbs inflected for past, present and future) and assigned the same categories to English. Current linguistic theory clearly states that English has two tenses, however, many grammar books for students are still written based on the traditional (and incorrect) classification. *Real Grammar* is consistent with current linguistic theory, explaining English grammar based on English. It is crucial that students are given the correct framework for the language they are studying.

"[W]e have no more business with a *future tense* in our language, than we have with the whole system of Latin moods and tenses" - Joseph Priestley (1772), *The Rudiments of English Grammar (3rd Edition)*.

no future tense

Real Grammar describes English as having **two tenses**: the present tense (referring to the present-future), and the past tense (NOT referring to the present-future). Many grammar books say English has three tenses: past, present and future. It doesn't. Recognizing that English only has two tenses helps students understand English on a deeper level and avoid many common errors.

The first verb of every English sentence indicates **tense** and is in either the present form (present-future) or past form (not present-future).

Some people claim that the so called 'future tense' is not constructed with verb inflection, but with the 'future tense marker' *will*. There are two main reasons why this is confusing for students:

1. *Will* is used for the present

Will is actually in the present form (its past form is *would*), so it is used to talk about the present future. It is better not to use the term 'future tenses' because the so called 'future simple', 'future perfect' and 'future progressive', are often used to talk about the present.

He's been working really hard so he'll **be** hungry. (future simple: description in the present)
My daughter is very helpful. She'll always **pick up** garbage and put it in the trash. (future simple: general statement referring to what she does—generally in the present-future, as well as the past)
They **will have arrived** by now. (future perfect: result of action in the present)
She'll **be sleeping** now. (future progressive: unfinished action in the present)

2. Using *will* is not the simplest way of talking about the future

We can simplify the idea of past, present and future into three consecutive days: yesterday, today (*now*) and tomorrow. When we ask someone about these days we usually ask in the following way:

PAST	PRESENT	FUTURE
What did you do yesterday?	What are you doing (now)?	What are you doing tomorrow?

Everyone agrees that the past and present questions above are what we use, but there are many ways of talking about the future. Some people may claim the future question is 'What *will* you do tomorrow?' or 'What are you going to do tomorrow?' (considering *will* and *be going to* as future tense markers). While these sentences are grammatically correct and useful, they are NOT talking about the future in the simplest way possible. The most common way is 'What are you doing tomorrow?' Students need to understand that this is how we usually talk about the future, clearly and simply. The stuff about *will* being a future tense marker is just confusing.



This book looks at these different ways of talking about the future, what they mean, and why they are used.

Tense, aspect and modality

core concepts

The verb is the heart of the sentence. Here are the core concepts of English verbs:



tense:
time reference (when):
present-future or not.
(present form/past form)
Required information



aspect:
how an action, event or state
relates to the flow of time.
(-ing form/-en form)
Additional information

- a: ?
- b: ?

or...

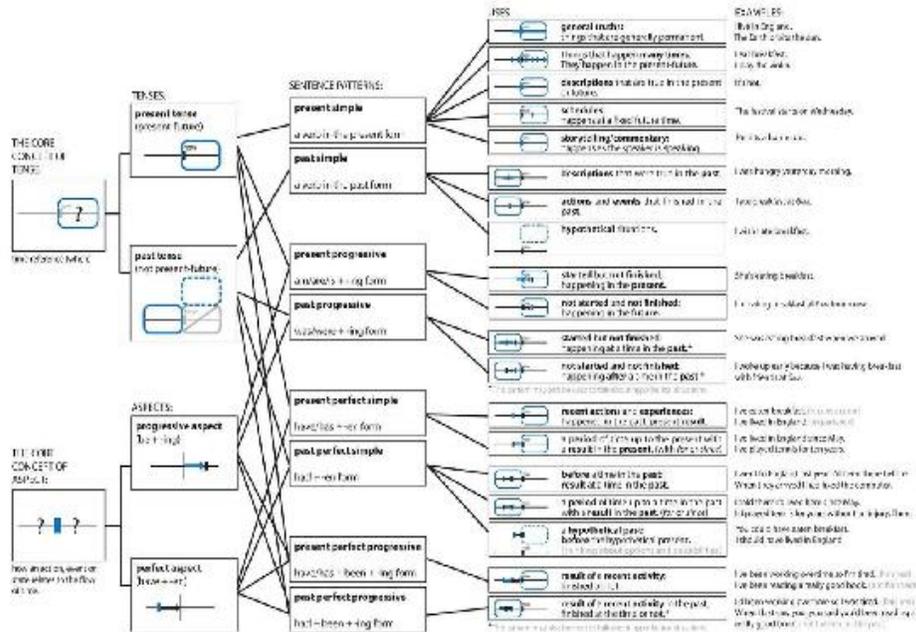
modality:
consideration of
options or possibilities.
(modal verbs)
Additional information

The diagrams on the following pages show how tense and aspect combine to create a wide range of sentence patterns. We also look at how the core concept of modality relates to how we use modal verbs (can/could, will/would, shall/should, may/might and must). The third diagram looks at quasi-modality and how quasi-modal verbs relate to modal verbs.

These pages reflect traditional analyses of grammar, broken down into core concepts that are easier for students to understand.

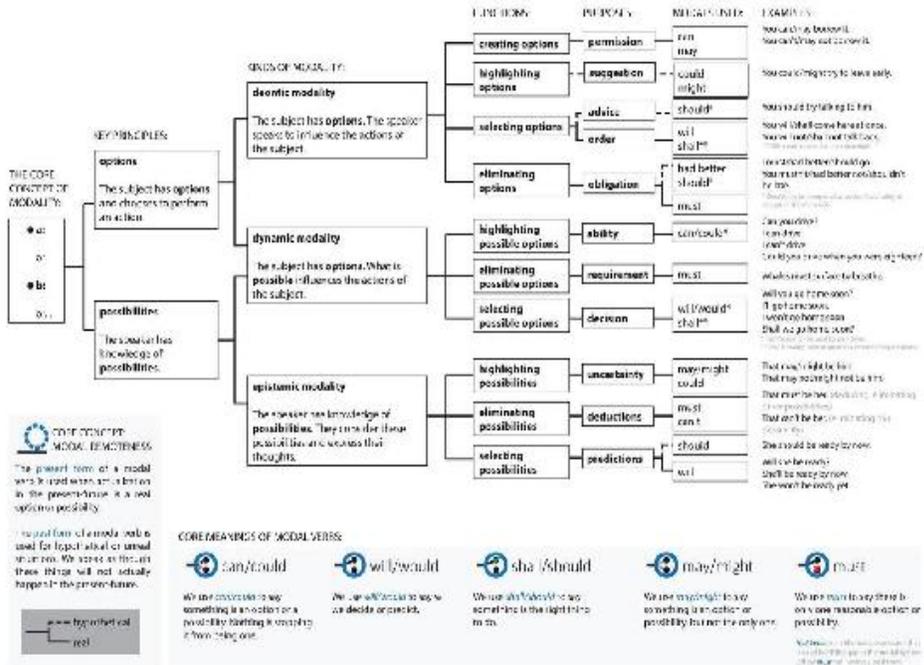
tense and aspect

Here are the core concepts of the English system of tense and aspect and how they are combined.



modal verbs

Here is the big picture of the English modal system showing how and why modal verbs are used in various ways.



Answers and index

answers...300
index...459

answers

Page 2: word order

We play golf.
I eat fish.
I like cheese.

[Return to page 2.](#)

Page 3: do

Do you like seafood? No, I don't.

Do you drive? Yes, I do.

Do you do karate? No, I don't.

[Return to page 3.](#)

Page 3: don't

I don't like seafood.

I don't drive.

I don't do karate.

[Return to page 3.](#)

Page 5: adding a place (1)

Either *at* or *in* can be used in either situation, but we usually think about it the following way.

1. Owen and Charlotte plan to meet at the shopping mall. Owen arrives and calls Charlotte.

Owen: I've just arrived. Where are you?

Charlotte: I'm **in** the supermarket.

Owen wants to know *where* to go to meet her. Charlotte thinks of the supermarket as a building with walls and uses *in*.

2. Owen is at home and decides to call Charlotte.

Owen: Where are you?

Charlotte: I'm **at** the supermarket.

Owen wants a general idea of where she is. Charlotte thinks of the general point in space, and uses *at*.

[Return to page 5.](#)

Page 5: adding a place (2)

1. I live in Chicago.
2. I live in an apartment.
3. I live on the 6th floor.
4. I live in room 608.
5. I'm in Mexico.
6. We often say **I'm at the beach** when thinking of the beach as a point in space.
We can also think of a beach as a surface and say **I'm on the beach**. If the listener is close to us, **I'm on the beach** is more common as this extra information helps them find us.
7. I'm on the sand.

[Return to page 4.](#)

Page 7: adding a time

1. I start work at 9am.
2. I finish work early on Fridays.
3. I finish at 4pm.
4. I have a holiday in January.
5. I go back to work on January 18th.
6. I play golf on Sundays.

[Return to page 7.](#)

Page 9: where and when

1. Where do you swim?
At the beach.
2. When do they have dinner?
At 7^{pm}.
3. Where do you read books?
On the bus.
4. Where do you live?
In Canada.
5. When do you finish work?
At 5:30.
6. When do you travel?
In spring.

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Page 13: have (and be) (1)

1. I'm Tom.
2. I'm Scottish.
3. I have brown hair.
4. I have blue eyes.
5. I have a nice smile.
6. I'm tall.
7. I'm a police officer.

[Return to page 13.](#)

Page 13: have (and be) (2)

What am I

1. I'm big.
2. I have big ears.
3. I'm heavy.
4. I have four legs.
5. I have a tail.
6. I'm gray.
7. I'm an elephant.

[Return to page 13.](#)

Page 14: be (am/are/is)

1. She's American.
2. He's English.
3. I'm Korean.
4. It's a bird.
5. You're Canadian.
6. They're bus drivers.
7. We're taxi drivers.
8. I'm happy.

[Return to page 14.](#)

Page 15: be (am/are/is) (1)

1. Is she American?
2. Do you run?
3. Do you like chicken?
4. Are you at work?
5. Are they hungry?
6. Do they like hamburgers?
7. Is he young?
8. Am I awake?

[Return to page 15.](#)

Page 15: be (am/are/is) (2)

1. She isn't American.
or She's not American.
2. He isn't English.
or He's not English.
3. I'm not Korean.
4. It isn't a bird.
or It's not a bird.
5. You aren't Canadian.
or You're not Canadian.
6. They aren't bus drivers.
or They're not bus drivers.
7. We aren't taxi drivers.
or We're not taxi drivers.
8. I'm not happy.

NOTE: Saying *am not*, *are not* or *is not* is possible but stronger.

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Page 16: adding s to verbs

1. He likes fish.
2. She mixes cement.
3. We drink milk.
4. She plays tennis.
5. I have a car.
6. He has black hair.
7. She goes to work.

[Return to page 16.](#)

Page 17: adding s to verbs (1)

1. Does he like seafood?
2. Does he shower?
3. Does she do karate?

[Return to page 17.](#)

Page 17: adding s to verbs (2)

1. She doesn't like seafood.
2. We don't shower.
3. He doesn't do karate.

[Return to page 17.](#)

Page 17: adding s to verbs (3)

1. Does she eat beef?
2. He eats beef.
3. We don't play golf.
4. Do you play golf?
5. Does he play golf?
6. Do you live in Brazil?
7. Does she live in Brazil?
8. Do they live in Brazil?
9. She doesn't smoke.
10. He doesn't drink.
11. They don't live in Miami.
12. He likes tennis.

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Page 18: who and what

1. What sports do you like?
I like soccer and tennis.
2. Who plays tennis on Saturdays?
Victoria does.
3. What music do you like?
I like rock, blues and pop music.
4. What food do you like?
I like Italian food.
5. Who wants chocolate ice-cream?
Me!
6. What time do you have breakfast?
I have breakfast at 6:20.
7. What books do you read?
I read mysteries.

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Page 22: a/an

1. Is that a pear?
2. No, it's an apple.
3. We don't have an air conditioner.
4. Do you have a TV?
5. She's a doctor.
6. I'm a waiter.
7. He eats an egg every day.
8. You're an interesting person.

[Return to page 22.](#)

Page 23: adding s to nouns

1. I have two sisters.
2. Can I have a hot dog please.
3. They're pilots.
4. I play video games. (not just one game)
5. I eat three bananas every morning.
6. A mechanic fixes cars.*
7. Bus drivers drive buses.*
8. A lot of men like sport.

*The *s* in *fixes* shows us the sentence is about one other person: a typical mechanic. (He/She fixes...)
Drive (no *s*) shows the sentence is about many people: bus drivers. (They drive...)

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Page 25: things we count (1)

1. We usually say **"eggs"**. We have many we can count. In some situations we say **"egg"**, for example; if it is mixed up in a bowl.
2. We usually say **"milk"**. We could say **"milks"**, for example: if there are many small bottles/cartons of milk for kids.
3. We usually say **"juice"**. We can sometimes say **"juices"** (similar to milks above). We may also say **"juices"** if there is more than one kind of juice.
4. We usually say **"grapes"**.
5. We usually say **"strawberries"**.
6. We usually say **"cheese"**. We say **"cheeses"** if there is more than one kind of cheese or individually wrapped cheeses.
7. We say **"lamb"**. *Lamb* would mean the animals, not the meat—I've never seen them in a fridge!

[Return to page 25.](#)

Page 25: things we count (2)

1. We have **a sofa** in our living room. We can count sofas.
2. I read **books**. We can count books.
3. Do you need **medicine**? We speak about medicine generally. We can't count it, all medicines are different.
4. There is **sand** in my shoe. Sand is made up of many tiny grains—we can't count it.
5. Rainbow Beach is in Australia. People commonly say "Rainbow Beach has colored **sands**." We can count the different colored sands (Some say there are 72!) However, saying "Rainbow Beach has colored **sand**," is also correct. We can think of the sand on the beach as something we can't count. It is colored.
6. I like **avocado** on toast. I cut the avocado and put some on my toast.
7. I buy **avocados** at the market. I buy whole avocados.
8. I have some **cake** with my tea. I cut the cake and eat some. But we could say I have some cakes with my tea if I eat more than one cake (maybe they're small cakes) or more than one variety of cake.
9. I like **beans**. This refers to the vegetable. "I like bean," could refer to something we can't count, for example the flavor.
10. I like **pumpkin**. I like the vegetable: we don't usually eat the whole thing. If we say "I like pumpkins" we are thinking about whole pumpkins, we might be carving them for Halloween or something.

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Page 26: things we don't count

1. I have some headphones. (2)
2. Scientists do research. (abstract)*
3. I need more information. (abstract)*
4. She wears earrings. (2)
5. He wears jewelry. (group)
6. The electricity is on. (abstract)*
7. Do you have any news? (abstract)*
8. Take out the trash. (group)
9. I'm thirsty. Where is my glass? (1)
10. I can't see! Where are my glasses? (2)

*The things marked *abstract* are things we can't see or hear. They are groups of many small pieces, too many to count.

[Return to page 26.](#)

Page 27: some and any

1. Do you have any sisters?
2. I have a car.
3. Is there a restroom near here?
4. Are there any restrooms near here?
5. There's a computer on the desk.
6. There are some pens in the drawer.
7. We don't have any children.
8. There's some ice in the glass.

[Return to page 27.](#)

Page 29: the

1. A: I have a new job. (one of many)
B: Great! What's the job? (your job)
A: I'm an office worker. (one of many)
B: Where's the office? (your office)
A: It's in the city. (this city)
2. A: Do you play the piano? (known instrument)
B: I have a piano but I don't play it. (one of many)
3. Can you turn off the TV please? (in this room)
4. I go to a park in the morning. (one of many parks, known time of day)
or I go to the park in the morning. The listener knows what kind of place a park is; it doesn't matter which one.
5. I work on a boat. (one of many)
6. I swim in the sea. (known place)
7. The restaurant opens at 6. (known place)
8. Can I have a drink, please? (one of many)
9. My company has a boat and a hotel. I work on the boat. Anne works in the hotel. (one of many boats, one of many hotels, my company's boat, my company's hotel)

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Page 30: names

1. the Great Sphinx,
2. Angel Falls,
3. the Great Wall of China,
4. Machu Picchu,
5. the Grand Canyon,
6. Mt Fuji,
7. Uluru,
8. Stonehenge,
9. the Forbidden City and
10. the Empire State Building.

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Page 32: 's

1. Mike is Kelly's husband.
2. Kelly is Mike's wife.
3. Ruby's brother is Joshua.
4. Joshua's sister is Ruby.
5. Joshua and Ruby's mother is Kelly.
6. Mike is Ruby and Joshua's father.
7. Joshua and Ruby are Mike and Kelly's children.
or Ruby and Joshua are Mike and Kelly's children.

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Page 33: her, his, its, my, our, their, your

1. She is my sister.
2. Fred is her husband.
3. Emily and Johnny are their children.
4. We all like music. Our favorite singer is Taylor Swift.
5. Is this your cat?
6. What is its name?

[Return to page 33.](#)

Page 34: hers, his, its, mine, ours, theirs, yours

1. Whose bag is that? It's hers.
2. Your house is tidier than mine.
3. Here are our dinners. Yours is on the white plate.
4. My clothes are dirty but theirs are clean.
5. Is this my drink? No, it's his.
6. Whose jackets are these? They're ours.

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Page 35: one

1. Where is my key? I can't find it.
2. The tomatoes are growing well. Look at that one. It's huge!
3. A: Is there an ATM near here?
B: Yes, there's one in the convenience store.
4. These dresses are nice. How much is this one?
5. These pants are nice. How much are these ones?
6. Those grapes look good. Can I have one?
7. A: Excuse me, can I use your phone?
B: Sorry, I don't have one. (one = a phone) This means I don't have a phone. In some situations we might say "Sorry, I don't have it." (it = my phone) I left it somewhere or someone else has it at the moment.

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Page 36: simplifying sentences

1. My name is Isabella.
2. I live in Florida.
3. I have one brother and one sister.
4. My brother's name is William.
5. My sister's name is Ava.
Ava likes sport.
6. Her favorite sport is soccer.
7. She is very good at it.
8. I like it too.
9. We play it together on Saturdays.
10. These are our soccer balls.
11. This one is hers.
12. This one is mine.

[Return to page 36.](#)

Page 37: and

1. Abigail writes and records music.
2. Abigail plays the keyboard and I play the drums.
3. Noah studies French and English.
4. Jackson trains on Mondays and Wednesdays.
5. I work on Fridays and go to a restaurant on Saturdays.

[Return to page 37.](#)

Page 39: or

1. We usually say "I like dancing **and** singing." I like both.
We could say "I like dancing **or** singing." I am happy doing either one.
2. We usually say "I don't watch TV **or** read books." We could say "I don't watch TV **and** read books" if we are thinking about doing these things at the same time or one after the other.
3. We usually say "I don't like running **or** swimming." In some situations we could say "I don't like running **and** swimming." if we think about doing them one after the other.
4. We usually say "I don't know what to get for dinner... pasta **or** rice" I'm thinking and will choose one.
We could say "...pasta **and** rice..." if we were thinking of having both.
5. "Can I have a hamburger **and** fries, please?" This is my decision. I want both. I don't want the staff to choose one.
6. We say "Do you play tennis **or** baseball?" to ask which one?
We say "Do you play tennis **and** baseball?" to ask if someone plays both sports.
7. "I have two brothers **and** a sister." Using **or** sounds like I can't remember.

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Page 41: but

1. I study English **and** I practice speaking it with my friends.
2. I can drive **but** I don't have a car.
3. Madison plays tennis **but** Chloe doesn't.
4. We live near the lake **and** we love it.
5. We usually say "This restaurant is good **but** expensive." We think good is positive and expensive is negative.
We could say "This restaurant is good **and** expensive," if we generally think good things are expensive (same thought).
6. We usually say "I live in the city **and** I enjoy it." We think positively about both things. However, some people may think negatively about living in the city and positively about enjoying life. So we could also say "I live in the city **but** I enjoy it."
7. We usually say "I live in the city **but** I want to move to the country." We are talking about different things: city life and country life. We could say "I live in the city **and** I want to move to the country." These things are about the same topic—me!

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Page 46-48: quiz

1. (c) I play baseball. (See page 2.)
2. (b) I don't watch TV. (See page 3.)
3. (a) Do you drink juice? (See page 3.)
4. (a) I'm at the hotel. (See page 4.)
5. (a) I'm at the beach.
(c) I'm on the beach.
(d) (a) or (c) (See page 4.)
We say "I'm at the beach" to generally say where we are.
We say "I'm on the beach" if the listener is at or near the beach. This extra little bit of information helps them find us. (I am not near the beach, but on it)
6. (b) I'm in the living room. A room has clear boundaries (walls). (See page 4.)
7. (c) It's on Saturday. Days do not have clear starts and ends. (See page 6.)
8. (a) It starts at 8 PM. (a point in time)(See page 6.)
9. (b) I was born in January. Months have clear starts and ends. (See page 6.)
10. (b) I was born in 1992. Years have clear starts and ends. (See page 6.)
11. (b) I have black hair. My hair is part of me. (See page 13.)
12. (a) I'm home at 6. (See page 12.)
(c) I go home at 6. (See page 19.)
(d) I get home at 6. (See page 20.)
(e) (a), (c) or (d)
These sentences have different meanings and are all very useful.
13. (d) Do you live in Germany? We use *do* because we are asking about the verb: *live*, and asking about *you*: the person we are talking to. (See page 15.)
14. (c) Are you hungry? We use *are* because we are asking about the description: *hungry*, and asking about *you*: the person we are talking to. (See page 15.)
15. (b) Is she from Korea? We use *is* because we are asking about where she is from: *Korea*, and asking about *she*: one other person (female). (See page 15.)
16. (e) Does he read books? We use *does* because we are asking about the verb: *read*, and asking about *he*: one other person (male). (See page 15.)
17. (d) Do they read books? We use *do* because we are asking about the verb: *read*, and asking about *they*: more than one other person. (See page 15.)
18. (d) Do you have a brother? We use *do* because we are asking about the verb: *have*, and asking about *you*: the person we are talking to. (See page 15.)
19. (b) I don't have a sister. We use *a*. Many people have sisters, but I don't have one. (See page 22.)
20. (b) He helps me. We use *me* as an object. (See page 36.)
21. (a) We speak English. We use *we* as a subject. (See page 36.)
22. (c) Which one do you want?
(d) Which ones do you want?
(f) (c) and (d) (See page 35.)
We use *one* for one thing and *ones* for more than one. We know what the thing is or things are.
23. (b) Do you eat pumpkin? We cut the pumpkin and eat some of it. (See page 24.)
24. (a) Do you eat grapes? We eat whole grapes. (See page 24.)
25. (b) I like your furniture. Furniture describes a group of things. (See page 26.)
26. (a) I eat an egg every morning.
(b) I eat eggs every morning.
(c) I eat egg every morning.
(d) all of the above. (See page 24.)
We can think of one egg, more than one egg or just "egg".
27. (c) He plays the trumpet. (known instrument) (See page 28.)
28. (a) She drinks water. (In general)(See page 24.)
29. (c) Can you pass the pepper please? The listener knows which pepper you want. (See page 28.)
30. (d) Her name is Lucy.
In most situations the simplest sentence is best. *Her* is the simplest word. We know who it refers to (Connor's sister). "His sister's name..." and "The sister's name..." may also be used. (See page 36.)

Page 53: present form

1. We eat at work. **(a)** many times
2. They live in Sweden. **(b)** generally permanent
3. She works on Wednesdays. **(a)** many times
4. I'm hungry. **(c)** true now
5. She arrives at 3PM tomorrow. **(d)** future
6. He eats breakfast at 7:30.

This usually means **(a)** many times.

It could mean **(b)** if we are talking about someones schedule for the day.

7. She wins the race. **(e)** as it happens
8. You like swimming. **(b)** generally permanent
9. I play soccer on Sundays. **(a)** many times

[Return to page 53.](#)

Page 55: past form

1. I went to school yesterday.
2. I didn't eat breakfast this morning.
3. Did you play golf last week?
4. Did he go to work this morning?
5. They didn't go on vacation in July.
6. She didn't live in South Africa last year.
7. We had a good day on Sunday.

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Page 56: Compare the past form and the present form.

1. A: Where do you work?
2. B: I work in a restaurant, but I didn't work yesterday.
3. A: What did you do yesterday?
4. B: I played golf.
5. A: Where did you play? (thinking about yesterday)
or Where do you play? (thinking about where you usually play)
6. B: What sport do you like?
7. A: I don't like sport. I played tennis last week, but I didn't like it. (last week)
or ...but I don't like it (generally)

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Page 59: -ing form

1. I'm not eating breakfast this morning.
2. Are you playing golf next week?
3. Is he working this morning?
4. They aren't going on vacation in July.
5. She isn't living in South Africa.
6. We're swimming in the lake on Sunday.
7. A: Where are you going?
B: I'm going to school.

4, 5: using *They're not* and *She's not* is also fine.

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Page 60: Compare the past form and am/are/is + -ing form.

1. A: What are you doing next weekend?
B: Nothing. Why?
2. A: I'm having a barbecue. Do you want to come?
3. B: Yeah maybe. What are you cooking?
4. A: I cooked sausages and steak last time.
5. The steak was very popular,
6. so I'm doing that again.
7. B: Yeah, it was very tasty.
8. I liked the sausages last time too.
9. A: I'm trying something new this time.
10. I'm making hamburgers.
B: Sounds good.
11. A: What are you doing now?
12. B: I'm watching TV.
13. A: Me too. I'm watching the rugby.
14. B: Who's winning?
15. A: The All Blacks... They won last week too.

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Page 61: Compare the present form and am/are/is + -ing form.

A: Hello.

B: Hi. How are you doing?

1. A: Great. I'm walking in the mountains.
2. I'm not working this week!
3. B: Sounds good. You usually work really hard. Are you on vacation?
4. A: Yeah. I'm really enjoying myself. How are you?
5. B: Not great. I have a headache. How's the weather?
6. A: It doesn't usually snow much at this time of year,
7. but it's snowing a lot today.
8. so I'm going skiing tomorrow.
9. B: I'm envious. I love the mountains.
10. A: Sorry, I have to go. The bus is coming.

5: I have a headache. Person B is describing how they feel in the present. It is not an action they are doing.

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Page 63: unfinished in the past

1. A: I tried to call you yesterday but you didn't answer your phone.
B: Sorry, I didn't hear it. I was watching the football.
2. We packed our bags because we were leaving the next day.
3. I found my wallet when I was cleaning my room.
4. We were waiting all day but the package didn't come.
5. Did you see Steve at the party? He was wearing a cowboy hat.
6. Did I tell you about the time I rescued a koala? I was living in Byron Bay and...
7. We were listening to music so we didn't hear the doorbell.
8. We renewed our passports because we were going abroad.

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Page 64: Compare am/are/is + -ing form and was/were + -ing form.

1. A: What are you going tomorrow?
2. B: I'm applying for a driver's license.
3. I was going to do it yesterday but
4. I was studying English and I lost track of the time.

5. A: I'm living in America now but
or I live in America now.
6. I was living in Canada last year.
or I lived in Canada last year.
7. B: What were you doing in Canada?
or What did you do in Canada?
8. A: I was working at a ski field.
or I worked at a ski field.
9. I was saving money because
10. I was starting college later in the year.
A: How is college?
11. B: Boring. I'm quitting and
12. moving back to Canada next month.

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Page 65: Compare the past form and was/were + -ing form.

1. A man was sitting next to me and
2. he was talking on the phone.
These things were happening at the same time. We can also say "A man sat next to me and talked on the phone" if I was there reading first. (I was reading a book, then he sat.)
3. We went to the pet shop last week to buy a dog. It finished. The next sentence is about what happened at the pet shop.
4. There were so many cute dogs. Describing the shop at that time in the past.
5. Some of them were scratching. Not finished. They probably kept doing this after we left. If we are only thinking about what they did at the time we could say "Some of them scratched".
6. Some of them were sniffing each other. Similar to 5.
7. Then one dog caught my eye. Finished. Happened at a point in time in the past.
8. She looked at me. (finished) or She was looking at me. (emphasizing a longer action.)
9. I knew from the minute I saw her that (describing the time in the past. What I knew at that point in time. We think of knowing as permanent, it never finishes.)
10. She was the dog for me. (Describing what I knew at a time in the past.)
11. I was driving home from work yesterday and (not finished)
12. it started snowing. The start is only a point in time, after that it was snowing.
13. It was snowing so heavily that (not finished) or It snowed so heavily (at the time)
14. I had to stop the car because (Finished. I stopped it. Then didn't have to do it anymore.)
15. I couldn't see. It was not possible at the time. (Can and could are covered in more detail in Options and possibilities 1)

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Page 66: -ing form: as a subject

1. Cooking pasta is easy.
2. Smoking causes health problems.
3. Helping people feels good.
4. Is snowboarding your favorite winter sport?
5. Learning English is fun.

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Page 67: -ing form: as an object

1. I like swimming.
2. They love eating oysters.
3. He likes playing darts.
4. We love running.
5. She enjoys watching sport.

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Page 68: go + -ing form

A: Hi.

B: Hi. How are you doing?

A: Good. How was your day?

1. B: Good. I went shopping this morning.

2. Did you go shopping this morning too?

3. A: No. I went swimming instead.

4. B: Do you go swimming every week?

A: Yes, most weeks. Are you doing anything tonight?

5. A: I'm going clubbing. Do you want to come?

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Page 72: -en form

1. Have you played golf?
2. I've sent you a letter.
3. Have you been to Europe?
4. Have you heard the news?
5. She hasn't lived in South Africa.
6. I watched The Shawshank Redemption last night. Have you seen it?

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Page 73: adding a length of time

1. A: Nice house! How long have you lived here?
2. B: I've lived here for about three years.
A: You have a piano! Do you play it?
3. B: Yes, I've played it since I was a child. I love it.

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Page 74: ever and never

A: I'm hungry. I haven't eaten since breakfast.

1. B: I haven't eaten either.

A: Do you want to get something to eat?

2. B: Sure. Have you ever had Mexican food?

3. A: Yes, I've had tacos.

4. B: Have you ever had a burrito?

5. A: No, I've never had one.

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Page 75: already and yet

1. Have you renewed your passport yet?
2. B: Yes, I have and I've already got a visa.
3. A: You got the visa already? That was quick.
4. B: Yeah. Have you booked the flights and the hotel yet?
5. A: Well, I've booked the flights but I haven't booked the hotel yet.
6. B: The flights were easy because they already had our details from when we booked last time.

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Page 76: Compare have/has + -en form and the past form.

1. A: Have you ever been to South America?
B: Yes, I have. Once.
2. A: When did you go there?
3. B: I went there last year with my family.

4. A: Have you ever saved someone's life?
5. B: No, I haven't, but I've saved a dog's life.
6. A: What did you do?
7. B: I pulled it out of the path of a moving car.

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Page 77: Compare have/has + -en form and the present form.

1. A: What music do you like?
2. B: I like Muse.
3. A: Have you heard their new album?
B: No, I haven't.
4. A: Have you ever played futsal?
B: Yes, I have.
5. A: I play on Sundays. Come along.
6. A: Guess what? I've got a new car! There is a result in the present. I have it now.
We can also say "I got a new car!" This happened in the recent past.
7. I love it.
8. I drive it every day, so
9. my husband hasn't driven it yet.
10. Do you want my old car?
11. No thanks, I've just bought a new car too.
or I just bought a new car too. (recent past)

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Page 78: Compare have/has + -en form and am/are/is and the -ing form.

1. A: Have you ever been to Alaska?
2. B: No, but I l'm going there next month.
3. The oven is heating up so don't put the potatoes in yet.
4. Wait until it has heated up.
5. A: How long have you been here?
6. B: I've been here since Monday.
7. A: How long are you staying?
8. B: I'm staying for three weeks.
9. A: Have you ever studied English?
10. B: Yes! I'm studying English now.

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Page 80: have got / have

1. I have a car.
2. My brother has a boat.
3. We don't have a jet ski.
4. We have a daughter.
5. Do you have a sister?

1. I've got a car.
2. My brother's got a boat.
3. We haven't got a jet ski.
4. We've got a daughter.
5. Have you got a sister?

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Page 81: have done / have to do

- A: How are the preparations for our Asia trip coming along?
1. B: Good. How about you? Have you got your passport?
 2. A: Not yet. Do I have to get a visa too?
or Have I got to get a visa too?
 3. B: Yes. You have to get a visa for China.
or You've got to get a visa for China.
 4. A: Ok. Have you booked the flights and the hotel?
 5. B: I've booked the flights but I still have to book the hotel.
or I've still got to book the hotel.

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Page 82: adding to

1. He ___ has **to** go home.
2. She ___ wants ___ a rabbit.
3. They ___ jog **to** keep fit.
4. We ___ want **to** learn **to** speak English.

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Page 83: adding to

1. He eats vegetables to lose weight.
2. I'm trying to find a solution.
3. They've gone to get some milk.
4. We're about to go home.
5. I have to work tomorrow.

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Page 85: to or -ing?

1. I promise to help you.
2. I recommend going to the museum.
3. Sorry, I forgot to get a cake.
4. I don't like running, or I don't like to run.
5. Keep going.
6. What will they choose to do?
7. We're planning to go to the theater.
8. Stop writing and hand in your exam!

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Page 87: results in the past

1. Everyone got lost except Andrea because she'd been there when she was a child.
2. I was late to work because I'd been stuck in traffic for two hours.
3. When I got home, I realized I'd forgotten my bag.
4. After the rain had stopped, the children went out to play.
5. She got good grades because she'd worked so hard on all her assignments.
6. I tried papaya the other day. I hadn't had it before, or I'd never had it before.

Note: It is common to use the *past form* in many situations that we can use *had + -en form*. We are thinking about a time in the past, then another time in the past. We don't need to make it clear that something happened before something else. The order they happened is obvious.

1. Everyone got lost except Andrea because she went there when she was a child.
2. I was late to work because I was stuck in traffic for two hours.
3. When I got home, I realized I forgot my bag.
4. After the rain stopped, the children went out to play.
5. She got good grades because she worked so hard on all her assignments.
6. The past form doesn't fit this situation because we aren't talking about two things that happened in the past. We are talking one time: when I ate papaya, and my experience at the time.

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Page 88 : Compare had + -en form and the past form.

1. I finished work late and
2. rushed to the train station, hoping to catch the last train.
3. Luckily, the train hadn't left.
4. I put my hand in my pocket but
5. couldn't find my wallet.
6. I had left it in the office.
or I left it in the office.
7. Then I realized.
8. I had left my phone in the office too.
or I left my phone in the office too.
9. This is a real problem, I had done the same thing the week before too.
or I did the same thing the week before too.

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Page 91: be + -en form

1. My guitar was made in Indonesia.
2. Christmas is celebrated in December.
3. The Starry Night was painted by Vincent Van Gogh.
4. The lost dog was returned to his owner.
5. Her music is enjoyed by people all over the world. (or *was enjoyed* if she is no longer popular)
6. The telephone was invented by Alexander Graham Bell.
7. The winner was announced last night.

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Page 92: with other sentence patterns

1. A meeting has been arranged for Thursday.
2. The incident is going to be investigated.
3. Your application hasn't been received.
4. A new shopping center is being built.
5. Your credit card has been declined.
6. Successful applicants are being notified by email.
7. Other options are not being considered.

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Page 93: get + -en form

1. My car is getting fixed next week.
2. When are we getting paid?
3. The dog didn't get hit by a car.
4. There was an accident, but nobody got hurt.
5. The sheets didn't get washed.
6. The pizza got delivered to the wrong address.
7. I got accepted for an interview.

Note: We can use **be** instead of **get** in these situations. Using **be** usually sounds softer and more formal.

1. My car is being fixed next week.
2. When are we being paid?
3. The dog wasn't hit by a car.
4. There was an accident, but nobody was hurt.
5. The sheets weren't washed.
6. The pizza was delivered to the wrong address.
7. I was accepted for an interview.

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Page 94: feelings

1. They had so many chances but they couldn't score. It was really disappointing.
2. The news was very shocking.
3. This drink is really refreshing.
4. The new album comes out tomorrow. I'm really excited.
5. I was shocked when I read what happened.
6. I just had a massage. I feel relaxed.
7. I watched a movie on Saturday. It was inspiring.

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Page 98: Compare have + been + -ing and have + -en form

1. A: Hi. What have you been doing this week?
2. B: I've been playing a lot of guitar.
3. A: Have you written any new songs? (Do you have anything new now?)
or Did you write any new songs? (Did you write anything earlier this week?)
or Have you been writing any new songs?
(recent activity, result in the present)
4. B: I've been working on a new one but it isn't finished yet. (recent activity, result in the present, but not finished)
or I'm working on a new one but it isn't finished yet. (not finished)
5. Have you heard the song I wrote last week? (Do you know it now)
Did you hear the song I wrote last week? (I expect that you listened to it in the past)
6. A: Yeah, I listened to it this morning. It's so catchy. I've been humming the melody all day.
7. How about you? What have you been doing?
8. A: I've been sick for the last few days.
9. So, I've been lying around the house, sleeping and watching TV.
10. B: How long have you been feeling sick?
A: Since Tuesday.

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Page 99: Compare have + been + -ing and am/are/is + -ing form

1. A: Hi. It's been a while. What have you been doing recently?
2. B: Lots. We're moving to Ireland next week. (not finished - happening in the future)
3. So we've been packing and getting ready to move. (recent activity, not finished)
or So we're packing and getting ready to move. (not finished)
4. A: Great! I'm living in Ireland now! (not finished - temporary)
or I live in Ireland now! (generally permanent)
5. Which part of Ireland are you moving to?
(not finished - happening in the future)
B: Dublin.
6. A: I'm living in Dublin!
or I live in Dublin.
7. B: How long have you been living there? (result in the present, not finished)
or How long have you lived there? (result in the present)
8. A: About six months. I've been working at a hotel but I don't really like it. (result in the present, not finished)
or I'm working at a hotel. (not finished)
9. So, I've been looking for a new job for the last few weeks. (result in the present, not finished)
10. B: How long have you been working at the hotel? (result in the present, not finished)
or How long have you worked at the hotel? (result in the present)

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Page 101: Compare had + been + -ing...

1. A: Last time I saw you you said you'd been studying Spanish, how is that coming along? (Not finished with a result in the past; last time I saw you you had something to talk about.)
or Last time I saw you you said you were studying Spanish... (not finished at a time in the past)
or Last time I saw you you said you studied Spanish... (general truth at a time in the past.
This sounds like I don't know you well. I only know some basics like the fact that you studied Spanish.)
2. B: It's going really well. I had a test last month so I'd been reading books in Spanish and practicing with my tutor every day leading up to that.
or I was reading books in Spanish and practicing with my tutor...
or I read books in Spanish and practiced with my tutor...
A: So how did the test go?
3. B: I think I'll pass. How's it all going with you? Last time you said you were looking for a new job.
(not finished in the past)
or ...you'd been looking for a new job.
4. A: Yeah, I'd been looking for about five months. (result in the past: five months of looking, not finished)
or I was looking for about five months. (not finished at the point of time in my story)
or I looked for about five months. (finished now)
5. I'd been taking interview after interview and was getting nowhere, but then I got a call back for a job in a warehouse.
or I was taking interview after interview...
or I'd taken interview after interview...
or I took interview after interview...

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Page 106-108: quiz

1. *have.* (a) (See page 13.)
2. *be.* (b) (See page 12.)
3. I play tennis on Mondays.
(a) last Monday
(b) next Monday
(c) probably both (a) and (b) and others (See page 52.)
4. We went shopping on Wednesday.
(a) last Wednesday (See page 54.)
5. She's going cycling on Saturday.
(b) next Saturday (See page 58.)
6. He's worked on Sunday.
(d) we don't know which Sunday
It could be any Sunday in the past. (See page 70.)
7. (b) *Do you live in Malaysia now?* (See page 52.)
8. (d) *Did you watch TV yesterday?* (See page 54.)
9. (c) *Have you lived in Brazil?* (See page 70.)
10. (a) *Are you watching TV?* (See page 58.)
11. (c) *Have you eaten lunch?* (See page 70.)
12. (d) *Did you sleep well last night?* (See page 54.)
13. Which of these sentences can be used to talk about tomorrow?
(b) He's walking home. (See page 58.)
14. Which of these sentences can be used to talk about yesterday?
(b) He walked home. (See page 54.)
15. Which of these sentences can be used to talk about today?
(a) He walked home.
(b) He's walking home.
(c) He's walked home.
(d) all of the above (See page 104.)
16. Which of these sentences can be used to talk about every day?
(a) He walks home. (See page 52.)
17. She's cooking dinner. (b) is (See page 58.)
18. She's cooked dinner. (a) has (See page 70.)
19. Which of these refers to the future?
(a) The show starts at 10:00.
(c) The show is starting at 10:00.
(d) both (a) and (c). (See page 104.)
20. What are you doing tomorrow?
(c) I'm going fishing. (See page 58.)
21. What did you do yesterday?
(b) I went fishing. (See page 54.)
22. Do you have any brothers or sisters?
(a) Yes, I have one sister.
(b) Yes, I've got one sister.
(d) (a) and (b) (See page 80.)
Note: (c) isn't very good in this situation because the question isn't about you, it's about your brothers and sisters.
23. What do you drink with breakfast?
(a) I have a cup of coffee. (generally: every day) (See page 80.)
24. Do you have a bicycle?
(c) Yes, I do. (See page 3.) (See page 80.)
We could also answer with a full sentence using have got. 'Yes, I've got one'. We need an object (one).
25. Do you like Taiwan?
(a) I don't know, I haven't been there. (See page 70.)
(b) I don't know, I've never been there. (See page 74.)
(c) Yes, I do, I went there last year. (See page 54.)
(d) all of the above.
26. am
(a) I am a child. (See page 14.)
(b) I am hungry. (See page 14.)
(c) I am talking. (See page 58.)
(d) all of the above.
27. have
(a) I have a child. (See page 13.)
28. jogging
(a) I'm jogging. (See page 58.)
(b) Jogging is fun. (See page 66.)
(c) I like jogging. (See page 67.)
(d) all of the above.
29. jogged
(a) I've jogged. (See page 70.)
30. (b) Do you like pizza? (See page 16.)
31. (d) Have you seen my keys? (See page 70.)
32. (a) Did you eat my pasta? (See page 54.)

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Page 113: can/could

1. Can you drive a car? (asking about ability)

In some situations we might say "Could you drive a car?" We are thinking hypothetically; I'm making a request. I want you to drive one. "Can you drive a car?" can also be used in these situations.

2. A: Where are they?

B: I don't know. They could be stuck in traffic or something. (hypothetically)

3. He could play the piano when he was six.

(past)

4. I can come to see you tomorrow. It is possible for me.

I could come to see you tomorrow. It is hypothetically possible; I don't know what is possible for you.

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Page 114: real or hypothetical?

1. Hi, can I help you? (in the real future)
Could I help you? (in the hypothetical future.) We often use *can* in this situation because we refer to the real future. I can really help you.
2. Yes, could I have a coffee please.
or Yes, can I have a coffee please.
3. Could you please make it extra strong?
or Can you please make it extra strong?
4. Ok, Can I get you anything else?
or Could I get you anything else? (as in 1)
5. Yes, could I have some cake, please.
or Yes, can I have some cake, please.

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Page 115: Could have done

1. A: Why? What could you have done differently?
2. B: I could have answered the questions faster and I could have been more direct.
A: Do you think you'll get the job?
3. B: I could get it, but I'm not very confident. (future)
or I could have got it... (the decision was made in the past but I don't know what they decided.)
4. A: Yeah, you don't look very well presented. You could have worn a tie.

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Page 119: will/would

1. I will cook dinner tomorrow. (real)
2. I would cook dinner tomorrow but I can't because I have to work. (hypothetical)
3. When I was young we'd often go swimming in summer. (past)
4. A: Imagine winning the lottery. What would you do? (hypothetical)
B: I would buy a new car for my mother. I would also give money to charity.
5. A: What time will Alex get here? (real)
B: He'll be here in about an hour.
6. I will have the pasta, please. (real)

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Page 120: will be doing

1. Don't come next month, we'll be traveling Asia then.
2. We have to go now. Fred will be waiting.
3. You'll be working hard in the office tomorrow, I'll be sitting on the beach.
4. The next time you see me, I'll be wearing a new uniform.

Note:

Using **will** in questions 1 and 2 shows us we are thinking about options or possibilities. If we know for certain, we might not think about options and possibilities and not use **will**. "We're traveling Asia..." "Fred is waiting".

Sentence 3 works better with **will** because we want the listener to think about the possibility of sitting on a beach instead of working. We can also form this sentence without **will** but it simply says what is happening: "You're working hard in the office tomorrow but I'm sitting on the beach."

We use **will** with sentence 4 because we don't know exactly when you will see me. There are possibilities. If we know the exact time we can simply say what is happening without **will**. "On Monday, I'm wearing a new uniform."

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Page 121: will have done

1. Come in September, we'll have been back for a while then. We use *will* because we are thinking about possibilities and saying when is good for you to come.
2. We have to go now. Fred's flight will have landed. If we know that Fred's flight has already landed, we can also say "Fred's flight has landed", without *will*.
3. I'm reading a book now, but I'll have finished it by the time you get here. There are possibilities. We don't know exactly when I'll finish it.
4. They'll have fixed the problem by now.
There are possibilities. We aren't certain that they have fixed it. We don't know exactly when they fixed it. *By* means it could be any time before now. If we are certain, we can simply say what has happened without *will* and *by* "They have fixed the problem."

Note: When we talk about what happens before something else in the future (as in 1 and 3), there are usually options and possibilities relating to how the events might unfold. So we generally use *will*.

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Page 122: would like

Waiter: The house red is very good.

1. Customer A: We'll have a bottle of that, please.
2. Waiter: What would you like to eat?
3. Customer A: I'd like the steak.
4. Customer B: I'll have the chicken curry.
5. Waiter: Would you like any salads?
Customer B: No, thank you.
6. Waiter: Ok, so a bottle of house red, the steak and the chicken curry. Your meals will be ready soon.
Customer A: Thank you.

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Page 123: would have done

A: I didn't see you at the barbecue yesterday.

1. B: I didn't go. I would have gone but I didn't have enough money.

A: I could have lent you some.

2. B: I wouldn't have enjoyed myself anyway. I had a bad headache.

3. A: Would you like to go out for a drink tonight?

4. B: I would, but I already have plans. How about tomorrow night?

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Page 125: shall/should

1. I went into someone's house with my shoes on. I should have taken them off at the door. (a better option in the past, a better result in the present)
2. A: Haha, really? You wore your shoes inside? Everyone knows you shouldn't do that!
(hypothetically the right thing)
3. B: I know. I just forgot. You should bow to people too. (hypothetically the right thing)
4. You shouldn't try to shake hands. (hypothetically the right thing)
5. A: Yeah ok. Anyway, shall we get a coffee?
(the right thing in the real present-future)
or Anyway, should we get a coffee? (hypothetically the right thing)
6. B: You should have asked me earlier. I've just had one. (a better option in the past, a better result in the present)

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Page 129: may/might

1. I knocked but there is no answer. They might be asleep or they might have gone out.
or They may be asleep or they may have gone out.
2. I found \$50. I might go out for lunch today.
or I may go out for lunch today.
3. I'm not feeling well so I might not be able to make it to dinner.
or I'm not feeling well so I may not be able to make it to dinner.
4. I can't find my phone. I might have left it at the restaurant.
or I may have left it at the restaurant.
5. They didn't put the dishes away. They might not know where they go.
or They may not know where they go.
6. Olivia isn't at work. She might have quit.
or She may have quit.
7. I might take a break.
or I may take a break.

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Page 131: permission- can, could and may

1. A: Do you have any plans this evening?
B: Maybe, Levi and I **might** go to a restaurant.
or Levi and I **may** go to a restaurant.
We use *may* or *might*. We have more than one option.
2. Hey Amy, **can** I borrow your car?
or Hey Amy, **could** I borrow your car?
or Hey Amy, **may** I borrow your car?
We use *can/could* to ask if this one thing is an option. We use *may* to ask if it is one of our options (we have more than one option). *Might* is too formal for this situation.
3. **Can** I take your order?
or **Could** I take your order?
or **May** I take your order?
Can is very common in this situation; we ask if it is a real option.
We can also use *could* (hypothetical) or *may* (referring to more than one option) to be less direct and a little more polite.
4. **Can** you do me a favor?
or **Could** you do me a favor?
We use *can/could*. We are asking if it is an option. There is only one option we are thinking about. We want it done.
5. It looks like it **might** rain.
or It looks like it **could** rain.
or It looks like it **may** rain.
We say there is more than one possibility and this is one of them (*may/might*). We say that hypothetically, it is a possibility—in reality something else may happen (*could*). We don't use *can* because we are thinking about more than one possibility, (rain, sunshine, cloudy: these things are all possible).
6. **Can** I help you with your bags?
or **Could** I help you with your bags?
or **May** I help you with your bags?
We use *can/could* to ask if this one thing is an option. We use *may* to ask if it is one of our options (we have more than one option). In a very formal situation someone might use *might*.
"Pardon me sir, **might** I assist you with your bags?"
7. **Can** I please have some dessert?
or **Could** I please have some dessert?
or **May** I please have some dessert?
(as with 6)

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Page 133: must/must have done

1. A: I lived in downtown New York in 2010.
B: Sounds good. It must have been convenient. (past)
2. We've been traveling all day. We must be almost home. (present)
3. We mustn't leave the door open. (generally: present future)
4. Your hands are dirty. You must wash your hands. (present)
5. His hands are clean. He must have washed his hands. (past)
6. I knocked but there's no answer. They must be out. (present)
7. I knocked but there's no answer. They must have gone out. (past)

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Page 135: must, have to, have got to, mustn't or don't have to

1. You must be here on time tomorrow.
or You have to be here on time tomorrow.
or You've got to be here on time tomorrow.
2. A: I'll see you tomorrow. What should I bring?
B: You don't have to bring anything. We've got it covered.
It is ok if you do it or if you don't.
3. I have to get a present for my nephew.
or I've got to get a present for my nephew.
or I must get a present for my nephew.
4. We mustn't forget to call Jane. If it doesn't happen, there will be negative consequences.
5. You don't have to wash everything by hand. We have a dishwasher. It is ok if you do it or if you don't.
6. I have to go shopping this afternoon.
or I've got to go shopping this afternoon.
or I must go shopping this afternoon.

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Page 138: must, may, can't, might, maybe or could

1. A: I can't find my shoes.
B: You always leave them by the front door. They must be there somewhere.
or (if we are less certain): They might be there somewhere. or They may be there somewhere. or They could be there somewhere.
2. A: I can't find my laptop.
B: It might be in the bedroom, you sometimes use it there.
or It may be in the bedroom...
or It could be in the bedroom...
3. A: I can't find my pen.
B: You just had it so it can't be far away.
or You just had it so it mustn't be far away.
4. Wow! What an amazing house. They must be rich.
5. A: Can we meet up tomorrow?
It could be ok. Let me check with my husband.
or It might be ok.
or It may be ok.
6. A: Can we meet up tomorrow?
Maybe. Let me check with my husband.
7. A: The air conditioner is making strange noises.
B: That can't be good. We should get it repaired.

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Page 138: must, had better or should

1. Come and look at this bird. It'll probably go soon, you'd better come quick!
You can also use *must* but it is strong for this situation. It's not really about what is right so *should* doesn't fit well either. *Had better* is good because hypothetically if you want to see the bird, your only option is to come quick.
2. He got me a present for my birthday so I'd better get him something. Hypothetically my only option. Not getting something is not an option.
or I should get him something. The right thing to do.
or I must get him something. My only option.
3. All staff must wear suits. Anyone who doesn't wear a suit will be fired.
Must is the best word for this situation. *Must* is strong. One option. If you don't do it there are negative consequences.
4. He was so sick, he should have died but he recovered and now he's healthy again.
If everything went as expected, he would have died.
5. We're getting busier all the time. We should hire some more staff. Hypothetically, the right thing to do.
or We'd better hire some more staff.
Hypothetically our only option.
or We must hire some more staff.
Realistically our only option. (strong)
6. We'll leave at 5:00 sharp. You'd better not be late. Hypothetically your only option.
or You mustn't be late. Realistically your only option. (strong)

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Page 141: if

1. I'm not rich, but if I was rich, I'd buy a big house. (past forms: hypothetical)
2. If I were you, I'd get a new job.
(past forms: hypothetical)
3. We'll go shopping if it rains tomorrow.
If it doesn't rain, we'll go fishing.
(present forms: real)
4. A: Shall we do something tonight?
B: Maybe, but I might have to work late. If I finish on time, I'll call you.
(present forms: real)
5. If you could have any super power, what power would you have?
What would you do if you had super powers? (past forms: hypothetical)
6. A: Are you going out tonight?
B: I'd like to, but I'm feeling a bit sick. I won't go out if I'm still feeling sick.
(present forms: real)
7. A: It's great to see you out. Are you still feeling sick?
B: I'm feeling great! I wouldn't be out if I was feeling sick.
(past forms: hypothetical)

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Page 143: would have... if...

1. We would have gone shopping if it had rained yesterday.
or We would have gone shopping if it rained yesterday.
2. If it hadn't rained we would have gone fishing.
or if it didn't rain we'd have gone fishing.
3. Sorry I didn't call you. I had to work overtime. If I had finished on time, I would have called you.
or If I finished on time, I'd have called you.
4. A: Did you go out last night?
B: No, but I would have gone out if I hadn't been feeling sick.
or I'd have gone out if I wasn't feeling sick.
or I'd have gone out if I weren't feeling sick.
5. A: You went out last night? Were you still feeling sick?
B: I felt great! I wouldn't have gone out if I had been feeling sick.
or I wouldn't have gone out if I was feeling sick.
or I wouldn't have gone out if I were feeling sick.

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Page 144: if polite expressions

There are many possible answers to these questions. Any of the polite expressions can be used.
Check your use of *could* and *if*.

1. If it's not too much trouble, could you help me with something.
2. Do you mind if I use your phone?
or If you don't mind, could I use your phone?
3. If you have time, could you buy some milk.
4. If it's not too much trouble, could you do me a favor?
5. If it's ok, could I take the day off tomorrow?
or Is it ok if I take the day off tomorrow?
6. Do you mind if we meet at 10 tomorrow instead of 9?
or If it's ok with you, could we meet at 10 tomorrow instead of 9?
7. If it's not too much trouble, could you cook dinner tonight?
or Would it be ok if you cook dinner tonight?

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Page 148-149: quiz

1. I am unsure.
(c) I may see you tomorrow. (See page 128.)
2. I have decided.
(b) I will see you tomorrow. (See page 118.)
3. It is possible.
(a) I can see you tomorrow. (See page 112.)
4. It is the only option.
(d) I must see you tomorrow. (See page 132.)
5. What is the right thing to do?
(I want your opinion)
(c) Shall we leave soon? (See page 124.)
6. Are you hot? _____ I open the window?
(a) Shall (See page 124.)
(b) Should (See page 124.)
(c) Can (See page 114.)
(d) Could (See page 114.)
(c) Any of the above.
We ask if it is right (*shall/should*) or if it is an option (*can/could*). *May* is also used in this situation.
7. (d) If you could have any car in the world, what car would you have? (if it is possible, hypothetically) (See page 113.)
8. If you can't move your car...
(b) I'll call a tow truck. (See page 112.)
if it is not possible I'll get the tow truck to move it for you.
9. If you won't move your car...
(a) I'll call the police. (See page 118.)
if you *refuse* (strongly decide not to) to move it I'll get the police involved.
10. Can I get you anything to drink?
(b) I'd like a cup of coffee. (See page 122.)
11. Are you ready to order?
(a) I'll have a chicken sandwich. (See page 122.)
12. Would you like anything else?
(c) Could I have some fries, please?
(asking if it is possible) (See page 122.)
13. Would you like a dessert?
(a) Can I have some ice cream, please?
(b) May I have some ice cream, please?
(c) Could I have some ice cream, please?
(d) Any of the above. (See page 122.) (See page 130.)
14. What will you be doing in 10 years?
(a) I'll be living in the mountains. (See page 118.)
(c) I may be living in the mountains. (See page 128.)
(d) I might be living in the mountains. (See page 128.)
(e) (a), (c) or (d)
(depending on how certain we are)
15. What would you be doing if you didn't have to work?
(b) I'd be living in the mountains.
(a hypothetical decision) (See page 119.)
16. I lost my job last week. I don't have much money...
(a) I have to find another job soon. (See page 134.)
(b) I must find another job soon. (See page 134.)
(c) I'll find another job soon. (See page 118.)
(d) Any of the above.
I can say it is required (*have to* or *must*) or make the decision to do it (*will*)
17. Can I see you tomorrow?
(c) Sorry, I'll be on vacation. (See page 119.)
We consider possibilities and say what we think. However, we don't need to consider possibilities in this situation. We can also say "Sorry, I'm on vacation (then)", without *will*.
18. A: Where are my glasses?
B: You just had them, they _____ be far away.
(a) can't (See page 136.)
19. The bus will be late...
(a) if there is a lot of traffic. (See page 140.)
It is possible that the bus is late. The bus will be late. We describe this situation in the present-future: there is a lot of traffic.
20. I'd tell them the truth...
(c) if I was you. (See page 140.)
We use the past form, this is hypothetical.
Note: if I were you, is also possible. (See page 143.)
21. I would have got you lunch...
(a) if you'd asked me earlier
(b) if you asked me earlier.
(d) (a), or (b) (See page 142.)

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Page 150: can/could, shall/should or will/would

The answers given below are what I would say but there are many options. Think about the different words and the subtle differences in meaning.

1. A: Where **shall** we go? (what do you think is right?)
or **should** or **can** or **could** or **will**
2. B: We **could** go to Italy. (hypothetically possible)
or **should** (suggestion; hypothetical)
or **will** (strong; decision)
3. A: That **could** be good.
or **would** (hypothetical; what I think)
4. I **d** like to go to Rome.
5. My aunt lives there and I really **should** visit her. (I haven't been for a long time)
We **could** also say, "I really **want** to visit her." It's what I want.
6. We **could** probably stay with her for a few days.
or **can**
7. B: We **can** go to Rome first, then other parts of Italy? (This is more real; the plan is developing.)
or **will** or **could** or **should** or **would**
8. How long **can** we travel for? (what is possible) or **will** (what has been decided)
or **shall** (what do you think is right?)
A: One week.
9. So, we **could** stay in Rome for a few days, then go to Milan or Venice?
or **can** (possible) or **will** (decided) or **should** (right for the aunt) or **would** (hypothetical; if that is the plan...)
10. B: I **d** like to go to another country for a few days, maybe Sweden?
11. A: I think we **should** go somewhere closer to Italy. How about Spain? (hypothetically right)
12. B: Yes, I **d** like to go to Spain.
13. I **can** speak some Spanish.
or **could** (hypothetical; if we go) or **should** (right; I need to practice it) or **will** (decided)
14. A: Great, you **can** speak with the locals.
or **could** or **should**
15. It **would** be good practice for you. (hypothetically what I think)
or **could** or **should**
16. B: I **could** translate for you.
or **can** (possible, real) or **will** (decided) or **should** (right)
17. A: When **shall** we go? How about summer? or **should** or **can** or **will**
18. B: That **d** be good. or **will** (prediction) or **could** (hypothetically possible) or **should** (if all goes right)
19. We **can** go to the beach. or **could** or **will**
or **should**
20. A: Ok great, so we **ll** go to Rome for a few days, then we **ll** have a few days in Spain.
(what we have decided)
21. B: Sounds great. I **can't** wait. I really want to go, it seems like waiting is not possible.

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Page 150: must/could, shall/should, will/would or may/might

The answers given below are what I would say but there are many options. Think about the different words and the subtle differences in meaning.

1. B: We might go to the cinema. I'm not sure. or may or could
2. I'd like to see a good action movie.
3. Would you like to come?
A: Sure, why not.
later...
4. A: I'm just finishing work and I'll leave the office in five minutes. or can or should
5. Can you meet me outside? or could or would or will (strong)
6. B: Ok, where should I wait? or shall or can
7. A: Can you meet me in front of the office? It's number 37, Main St. or could or will (strong)
later...
8. B: (to self) Main St... It should be around here... or must or will
9. Number 37, this must be the place. or should or will
later...
10. A: Sorry, I'll be a bit late. (clear) or might (soft) or may (soft)
11. Can you go to the cinema and get the tickets? or could
12. I'll be there in the next ten minutes. or should (if all goes right)
13. Would you be able to buy some drinks and snacks? (hypothetical)
14. B: Ok, should I get some chips?
A: Yes, that sounds good. or shall

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Page 152: ways of talking about the future

1. A: What time does the show start?
B: It starts at 7:30.
or It's starting at 7:30.
2. We're having a surprise party for Julia.
3. A: Are you coming running tomorrow?
B: Sorry, I can't. I have an appointment.
4. The flight departs at 11:54.
or The flight is departing at 11:54.
5. A: I'm going on vacation next week.
B: Great. Where are you going?
6. Billy and Sandra have changed their plans. They aren't coming tomorrow.
or They're not coming tomorrow.

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Page 156: will/be going to

1. A: Can you please wash the car?
B: Yes, I'll do it this afternoon. (thinking about options and deciding)
or I'm going to do it this afternoon. (already decided)
2. A: Where do you want to go for our summer vacation?
B: I want to go to the Netherlands.
A: Me too. We'll go to the Netherlands then. (thinking about options and deciding)
3. A: What are your plans for the summer?
B: We're going to go to the Netherlands.
(saying what has already been decided)
or We'll go to the Netherlands. (quickly thinking about other options and saying what we previously decided)
4. Excuse me, do you know how to use the photocopier?
B: Yes, I'll show you. (thinking about options and deciding)
5. A: Can you help me with the computer?
B: I'm going to show Lily how to use the photocopier now, so I'll help you after that.
6. A: Why is she so happy?
B: She just found out she's pregnant. She's going to have a baby.
7. It's my birthday so my wife is going to take me to a concert tonight.
or It's my birthday so my wife will take me to a concert tonight. (my wife thought about options and decided)
8. A: Are you free on Sunday afternoon?
B: No, sorry. I'm going to go hiking. (plan)
Note: We use *will* in this situation with *be* "I'll be hiking (at the time)."
9. A: Robert has an allergy so we can't have seafood tonight.
B: Ok, I'll cook chicken instead. (thinking about options and deciding)
10. A: Why is he looking for his gloves?
B: He's going to go skiing. (already decided)

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Page 157: Which do you think is the best answer?

1. **There's nothing for dinner... I know!**
(a) I order a pizza. (not scheduled)
(b) I'll order a pizza. (thinking about options and deciding)
(c) I'm ordering a pizza. (not a future unfinished action until we think of it)
(d) I'm going to order a pizza. (not decided)
2. **Do you have any plans for tomorrow?**
(a) Yes, I go running. (if it's a scheduled thing, for example, same day every week)
(b) Yes, I'll go running. (thinking about other options)
(c) Yes, I'm going running. (unfinished future action)
(d) Yes, I'm going to go running. (plan)
3. **What time does the game start?**
(a) It starts at 6. (scheduled)
(b) It'll start at 6. (thinking)
(c) It's starting at 6. (future action)
(d) It's going to start at 6. (plan)
4. **What do you think about the future?**
(a) We have more robots. (not fixed)
(b) We'll have more robots. (prediction; thinking about possibilities)
(c) We're having more robots. (not an unfinished action)
(d) We're going to have more robots. (already decided)
5. **Are you coming to pick me up?**
(a) Yes, I'm there in 5 minutes. (fixed, scheduled)
(b) Yes, I'll be there in 5 minutes. (thinking about possibilities; predicting)
(c) Yes, I'm being there in 5 minutes. (not an unfinished action)
(d) Yes, I'm going to be there in 5 minutes. (plan)
6. **What are you doing next week?**
(a) I go to New Orleans. (scheduled - we would often say when: on Tuesday)
(b) I'll go to New Orleans. (thinking about options)
(c) I'm going to New Orleans. (unfinished action)
(d) I'm going to go to New Orleans. (plan)
Note: It's more natural to answer with -ing because the question is in that form.
7. **When do you arrive?**
(a) I arrive at 11.
(b) I'll arrive at 11.
(c) I'm arriving at 11.
(d) I'm going to arrive at 11. (same as 3)
8. **We have some news...**
(a) We get married! (not referring to a scheduled event) We can talk about it as a scheduled event if we add a time: "We get married on Saturday."
(b) We'll get married!
We thought about our options.
(c) We're getting married! (unfinished action, decided)
(d) We're going to get married! (plan, decided)
9. **Oh no, you broke my watch!**
(a) Sorry, I buy you a new one. (not scheduled)
(b) Sorry, I'll buy you a new one. (thinking about options and deciding what to do)
(c) Sorry, I'm buying you a new one. (unfinished action)
(d) Sorry, I'm going to buy you a new one. (plan) This is what I always do when I break things
10. (a) Do you come to the party? This sounds like a repeated action - it's not.
(b) Will you come to the party? (think about it and decide)
(c) Are you coming to the party? (unfinished action in the future) Is it happening or not?
(d) Are you going to come to the party? Is this your plan?

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Page 163: which one should I use?

1. A: Hi... Sorry I didn't reply to your email. I've been traveling around America.
or I was traveling around America.
B: Awesome. Did you have a good time?
2. A: Yeah. I used to live there so I went out for drinks with some old friends.
B: How are they all doing?
3. A: They're good. They've all got families so they don't go out as much as they used to.
4. In the old days we used to go out for dinner,
(or we go out for dinner.)
then we'd go to a concert and party all night. (or we used to go to a concert and party all night.)

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Page 164: which one should I use?

1. I live in Australia now but I used to live in Japan. It was great.
2. We used to go skiing a lot.
or We went skiing a lot.
3. I used to live there too.
4. I used to go snowboarding in the winter.
or I'd go snowboarding in the winter.
or I went snowboarding in the winter.
5. We used to go on weekdays and there was no one there.
or We'd go on weekdays and there used to be no one there.
or We went on weekdays and there'd be no one there. (other combinations of *used to*, *would* and the *past form* are possible too)
6. What did you use to do in the summer?
or What did you do in the summer?
7. We used to have barbecues.
or We'd have barbecues.
or We had barbecues.

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Page 164: Which do you think is the best answer?

1. What did you have for dinner yesterday?
(a) We had tacos. (one time, yesterday)
(b) We'd have tacos. (not during a period of time in the past)
(c) We used to have tacos. (not during a period of time in the past)
2. When I was a child...
(a) we had tacos for dinner on Fridays. (happened in the past)
(b) we'd have tacos for dinner on Fridays. (during a period in the past)
(c) we used to have tacos for dinner on Fridays. (during a period in the past)
3. I live in Scotland now.
(a) Really? I lived in Scotland!
(b) Really? I'd live in Scotland!
I would sounds hypothetical.
(c) Really? I used to live in Scotland! (during a period in the past)
4. When I lived in Bangladesh, ...
(a) we often played cricket.
(b) we'd often play cricket.
(c) we used to often play cricket.
(same as 2)
5. When I was young, ...
(a) I didn't eat mushrooms. (basic) It didn't happen in the past.
(b) I wouldn't eat mushrooms. (strong) I refused.
(c) I didn't used to eat mushrooms. It didn't happen during a period in the past.
6. (a) I played the piano.
(b) I'd play the piano.
I would sounds hypothetical.
(c) I used to play the piano. (during a period in the past)
7. **(a) I was good at playing the piano.** (in the past)
(b) I'd be good at playing the piano.
I would sounds hypothetical.
(c) I used to be good at playing the piano. (during a period in the past)
8. These have different meanings:
(a) Did you like coffee?
If we had just drunk coffee we would use *like*. "Did you like the coffee?" We know which coffee and when.
(b) Would you like coffee? Do you want one? (hypothetical)
(c) Did you use to like coffee? (during a period in the past)
9. Where did you use to go for holidays?
(a) We always went to the lake.
(b) We'd always go to the lake.
(c) We used to always go to the lake.
(same as 2)

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Page 165: used to/be used to

1. The new job is tough, but I'm used to it now.
2. My old job was good, I used to take long breaks.
3. He used to drink too much soda.
4. She's used to working in a noisy place.
5. I didn't use to like olives.
or I didn't used to like olives.

Note: Both of these sentences sound the same, but there are two ways to write it.

In negative sentences, some people use *didn't use to*. *Use* is thought of as a verb followed by *to*.

The first verb (*did*) is in the past form:

wanted to / didn't want to

used to / didn't use to

Other people write *didn't used to*. *Used to* is thought of as an expression (with a different meaning to the verb *use*). It can be made negative simply by putting *didn't* first:

used to / didn't used to

Both ways are common.

6. They aren't used to shoveling snow.

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Page 170: quiz

1. Which of the following sentences is about the future?
(d) I'm going soon. (See page 152.)
2. Which of the following sentences is about the past?
(b) I felt good. (See page 160.)
3. What are you doing tomorrow?
(c) I'm going to school. (See page 152.)
4. What did you do yesterday?
(a) I went to school. (See page 160.)
5. I want to watch the game...
(a) It starts at 6. (See page 152.)
(b) It's starting at 6. (See page 152.)
(c) It'll start at 6. (See page 153.)
(d) It'll be starting at 6. (See page 158.)
(e) any of the above.
6. Choose the best sentence.
(a) I'll have time to help you next week.
Thinking about options. (See page 153.)
7. Choose the best sentence.
(d) Next time I see you we'll be living in Asia. (See page 158.) (See page 120.)
8. A: Have you sent the invitations?
B: Sorry, I forgot!...
(b) I'll do it this afternoon. (See page 153.)
9. When I was a teenager...
(a) I worked in a shop.
(c) I used to work in a shop.
(d) (a) or (c) (See page 160.)
Note: (b) is strange because we think about this as a period of time that we had the job, not the many times we worked. If we talk about the past we talk about it as a period: I worked in a shop for two years.
10. When I was a student I used to study every day...
(a) I did my homework every evening.
(b) I'd do my homework every evening.
(c) I used to do my homework every evening.
(e) (a), (b) or (c) (See page 160.)

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Page 173: say (1)

1. She says (that) her name is Yuki.
or She said (that) her name is Yuki.
2. She says (that) she lives in Tokyo.
or She said (that) she lives in Tokyo.
3. She says (that) she's studying science.
or She said (that) she's studying science.
4. She says (that) she's been to America before.
or She said (that) she's been to America before.
5. She says (that) she went to North Carolina last year.
or She said (that) she went to North Carolina last year.
6. She says (that) her brother lives in Greensboro.
or She said (that) her brother lives in Greensboro.

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Page 173: say (2)

1. Stephanie said (that) sales were down.
2. Raymond said (that) we needed to get more customers.
3. Justin said (that) some customers were having trouble ordering.
4. Stephanie said (that) delivery had been taking too long.
5. Raymond said (that) customers had asked for cheaper products.
6. Brenda said (that) we had to hire new staff.
7. Justin said (that) he had a headache.

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Page 174: said about the past

1. Kate said (that) they went away on vacation in December.
or Kate said (that) they'd been away on vacation in December.
2. Daniel said (that) they went away for two weeks.
or Daniel said (that) they'd been away for two weeks.
3. Daniel said (that) they had a great time.
or Daniel said (that) they'd had a great time.
4. Kate said (that) she got a new job last week.
or Kate said (that) she'd gotten a new job last week. (or *she'd got*)
5. Kate said (that) she got a haircut on Tuesday.
or Kate said (that) she'd gotten a haircut on Tuesday. (or *she'd got*)
6. Daniel said (that) he ate a big sandwich for lunch on Sunday.
or Daniel said (that) he'd eaten a big sandwich for lunch on Sunday.
7. Kate said (that) they saw a good movie on Wednesday night.
or Kate said (that) they'd seen a good movie on Wednesday night.

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Page 175: said about the future

1. Kate said (that) they were going away on vacation in July.
or Kate said (that) they're going away on vacation in July.
2. Daniel said (that) they leave on the 6th.
or Daniel said (that) they are leaving on the 6th.
or Daniel said (that) they left on the 6th. (but this may be confusing)
3. Kate said (that) she was starting her new job yesterday.
4. Daniel said (that) he was going to eat a big sandwich for lunch.

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Page 177: said about options and possibilities

1. He said (that) he could play the drums.
or He said (that) he can play the drums. (still possible now)
2. She said (that) she might watch the football.
3. I said (that) I'd buy him a present.
or I said (that) I'll buy him a present. (if it is still in the future)
4. She said (that) we could have rice for dinner.
or She said that we could have had rice for dinner. (if dinner was in the past and we didn't have rice)
5. He said (that) he'd be late.
or He said (that) he'll be late. (if it is still in the future)
6. He didn't go. He said (that) he might have gone if he had the money.'
7. She said (that) she'd like a sandwich. (She'd still like it now.)
or She said (that) she would have liked a sandwich. (if this happened in the past and she wouldn't like one now)

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Page 179: time and place

1. Dianne said (that) they'd been away on vacation the month before.
or Dianne said (that) they went away on vacation the month before.
2. Eric said (that) they had come back the week before.
or Eric said (that) they came back the week before.
3. Dianne said (that) she could help me plan my trip the next month. (or could help us plan our trip) (or the following month)
4. Dianne said (that) she'd gotten a new job the year before. (or *she'd got*)
or Dianne said (that) she got a new job the year before.
5. Dianne said (that) she'd gotten a haircut the day before. (or *she'd got*)
or Dianne said (that) she got a haircut the day before.
6. Eric said (that) he'd eaten a big sandwich for lunch that day.
or Eric said (that) he ate a big sandwich for lunch that day.
7. Dianne said (that) they were going to the cinema that Friday.
or Dianne said (that) they'd go to the cinema that Friday.
or Dianne said (that) they'd be going to the cinema that Friday.
or Dianne said (that) they were going to go to the cinema that Friday.
8. Eric said (that) he'd be really busy at work the next week. (or the following week)
or Eric said (that) he was going to be really busy at work the next week. (or the following week)

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Page 180: think and know

1. James **thinks (that)** Germany will win.
2. I **think (that)** I'll be late.
3. Joan **thought (that)** the beef was very good.
or Joan **thinks (that)** the beef was very good. (she still thinks it now)
4. James **thought (that)** Germany would win. **They lost.** (past) James thought this sometime before the game ended.
or James **thought (that)** Germany would have won. **They lost.** James thought this until he heard the result that Germany had lost.
5. I **thought (that)** I'd be late. I thought this sometime in the past I may have arrived or not arrived yet.
or I **thought (that)** I would have been late.
I thought this until something happened, for example: "The buses weren't running so I thought that I would have been late but a friend offered to drive." (I'd be late fits this situation too)

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Page 182: ask

1. Lola asked if you're from America.
or Lola asked if you were from America.
2. Chloé asked if you like France.
or Chloé asked if you liked France.
3. Hugo asked if you're hungry.
or Hugo asked if you were hungry.
4. Pierre asked if you can teach him English.
or Pierre asked if you could teach him English.
5. Chloé asked if you've seen the Eiffel Tower.
or Chloé asked if you'd seen the Eiffel Tower.
6. Lola asked if you're coming shopping tomorrow.
or Lola asked if you were coming shopping tomorrow.
7. Hugo asked if you'd like to have some coffee.

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Page 183: ask

1. Lola asked (you) what food you like.
or Lola asked (you) what food you liked.
2. Chloé asked (you) where you're from.
or Chloé asked (you) where you were from.
3. Hugo asked (you) what your name is.
or Hugo asked (you) what your name was.
4. Pierre asked (you) when you arrived.
5. Chloé asked (you) how your flight was.
6. Lola asked (you) who you're travelling with.
or Lola asked (you) who you were traveling with.
7. Hugo asked (you) how long you'll be in France.
or Hugo asked (you) how long you'd be in France.

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Page 185: the meaning

There are other ways you can say what people said. The answers given here are some common ways we might say it. The words we use depend on how we view the situation. We get the meaning from the words and the context.

1. "May I have a drink of water, please?"
He asked if he could have a drink of water.
or He asked if he can have a drink of water.
(if we think he still wants it now)
or He asked if he could have some water.
or He asked for a drink of water.
or He asked for some water.
2. "Would you mind taking the dog outside?"
She asked (me) if I could take the dog outside.
or She asked me to take the dog outside.
3. "I must buy her a present."
He said (that) he had to buy her a present.
or He said (that) he needed to buy her a present.
or He said (that) he had to get her a present.
or He said (that) he needed to get her a present.
or He said (that) he wanted to buy her a present.
or He said (that) he should buy her a present.
4. "Can we go soon?"
Sienna asked if we could go soon.
or Sienna asked if we could go.
or Sienna asked if we could leave soon.
or Sienna asked if we could leave.
5. "Shall we go soon?"
He asked (me) if I wanted to go soon.
or He asked (me) if I wanted to go.
or He asked (me) if I wanted to leave.
6. "You must wear a tie."
She said (that) you had to wear a tie.
or She said (that) you have to wear a tie.
or She said (that) you needed to wear a tie.
or She said (that) you needed a tie.
7. "I'm going to the park on Friday."
You said (that) you were going to the park on Friday.
or You said (that) you were going to go to the park on Friday.
or You said (that) you'd go to the park on Friday.
or You said (that) you'd be going to the park on Friday.
If it is still in the future:
You said (that) you're going to the park on Friday.
or You said (that) you're going to go to the park on Friday.
or You said (that) you'll go to the park on Friday.
or You said (that) you'll be going to the park on Friday.
8. "If it's not too much trouble, could I take the day off?"
She asked if she could take the day off.
or She asked to take the day off.
or She asked for the day off.

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Page 186: telling people what to do

1. "Please open your textbooks to page 128".
The teacher told us to open our textbooks to page 128.
2. "Could you call Hannah?"
Sienna said to call Hannah.
3. "Don't be late."
He said not to be late.
4. "Please don't leave the door open"
Leo told me not to leave the door open.
5. "Could you please carry my bags?"
She asked me to carry her bags.

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Page 187: about

1. Tell me **about** your new job.
2. Could you tell me _____ the time?
3. We asked _____ how hot it was.
4. We asked **about** the weather.
5. She gave a presentation **about** the environment.
6. He always thinks **about** other people.
7. Hey, stop! What are you doing here? Who are you? Tell me _____ your name.

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Page 188: hopes and wishes

1. I wish I could fly.
2. I hope they compromise.
3. Amanda wishes she was famous.
4. She hopes to be a singer.
5. They hope they can afford it.
6. They wish they could afford it.
7. Martin wishes he was young again.

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Page 192: quiz

1. Jackson said he wanted something to eat. Did Jackson say "I want something to eat"?
(c) maybe
He might have said "I'd like something to eat" or something similar. (See page 184.)
2. A: (Tuesday) "We're having pasta for dinner."
B: (Thursday)
(c) He said they were having pasta for dinner. (dinner was in the past) (See page 175.)
3. A: (1:00PM) "We're having curry for dinner."
B: (2:00PM)
(a) He says they are having curry for dinner.
(b) He said they are having curry for dinner.
(c) He said they were having curry for dinner.
(d) any of the above (said in the past, but still true in the present) (See page 172.)
4. A: (1:00PM) "I'll be home at 6PM."
B: (4:00PM)
(b) She said she'd be home at 6PM.
(c) She said she'll be home at 6PM.
(d) either (b) or (c) (said in the past, but still true in the present) (See page 176.)
5. A: (1:00PM) "I'll be home at 6PM."
B: (7:00PM) She's still not home, but...
(b) She said she'd be home at 6PM. (6PM is in the past) (See page 176.)
6. (b) I wish I had more time. (hypothetical) (See page 188.)
7. (a) I hope you have a great day.
(b) I hope you had a great day.
(c) (a) for future or (b) for past. (See page 188.)
8. (c) You're on time! I heard you'd be late.
(past: you have arrived on time so you can't be late in the present-future.) (See page 176.)
9. A: (May) "I went shopping yesterday."
B: (November)
(b) She said she went shopping the day before.
(c) She said that she'd been shopping the day before.
(e) either (b) or (c) (See page 174.)
10. A: (3:07PM) "I live in Moscow."
B: (3:08PM)
(a) He says that he lives in Moscow.
(b) He said that he lives in Moscow.
(c) He said that he lived in Moscow.
(d) any of the above (See page 172.)
11. A: Don't take the garbage out today. It's Tuesday.
B:
(c) My mistake, I thought it was Wednesday. (I thought it in the past; I don't think it is Wednesday now.) (See page 180.)
12. A: (1:00PM) "Are you cooking dinner tonight?"
B: (2:00PM)
(a) She asked if I was cooking dinner tonight.
(b) She asked if I was going to cook dinner.
(c) either (a) or (b) (See page 184.)
13. A: (Monday) "You must wear leather shoes tomorrow."
B: (Thursday)
(a) She said that we must wear leather shoes on Tuesday.
(b) She said that we had to wear leather shoes on Tuesday.
(c) She said that we needed to wear leather shoes on Tuesday.
(d) any of the above (using *had to* or *needed to* makes it clear we are talking about the past.) (See page 184.)

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Page 195: adding a place

1. Hannah is sitting near the door.
or Hannah is sitting by the door.
or Hannah is sitting next to the door.
or Hannah is sitting close to the door.
or Hannah is sitting in front of the door.
or Hannah is sitting at the door.
2. Patrick is sitting in front of the window.
or Patrick is sitting near the window.
or Patrick is sitting by the window.
or Patrick is sitting close to the window.
3. Phil is sitting next to Patrick.
or Phil is sitting beside Patrick.
4. Courtney is sitting opposite Hannah.
or Courtney is sitting across from Hannah.
5. ...check the calendar above Courtney.
or ...check the calendar behind Courtney.
or ...check the calendar near Courtney.
6. Have you seen my keys?
7. That could be them under the table, between Patrick and Phil.

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Page 197: adding a place

1. A: Where is my wallet?
B: It's behind your bag.
2. A: Where's Cheryl?
She's gone in to the supermarket.
3. A: Where does Roger eat lunch?
B: He eats lunch at a park between the office and the train station.
4. A: Where are you studying tomorrow?
B: I'm studying in the library.
5. A: Where did you go yesterday?
B: I went on a tour through Zurich.
6. A: Where is the bathroom?
B: Go down the hall, past the bedrooms. It's at the end of the hall.

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Page 199: adding a time

1. I'm at home. I'll be here until 3pm.
2. She's moving to the city in January. I'm moving two months before.
3. I'm still at work, but I'll be home after 7 o'clock.
4. I played baseball two days ago.
5. I've played baseball since I was three.
6. He played professional football until he was 35. (He's retired now.)

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Page 200: adding a time

1. A: When's the meeting?
B: It's at 11:00.
2. A: When does the bus leave?
B: It leaves in 10 minutes.
3. A: How long have you played tennis?
B: I've played tennis since I was five.
4. A: When does Roger eat lunch?
B: He eats lunch after 12:30.
5. A: When is the best weather?
B: The best weather is in August.
6. A: When did you go to Zurich?
B: I went to Zurich two weeks ago.

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Page 203: adding a recipient / to: adding a destination

1. The boss gave me a raise. (I got it)
or The boss gave a raise to me. (where the raises went/who they went to)
2. He sent the package to Africa. (where it went)
~~He sent Africa the package.~~ (unless Africa is someone or something's name)
3. She threw the ball to the catcher. (where the ball went)
or She threw the catcher the ball. (the catcher got it)
4. She announced her decision to the committee. (information relating to her decision went to the committee.)
5. The meal cost him \$100.
He got the check (which was \$100) and paid for it. The \$100 didn't go to him.
6. A: Where is your skateboard? B: I sold it to Wendy. (where the skateboard went)

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Page 204: adding a recipient / to: adding a destination

A: Where did you go on your vacation?

B: We went to Florida.

A: Who did she pass the ball to?

B: She passed it to Sophia.

A: Where are you from?

B: I'm from Ireland.

A: What address should I send it to?

B: Send it to 14 Main Rd, Franklin.

A: Where do you go on Mondays?

B: I go to school.

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Page 205: for: making connections

1. They cooked us dinner. We got dinner.
or They cooked dinner for us. (reason)
2. I wrote you a song. You receive it.
or I wrote a song for you. (reason)
3. This is really heavy, could you take my bag for me, please? (reason)
4. Could you take my bag to the car please? (destination)
5. They opened the door for me. (reason)
6. I gave her a hug. She received it.
7. I send my friends messages on their birthdays. They receive the messages.
or I send messages to my friends on their birthdays. (destination)

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Page 206: another reason for using to and for.

1. We gave the cake to the guests who attended our wedding. (where it went, clearer with the long part at the end)
2. I ordered him a coffee. He got it.
or I ordered a coffee for him. (reason)
3. We ordered a pizza for the people at the party. (reason, clearer with the long part at the end)
4. I cooked dinner for my brothers, sisters, aunts and uncles. (reason, clearer with the long part at the end)
5. I tell my secrets to only my closest friends.
Where my secrets go. This is clearer with the long part at the end.
6. I'm baking you a cake. You get it.
or I'm baking a cake for you. (reason)
7. I've left you some pizza in the fridge. You get it.
or I've left some pizza for you in the fridge. (reason)
8. That awesome shot won them the game. They got the win.
or That awesome shot won the game for them. (reason: they wanted to win)

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Page 207: other ways to add a reason

1. A: Why are you going running?
B: I go running because I like staying fit.
2. A: What are you preparing for?
B: I'm preparing for the festival.
(what thing: an event)
3. A: Why does Anthony work overtime?
B: He works overtime to get more money.
4. A: Why didn't you go out yesterday?
B: It rained a lot so we didn't go out.
5. A: Why have you opened a savings account?
B: I've opened a savings account to save money for college.

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Page 209: by: adding a method / with: adding a part

1. He goes to work by train.
2. They played soccer with Shirley last week.
3. I paid by credit card. (method)
4. I paid with a credit card. (thing)
5. I grabbed him by his arm. (method: grabbing his arm)
6. Sally is busy. I'm going swimming without her.
7. She played with her hair.
8. She plays the guitar by ear. (her method: just listening and playing)
9. She plays the guitar with a pick.
10. He's fixing the chair with glue. (thing)
11. I picked up the mouse with my fingers.
I → my fingers picked up the mouse.
12. I picked up the mouse by its tail.
The method I used: I grabbed its tail, then picked up the mouse.

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Page 210: how, who or what

1. A: How does Melissa pay for her groceries?
B: She pays by credit card.
2. A: What did you cut the bread with?
B: I couldn't find the bread knife so I used my pocket knife.
3. A: Who was it written by?
B: Shakespeare.
4. A: How are you getting home tonight?
B: Mum is picking me up.
5. A: Who did you have dinner with?
B: Natalie.

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1. Could I have a slice of cheese, please?
2. Who is the president of the United States?
3. Who is Maria's sister?

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Page 215: adding information after nouns

1. The president of the company has decided to retire.
2. I bought a cup of coffee with the change from lunch.
3. Some of my coworkers go home at 4:20.
4. The keys are in the bag under the table near the window.
5. The meat for dinner is in the fridge.

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Page 217: adjectives

The most common orders are given below, we may use a different order if we want to emphasize something.

1. I want to buy a **large black leather** sofa.
2. They live in a **big expensive** house.
3. Can I have **another thick** slice of cake please? (another always comes first, it has **an** attached to it. **A** and **an** come before adjectives)
4. They cooked us a **delicious 7-course Vietnamese** banquet. (what kind of Vietnamese banquet)
or They cooked us a **delicious Vietnamese 7-course** banquet. (what kind of 7-course banquet)
5. She seems like an **intelligent young** woman.
6. The group has just released an **amazing new** album.
7. That little boy took the other little boy's toy car.

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Page 219: how or which

1. A: How old do you have to be to vote?
B: 18.
2. A: How many centimeters are in a foot?
B: About 30 I think.
3. A: How was the concert?
B: It was great. (See page 210.)
4. A: How much are these shoes?
B: They're \$50.
5. A: How deep is Lake Balkal?
B: It's 1642m deep.
6. A: Which one should I buy?
B: That one.
7. A: How much water does Dominick drink?
B: Eight glasses a day.
8. A: How long is a game of cricket?
B: Five days.
9. A: How many dollars can I get for £100?

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Page 221: other ways to describe nouns

1. This looks like Oliver's bag.
2. They wrote a picture book for kids.
3. I'm thirsty. Could I have a glass of water, please?
4. They swam to the end of the pool.
5. She's president of the company.
or She's the company president.
6. Would you like to see my photo album?

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Page 225: adding information to verbs

1. We sleep here. (where)
2. He quickly picked up his bag. (what happened)
or He picked up his bag quickly. (how)
3. I went running yesterday. (when)
4. They worked late. (when)
5. The team played poorly. (how)
6. We've nearly finished the page. (what has happened)
7. I can definitely help you. (what I can do)

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Page 226: linking and emphasis

1. Yesterday morning I was half asleep. The doorbell rang.
or I was half asleep yesterday morning.
2. I slowly crawled out of bed and went to the door. It was the postman.
or I crawled out of bed slowly.
or Slowly, I crawled out of bed.
3. While I was talking to him, the door suddenly blew closed behind me. (what happened while I was talking to him) Putting *suddenly* before *blew* fits well in this situation, but putting *suddenly* in another position is ok too.
4. Unfortunately, I was locked out of the house, in my pajamas. (perspective)
or I was unfortunately locked out of the house, in my pajamas. (what: a fact, it was unlikely, but it happened)
or I was locked out of the house, unfortunately, in my pajamas. We use a comma, this is an added perspective at the end.
5. I went around the back and, luckily, a window was left open. (perspective)
or I went around the back and a window was luckily left open. (what: a fact, it was unlikely, but it happened)
or I went around the back and a window was left open, luckily. We use a comma, this is an added perspective at the end

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Page 227: start, middle or end?

1. She didn't have a c-section, she gave birth naturally. (how: a natural birth)
2. She was at the end of the pregnancy, so naturally she gave birth. (perspective: as expected)
3. Please speak up. We can't hear you clearly at the back. (how: we can hear you, but not clearly)
4. Tap him on his shoulder to get his attention. He clearly can't hear you. (what: a fact - he obviously can't hear you)
5. We didn't know they were famous so we treated them normally. (how)
6. People normally treat them special. (what usually happens)
7. We simply told them what we needed and they gave it to us. (what we did)
8. What a great solution, how did you do it so simply? (how)

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Page 229: saying how often

A: What do you do on the weekend?

1. B: Lots of things. I usually go to the park. (how often)
or Usually, I go to the park. (perspective)
or I go to the park usually. (when)
2. I often go to a local restaurant.
or Often, I go to a local restaurant.
or I go to a local restaurant often.
3. They always have good food. (how often)
4. I never have to pay for it. (how often)
5. My girlfriend always pays.
6. Sometimes we get ice cream for dessert.
or We sometimes get ice cream for dessert.
or We get ice cream for dessert sometimes.

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Page 231: negative sentences

1. I work really long hours. I usually don't get home in time for dinner.
2. I often don't get home until 11pm.
3. We don't often have visitors, but my cousin is staying with us this week.
4. We are really busy with her so I sometimes don't have time to check my email before work.
5. We don't always have our meals together, but we're having dinner together on Friday.
6. I don't usually go out on Fridays but it's a special occasion. (not usually = rarely)
or I usually don't go out on Fridays but it's a special occasion. (I usually make the decision not to)

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Page 232: more than one verb

A: Do you think you'll come to the barbecue on Sunday?

1. B: I've been thinking about it, but I probably won't go.

2. A: Just come. You'll definitely enjoy it.

or You definitely will enjoy it.

3. B: Sorry, I honestly can't make it this time.

A: That's ok. How have you been anyway?

4. B: Good. I've been quickly going through all my notes to revise for the exam tomorrow. It is pretty difficult.

or I've quickly been going through all my notes to revise for the exam tomorrow.

5. I probably should have started earlier.

or I should probably have started earlier.

or I should have probably started earlier.

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Page 233: one verb: be

1. A: Steve's always late.
B: He might be stuck in traffic.
2. C: He probably is stuck in traffic. (emphasis on is - that's where he is)
or He is probably stuck in traffic.
3. The traffic's often really bad around here.
or The traffic often is really bad around here.
or The traffic is often really bad around here.
4. D: He messaged me earlier. He'll definitely be here soon.
or He definitely will be here soon.
or He will definitely be here soon.
5. Steve: Hi everyone! Nice to hear you all talking about me. I actually was stuck in traffic. There was an accident. (emphasis)
or I was actually stuck in traffic.
6. By the way, I'm usually on time.
or I usually am on time.
or I am usually on time.

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Page 234: adverbs and adjectives

1. It went really fast. (It was fast)
2. Please play safe. (be safe)
or Please play safely. (how)
3. Come quick! Help! (be quick)
or Come quickly! Help! (how)
4. We hardly ever work. (adding information to *ever*)
5. We're working hard. We are hard workers.
6. We've nearly finished. (what we have done - well almost)
7. We'll stay home and take it easy. (It will be easy)
8. I passed the test easily. (how)
9. Seafood should be eaten fresh. It should be fresh.
10. Add some freshly ground pepper. (adding information to *ground*)
or Add some fresh ground pepper. (using *fresh* and *ground* as adjectives, adding information to *pepper*)

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Page 235: a lot / any more

1. I've been vacuuming all morning. Please try to keep the house clean. I don't want to do any more vacuuming.
2. What do you think about candidate A? I like a lot of his policies, but I don't agree with all of them.
3. How about candidate B? I like her a lot. I'll definitely vote for her.
4. I'm so tired. I can't keep my eyes open anymore. (when: from now on)
5. The door is fully open. It can't be any more open.
6. We love hiking. We go to the mountains a lot—every month.
7. We love hiking. We go to a lot of the mountains — different ones.

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Page 239: very / really

1. The movie was really fantastic.
2. It's very hot today.
or It's really hot today.
3. I don't really like dogs.
4. We really had a great time.
5. Yesterday morning was cold, but it wasn't very cold this morning.
or Yesterday morning was cold, but it wasn't really cold this morning.
6. He drives very slowly.
or He drives really slowly.

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Page 242: so / such

1. You're lucky to have such good friends.
2. He is so generous.
3. I've been waiting so long.
4. My grandfather is so old.
5. She is such a comedian.
6. Have you ever heard such an amazing singer?
7. We have so much to talk about.

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Page 243: enough / too

1. I have to be back at work at 2:00, so we have enough time for lunch.
2. I wanted to buy some coffee, but the line was too long so I went home.
3. He can't stand up. He's had too much to drink.
4. It's 40°C. It's too hot to go out.
5. My bag is really heavy, I brought too much stuff.
(If we are talking about someone else we might sarcastically say "You brought enough stuff!")
6. We didn't bring enough food. We're all still very hungry.

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Page 247: -er than

1. She's taller than me.
2. I have longer hair than her.
3. Watching grass grow is more exciting than the movie I just watched.
4. Baseball is more popular in America than Europe.
5. We are busier this month than we were last month.
6. Is that the price? It's much more expensive than it was yesterday.
7. A: Can I have some more coffee, please?
B: Ok.
(person A pours a small amount)
B: Have more than that if you like.
(Have more coffee than that)
8. A: What do you think?
B: That looks much better. (than before)

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Page 249: as... as...

1. That's so expensive! It costs twice as much as it did yesterday!
2. A: Can I have some more coffee, please?
B: Sure. Have as much as you like.
3. A: Can I stay here for another week?
B: Sure. Stay as long as you like.
4. A: Can you turn on the air conditioner? It's as hot as a sauna in here!
5. A: What does 'travel light' mean?
B: It means you take as little as possible.
6. A: Mom, can I go to my friend's house this afternoon?
B: Ok, as long as you do your homework first.
7. A: How many tomatoes can I have?
B: As many as you can carry.

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Page 251: the -est / not as... as...

1. The Nile is the longest river in the world.
2. The Amazon River isn't as long as the Nile, but it is the largest river in the world, in terms of water flow.
3. My wife is the most amazing woman I've ever met.
4. This is the best restaurant in the city.
5. It wasn't as good as I thought it would be.
6. I scored the most points. Daniel didn't score as many points as I did.
7. Horses aren't as fast as cheetahs. Cheetahs are the fastest animals on land.

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Page 253: like

1. A: Would you like to get a coffee?
B: That sounds like a good idea.
2. Those clouds are really dark. It looks like it'll rain.
3. A: What is your favorite food?
B: I like noodles.
4. A: What would you like to eat?
B: I feel like noodles.

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Page 254: like / as

1. It looks like you've had a great day.
or It looks as if you've had a great day.
or It looks as though you've had a great day.
2. We often eat seafood like shellfish, crab and shrimp.
or We often eat seafood such as shellfish, crab and shrimp.
3. It's a hot day today, like the weather report said.
or It's a hot day today, as the weather report said.
4. Take as much time as you like.

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Page 258: quiz

1. (a) I bought it for you. (See page 205.)
2. (b) I sent the letter to Russia. (See page 202.)
3. (a) Alex gave me this bag.
(b) Alex gave this bag to me.
(c) either (a) or (b). (See page 202.)
4. (a) Her story gave me courage. (See page 202.)
5. (a) We went by car. (See page 208.)
6. Would you like a drink?
(b) Could I have a glass of juice please? (See page 212.)
7. (a) It's an old story. (See page 216.)
8. (c) It works well. (See page 225.)
(We can say "Well, it works" but it needs a comma (,) after *well* or a pause when speaking. This has a different meaning.)
9. (b) It'll probably rain. (See page 231.)
10. (a) Sometimes I go hiking.
(b) I sometimes go hiking.
(c) I go hiking sometimes.
(d) any of the above. (See page 228.)
11. Which sentence is more natural?
(b) We don't always work on Saturdays. (See page 230.)
12. Which sentence is more natural?
(a) I sometimes don't get home until 8. (See page 230.)
13. (a) I'm very hungry.
(b) I'm really hungry.
(c) either (a) or (b). (See page 238.)
14. (b) I really like it. (See page 238.)
15. (a) I don't really like it. (See page 239.)
(b) I really don't like it. (See page 239.)
(d) both are good, (b) is stronger
16. (b) This one is more expensive than that one. (See page 246.)
17. (a) It's fairly good.
(b) It's pretty good.
(c) It's quite good.
(d) It's rather good.
(e) any of the above. (See page 240.)
18. (a) A is bigger than B. (See page 246.)
19. (c) A isn't as big as B. (See page 251.)
20. (b) A is as big as B. (See page 248.)

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Page 261: when

Note: You can also put the *when* part first.
(1. When I was 23, I lived in London.)

1. I lived in London when I was 23.
2. I went skiing a lot when I was on vacation.
3. I'll go out for dinner every night when I'm in Spain.
4. I can call you when I arrive.
5. I saw Joe when I was playing tennis.
6. I'll be working when the game is on.

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Page 263: while

1. I read a magazine while I waited to see the doctor. (between the start and end of waiting)
2. We made a lot of friends while we were on holiday. (between the start and end of the holiday)
or We made a lot of friends when we were on holiday. (at the time we were on holiday)
3. I liked video games when I was a child.
(general information about that point in time)

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Page 265: as (1)

Note: You can also put the *as* part first.
(1. As I left work (yesterday), I saw Joe.)

1. I saw Joe as I left work (yesterday).
2. Islands will go underwater as sea levels rise.
3. Put the clothes in the basket as you take them off the washing line.

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Page 265: as (2)

1. You arrive at 6:00. I leave at 6:00. I won't really see you because I'll leave as you arrive.
(at the same time)
If we use when in this situation it has a very different meaning: 1. You arrive. 2. I leave. You arriving may be the reason I leave.
2. We're waiting for you in the parking lot. We'll give you more information when you get here.
(1. You get here. 2. You get more information)
3. I fell asleep while they were talking about politics. (between the start and end of their talk)
or I fell asleep when they were talking about politics. (at the time)
4. Leo ran when he saw the dog.
(1. Leo sees a dog. 2. He runs)
5. We sat and looked out to sea as the sun went down. (at the same time)
or We sat and looked out to sea while the sun went down. (between the start and end of the sun going down)
6. Grace liked drawing when she was a child. (general information about the time)
7. It's sunny now. Let's go out while the weather is good. (before the end of the good weather)

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Page 270: explaining which one

1. My friend that plays the drums plays in a band.
2. This is the ring (that) I gave to my wife.
3. Russia is the country (that) I was in in June. (in in: In the country and in Russia)
4. The team that won yesterday played really well.

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Page 271: when, where, which, who

1. Which park do you want to go to?
The park that we went to last time.
The park where we went last time.
2. Which team won?
The team that wears red.
The team who wears red. (people)
The team which wears red. (a team is a thing)
3. Which person got the job?
The one that came to the interview on time.
The one who came to the interview on time.

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Page 273: describing things in two ways / simplifying

1. The cheetah, (an animal) which can reach speeds of up to 120Km/h, is the fastest animal on land.
or The cheetah, (an animal) that can reach speeds of up to 120Km/h, is the fastest animal on land.
2. Soda, (a drink) which is high in sugar, is unhealthy.
or Soda, (a drink) that is high in sugar, is unhealthy.
3. My brother, (the one) who is a dentist, lives in Sydney.
My brother, (the one) that is a dentist, lives in Sydney.
4. Elizabeth, (the woman) who I met this morning, likes skiing.
or Elizabeth, (the woman) that I met this morning, likes skiing.
or Elizabeth, the woman I met this morning, likes skiing.

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Page 274: -ing and -en

1. The woman playing the piano is very good.
2. The person elected president will have a lot of responsibility.
3. I gave them a letter written by my boss.
4. My friends living in the city really enjoy it.

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Page 275: what

1. I remember who you are.
2. I don't know where she went.
3. He told me why he was late.
4. I remember when the rain started.
5. They explained how it works.

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Page 276: polite questions

Note: We can use either expression in these sentences: *do you know...* or *could you tell me...*

1. Do you know where he lives?
2. Do you know when the meeting is?
3. Do you know how old she is?
4. Could you tell me what the time is?
5. Do you know if there's an ATM near here?
6. Could you tell me how you get to the supermarket?
or Could you tell me how to get to the supermarket?
7. Could you tell me who that bag belongs to?

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Page 279: make it happen

1. He asked me to buy milk.
2. He was made to feel like he didn't matter.
3. I helped them ____ clean the house.
or I helped them to clean the house.
4. My boss makes me ____ work overtime.
5. I told her to be here on time.
6. Let's ____ go home.

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Page 281: experience it

1. I look at the tide times before I go ____ fishing.
We could say 'I go to fishing' if it is a regular event we go to, like a fishing club, but this is unusual).
2. I listen to the news to keep up to date with current events. (reason I listen: to keep up to date)
3. I watched ____ my daughter ____ open her birthday presents.
4. I watched ____ a documentary to learn about history. (the reason I watched)
5. I heard ____ you ____ got a new car.
Note: We are talking about two times (the time I heard about it and the time it happened). We use the past form (got) to make it clear we are talking about another time in the past. This is the same sentence pattern as with say. (See page 172.)
We saw her rescue a dog. One time: We experienced it.
We saw (that) she rescued a dog. Two times: I saw this somewhere (on TV, in a newspaper, on the Internet, etc.), she rescued a dog sometime before that.
6. Look at him ____ dance!
7. I saw ____ her ____ give him a present.

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Page 283: here you are / here comes the end

1. I'm looking for my shoes. There they are.
or They're there.
2. Can I borrow your car? Sure, here are the keys. (giving the person the keys)
or Sure, The keys are here. (pointing)
3. Can I borrow your car? Sure, the keys are in the drawer.
4. The beat in this song is awesome! Here it comes!
5. This song is awesome! Here comes the best part!
6. We're ready for our journey. And away we go!

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Page 288: quiz

1. (a) We went home when it started raining. (See page 260.)
2. (a) I did the shopping when she was at work.
(b) I did the shopping while she was at work.
(c) either (a) or (b) (See page 262.)
3. (a) As I got in the car, the sun came out.
(b) When I got in the car, the sun came out.
(c) either (a) or (b) (See page 264.) (See page 260.)
4. (a) We left before the rain started. (See page 266.)
5. (a) I'll be here until 6. (See page 199.)
6. (a) The lady that works here is my aunt.
(we need *that*) (See page 268.)
7. (a) The lady that I live with is my aunt.
(b) The lady I live with is my aunt.
(c) either (a) or (b) (See page 268.)
8. (a) The man that I live with is my uncle.
(b) The man who I live with is my uncle.
(c) either (a) or (b) (See page 268.)
9. (a) This is the place where we saw the bear.
(c) This is the place we saw the bear.
(d) either (a) or (c) (See page 268.)
10. (a) The ostrich, which is the largest bird in the world, is found in Africa. (talking about the species) (See page 272.)
However, in (b) "The ostrich which is the largest bird in the world..." (without commas) implies one particular ostrich is the largest bird in the world.
11. (a) Matt, the friend who lives in the city, is having a party tonight.
(b) Matt, who lives in the city, is having a party tonight.
(c) either (a) or (b) (See page 272.)
12. Which is more natural?
(a) Did you hear what happened? (See page 275.)
13. (a) She helped save the injured koala.
(b) She helped to save the injured koala.
(c) either (a) or (b) (See page 278.)
14. (a) The teacher made her do it again. (See page 278.)
15. (a) We had the carpet cleaned.
(b) We got the carpet cleaned.
(c) either (a) or (b) (See page 280.)
16. (a) They had him perform for the class.
We could say "They got him to perform for the class." (See page 280.)
17. The train should be here soon...
(b) here it comes! (See page 283.)
18. We're finished. Let's celebrate!
(b) Let's = Let us (See page 278.)

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final thoughts

We all learn by understanding core concepts and connecting new information to what we know. This book explains connections I have found while exploring English to find what different parts of the language mean and how they work together. Languages are ever-changing systems and there is always more to be discovered. This book was written to help others discover basic truths of English and the beauty of how languages combine simple components to achieve so much.

The English language is constantly changing and evolving. This book shows how international English works based on the experiences of a 35 year old Australian in 2016 who has spent many years abroad interacting with a variety of English speakers from different backgrounds. We all have different experiences with our language and there will be some differences in how people use English, largely due to their age and where they are from. This book aims to address the core concepts of the language that we all share in common.

I wrote this book to move away from the rules and exceptions that are currently used to teach grammar. I see no evidence of exceptions within a language. Everything happens for a reason. In my view, if there is an exception to a rule, the rule simply doesn't fit and should be refined or discarded. While researching for this book I have reworked and dismissed many rules and explanations that work most of the time but don't fit every situation. This has pushed me to go deeper to find the core meanings that always hold true.

**"Virtually everything in language falls into systematic patterns, even the seeming exceptions, if only you bother to look for them."
- Steven Pinker,
The Language Instinct**

The explanations in this book are based on my experiences interacting in English and in-depth grammar research to make sure my explanations fit with all uses of each word or structure. However, learning is an ongoing process. I have learned a lot while researching for this book but I am continuing to find out new interesting things about the language and how it is used all the time.

This book was written to provide you with the initial framework you need to get started. I hope that by reading this book, you have a deeper understanding of how the English language really works.

I wish you all the best with your studies,

Carl

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