

Fichas de Trabalho de Inglês

- *Nível elementar*
- *Nível intermédio*

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2001

Nível Elementar

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- **Nível intermédio**

Adjectives

COMPARATIVES: as... as, -er than, the same as, the same... as, different from

a as... as, -er than

Look at these sentences:

Alan is **taller than** Bob, but he isn't **as tall as** David.

David is **older than** Clive.

Clive's shoes are **as big as** Bob's.

The information in these sentences comes from this table:

	Height (m)	Age	Shoe size
Alan	1.78	19	46
Bob	1.69	18	45
Clive	1.78	17	45
David	1.81	18	43

USING THE TABLE, MAKE MORE SENTENCES ABOUT THE BOYS. USE THESE PHRASES:

taller than, shorter than, as tall as;

older than, younger than, as old as;

bigger than, smaller than, as big as.

b the same... as, different from

Look at these sentences:

This is **the same as** mine.

Your coat is **the same colour as** my gloves.

Their view is **different from** mine.

When we use **the same** to make comparisons, we also use **as**.

PUT AS, THAN OR FROM IN THE FOLLOWING:

1. his name is the same _____ our teacher's.
2. This is a very different size _____ that.
3. London is bigger _____ Paris.
4. Tom isn't _____ clever _____ Kate.
5. She's about the same age _____ my sister.
6. Her ideas are completely different _____ yours.

COMPARATIVES: -er, more

Look at these sentences:

Mount Everest is **higher than** Mont Blanc.

Gold is **more expensive than** silver.

We make the comparative of short adjectives with **-er**,
e.g. **smaller than, higher than, hotter than**

COMPLETE THE FOLLOWING WITH -ER THAN OR MORE... THAN USING THE ADJECTIVES IN BRACKETS:

e.g. She is **fatter than** her sister (**fat**)

1. This book is _____ that one. (**interesting**)
2. The air here is _____ in a big town. (**clean**)

3. A Was her ring _____ yours? (**expensive**)
 B Yes, mine was much _____ than hers. (**cheap**)
4. Fred is _____ his father. (**slim**)
5. Mosquitoes are _____ flies. (**small**)
6. A I think motorbikes are _____ cars. (**dangerous**)
 B I agree. Cars are much _____ than motorbikes. (**safe**)

COMPARATIVES: **-er**; SUPERLATIVES: **-est**

Look at these sentences and notice the difference in use between **taller than** and the **tallest**:

Roger is taller than all the other boys; he is the tallest.
 Roger is the tallest; he is taller than all the others.

Notice that we say **the tallest** but just **taller**.

COMPLETE THE FOLLOWING IN THE SAME WAY AS THE EXAMPLES ABOVE:

- Sylvia is the prettiest girl; She is _____ all the other girls.
- Elephants are bigger than all other animals; they are _____ animals.
- Fred is the fastest runner; he is _____ all the other runners.
- That house is bigger than all the other houses; it is _____ house.
- Fiona is fatter than all the other girls; she is _____ girl.
- This is the tallest tree, it is _____ all the other trees.

Notice the irregular forms:
good, better than, the best;
bad, worse than, the worst.

Use these forms in the following:

- Tina is a very good student. In fact she is _____ student; she is _____ all the other students.
- The cowboy film was very bad. It was _____ all the other films; in fact it was _____ film of all.

COMPARATIVES: **more**; SUPERLATIVES: **most**

Look at these sentences and notice the difference in use between **more expensive than** and the **most expensive**:

This car is **more expensive than** all the other cars; it is **the most expensive**.
 This is **the most expensive** car; it is **more expensive than** all the other cars.

Notice that we say **the most expensive** but just **more expensive**.

COMPLETE THE FOLLOWING IN THE SAME WAY AS THE EXAMPLES ABOVE:

- Sylvia is _____ intelligent girl; she is _____ the other girls.
- This exercise is _____ the other exercises; it is _____ difficult.
- Mrs Johnson was _____ interesting speaker; she was _____ all the other speakers.
- This machine is _____ efficient _____ all the other machines; it is _____.

Few, a few, little, a little

a. a few and a little

We use **a few** with countable nouns and **a little** with uncountable nouns. Both have positive meaning, and are similar to 'some' but **a few** means 'not many, but enough', and **a little** means 'not much, but enough'.

Look at these examples:

I've bought **a few flowers** for your birthday.

Would you like some milk? Yes, please. Just **a little**.

Complete these sentences with either a few or a little:

1. _____ friends of ours are coming to dinner this evening. For dessert, I'm going to serve _____ strawberries with _____ cream on top.
2. I can't give you a decision immediately. I've got _____ things to do before I can look at the project, and I'll need _____ time to think about it.
3. We could have _____ wine with the cheese. I bought _____ bottles the other day, so I'll open one.
4. There are _____ people in the class who would pass the exam if they were prepared to make _____ effort and do _____ work at home.

b. few and a few

Few is used with negative meaning; it is used with countable nouns. In normal conversation we tend to say 'not many' rather than 'few'. Compare its use with that of 'a few' in these examples, and note the different connecting words, **so** and **but**. **Only** limits the positive sense of **a few**; **very** emphasizes the negative sense of **few**.

Look at these examples:

It was a very difficult question and so **few** (not many) students got it right.

The question was too difficult for most of the students but **a few** (some but not a large number) got it right.

The concert was not a success. **Only a few** friends came to hear him play.

The concert was not a success. **Very few people** came to hear him play.

Complete the sentences with either few or a few:

1. I've invited _____ people to a party this evening. It should be a pleasant evening.
He invited a lot of people to the party, but _____ came.
2. I hope this new job will give me _____ opportunities to travel. I'd like to visit foreign countries.
He changed his job because the old one gave him _____ opportunities to travel and he was bored, always working in the same office.
3. The party did badly in the elections. Very _____ people voted for it.
The party did badly in the elections. Only _____ people supported it.
4. _____ writers have described the situation in the country accurately, and only _____ of those really understand the reason for it.
5. Very _____ delegates at the conference filled in the questionnaire, so I'd be grateful for _____ suggestions from the audience.

c. few, a few, little, a little

The distinction between **little** and **a little** and the use of **only a little** and **very little** are the same as for **few** and **a few**, except that **little** and **a little** are used with uncountable nouns, and can be used adverbially, e.g. **He cares very little** (doesn't care very much) **for anyone but himself**.

You work too hard. You should relax a little (enough to improve your health).

Complete the sentences with *few, a few, little or a little*:

1. There's very _____ work to be done here at weekends. We sometimes get _____ urgent messages to deal with, but in general the office is quiet.
2. _____ people would put up with working conditions like that. He earns very _____ money, and gets _____ satisfaction from it.
3. It's a difficult process, and very _____ operators learn it straightaway. You need _____ patience. When you've worked with the machine _____ times, and gained _____ experience, you won't find it so hard.
4. _____ climbers would have attempted to climb that mountain in winter. They knew they had _____ chance of success, but with _____ luck they would have reached the top. It's sad that the snowstorm forced them to turn back when they were only _____ metres from the summit.
5. I was so cold that there was very _____ feeling in my legs. I could move my feet _____, but when I tried to take _____ steps I almost fell down.

Passive Voice 1

1. People always admire this picture.

2. He hurt his leg in an accident.

3. No one has opened this box for the last hundred years.

4. People formerly used the Tower of London as a prison.

5. Someone has broken two of my dinner-plates.

6. Somebody has invited you to lunch tomorrow.

7. People will forget it in a few years' time.

8. Somebody built this bridge last year.

9. Did anyone ask any questions about me?

10. You must write the answers on one side of the paper only.

11. Somebody left the dog in the garden.

12. Somebody can do it.

Passive Voice 2

COMPLETE THE FOLLOWING PASSIVE VOICE SENTENCES WITH THE VERBS IN BRACKETS IN THE TENSE INDICATED:

1. This picture _____ .(always **admire** - *simple present*)
2. His leg _____ in an accident.(**hurt** - *simple past*)
3. This exercise _____ very carefully.(**do** - *present continuous*)
4. You _____ to lunch tomorrow.(**invite** - *future*)
5. The matter _____ tomorrow.(**discuss** - *future*)
6. Hats and coats must _____ in the cloakroom.(**leave** - *infinitive*)
7. The stolen car _____ in another city.(**find** - *past perfect*)
8. Your question...? (**answer** - *present perfect*)
_____ ?
9. The book... next month?(**finish** - *future*)
_____ ?
10. The article _____ .(beautifully **write** - *past perfect*)

TURN THE FOLLOWING SENTENCES INTO THE PASSIVE VOICE (IDIOMATIC):

1. They gave my little sister a ticket, too.

2. They will ask us several questions.

3. They requested the stranger to leave the meeting.

4. They still deny women the right to vote in some countries.

5. The others told the new students where to sit.

TURN THE FOLLOWING SENTENCES INTO THE PASSIVE VOICE:

1. The wind blew his hat down the street.

2. An unseen hand opened the window.

3. They had eaten all the dinner before they finished the conversation.

4. No one can answer your question.

5. Someone has spilt the tea all over the tablecloth.

6. Nobody has ever spoken to me like that before.

7. The fire destroyed many valuable paintings.

8. Somebody must have taken it while I was out.

9. Did the noise frighten you?

10. They did nothing until he came.

REPORTED SPEECH

(Main changes which occur in sentences when you report what somebody said)

PERSONAL PRONOUNS POSSESSIVE ADJECTIVES AND PRONOUNS REFLEXIVE/EMPHATIC PRONOUNS

<u>DIRECT SPEECH</u>	<u>REPORTED SPEECH</u>
<u>1ST PERSONS</u>	<u>3RD PERSONS</u>
I	he/she
you	he/she/they/him/her/them
we	they
me	him/her
us	them
my	his/her
myself	himself/herself

ETC.

OTHER ADJECTIVES AND PRONOUNS

this	that
these	those

WORDS/PHRASES OF TIME AND PLACE

now	then
here	there
today	that day
yesterday	the day before
tomorrow	the following day
this week/month/year	that week/month/year
last week/month/year	the week/month/year before
next week/month/year	the following week/month/year
ago	before

VERB TENSES

present(do/does)	past(did)
past(did)	past perfect(had done)
present perfect(have/has done)	past perfect(had done)
future(will do)	conditional(would do)
imperative(Do/Don't do)	infinitive(to do/not to do)

NOTES

1. These changes only occur when the introductory verbs are in the past and their subjects and indirect objects are third persons (**he/him; she/her; they/them**)
2. Introductory verbs:
 - a) for statements: **tell, say, remark, inform, reply, answer, add**, etc..
 - b) for questions: **ask, enquire, want to know, wonder**, etc..
 - c) for requests/orders: **tell, ask, beg, urge, order, advise**, etc..
3. **SAY** and **TELL**: —**say** is used with or without the person addressed: *He said that there was no appeal or he said to him that there was no appeal.*
—**tell** must be followed by the person addressed: *He told him that there was no appeal.*

Reported Speech
Exercises

1. I am going to town with my sister. (**He said**)

2. You have bought yourself a new hat. (**He told her**)

3. I want to speak to you. (**She told him**)

4. They went away yesterday. (**She informed him**)

5. I don't know what she will say. (**He said**)

6. Wait until I come. (**She asked them**)

7. I've sold all those you gave me. (**He informed her**)

8. Don't wipe your dirty fingers on my nice tablecloth. (**She told him**)

9. Where are you going, Susan? (**He wanted to know**)

10. How did you do that? (**She asked him**)

11. Is it time to go? (**He wondered**)

12. Does your car always make a nasty smell? (**She asked him**)

13. Which book are you taking? (**He asked her**)

14. I have never been here before. (**He admitted**)

15. Why didn't you get up earlier? (**He asked her**)

16. Last night I went to the cinema and saw Tom Cruise's latest film. I enjoyed myself very much, and am going to take my other girl-friend tonight. (**My boy-friend Cyril told me**)

17. You must decide what you want to do. (**She told him**)

18. I can't do it now, but I expect I can do it next week. (**He said**)

19. I'll try to be in time today. I'm sorry I forgot to come yesterday. (**She said**)

20. I expect to hear some news tomorrow; I will tell you if I do, so that you needn't worry. (**She told him**)

EACH OTHER / ONE ANOTHER

Compare these sentences:

Tom helps Kate and Kate helps Tom
Tom and Kate help **each other** / **one another**

Both sentences have the same meaning. but we usually use the second sentence pattern with **each other** or **one another**

CHANGE THE FOLLOWING IN THE SAME WAY:

1. Brenda often writes to Paul, and Paul often writes to Brenda.
2. David sometimes makes cakes for Neil, and Neil sometimes makes cakes for David.
3. Cathy never argues with her sister, and her sister never argues with Cathy.
4. Fred respects me , and I respect Fred.
5. Mrs Rowe admires Mrs Webb, and Mrs Webb admires Mrs Rowe.
6. Ben often complains about Sara, and Sara often complains about Ben.
7. The Smiths hate the Tomlinsons, and the Tomlinsons hate the Smiths.
8. Alan loves Pauline, and Pauline loves Alan.

EVERYTHING, EVERYBODY / EVERYONE

Notice the verbs in these sentences:

Everything is dirty.
Everybody goes home at 5 o'clock.
Everyone in the office knows James.

Everything means "all things".
Everybody and **everyone** mean "all the people"
They are all singular and take a singular verb.

PUT EVERYTHING, EVERYBODY OR EVERYONE AND THE CORRECT FORM OF THE VERB IN THE FOLLOWING:

1. _____ in their bedroom _____ blue.(**be**)
2. Almost _____ young children.(**like**)
3. Nowadays _____ too much money.(**spend**)
4. _____ in the house _____ to their parents.(**belong**)

SOMEBODY / SOMEONE, ANYBODY / ANYONE, NOBODY / NO ONE

Look at these sentences:

I saw **somebody** in the garden.
I didn't see **anybody** in the garden.
I saw **nobody** in the garden.

Somebody is used in a positive statement.
Anybody is used in a statement with a negative word. (not, never, etc.)
Nobody is negative and is not used with another negative word.

Somebody and **nobody** can be the subject of the sentence,
e.g., **Somebody was in the garden.**

Nobody was in the garden.
We cannot use anybody as the subject of the sentence.

Note that: instead of **somebody** we can use **someone** with the same meaning;
instead of **anybody** we can use **anyone** with the same meaning;
instead of **nobody** we can use **no one** with the same meaning.

PUT SOMEBODY, ANYBODY OR NOBODY IN THE FOLLOWING SENTENCES:

- _____ from the post office brought this for you.
- _____ came to see me at the weekend, so I was all alone.
- I don't know _____ who speaks Chinese.
- A — _____ telephoned this morning.
B — Oh, who was it?
- I wanted to talk to _____ about my problems, but _____ wanted to listen because they were all watching television.
- Please don't tell _____ my secret.
- _____ is talking because everybody has a lot of work.
- _____ is talking, but I don't know who it is.

SOMEONE / SOMEBODY, ANYONE / ANYBODY

Compare these sentences:

Listen! There's **someone** at the door.
It's not a difficult job. **Anyone** could do it.

Someone means "a particular person", although perhaps we don't know his name; **anyone**, in an affirmative sentence, means "a person, any person, whoever he is and whatever he is like"

COMPLETE THESE SENTENCES WITH SOMEONE / SOMEBODY AND ANYONE / ANYBODY WHERE APPROPRIATE.:

- Doris He's an impossible man, and _____ should tell him so.
- Flo Ssh! _____ may hear you.
- Doris I don't care. _____ would say the same in my situation.
- Doris Oh, _____ rang while you were out.
- Mr Cross Who was it?

Doris I don't know. I didn't ask him.

Mr Cross Good heavens! _____ with a little common sense would have taken a message. It may have been _____ important.

Doris Well, if it was, I expect he'll ring back.

Mr Cross Miss Smith, _____ but you would have asked him his name. That's what I pay you for. _____ could do a simple job like yours.

Doris Well, you'd better look for _____ then, Mr Cross, because I'm leaving. But your wife might like to know that you took _____ out to lunch today, _____ called Gloria from the accounts office.

Mr Cross Now, Miss Smith, er, Doris, don't get upset. _____ can lose his temper, you know.

SOMETHING, ANYTHING, NOTHING, SOMEWHERE, ANYWHERE

a. Notice which sentences are positive and which are negative:

There's **something** in that box.
 There isn't **anything** in that box.
 There's **nothing** in that box.

There's a cafe **somewhere** near here.
 There isn't a cafe **anywhere** near here.

Something is used in a positive statement.
Anything is used in a statement with a negative word (not, never, etc).
Nothing is negative and is not used with another negative word.

Somewhere is used in a positive statement.
Not... anywhere is used in a negative statement.

We can use an adjective after these words (something, etc),
 e.g. **There's something heavy in that box.**
There isn't anything heavy in hat box.
There's nothing heavy in that box.

PUT SOMETHING, ANYTHING, NOTHING, SOMEWHERE OR ANYWHERE IN THE FOLLOWING:

1. I didn't see _____ about the fire in the newspaper.
2. My pen must be _____ in this room.
3. We saw _____ very unusual this morning, didn't we?
4. The children haven't _____ to play games.
5. There was _____ in the case. It was completely empty.

b. Notice the use of the infinitive, to eat, to sit, after anything and anywhere:

I'm hungry, but I haven't got anything **to eat**.
 They're tired, but they haven't got anywhere **to sit**.

PUT ANYTHING OR ANYWHERE AND AN INFINITIVE IN THE FOLLOWING:

1. I'm thirsty, but I haven't got _____ .
2. We'd like to go somewhere, but we can't think of _____ .
3. He'd like to read something, but he hasn't got _____ .
4. They'd like to play football, but they haven't got _____ .

Relative clauses with who/that/which

a) Study this example:

The man who lives next door is very friendly.
└ relative clause ┘

A clause is a part of a sentence. A relative clause tells us which person or thing (or what kind of person or thing) the speaker means:

- The man who lives next door ... (who lives next door tells us which man)
- People who live in London .. (who live in London tells us what kind of people)

We use **who** in a relative clause when we are talking about people. We use **who** instead of **he/she/they**:

the man - he lives next door - is very friendly

The man who lives next door is very friendly.

we know a lot of people - they live in London

We know a lot of people who live in London.

- An architect is someone **who designs buildings**.
- What was the name of the man **who lent you the money**?
- The girl **who was injured in the accident** is now in hospital.
- Anyone **who wants to do the examination** must enter before next Friday.

It is also possible to use **that** instead of **who**:

- The man **that lives next door** is very friendly.
- But sometimes you must use **who** for people - see Unit 91.

b) When we are talking about things, we use **that** (not **who**) in a relative clause. We use **that** instead of **it/they**:

where are the eggs? - They were in the fridge.

Where are the eggs that were in the fridge?

- I don't like stories **that have unhappy endings**.
- Gerry works for a company **that makes typewriters**.
- Everything **that happened** was my fault.
- The window **that was broken** has now been repaired.

You can also use **which** for things (but not for people):

- Where are the eggs **which were in the fridge**?

That is more usual than **which** in the sentences in this Unit. But sometimes you must use **which** - see Unit 91.

c) Remember that we use **who/that/which** instead of **he/she/they/it**:

- Do you know the man who lives next door? (not '... who he lives ...')

Now study the next unit for more information about relative clauses.

In this exercise you have to explain what some words mean. Choose the right meaning from the list and then write a sentence with **who**. Use a dictionary if necessary.

he/she steals from a shop	he/she breaks into a house and steals things
he/she doesn't eat meat	he/she doesn't drink alcohol
he/she designs buildings	he/she buys something from a shop

- 1 (an architect) *An architect is someone who designs buildings.*
- 2 (a burglar) A burglar is someone
- 3 (a vegetarian) A vegetarian
- 4 (a customer)
- 5 (a shoplifter)
- 6 (a teetotaller)

Now you have to read two sentences and then write one sentence with the same meaning.

Use a relative clause in your sentence.

Example: A girl was injured in the accident. She is now in hospital.

The girl *who was injured in the accident is now in hospital.*

A man answered the phone. He told me you were out.

The man

2 A waitress served us. She was very impolite and impatient.

The

3 Some boys were arrested. They have now been released.

The boys

88.3 The sentences in this exercise are not complete. Choose the most suitable ending from the list and make it into a relative clause.

he invented the telephone	it makes typewriters
she runs away from home	it gives you the meanings of words
they are never on time	it won the race
they stole my car	it can support life
they used to hang on that wall	it was found last week

- 1 Gerry works for a company *that (or which) makes typewriters*
- 2 The book is about a girl
- 3 What was the name of the horse
- 4 The police have caught the men
- 5 Alexander Bell was the man
- 6 Where are the pictures
- 7 The police are still trying to identify the body
- 8 A dictionary is a book
- 9 I don't like people
- 10 It seems that Earth is the only planet

Simple Present v. Present Continuous

Put the verb into the correct form - Present Simple or Present Continuous.

- 1 - "Don't talk so loudly!" - "I (not / to talk) loudly".
- 2 - He (to know) all about the film.
- 3 - Jane (to talk) to a friend at the moment.
- 4 - He (not / to work) on Sundays.
- 5 - Margaret (to love) music and dancing.
- 6 - The dog (to sleep) under the table at the moment.
- 7 - He (not / to like) his job.
- 8- I (to think) she (to be) very pretty.
- 9 - I (always / to go) to bed very early.
- 10 - How often a day (you / to eat) ice-cream?
- 11 - She (often / to clean) the house on Saturdays.
- 12 - (they / to go) to the pub every evening?
- 13 - They (now / to learn) to treat animals.
- 14 - He (to sit) on an armchair, (to smoke) a pipe.
- 15 - Good students (always / to study) hard.
- 16 - It (never / to rain) in Summer but it (now / to rain).
- 17 - They (generally / to arrive) early but today they (to come) late.
- 18 - Teachers (to teach).
- 19 - Why (you / not / to fix) it later?
- 20 - Why (you / to fix) it this morning?
- 21 - I (to do) it because it (not / to work) and I need it.
- 22 - I (never / to do) this at this time but today it (to have) to be done.

- 23-"Write down in pencil!" -"..... (I/ not /to write)?"
- 24 - He (always / to wake up) before the bell(to ring).
- 25 - She (never / to eat) anything while she (to be) at the office.
- 26 - When (usually / they / to hear) the news on the radio?
- 27 - He (to want) to know what we (to do).
- 28- I (to sharpen) my pencil at present.
- 29 - (you / to do) it every lesson?
- 30- I (to see) a man on the roof. He(to cry) for help.
- 31 - (the concert / to begin) at 5 or at 6?
- 32 - They (to stay) at the Plaza Hotel.
- 33 - The concert (to finish) at 12.
- 34 - We (to visit) the Smiths today.
- 35 - I (frequently / to meet) my friends in a nearby coffee bar.
- 36 - She (hardly ever / to read) thrillers.
- 37 - We (usually / to have) breakfast at 7 nowadays.
- 38 - (you / to enjoy) staying at home as a rule?
- 39 - He (nearly always / to take) a nap after dinner but today he (to watch) television.
- 40 - I (to work), so please don't interrupt me.

Simple Past v. Present Perfect

Put the verbs into the correct tense - Simple Past or Present Perfect.

- 1 - You (not / to come) to see us last week.
- 2 - You (not / to come) to see us since you left the office.
- 3 - I (to sell) a lot of my old pictures lately.
- 4 - I (to sell) a lot of my old pictures a few months ago.
- 5 - She (to keep) us waiting a long time last night.
- 6 - She (to keep) us waiting a long time this evening.
- 7 - It (not / to rain) yesterday and it (not / to rain) today.
- 8- I (not to see) the exhibition yet but Michael (to see) it last Saturday.
- 9- I (just / to do) my homework but Peter (to do) his a long time ago.
- 10 - He (to visit) twelve different countries now.
- 11 - I don't want to go to the cinema. I (to see) this film some weeks ago.
- 12 - You'll have to wait. I (not / to finish) yet.
- 13 - I (to see) you in town two or three days ago but you (not / to see) me.
- 14 - I (to go) to the circus at the weekend.
- 15 - I'm not going to do it again. I (already / to do) it once.
- 16 - He (not / to pay) his taxes yet. He must pay them soon.
- 17- He (to write) some articles for the school magazine last year but this year he (not / to write) any.
- 18 - Have you seen my glasses? They (to disappear).
- 19 - I (to post) the letters this morning but mother (to post) hers yesterday evening.
- 20- I (to find) a super flat just before I (to go) on holiday. I (to move) now.
- 21 - I (to see) Jane twice this week but last week I (not / to set) eyes on her.

- 22 - I (not / to buy) a new carpet yet but I
(to look) at some the day before yesterday.
- 23 - His father (to give) him a watch for Christmas but
he (already / to lose) it.
- 24 - Last year Joan (to spend) two months in Madrid but
she (to forget) how to speak Spanish now.
- 25 - Tim (to borrow) my car last evening and he
(not / to come back) yet.

Verb Tenses

Exemplification verb: **to drive, drove, driven** (conduzir, guiar automóvel)

Active Voice

Present

Simple	Continuous	Perfect	Perfect Continuous
I drive	I am	I have	I have
you drive	you are	you have	you have
he	he	he	he
she drives	she is driving	she has driven	she has been driving
it	it	it	it
we drive	we are	we have	we have
you drive	you are	you have	you have
they drive	they are	they have	they have

Past

Simple	Continuous	Perfect	Perfect Continuous
I	I was	I	I
you	you were	you	you
he	he	he	he
she drove	she was driving	she had driven	she had been driving
it	it	it	it
we	we were	we	we
you	you were	you	you
they	they were	they	they

Active Voice

Future

Simple	Continuous	Perfect	Perfect Continuous
I shall you will he will she will drive it will we shall you will they will	I shall you will he will she will be driving it will we shall you will they will	I shall you will he will she will have driven it will we shall you will they will	I shall you will he will she will have been driving it will we shall you will they will

Conditional

Simple	Continuous	Perfect	Perfect Continuous
I'd you'd he'd she'd drive it'd we'd you'd they'd	I'd you'd he'd she'd be driving it'd we'd you'd they'd	I'd you'd he'd she'd have driven it'd we'd you'd they'd	I'd you'd he'd she'd have been driving it'd we'd you'd they'd

Passive Voice

Present

Simple	Continuous	Perfect	Perfect Continuous
I am you are he she is driven it we are you are they are	I am you are he she is being it driven we are you are they are	I have you have he she has beendriven it we have you have they have	I have you have he she has been being driven it we have you have they have

Past

Simple	Continuous	Perfect	Perfect Continuous
I was you were he she was driven it we were you were they were	I was you were he she was being it driven we were you were they were	I you he she had been it driven we you they	I you he she had been being it driven we you they

Passive Voice

Future			
Simple	Continuous	Perfect	Perfect Continuous
I shall you will he will she will it will we shall you will they will be driven	I shall you will he will she will it will we shall you will they will be being driven	I shall you will he will she will it will we shall you will they will have been driven	I shall you will he will she will it will we shall you will they will have been being driven

Conditional			
Simple	Continuous	Perfect	Perfect Continuous
I'd you'd he'd she'd it'd we'd you'd they'd be driven	I'd you'd he'd she'd it'd we'd you'd they'd be being driven	I'd you'd he'd she'd it'd we'd you'd they'd have been driven	I'd you'd he'd she'd it'd we'd you'd they'd have been being driven

SIMPLE PRESENT

O **Simple Present** emprega-se para exprimir:

- simples factos ou verdades aceites como tais;

Ex:

*My children **play** with computers at school.*

*The children **imitate** their parents.*

*Charles **owns** a big car.*

- leis naturais ou científicas;

Ex.:

*The moon **moves** round the earth.*

- algo que persiste no tempo;

Ex.:

*I **live** in Portugal.*

- acções repetidas e habituais. Aparece ligado a certos advérbios ou expressões adverbiais tais como:

frequently always
every day
once a week
generally sometimes
everyweek
twice a week
usually often
every month
several times
rarely

- acções futuras previamente planeadas em ligação com viagens, transportes públicos, espectáculos e horários em geral;

Ex.:

*When **does** the film **begin**?*

*The train **starts** at 12.30. We sail in October.*

Nota: o **Simple Present** nunca se usa para falar dos planos e combinações pessoais. Nunca se deve escrever, por exemplo: "What time do you meet me?" A forma correcta seria: **What time are you meeting me?**)

PRESENT CONTINUOUS

O **Present Continuous** emprega-se:

- para exprimir continuidade;

Ex.:

*I **am speaking** English much better now.*

- para exprimir uma acção que se desenrola no momento em que se fala;

Ex.:

I **am having** dinner (at this moment).

What **are you doing** now?

- para falar de projectos pessoais num futuro próximo;

Ex:

Are you doing anything tonight?

She **is arriving** in Lisbon next saturday.

- para exprimir situações de mudança;

Ex.:

The weather **is getting** better.

- ligado a certas expressões de tempo:

now

today

at present

these days

at this moment

this season

Nota: WHEN interrogativo só pode usar-se com o PRESENT CONTINUOUS quando este exprime futuro próximo

Ex.:

When **are you eating?** (= when are you going to eat ?)

When **do you eat?** (I eat at midday - Simple Present)

PRESENT PERFECT

O Present Perfect é um tempo muito importante em Inglês por ser de uso muito corrente.

O Present Perfect não está relacionado com a altura em que a acção se realizou mas com a ideia.

O Present Perfect liga o passado ao presente, referindo-se sempre a um tempo indefinido. Exprime acontecimentos recentes.

Ex.:

I've bought a car. (Nada se diz ou se sugere sobre quando o carro foi comprado. O que se pretende frisar é a posse do carro, o qual terá sido adquirido anteriormente, num momento ano identificado.)

O **Present Perfect** nunca pode, pois, ser usado com qualquer tipo de referência a um momento bem definido do passado, por exemplo, com palavras como *yesterday*, *last month*, *two weeks ago*.

O **Present Perfect** emprega-se:

- para exprimir uma acção que ocorre num tempo indefinido;

Ex.:

*I've **been** ill.*

*I've **seen** her.*

- com FOR, com SINCE e com HOW LONG para exprimir uma acção que começa no passado e continua até ao presente;

Ex.:

*I've **worked** in England **for** three years.*

*He **has been** ill **since** Christmas.*

How long have you waited?

- com JUST (= this minute) para exprimir uma acção que acaba de completar-se;

Ex.:

*I've **just written** this letter. (Precisely at this moment the letter is ready.)*

- com os seguintes advérbios e expressões adverbiais:

recently

ever

it's the first time

this morning

lately never

this week

up to now already

this month

yet

Ex.:

*What **have** you **done lately?***

Have** you **seen** him **recently?

***Have** you ever **been** to India?*

*No, I've never **been** there.*

Have** you **cleaned** your shoes **yet?

- em frases começadas por WHEN, AS SOON AS, UNTIL, quando equivalerem a AFTER.

Ex.:

*Come and see me when (= after) you **have had** your dinner.*

PRESENT PERFECT CONTINUOUS

O **Present Perfect Continuous** usa-se nos mesmos sentidos em que se usa o Present Perfect e com os mesmos advérbios e expressões adverbiais, para exprimir algo que está a acontecer no momento em que se fala.

Ex.:

*I **have lived** here for six months.*

*I **have been living** here for six months.*

*She **has waited** for me since 4 o'clock.*

*She **has been waiting** for me since 4 o'clock.*

Usa-se principalmente com verbos que exprimem uma acção que dura e se prolonga no tempo, tais como:

expect
sit
study
learn sleep
rest
lie stand
wait
live stay
work

Alguns dos advérbios que se usam com o PRESENT PERFECT CONTINUOUS costumam ser precedidos de ALL, a fim de reforçar o sentido de continuidade e duração: ALL THIS MORNING, ALL THIS WEEK, ALL DAY, ALL THIS YEAR.

FUTURE

SHALL/WILL e GOING TO

- SHALL/WILL exprimem uma simples previsão de futuro, que pode ser longínquo. Não há projecto nem intenção.

Ex.:

*It'll soon **be** midnight.*
*You'll **feel** better tomorrow.*
*Things **will be** different in three years' time.*

- SHALL/WILL exprimem uma acção futura que ocorre ao espírito no momento em que se fala, não tendo sido previamente decidida.

Ex.:

*I'll **repair** it tomorrow.*
*That's all right! I'll **tell** them you're asleep.*
*I think I'll **read** it tonight.*

- GOING TO usa-se para exprimir intenções e decisões pessoais previamente tomadas. Por isso é mais usado com pessoas do que com coisas.

Ex.:

*I'm **going to repair** it tomorrow.*
*I'm **going to go** by plane.*
*He's **going to pick** me up at 5.*
*She's **going to sell** her house.*

- GOING TO é usado para exprimir uma situação futura (geralmente um futuro próximo) que está dependente de uma situação presente.

Ex.:

*There's a stone on the way. He's **going to fall**.*
*Look at those big black clouds! It's **going to rain**.*

- GOING TO é muito pouco usado em ligação com outras orações.

Ex.:

*If you go with him, he'll **give** you a new one.*

*You **won't speak** English very well unless you go to England.*

*When I go shopping, I'll **buy some** food.*

SIMPLE PAST

O **Simple Past** emprega-se:

- para falar de acções e situações que ocorram num tempo bem definido do passado, podendo os advérbios de tempo adequados estar expressos ou apenas subentendidos;

Ex.:

*She **bought** a new dress (last week).*

- para falar de acções e situações habituais e repetidas no passado;

Ex.:

*Last year I **walked** to school every day (= I used to walk).*

- para falar de uma acção que se segue a outra no passado;

Ex.:

*The telephone **rang** and then someone **knocked** at the door.*

- com os seguintes advérbios ou expressões adverbiais relativas ao passado:

at 9 o'clock

last Saturday

a few minutes ago

at half past six

last week

two days ago

yesterday

last month

two months ago

the day before yesterday

long ago

PAST CONTINUOUS

Ex.:

*I **was waiting** for the train.*

*They **were waiting** for the train.*

*What **was he doing** there?*

*What **were they doing** there?*

*She **wasn't talking** very loudly.*

*We **weren't talking** very loudly.*

O **Past Continuous** apresenta um certo paralelismo com o **Present Continuous**. Usa-se em circunstâncias idênticas situadas no passado:

- para exprimir continuidade e acção prolongada no passado, assim como acções simultâneas.

Ex.: I was living in France when Mary was born. I was having dinner when the telephone rang. What were you doing at 5 yesterday? While I was studying, they were listening to records.

Nota: Não se usa o Past Continuous com verbos como want, know, etc. (ver Simple Present e Present Continuous).

PAST PERFECT

Ex.:

I had arrived at midnight.

She had arrived at midnight.

Had she taken the job?

Had they taken the job?

We hadn't lost the key.

You hadn't lost the key.

O **Past Perfect** usa-se:

- para exprimir uma acção que aconteceu antes de outra, a qual, por sua vez, ocorreu no passado.

Ex.:

I didn't go to the cinema with them because I had seen the film before.

When I arrived at the station, the train had already started.

PAST PERFECT CONTINUOUS

O **Past Perfect Continuous** é a forma passada do Present Perfect Continuous.

Ex.:

I had been working for two hours and so I was tired.

Had he been driving the other car before he was caught by the police?

We hadn't been telephoning when he tried to connect.

O **Past Perfect Continuous** usa-se de modo semelhante ao Past Perfect, reforçando a noção de continuidade e prolongamento da acção no passado; exprime acções que começam, duram e terminam no passado.

Ex.:

The men had been fighting for some minutes before the police appeared.

Nível Intermediário

- **As / like (35)**
- **Compound nouns (37)**
- **Had better / would rather (39)**
- **If-clauses (41)**
- **Modal verbs 1 (44)**
- **Passive voice (50)**
- **Still / yet / already (51)**
- **Used to / would / be used to (54)**
- **Modal verbs 2 (57)**
- **Relative clauses (70)**

- **Nível elementar**

as, like

a. as we do, like us

In comparisons, **as** is followed by a clause (that is a subject and a finite verb); **like** is followed by a noun or pronoun.

Look at these examples:

He works hard, **as I do/his father does**.

He works hard, **like me/his father**.

As I was saying before you came in, we need someone like you to help us.

Complete the following sentences with as or like:

1. The new law, _____ I said, is _____ the one in France. _____ the French, we must have a law of this kind — _____ every civilised country has, in fact.
2. _____ you've already heard, we have opened several new branches, _____ our rivals, and we've noticed an increase in business, _____ they have done. _____ them, however, we may lose money at first in some of them.
3. I'm in favor of negotiation, _____ you. But I'm not prepared to give way to pressure, _____ you are. We can't afford to give the workers the idea that we will do anything to keep the peace, _____ Chamberlain at Munich, or _____ the previous manager did when he gave way the last time.

b. as an engineer, like a monkey.

Compare these sentences:

He works **as an engineer**. (That is his job)

He was brilliant **as Othello**. (in the part of Othello)

He can climb **like a monkey**. (comparison: he's not a monkey)

I'm doing this **as an experiment**. (It is an experiment)

I've built this **like a real railway**. (comparison: it isn't a real railway)

As refers to a person's role in life or profession, or a part he/she takes in a play, film etc. **Like** is used for comparison.

Complete these sentences with as or like:

1. She could run _____ a deer.
You can't expect to make a living _____ an athlete.
2. He hopes to have a career _____ a film director.
He's very fussy about photography. He behaves _____ a film director when he takes a picture of the family on the beach.
3. In my long career _____ an actor, I've always wanted to appear _____ Hamlet, but I've never wanted to be _____ him in real life.
4. Of course my new novel is written _____ a novel, but there are some chapters written entirely in dialogue, _____ a play.
5. I had him _____ my teacher at school for many years, but he was so kind that he was more _____ a father to me.

c. known as, treated as etc.

A number of verbs are commonly followed by **as** (see list below). If we use **like** after any of them, we are making a comparison, as in exercise b.

Compare these sentences:

He treats his students as friends. (He is friendly towards them)

He treats his students like animals. (He treats them as if they were)

Common verbs of this type include: **accept, behave, characterise, class, count, describe, define, express, interpret, know** (usually **be known**), **look on, recognise, regard, see, think of, treat, use**.

Complete the following sentences with a pronoun (him, it, etc.) and *as* or *like*:

1. He is regarded _____ the greatest actor of his generation.
2. You have no right to treat people _____ slaves.
3. They look on _____ their king, but the government have never officially recognised _____ such, and I have never thought of _____ a satisfactory ruler.
4. The country describes itself _____ democratic, and the newspapers here class _____ socialist, but I don't see how you can define a country _____ if no one has the freedom to express himself _____ an individual.
5. I expect you to behave _____ an adult, not _____ a spoilt child.

Compounds Nouns

Noun phrases and compound nouns

It is difficult to lay down firm rules for the use of nouns in apposition, where one noun is used in front of the other as if it were an adjective. When can we do this, and when is it preferable to use the 's genitive form or write 'the _____ of the _____?' The following suggestions are made for general guidance to overcome the common errors, but do not provide an exhaustive discussion of the subject:

1. The 's genitive is used for personal possession: **my father's car** and in cases where the idea is that the person or living creature did something: **the teacher's letter** (she wrote it). It is also used for periods of time: **two days' holiday**.
2. It is wiser to use a structure with **of** rather than the 's genitive with things, because although in many cases the 's genitive is possible, for example, with places: **London's history**, the **of** structure will always be correct in these cases (the history **of** London) and there are many where it is the only accepted form: **the back of the house, the end of the programme**.
3. There are many expressions, however, where we use a noun as if it were an adjective. The first noun describes the second in some way and comes before it like an adjective. So a **school play** is a kind of play (theatrical performance) performed by students at a school, a **play school** is a kind of school where young children not of normal school age go, mainly to play.

Here is a list of common groups of this kind:

- a place: **a London school** (a school of London)
- b time: **morning coffee** (coffee drunk in the morning)
- c material or ingredients: **a gold watch** (a watch made of gold); **a strawberry ice-cream** (an ice-cream made with strawberries).
- d purpose, function or subject: **a peace conference** (a conference to discuss peace).
- e parts or sections: **kitchen door** (the door leading to the kitchen).
- f containers: **cigarette case** (a case that holds cigarettes).
- g complement: **woman doctor** (a doctor who is a woman).

Note 1: Plural forms are not used in the adjectival position. Boxes that hold matches are called **matchboxes**.

2: Spelling varies and is in process of change. The longer an expression has been in the language, the more likely it is that the two nouns have joined together: **bedroom**. Some expressions are joined by a hyphen: **boy-friend** (though this is beginning to be spelt **boyfriend**). Some still remain as two words: **radio signal**.

a Use the definitions given below to form compound nouns or noun phrases. You may have to check a dictionary to see if the words are joined together, hyphenated or two separate words:

e.g. *A table used in the kitchen. **A kitchen table***

1. A house in the country.
2. A window in a bedroom.
3. A story about love.
4. The time when we have dinner.
5. A pie made of apples.
6. A case for books.
7. A race for horses.
8. A brush for cleaning your teeth.
9. A nightclub based in Paris.
10. An actor who acts in films.

b. Now look at these sentences:

A person who works in a shop is a **shop worker**.

A **biology student** is a student who is studying biology.

A **student doctor** is a student in a hospital who is still training and has not yet qualified as a doctor.

A person who collects works of art is an **art collector**.

A person who collects statues is a **collector of statues**.

Note: There is a difference between the second and third sentences, where **student** is used adjectivally to indicate someone not yet qualified. In the last two sentences note that it is not always possible to make compound nouns and noun phrases, usually because the activity is not common enough for such phrases to have come into the language.

Make compound nouns or noun phrases for the following people:

1. Someone who works in a factory.
2. Someone who keeps (=looks after) a house.
3. A team that plays football.
4. The council responsible for a city.
5. A student who is studying nursing.
6. A student who is not yet a nurse.
7. A driver who has not yet learned to drive.
8. Someone who paints landscapes.
9. Someone who paints carnivals and processions.
10. People who collect taxes.

Wine bottle, bottle of wine

Compare these sentences:

He bought a packet of cigarettes.

He threw the cigarette packet away.

A cigarette packet is empty; a packet of cigarettes is full or has some cigarettes in it. Note that the singular form is used when the noun is used as an adjective even though it is a countable noun (cigarette packet).

Correct the sentences which are wrong, as in the example:

*I'm going to buy a **whisky bottle**.*

*I'm going to buy a **bottle of whisky**.*

1. I'm going to wash up the cups of coffee.
2. We're going to have a lot of people staying with us next week, so I'll buy a potato sack.
3. Put the milk bottles on the doorstep. The milkman will collect them.
4. Good heavens! Johnny has eaten a whole bag of sweets.
5. What else do we need at the grocer's? Oh, yes, some tins of fruit and a matchbox.

Which of the following would you give a friend as a present:

a case of champagne, a cigar box, a cognac bottle, a box of chocolates, a bottle of perfume?

Had better, would rather

had better

Look at this conversation:

- A: I've got a cold.
B: Then you'd **better** stay in bed, **hadn't** you?

You'd better is short for **you had better**. We use **had better** to say what is a sensible thing to do in a situation. **Had** is the past form of **have**, but **had better** refers to future time.

USE HAD BETTER AND A SUITABLE VERB TO REPLY TO THE FOLLOWING AND COMPLETE THE QUESTION-TAGS:

e.g. **You'd better** go to the doctor's, **hadn't** you?

1. A: I've got a lot of work to do tomorrow.
B: _____ early, _____ you?
2. A: I've got toothache.
B: _____ to the dentist's, _____ ?
3. A: I've got headache.
B: _____ an aspirin, _____ ?
4. A: My shoes are dirty.
B: _____ them, _____ ?
5. A: We've got no food in the house.
B: _____ shops, _____ ?

would rather

a I'd rather

Notice the use of **I'd rather** (**I would rather**) in these sentences:

- A: Would you like some tea?
B: **I'd rather** have coffee, if it's no trouble.

A: Would you like an apple?
B: **I'd rather** have an orange, if you don't mind.

1. MAKE QUESTIONS AND ANSWERS IN THE SAME WAY WITH THE FOLLOWING:

1. wine/beer 2. red wine/white wine 3. a glass of milk/ a glass of beer
4. a boiled egg/ an omelette 5. strawberries/raspberries

1. _____
2. _____
3. _____
4. _____
5. _____

Here is another example of **I'd rather**:

- A: Would you like to play tennis on Saturday?
B: Well, **I'd rather** play on Sunday, if you don't mind.

2. MAKE QUESTIONS AND ANSWERS IN THE SAME WAY WITH THE FOLLOWING:

1. go to the theatre with me on Friday (Saturday).

2. go to the circus with me next week (to the zoo).

3. listen to some records (watch TV).

4. play chess/play cards.

5. ride my motor-bike (sit on the back).

b Would you rather?

Notice the question form:

A: **Would you rather** have tea or coffee?

B: Tea, please.

MAKE QUESTIONS AND ANSWERS IN THE SAME WAY WITH THE FOLLOWING:

1. cheese/cake

2. ice cream/ fruit salad

3. boiled potatoes/chips

4. grapefruit/yogurt

5. (listen to) a classical record/a jazz record

1. _____

2. _____

3. _____

4. _____

5. _____

c I'd rather not

Notice that we don't need to repeat the main verb after **I'd rather not**:

A: Would you like to play tennis on Saturday?

B: Well, **I'd rather not** (play) if you don't mind. I'd like to watch the football match on TV. How about Sunday?

MAKE QUESTIONS AND ANSWERS IN THE SAME WAY WITH THE FOLLOWING:

1. go to the cinema with me tomorrow — have got to do some work — Wednesday.

2. come round for a drink this evening — am very busy — tomorrow.

3. watch the game on TV — don't like football much — the play this evening.

4. go for a walk — feel tired — playing chess.

5. have lunch with me on Tuesday — have got to go to the dentist's — Friday.

Note: If we make a comparison about what we **would rather have** at any one moment, we say,
e.g. **I'd rather have coffee than tea**,

If we are talking in general terms, we can either use the same form or say,
e. g. **I prefer coffee to tea**

if and unless

A) for each of the following sentences write the other two types of if-clauses:

1. He'll come if you wait.

a) _____

b) _____

2. If you ring the bell, someone will come.

a) _____

b) _____

3. You'll catch the train if you take a taxi.

a) _____

b) _____

4. If he wrote to me, I'd write to him.

a) _____

b) _____

5. You would have found the book if you had opened the bag.

a) _____

b) _____

6. We won't go if it doesn't stop raining.

a) _____

b) _____

7. If you could come it would be very nice.

a) _____

b) _____

8. It would have been better if they hadn't come.

a) _____

b) _____

9. If you go to town will you buy something for me?

a) _____

b) _____

10. What would you do if a bee stung you?

a) _____

b) _____

B) fill in the gaps with the adequate tense of the verbs in brackets:

1. We are going to play tennis this afternoon if it _____ raining. (**stop**)
2. If John eats another cake, he _____ sick. (**get**)
3. I wouldn't do that if I _____ you. (**be**)
4. If she _____ the phone, she would never have heard the news. (**not answer**)
5. If I had the courage, I _____ him back. (**answer**)
6. It will be impossible for me to finish my work if you _____ that chatter. (**not cease**)
7. If it rains you _____ wet. (**get**)
8. Maisie's mother _____ what to do if she were alive. (**know**)

C) replace *if* for *unless* and make the necessary changes:

1. We'll go for a picnic if it doesn't rain.

2. He will not learn much if he doesn't work harder.

3. He won't come if you don't invite him.

4. I won't write to her if she doesn't write to me.

5. The servant won't come if you don't ring the bell.

D) Rephrase the following sentences as indicated below:

1. You should have come before in order to get an autograph from the President.
If you had.....
2. She only referred that because he was complaining.
If he hadn't.....
3. He didn't study hard and so he failed his exams.
If he had.....
4. School-leavers must assert their rights not to be regarded as cheap labour.

If school-leavers.....

5. The town people only changed that way because the TV station was sabotaged.

If the TV station hadn't.....

6. They have built factories there because they found out coal in the soil.

If they hadn't.....

7. They should be flexible enough to allow workers the freedom to participate in the decisions of the government.

If they were flexible enough they.....

8. Environmentalists protested so vehemently because the government projected to destroy the rain forest.

If the government hadn't.....

9. The protesters tried to block the gates and so they were put to prison.

If the protesters try.....

10. The Environmental Protection Association made the right recommendations and so the town people were able to avoid the disaster.

If the Environmental Protection Association didn't.....

Modals

1. can, will be able to

Compare these sentences:

Can I have an ice-cream, please?

Will your grandfather **be able to** climb the stairs?

Can you come / **Will** you **be able to** come to my party next week?

In the first sentence, the speaker is asking for permission. In the second sentence, asks if it will be possible for the old man to climb the stairs. We also use **can** for present possibility, and sometimes future possibility as in the third sentence.

Look at this dialogue:

Terry broke his leg playing football yesterday. Now he is in hospital and his leg is in plaster.

Terry: **Can** I get up this afternoon?

Doctor: Of course you **can't**.

Terry: **Can** my friends come to see me?

Doctor: Yes, they **can** come this evening.

Terry: When **will I be able to** get up?

Doctor: Quite soon. You **won't be able to** walk immediately but you'll **be able to** go around on crutches.

2. may, might

Notice the use of **may** and **might** in these sentences:

Roger and Carol are at the casino.

Roger: I'm going to bet on the red. It **may** win. (perhaps it will win — the chances are about 50/50)

Carol: But it **may** not. The black **may** win. I'm going to bet on one of the numbers, number 11.

Roger: Then you're almost certain to lose. You have only one chance in 36.

Carol: I **might** not. Number 11 **might** win. (It's possible but unlikely.)

Note that **can** is only used for possibility when we are talking about what is possible at all times, not one particular time,
e.g. **Accidents can happen**,

but in giving a particular person advice, whether or not he is driving at the time, we would say,
e.g. **Drive carefully, you may (might) have an accident.**

3. must and need to

a must

Look at these sentences:

I've got toothache. I **must** go to the dentist.

In England, you **must** drive on the left-hand side of the road.

Remember, do not use to after must.

b need to, don't/doesn't need to, needn't

Look at these sentences:

A: I **need to** go to the bank.

B: I've got plenty of money. I **don't need to** go till next week (or: I **needn't** go till next week).

The verb **need** is usually a main verb; it then goes with an object, e.g. **He needs some new shoes**, or a verb with to, e.g. **We need to tell everybody**. Main verb **need** forms questions and negative with **do**, e.g. **Des he need some new shoes?**, **We don't need to tell everybody**.

Positive statement	Negative statement	question
I need to go	I don't need to go	Do I need to go?
She needs to go	She doesn't need to go	Does she need to go?

c must and don't/doesn't need to

Look at these sentences:

Fred **must** go but I **don't need to** (go).

We don't need to repeat the second **go**, because we know what the sentence means without it.

4. must (to express a logical deduction)

a must

Look at these sentences:

It's getting dark. It **must** be about 7 o'clock.

You've been working hard all day. You **must** feel tired.

They are all shivering. The water **must** be very cold.

Must (and not **have to**) is used when we are almost certain something is true because our logic tells us so.

b must have

Look at the following:

A: He couldn't find it when he arrived at the office.

B: He **must have** dropped it on the way.

Must have + past participle is the past tense form of **must** when it expresses a logical conclusion about a past action.

The negative is formed with **can't have** (normally present perfect) and **couldn't have** (normally past simple) + past participle.

e.g.

A: He says he's lost it.

B: **He can't have lost it. I've only just given it to him.**

5. had to

Look at these sentences:

I **must** go to the dentist. My teeth are very bad.

I **had to** go to the dentist seven times last year.

The past of **must** is **had to**.

e.g.

A: Why didn't you go to the club on Sunday?

B: **Because I had to write letters to Pat and Jean.**

The negative of **had to** is **didn't have to** and the question form **did you / he / etc. have to**.

6. should

Look at these sentences:

A: I really enjoy watching tennis, but I don't often get the chance.

B: You **should** go to Wimbledon. You'll see first-class tennis there.

A: I'd like to play tennis, too, but I don't know where to play.

B: You **should** join a club. Then you can use their tennis courts.

In these examples **you should go**, **you should join** mean "It would be a good idea for you to..."

7. ought to

Look at these sentences:

He's too fat. He **ought to** eat less.
He **ought to** visit his old mother more often.

Ought goes with **to** and an infinitive, e.g. **ought to go, ought to pay, ought not to eat.**

You ought to go means "It's your duty to go" or "I strongly recommend you to go" Note that it does not mean "You are obliged to go".

If you have received a present by post, someone could say to you,
e. g. **You ought to write and thank him/her.**
and this means "It is your duty to write"

Ought to is something that a doctor often says to a patient,
e.g. **You ought to take more exercise, and you ought not to smoke.**
and this means that the doctor strongly recommends the patient to take more exercise, but warns him that smoking is bad for him.

EXERCISES

1. COMPLETE THESE DIALOGUES WITH CAN, CAN'T OR WILL/WON'T BE ABLE TO AND A MAIN VERB. THE FIRST LETTER OF EACH MAIN VERB IS GIVEN:

a. Terry is talking to the doctor.

Terry: _____ I t_____ the radio on?

Doctor: Yes, of course you _____ .

Terry: _____ I g_____ downstairs and watch the football match on TV?

Doctor: No, I'm sorry you _____ .

Terry: _____ my girl-friend c_____ to see me this evening?

Doctor: Yes, she _____ .

Terry: _____ she s_____ the night here?

Doctor: Of course she _____ . This is a hospital, not a hotel.

Terry: When _____ I w_____ ?

Doctor: I don't know yet. I _____ t_____ you when we take the plaster off.

b. Terry is talking to his girl-friend Karen.

Karen: Hello, Terry. _____ I w_____ my name on your plaster?

Terry: You _____ if you like.

Karen: When are they going to take it off?

Terry: The doctor thinks they _____ t_____ it off next week. But I _____ p_____ football again for two months.

Karen: Oh! _____ you d_____ ? There's a dance at the club next weekend.

Terry: Of course I _____ d_____ ! I can't walk yet, so I _____ d_____, _____ I?

Karen: Oh. _____ I g_____ to the dance without you?

Terry: With Johnny Bradshaw? No, you _____ .

Karen: That's not fair. You say I _____ d_____ because you've got a broken leg. You're selfish.

Terry: All right, Karen. You _____ g_____ to the dance. But I _____ g_____ too, because the doctor says I _____ w_____ on my crutches. So I _____ t_____ you to the dance and w_____ you dancing, and if Johnny Bradshaw dances too close, I _____ h_____ him with my crutch. _____ I?

2. COMPLETE THESE SENTENCES WITH MAY (NOT) OR MIGHT (NOT). CHOOSE MIGHT (NOT) IF YOU THINK THE POSSIBILITY IS MORE REMOTE.

Mr Pryor, an insurance salesman, knocks on Adam's door one morning, trying to sell insurance.

Mr Pryor: Good morning. I represent the Beacon Insurance Company. You _____ be fully insured, so I'd like to talk to you about our policies.

Adam: Well, I'm not insured, actually.

Mr Pryor: Ah, well, you _____ be sorry about that one day. For instance, your wife and children _____ be left in difficult circumstances.

Adam: But I'm not married.

Mr Pryor: But you're still young, sir. You _____ get married quite soon. You _____ even meet the lady on your way to work this morning.

Adam: Well, I _____, but it's not very likely, is it? On the other hand, I _____ miss my train if I stand here talking to you.

Mr Pryor: You _____ be sorry if you don't, sir. You say this flat is not insured?

Adam: Well, no, it isn't.

Mr Pryor: Good heavens: Thieves _____ break in while you're out. They _____ even break in today. Of course, they _____, but it's better to be safe than sorry.

Adam: Well, you _____ be right. I'd better take your telephone number.

Mr Pryor: I'd rather make an appointment to see you, sir. I travel a lot in my job, so I _____ be at the office when you ring.

3. PUT THE CORRECT FORM OF NEED AND THE APPROPRIATE PRONOUN IN THESE SENTENCES:

A: I want to go to Mexico. What _____ to do before I go?

B: You _____ to book your airplane ticket. You _____ to buy some summer clothes. You _____ to get some travellers' cheques.

A: _____ to get a visa?

B: Oh yes, I forgot that.

A: _____ to take any special medicines?

B: Well, you _____ to take something for malaria if you're going to the coast. If you're only going to Mexico City, you _____ to.

4. REWRITE THESE SENTENCES CHANGING DON'T NEED TO OR DOESN'T NEED TO INTO NEEDN'T, AND MAKE ANY OTHER NECESSARY CHANGES:

1. Joan doesn't need any new winter clothes.
2. We don't need to phone Mick until tomorrow.
3. Bob doesn't need to bring both his guitars.
4. We don't need any potatoes this week.
5. We don't need to buy any potatoes this week.

5. USE MUST AND THE WORDS IN BRACKETS TO MAKE A SENTENCE, AS IN THE EXAMPLE, ABOUT EACH OF THESE SENTENCES:

e.g. Brian has a good job. He's got a big house and an expensive car.
(earn... money)

He must earn a lot of money.

1. The ashtrays in Colin's house are always full of cigarette ends. (smoke... cigarettes)
2. Dora wears different clothes every day. (have... clothes.)
3. Eric spends every evening in the pub. (drink... beer)
4. Flora plays tennis very well. (win... matches)
5. Gordon is a translator in the United Nations. He translates for people of different countries. (speak... languages)
6. Harry is a car salesman. His firm is very pleased with him. (sell... cars)
7. Ingrid goes to cocktail parties every week. (meet... people)
8. Julian's car is very big and old. (use... petrol)

6. READ THE FOLLOWING AND MAKE SENTENCES, USING MUST HAVE AS IN THE EXAMPLE BELOW:

Mrs Cooper has a new cleaning lady. Before she left the house in the morning, Mrs Cooper told Doreen: "You mustn't smoke, play any records or open the drinks cupboard.. And please don't invite your friends in or use the telephone."

When Mrs Cooper came home, Doreen was not there, but the house was in a mess. Doreen had done everything she wasn't allowed to do.

e. g. **She must have smoked a lot of cigarettes.**

1. One of the records was scratched.
2. The whiskey bottle was empty.
3. There were four dirty glasses on the table.
4. There were some telephone numbers written down next to the telephone.

7. LOOK AT THE DIARY IN EXERCISE 3:

It is now Sunday 28 April, and you have done all the things that are in the diary. A friend asks you why you didn't go to the club last week,

e.g. A: Why didn't you go to the club on Sunday?

B: **Because I had to write letters to Pat and Jean.**

Answer in the same way:

1. Why didn't you go to the club on Monday?
2. Why didn't you go to the club on Tuesday?
3. Why didn't you go to the club on Wednesday?
4. Why didn't you go to the club on Thursday?
5. Why didn't you go to the club on Friday?
6. Why didn't you go to the club on yesterday?

8. LOOK AT THE PASSAGE AND TIMETABLE BELOW:

Some young people want to see some of the European Games, but they want to go on the days when there is something they really like.

This is the timetable for the games:

EUROPEAN GAMES			
MONDAY	Running	THURSDAY	Swimming
TUESDAY	Boxing	FRIDAY	Jumping
WEDNESDAY	Shooting	SATURDAY	Diving

Fred likes diving, so should he go on Sunday? Yes, he should.

Sara likes jumping, so should she go on Saturday? No, she shouldn't. She should go on Friday.

Complete the following, using the information above:

1. Jim likes jumping, so should he go on Friday? Yes, _____ .
2. Bill likes swimming and diving, so should he go on Tuesday? No, he _____ . He _____ .
3. Beryl likes boxing, so should he go on Tuesday? Yes, _____ .
4. Tom likes shooting, so should he go on Thursday? No, he _____ . He _____ .
5. Ann likes running and swimming, so should he go on Wednesday? _____ .
6. Tina likes running and jumping, so should he go on Monday and Friday? _____ .

9. PUT OUGHT OR OUGHT TO IN THE FOLLOWING AND COMPLETE EACH SENTENCE WITH ONE OF THE SUGGESTIONS BELOW:

- | | | |
|-----------------|------------------|------------|
| a eat so much | c go and see her | e disturb |
| b smoke so much | d pay me back | f eat more |

1. You are too thin. You _____ .
2. Tom is too fat. He _____ .
3. I lent John £5 two months ago. He really _____ .
4. Jill is in hospital. We _____ .
5. Mary is preparing for exams. We _____ .
6. He has a very bad cough, so he _____ .

Passive Voice

(regular and idiomatic)

She showed them the new baby

Someone asked him a very difficult question

We must look into this matter.

People speak well of him.

They told her to be quick.

Somebody told them to wait outside.

Someone promised me a bicycle if I passed my examination.

You must work for success.

I told him never to come here again.

She promised him a book

Nobody has slept in that room for years.

She will look after the little girl.

A car ran over our dog.

Nobody can do it.

People play football all over the world.

Nobody has made any mistakes.

A guide pointed out the Pyramids to me.

Somebody has left the gate open.

Somebody must do something for these poor men

People will simply laugh at you for your trouble.

Nobody has answered my question properly.

Somebody has brought this child up very badly.

still, yet, already, no longer, not...any more

Study the conversation in the example below and note the use and the word order of these adverbs, and the tenses of the verbs. Margaret, from the local government offices, has called to collect some forms left at a guest house; the residents had to fill them in. She is speaking to landlady, Mrs Barker:

Margaret Now, there were four residents. Have they all filled the forms in?
 Mrs Barker Well, Mrs Mills **has already filled** hers in, but the others **haven't given** me theirs **yet**.
 Margaret **Do they still live** here?
 Mrs Barker Well, one of them doesn't. Mr Jones **is no longer** here. He left on Sunday, so **he doesn't live here any more**. Mr Cooper and Mrs Bryant **are still** here.
 Margaret **Have they filled** their forms **yet**?
 Mrs Barker Well, I think Mrs Bryant's **already filled** hers in, but she **hasn't given** it to me **yet**. I'll ask her when she comes home from work. But I know that Mr Cooper **hasn't filled** his in **yet**. I've reminded him several times, but he **still hasn't done** anything about it.

Still indicates that a situation is continuing as it was before. (Mrs Bryant still lives there; she hasn't left the guest house.)

Already is used in affirmative statements to state that something has happened (Mrs Mills has already filled in his form) and sometimes in questions to express surprise. (Have you already finished that long book?)

Yet is normally found in questions and negative forms. It is used to ask whether an action has happened before the time of speaking or state that it has not. (Mrs Bryant hasn't come home yet)

No longer (not... any more) indicates that a situation has stopped continuing. (Mr Jones used to live in the residence, but he no longer lives there/ doesn't live there any more/longer.) **No longer** is more formal, and not used so much in conversation. With verbs indicating time passing, like **wait**, the usual form is **not... any longer**.

Still... not is a strong form of **not... yet**. (Mr Cooper has been reminded several times, but he still hasn't done anything)

Use the table of sequences given here as a guide in doing the exercise that follows:

Question	Answer (affirmative)	Answer (negative)
... yet ?	Yes,... already...	No,... not... yet.
... still ?	Yes... still...	No,... still not... No,... no longer... No,... not... any more/ longer

Negative questions, such as: Doesn't **he live here any more/longer** suggest surprise. The answer is likely to be negative, repeating previous information.

Complete the sentences using the verb in brackets and the most suitable form, using these adverbs, as in the example:

e.g. Here's the form. She **(fill)** it in.
 Here's the form. **She's already filled it in.**

- A **(answer)** you Aunt Mary's letter?
 B Yes, I **(write)** to her.
 A **(post)** the letter?
 B No, I **(not post)** it. I haven't had time.
- A **(work)** you at the Town Hall?

B No, I (**not work**) there I've got a new job.
A (**travel**) you to the centre of town?
B Oh, yes. I (catch) the same bus. My new office is near the Town Hall.

3. A (**not fill in**) the workmen that hole in the road?
B No, they 've been working there for three days, but they (**not finish**)
4. A Jimmy (**not come**) home. It's a quarter to five, and I (**make**) the tea. He usually gets home at half past four. Well, I (**not wait**). I'll give you your tea, or it will get cold.
B Don't worry, Mum. I expect he played football after school and (**be**) on his way.
5. A It's a quarter past five and Jimmy (**not come**) home. I'm getting worried. I (**can't stand**) this. I (ring) the school, but here was no answer. I suppose everyone (go) home.
B (*looking out of the window*) It's all right, Mum. Here he comes. You (**not need**) to worry.

Already, yet, still

Already and yet

Look at these sentences:

A Has the plane left **yet**?
B Yes, it left two hours ago.

My little boy is only four, but he has **already** started school.

Already and **yet** mean "before now".

We normally use already in positive statements (compare **yet**). It goes after **am, is, are, was** and **were**, e.g. **Mrs Jones is already here.**

With compound verbs (auxiliary verb + participle), **already** goes between the auxiliary (e.g. **has, is**) and the participle (e.g. **written, waiting**),

e.g. **Mrs Jones has already arrived.**

Those boys are already making trouble.

With simple verbs, **already** goes before the verb,

e.g. **Lucy has only been in Spain for two months, but she already speaks good Spanish.**

Yet usually goes at the end of the sentence, and it is normally found only in questions and negative statements (compare **already**),

e.g. A **Has Mrs Jones arrived yet?**

B **No, not yet.**

Mrs Jones hasn't arrived yet.

Put **already** or **yet** in the correct place in the sentences below:

1. Your friends are in the hall.
2. The 8 o'clock train hasn't come.
3. It's only 10 o'clock but they've prepared lunch.
4. Has the boss come back?
5. Haven't you written those letters?
6. My mother has bought all the Christmas presents.

Still

a Look at these sentences:

Ten years ago Charlie was living in Bristol . He hasn't moved; he **still** lives there.

Five years ago Olive was interested in Jazz. She hasn't changed; she is **still** interested in Jazz.

Still says that something is the same as before.

Still usually goes after **am, is, are, was, were,**

e.g. **She is still ill.**

With compound verbs (auxiliary + participle) **still** goes between the auxiliary (**is, are**) and the participle (**raining, sitting**),

e.g. **It is still raining.**

With simple verbs, **still** goes before the verb,

e.g. **He still lives there.**

Complete the sentences in the same way as the examples above:

1. Kay was a good chess player when she was young. Nothing has changed. She _____ a good player.
2. Years ago Kim liked cowboy films. He hasn't changed. He _____ cowboy films.
3. When he was a boy, Alan was a good photographer. He hasn't changed. He _____ a good photographer.
4. Years ago Chris painted very well. Nothing has changed. She _____ very well.

b Look at these sentences:

He **still doesn't** play.

I **still haven't** seen her.

Sam **still can't** type.

Still goes before a negative auxiliary (**don't, hasn't**).

Complete these sentences with **still** and a suitable negative auxiliary:

e.g. I didn't read the newspaper this morning, and I still haven't read it.

1. Sheila didn't work hard at school, and she _____ work hard.

2. Kay couldn't ski well last winter, and she _____ ski well.

3. I didn't see the exhibition last month, and in fact I _____ seen it.

4. When they were young the children didn't like the dark, and they _____ like it.

used to; would; be used to

a used to, used not to

Used to is a past form used in contrast to the present to express what we habitually did in the past but do not do any more. **Didn't use to** is accepted as an alternative form in the negative, and questions can be made either in the form **Used you to live in London?** or **Did you use to live in London?**, although the former is now increasingly less common. **Used to** is always followed by the infinitive. There is no present form. For habitual actions in the present we use the Present Simple tense.

Look at these examples:

When I was at school, I used to study (= I studied) every night. (The implication is that I do not study every night now).

I didn't use to/used not to go out very much. (The implication is that now I go out quite often).

I study every night. I don't go out very much. (statement of present situation).

Replace the Past Simple tense (in italic type) in these sentences with a form of *used to*, as in the example:

e.g. Tom Green has just returned to the small town where he was born. A lot of things have changed in the past thirty years. He says to his wife:

When I was a boy, I *played* football twice a week.

When I was a boy I **used to play** football twice a week.

1. There *was* a market in the centre of town, where that supermarket is now. The farmers *came* in from their farms every week to sell their produce there.
2. Look at that new housing estate. There *was* a field there. *We played* football on it.
3. *We went* to the cinema every Saturday morning, but now it's a bingo hall.
4. I *bought* bread at a baker's shop on that corner, but now it's a big store.
5. The streets are full of cars now. There *wasn't* much traffic then.
6. And there *weren't* any traffic lights or zebra crossings, either.
7. They've built a lot of flats, too. People *didn't live* in flats in this town. They *lived* in small houses.
8. And they *worked* on the land. There *weren't* any factories.

b used to and would

Would is often used in similar circumstances to **used to**, but only for a repeated action. It is most commonly used in the main clause of a sentence when the subordinate clause begins with **whenever** or **every time**. **Would** normally occurs with past meaning when a situation has already been established by previous narrative and the speaker talks about repeated actions within the situation.

Look at the example:

When I was a boy, I used to play football at least twice a week. I used to play at school, but whenever my friends and I had nothing to do in the evenings, we would go to the park, (would) choose teams and (would) have a friendly game.

Complete the sentences below, using a form of *used to* to introduce the topic and *would/wouldn't* in the sentences that follow in each question:

1. The farmers _____ come to market every Wednesday. They _____ drive into town with their lorries full of produce and _____ unload them in the market square.
2. I _____ go to the cinema on Saturday mornings. I _____ meet my friends half an hour before the programme started and we _____ make sure we were at the front of the queue.
3. They _____ show special films for children. Everyone _____ cheer every time the hero came on, and whenever the villain appeared they _____ boo.

c used to and be used to

Be used to (= be accustomed to) is followed by a noun or gerund. It can be used in all tenses of be in the appropriate forms.

Look at these examples:

- I don't mind getting up early. **I'm used to it.**
I'm used to getting up early. I've been doing it for years.

Compare the past form, **used to**, with **be used to** in a past context:

His mother used to wash his clothes when he was a boy. (indicating that she does not do it now)

When he left home, he wasn't used to washing his clothes, because his mother had always done it for him. (indicating that he was not accustomed to doing it but not necessarily that he does it now)

Complete these sentences with an appropriate form of *used to* or *be used to*:

1. The new managing director is good at marketing speeches. He _____ appearing in public, because he _____ be an actor.
2. He _____ walking long distances. He _____ live in the mountains, where there were no buses.
3. Before I got this job, I _____ (not) travelling several miles to work. I _____ working in my father's shop, and we _____ live over the shop. But by the time I've been doing the _____ job for a few months, I _____ it.
4. These young lions were born in Africa and they _____ (not) being in cages. The old lion _____ be in a circus, so he _____ seeing people staring at him, but he doesn't like _____ living in a cage, either.
5. When I first worked in an office, I _____ write my own letters because I _____ (not) have a secretary to take them down from dictation.

used to

Compare these sentences:

- I used to play tennis.**
 I often played tennis, but I don't play now.

These sentences are very similar in meaning.

Used to always talks about past time, never present time.

Used to does not talk about one time in the past, but about something that happened a lot or continued for a long time.

But look at these sentences:

I often go to Indian restaurants.

(**Used to** is not possible, because the sentence is in the present.)

Ten years ago he visited Italy.

(**Used to** is not possible, because he did not visit Italy again and again, but only once in the past.)

Rewrite these sentences with *used to* only if the meaning remains the same:

1. Now Larry often writes short stories.

2. My brother played Bridge a lot when he was at university.

3. Last summer my uncle and aunt went to Greece.

4. Years ago I swam almost every day.

5. Ron smoked cigarettes when he was a young man.

6. Now Ron almost always smokes a pipe.

7. My mother once met the King when she was a little girl.

8. My cousins spent every summer in the country until they were about 18.

9. I liked jazz a lot when I was a teenager.

10. Ray very often works late.

Modals 2

can/could must shall/should need

may/might ought to will/would dare

CAN/COULD

(synonymous verb phrase—**be able to/be unable to**)

1. Ability, capacity, achievement (= manage, succeed)

Ex.: *She can speak Chinese.*
She can swim well.

Since **can** and **could** lack infinitive and participle forms, we use **be able** where an infinitive or perfect form is required.

Ex.: *Your teacher will be able to help you. I haven't been able to go to the bank yet. I have been unable to go to the bank yet.*

2. Possibility/permission (may can also be used but it is more formal)

Ex.: *You can find it in the dictionary. (possibility)*
You can speak with the headmaster for just a few minutes. (permission)
Can I speak to you for a moment? (asking for permission)
Could I speak to you for a moment? (tentative way, polite form)

3. Impossibility/denial of permission; strong probability/logical conclusion (expressed in the negative)

Ex.: *You can't speak to the Headmaster at the moment. (= it's impossible, you are not allowed to.)*

*For all that I know he can't be more than fifty. (= logical conclusion, strong probability —**can't** is in this case the opposite of **must**.)*

4. Informal requests

Ex.: *Can I see your list? Can I have the dictionary for a few minutes?*

MAY/MIGHT

(synonymous verb phrase: *be allowed to / be permitted to*)

1. Asking for permission more formal than can

Ex. *May I speak to you for a moment?* (**might** polite form; tentative way)

2. Possibility/permission (more formal than **can**)

Ex. *It may be found in a good store* possibility *You may/might speak to the prisoner just for a few minutes* permission

Might expresses the tentative way in requests suggestions or recommendations.

Note this:

The opposite of **may** is expressed in three different ways according to the speaker's predominant feelings:

May	may not – denial of permission: <i>You may stay in the library all day long but you may not bring food with you.</i>
	cannot (colloquial) – indicates what is not possible: <i>You may go by train, but you cannot go direct.</i>
	mustn't – stronger than simple denial of permission; prohibition: <i>You may take all kinds of books with you but the encyclopaedias mustn't be removed from the shelves.</i>

Since **may/might** lack infinitive and participle forms we use **be allowed to, be permitted to** where an infinitive or perfect form is required.

Ex.: *She will be allowed to come*
She has been allowed to visit him for the time being

3. Probability mixed with doubt or uncertainty

Ex.: *He didn't come to school. He may be ill.* (I've got no sure indication that he is, it is a mere probability)

If I ask him he may refuse.

MUST

(synonymous verb phrase: *need, have to*)

1. Obligation, necessity

Ex.: *Applicants must fill a form* (= should fill, ought to fill) – obligation
I must buy a new pair of shoes. – necessity

You must not say anything about it. – necessity for non action
= You needn't say anything about it
= You aren't to say anything about it

2. Logical conclusion, strong probability (almost certainty)

Ex.: *For all that I know he must be married* *For all that I know he cant be married* See 13 *cant* as the negative form of *must*

In many situations where **must** lacks the necessary forms we use forms of **have to**

Ex.: You will have to see the film tomorrow I'm having to do the washing up
I've had to clear up the table No one likes having to pay taxes

3. Must is the most usual verb in spoken English for orders and prohibitions

Ex.: You *must be back before midnight*
Cars mustn't be parked here

You mustn't = you aren't to
You *mustn't use my phone without asking*
You *are not to use my phone without asking*

SHOULD/UGHT TO

(used in the same way as **must**)

1. Probability what is regarded as probable or may reasonably be expected)

Ex.: *There should be a lot of people at the meeting*
There ought to be a lot of people at the meeting.

2. Advice and recommendation/moral obligation and duty

Ex.: You *should try this number.*
You *ought to try this number.*
You *should respect your elders.*
You *ought to respect your elders.*
You *shouldn't be so rude.*
You *ought not to be so rude.*
Should I go? I think you *should.*
Ought I to go? I think you *ought to.*

Ought to appears to be stronger and more emphatic than **should**.

Should is often used in a "that" clause after verbs like *suggest, require, decide, intend, etc.*

Should is also often used in "that" clauses after adjectives expressing emotions such as *pleasure, surprise, etc.*

Ex.: *It's incredible that they should live here!*

SHALL/SHOULD – WILL/WOULD

1. **Shall** and **will** can express "pure future".

Note: **will** is very often used in place of shall with the first person pronoun.

2. **Will** can be used in the 1st person to indicate the speaker's willingness or determination

Ex.: *I will help you if you need*
I will do as I like
I will never speak to him again
I will punish you if you do that again

3. **Will/would** in the 2nd and 3rd persons interrogative ask about the other person's willingness

Ex.: *Will you participate in the competition? Yes, I will*
(= do you want to participate?)

4. **Shall/should** in the 2nd and 3rd persons are used to express promises and threats

Ex.: *You shall get the car next week*
He was told he should be punished if he behaved badly

5. **Shall I/shall we/shall he** are used to ask about the wishes of the person to whom the question is put.

Ex.: *Shall I open the window?*
(=Do you want me to open the window?)
Shall we begin?
(=Do you want us to begin?)
Shall the postman wait?
(= Do you want the postman to wait?)

6. **Shall/shan't** are used in the 2nd and 3rd persons to indicate the speaker's determination concerning the person spoken about.

Ex.: *You shall study further!*

(= I want you to study further, I insist on your studying further)

You shan't go so early

NEED

1. It can be used both as a *regular verb* and as a *modal auxiliary*. As a *modal auxiliary* it occurs chiefly in the negative and interrogative

You may say: *Need she cry? or does she need to cry?*

She needn't cry or she doesn't need to cry

2. It expresses absence of obligation or necessity corresponding to the affirmative **must** and remains unchanged in Reported Speech

Ex.: *He needn't start yet, need he?*

He must start at once, mustn't he?

He said he needn't start yet.

Need you go yet Yes I must.

3. When it is used as a *modal auxiliary* it has no *past tense form* but it may be used with *present infinitives*

Ex.: *You needn't have hurried*

4. Where **needn't** lacks the necessary verb forms we use negative forms of **have to** and **need to** (didn't have to, didn't need to)

Ex.: *They didn't need to go*

They didn't have to go

DARE

1. It may be used both as a *regular verb* and as a *modal auxiliary*. As a *modal* it occurs chiefly in the negative and in the interrogative and is frequent after *how*.

Ex.: *How dare you speak to me so rudely*

She daren't leave the car in the street during the night

2. **Daren't** is used for present past and future time.

Ex.: *I met him but I daren't tell him the news.*

Exercícios

A. Insert the adequate **modal verbs** (negative forms may be necessary)
Sometimes more than one form is correct

- 1.....I borrow your car? Yes, you.....
2. You.....do your homework carefully.
3. You.....he joking.
- 4.....you do a bit of overtime sometimes.
- 5.....I borrow your diamond bracelet? No, you..... .
- 6.....you be back early this evening?
7. I.....get into the car because I had forgotten the key.
8. She.....see quite well what the children are doing.
9. The police recognized him and so he.....escape.
10. Teachers.....be able to help students in their difficulties.
It is their duty.
11. Food and lodging are not free. Students.....pay for it.
12. You.....speak so loud. I'm not deaf.
- 13.I.....do it for you if you like.
- 14.....we go swimming?
15. Lets go for a swim,.....we?
- 16.....you like me to drive you to the airport?
- 17.....I use your phone?
18. I.....go into hospital if I were you.
19. Your work needs revision if I.....say so.
20. I think he.....be ill. Yesterday he had a strong headache.
- 21.....I ask a favour of you?
22. Students.....smoke in the corridors.
- 23 . Do you think I.....give up consuming sugar? They say it is so
prejudicial.
- 24.....you have some more cake?
25. Ask the policeman over there. He.....be able to help you.

- 26.....I go for a swim this afternoon, mother?
27. You.....park here between 8 a m and 6 p m. It is forbidden.
28. You.....be hungry after your long walk.
29. You.....come to school on Monday as there is a teacher's strike
30. How.....you speak to your parents like that?
31. He.....go there at once he Its quite urgent.
- 32.....I suggest a different approach.
33. Keep me a seat,.....you?
34. You.....face the reality of facts.
35. Why didn't he come to the office today? I don't know he.....be
ill
36. Dreams.....or.....not come true
37. I.....leave now. It's getting late.
38. You.....pay me the money at once. I need it badly.
39. Take an umbrella. It.....rain before evening.
40. We have been here for a long time now. It.....be getting on for
ten o'clock
- 41.....you drink so heavily? It won't do you any good.
42. How.....you beat your wife?
43. Food.....cost a lot these days.
44. Why hasn't he arrived yet? He.....have missed the train
- 45.....I speak to you for a moment?
46. That's top secret. You.....say anything about it.
47. You.....be alarmed. Everything's all right.
48. He.....be very nasty when he is drunk.
49. He said he.....do as I wanted.
- 50.....I help you, Madam?
51. He was very independent and.....never ask for help.
52. You.....leave work earlier this morning if you want to.
53. Have a cup of tea,.....you?

54. The meeting.....have finished by now.
55. Lets start now,.....we?
56. I.....like to help you with the luggage.
57. Students.....register within the next fifteen days. It will be too late after that
- 58.....you mind opening the window?
59. You.....read that book. You'd enjoy it.
60. My little brother loves watching television. He.....sit for hours in front of the box motionless and silent
61. I.....win that prize. I'll do my best.
62. He.....be badly paid, but he has got lots of other compensations
63. The doctor.....have seen you yesterday. He had few patients.
64. I.....say I don't like borrowing money from my parents but I'll have to go to my father.
65. We are confident the disease.....be controlled.
66. Excuse me,.....you tell me the way to the men's medical ward?
67. Poor eaters.....need extra vitamins.
68. She.....have gone far because she didn't have much money.
69. Jane hasn't come yet. She.....have met somebody I know her.
70. The walls are getting dirty.we afford to have them painted? They say it's very expensive.
71. All I.....do for him was to make him comfortable.
72. It occurred to me that you.....like to go out somewhere and so I called.
73. I.....say, I'm not very keen on violent films.
- 74.....you be quiet, please?
75. How did you know there was a fire? I.....smell it.
76. When do you think she.....have gone?
77. Leave it, you are getting tired. You.....do it later.
78. There.....have been some confusion. The book is not the one I ordered.
79. We are rather late. We.....have left twenty minutes ago.
80. Here, wait for me! I.....be a moment.
81. Oh, I.....be doing something wrong. It doesn't work.

82. He thought he.....do any more work for the rest of the holidays as he had already made a reasonable amount of money.
83. He.....hardly believe his eyes when he saw that the car had disappeared
84. You.....have been there yesterday. Your presence was indispensable
85. You.....have apologized for what you said.
86. How much did you pay for your new car if I.....ask?
87. They fear that fruit and vegetables sprayed with chemicals.....have some poisonous effect upon people.
88. There.....be a law against demolishing nice old buildings like that. They are precious symbols of other times.
89. Old-age pensions.....have risen considerably but they haven't kept pace with the cost of living.
90. Things are getting dark but patience and determination.....still avert the disaster.

B. Rewrite the following sentences inserting the adequate modal verb in the place of the underlined phrase and make the necessary transformations.

1. Not all teenagers are able to choose a career all by themselves.
2. Some of them get even likely depressed when they think of the problem.
3. The firm is likely to lend me the money I need.
4. Most people aren't able to find valid alternatives for television.
5. Kids are forbidden to watch television till late in the evening.
6. How have you got the courage to say such things?
7. Children don't have to be rude to get what they want.
8. David Bowie recorded lots of LPs and he has surely made a fortune.
9. In some schools students are obliged to wear uniforms.
10. Andy Pansor certainly is a very competent worker.

11. They sang as a band in unknown pubs before they succeeded in making a fortune.
12. Visitors are prohibited from using the passengers lounge.
13. The workers are ordered to leave the entrance unhindered.
14. You're always to knock before opening the classroom door.
15. I wish you'd be more tolerant with the children.
16. Are you likely to be back in time for the concert?
17. Don't you want to stay for the session?
18. They'd better retire and rest.
19. Do you mind my bringing a friend with me to your birthday party?
20. Women are not allowed to intervene in the debate.
21. Am I allowed to take the day off?
22. It's likely that he will be invited.
23. Is he free to choose the most rewarding job?
24. The questions were so difficult that it was impossible for me to answer them in time
25. I intend to authorize the students access to my private library.
26. We are not required to follow all the instructions.
27. Ask her where you are to keep your clothes
28. I am determined to set up an investment company whatever happens.

29. Many young musicians don't have the nerve to give live concerts.
30. It is not necessary for parents to give too many orders to be obeyed.
31. Mothers have the duty to look after their children's needs.
32. I forbid you the use of my computer because you can damage it.
33. You are not allowed to bring children in.
34. Do you think you have the possibility of fixing it up?
35. You are to write your complete name and address at the top of the application form.
36. Most service companies are forced to raise wages because there are more jobs than workers.
37. Viewers are required to fill a form and send it to the direct-broadcasting-satellite.
38. Britain is to add 4 commercial channels to serve ethnic minorities' cultural interests.
39. Is there any need for me to take my car or are there enough cars?
40. Children are obliged to attend school till the age of 16.
41. I insist on your staying with us.
42. Do you think it's my duty to send them a visiting card?
43. Disasters like that are likely to happen in those circumstances.
44. There's a possibility of their reaching Mars soon.
45. She has probably hurt herself because she began working out too soon after her daughter's birth.

46. Employers had better raise wages otherwise they will have to confront severe agitation.
47. They are probably trying to conceal the athlete's situation once it would obviously mean a disadvantage.
48. The climatic conditions have been excellent so they expect to have a bumper crop.
49. Is it possible for them to send unmanned rockets to space stations in earth orbit?
50. The Guggenheim art gallery is not expected to reopen to the public until 1992.
51. They are now likely to have found the right place to exhibit the collection.
52. The advantage of not having to confront the workers antagonism has to be pondered as well.
53. National support is difficult to sustain in such unfavourable conditions
54. His domineering role is all too likely to arouse animosity over time.
55. They knew about the crisis ahead of time and so had the possibility of having avoided it.
56. Economic conditions are expected to deteriorate and cause social unrest.
57. Tourists are invading the nature reserve and so the area's irreplaceable fauna is likely to be endangered.
58. Do Olympic athletes need to be given extra financial support?
59. It is impossible for you to fool all the people all the time.
60. A consensus is taking shape that he is to be deterred from further aggression.
61. Perhaps they are looking for supplemental income.
62. In order to attract new employees some firms are obliged to offer incentives such as free trips, job training and a pension plan.

63. Some business owners are forced to turn away customers because it is impossible for them to find the workers they need.

64. A manned trip to Mars now appears to be just a matter of time.

Relative clauses - clauses with or without who/that

a) Look again at these examples from Unit 88:

- The man **who lives next door** is very friendly. (or '**that** lives')
- Where are the eggs **that were in the fridge**? (or '**which** were')

In these sentences **who** and **that** are subjects of the verbs in the relative clauses: the man lives next door, the eggs were in the fridge. You cannot leave out **who** or **that** in these sentences.

Sometimes **who** and **that** are *objects* of the verbs:

the man - I wanted to see him - was away on holiday.
The man who (or that) I wanted to see was away on holiday.
have you found the keys? - you lost them
Have you found the keys that you lost?

When **who** or **that** are objects of the verb in the relative clause, you can leave them out:

- The man I wanted to see was away on holiday. (*but not* 'The man I wanted to see him was away on holiday.')

- Have you found the keys you lost? (*but not* 'Have you found the keys you lost them?')

- The dress Ann bought doesn't fit her very well. (= the dress that Ann bought)

- The girl Gerry is going to marry is American (= the girl **who/that** Gerry is going to marry...)

- Is there anything I can do? (= is there anything that I can do?)

b) There are often prepositions (**in/at/with** etc.) in relative clauses. Study the position of the preposition in these sentences.

do you know the girl? -Tom is talking to her.
Do you know the girl (who/that) Tom is talking to ?
the bed - I slept in it last night - wasn't very comfortable.
The bed (that) I slept in last night wasn't very comfortable.

- The man (who/that) I sat next to on the plane talked all the time.

- Are these the books (that) you have been looking for?

- The girl (who/that) he fell in love with left him after a few weeks.

c) You cannot use **what** instead of **that**:

- Everything (that) he said was true. (*not* 'everything what he said')

- I gave her all the money (that) I had. (*not* 'all ... what I had')

What = the thing(s) that:

- Did you hear what I said? (= the words that I said)

- I won't tell anyone what happened. (= the thing that happened)

The sentences in this exercise are not complete. Complete each one with a relative clause.

Use the sentences in the box to make your relative clauses.

we met her yesterday	we wanted to visit it	Tom tells them
Tom recommended it	we had it for dinner	you lost them
Ann is wearing it	the police arrested him	I invited them to the party

- 1 Have you found the keys *you lost*?
- 2 I like the dress
- 3 The museumwas shut when we got there.
- 4 Most of the peoplecouldn't come.
- 5 I didn't like that woman
- 6 The fishwas really delicious.
- 7 We stayed at a hotel.....
- 8 The storiesare usually very funny.
- 9 The manhas now been released.

This time you have to make a relative clause with a preposition.

you were with her last night	I am living in it	I slept in it
they were talking about them	she is married to him	I work with them
we wanted to travel on it	I applied for it	we went to it

- 1 The bed *I slept in* was too soft.
- 2 I didn't get the job
- 3 The man has been married twice before.
- 4 The partywasn't very enjoyable.
- 5 Who was that girl
- 6 The flightwas fully booked.
- 7 I enjoy my job because I like the people
- 8 I wasn't interested in the things
- 9 The houseis not in very good condition.

Complete these sentences, where necessary with **that**, **who** or **what**. If it is possible to write **that** or leave it out, write **(that)** - in brackets.

Examples: Did you hear *what* I said? Everything *(that)* he said was true.

- 1 She gives her children everythingthey want.
- 2 Tell me you want and I'll try to help you.
- 3 Why do you blame me for everythinggoes wrong?
- 4 I won't be able to do very much but I'll do the bestI can.
- 5 I can't lend you any money. All I've got is a pound.
- 6 Nora is the only personunderstands me.
- 7 Why do you always disagree with everything I say?
- 8 I don't agree with you've just said.
- 9 This is an awful film. It's the worst I've ever seen.

Relative clauses - whose, whom and where

a) Whose

We use **whose** in relative clauses instead of **his/her/their**:

we saw some people - their car had broken down

We saw some people whose car had broken down.

We use **whose** mostly for people:

- A widow is a woman **whose husband is dead**. (her husband is dead)
- What's the name of the girl **whose car you borrowed?** (you borrowed her car)
- The other day I met someone **whose brother I went to school with**. (I went to school with his brother)

b) **Whom** is possible instead of **who** (for people) when it is the object of the verb in the relative clause (like the sentences in Unit 89):

- The man **whom** I wanted to see was away on holiday. (I wanted to see him)
- You can also use **whom** with a preposition (**to/from/with whom** etc.):
- The girl **with whom** he fell in love left him after a few weeks. (he fell in love with her)

But we do not often use **whom**. In spoken English we normally prefer **who** or **that** (or you can leave them out - see Unit 89):

- The man (who/that) I wanted to see ...
- The girl (who/that) he fell in love with ...

For whom see also Units 91 and 92.

c) Where

You can use **where** in a relative clause to talk about places:

the hotel - we stayed there - wasn't very clean.

The hotel where we stayed wasn't very clean.

- I recently went back to the town where I was born. (or 'the town (that) I was born in')
- I would like to live in a country where there is plenty of sunshine.

d) We use **that** (or we leave it out) when we say the day / the year / the time (etc.) that something happened:

- Do you still remember the day (that) we first met?
- The last time (that) I saw her, she looked very well.
- I haven't seen them since the year (that) they got married.

e) You can say **the reason why something happens** or **the reason that something happens**. You can also leave out **why** and **that**:

- The reason (why/that) I'm phoning you is to invite you to a party.

Exercises

You were on holiday with a friend of yours. You met some people who had some bad experiences during their holiday. You met:

- 1 some people / their car broke down
- 2 a man / his wife became ill and was taken to hospital
- 3 a woman / her husband was arrested by the police
- 4 a girl / her passport was stolen
- 5 a couple / their luggage disappeared

You can't remember the names of these people, so you ask your friend. Make sentences with whose.

- 1 *What was the name of the people whose car broke down?*
- 2 What was the name of the man
- 3 What
- 4
- 5

The sentences in this exercise are not complete. You have to complete them with **where**

Use the sentences in the box to make your relative clauses.

I can buy postcards there	I was born there
she had bought it there	we spent our holidays there
people are buried there	we can have a really good meal there

- 1 I recently went back to the town *where I was born.*
- 2 The dress didn't fit her, so she took it back to the shop
- 3 Do you know a restaurant?
- 4 Is there a shop near here?
- 5 The placewas really beautiful.
- 6 A cemetery is a place

Again you have to complete the sentences with a relative clause. Use the sentences in the box to make your relative clauses.

(her) dog bit me	they haven't got a car (for this reason)
John is staying (there)	I didn't write to you (for this reason)
we first met (on that day)	the Second World War ended (in that year)
(his/her) parents are dead	you telephoned (that evening)

- 1 Do you remember the day *(that) we first met?*
- 2 An orphan is a child
- 3 The reason was that I didn't know your address.

4 Unfortunately I wasn't at home the evening
5 I protested to the woman
6 The reason is that they can't afford one.
7 Do you know the name of the hotel?
8 1945 was the year

Relative clauses – ‘extra information’ clauses

a) Look again at these examples:

- The man **who lives next door** is very friendly.
- Gerry works for a company **that makes typewriters**.
- Have you found the keys **(that) you lost**?

In these examples, the relative clauses tell us which person or thing (or what kind of person or thing) the speaker means:

‘The man who lives next door’ tells us *which* man.

‘a company that makes typewriters’ tells us *what kind* of company.

‘the keys (that) you lost’ tells us *which* keys.

But not all relative clauses are like this. For example:

- Tom’s father, **who is 78**, goes swimming every day.
- The house at the end of the street, **which has been empty for two years**, has just been sold.

In these examples the relative clauses (**who is 78** and **which has been empty for two years**) do not tell us which person or thing the speaker means. We already know which person or thing is meant: ‘Tom’s father’ and ‘the house at the end of the street’. The relative clauses in these sentences give us extra information about the person or thing.

b) In these ‘extra information’ relative clauses you have to use **who** for people and **which** for things. You cannot use **that** and you cannot leave out **who** or **which**.

When you write clauses like this, you have to put commas (,) at the beginning and at the end of the clause. Study these examples:

- Yesterday I met John, **who told me he was getting married**.
- Mr Yates, **who has worked for the same company all his life**, is retiring next month.
- She told me her address, **which I wrote down on a piece of paper**.
- The strike at the car factory, **which lasted ten days**, is now over.

Remember that we use **who/which** instead of **he/she/it/they**:

- Last night we went to Ann’s party, **which we enjoyed very much**. (not ‘which we enjoyed it very much’)

c) You can also use **whose**, **whom** and **where** in ‘extra information’ relative clauses:

- Martin, **whose mother is Spanish**, speaks both Spanish and English fluently.
- Mr Hogg is going to Canada, **where his son has been living for five years**.
- My sister, **whom (or who) you once met**, is visiting us next week.

For more information about **whose**, **whom** and **where** see Unit 90.

See also the next unit for ‘extra information’ relative clauses.

Exercises

In this exercise you have to write these sentences again together with a relative clause.

Sometimes the relative clause is in the middle of the sentence, sometimes at the end. Use the sentences in brackets to make your relative clauses.

Examples: Tom's father goes swimming every day. (Tom's father is 78.)
Tom's father, who is 78, goes swimming every day.

She told me her address. (I wrote her address down on a piece of paper.)
She told me her address, which I wrote down on a piece of paper.

- 1 She showed me a photograph of her son. (Her son is a policeman.)
She showed me a photograph of her son,
- 2 We decided not to swim in the sea. (The sea looked rather dirty.)
We
- 3 The new stadium will be opened next month. (The stadium holds 90,000 people.)
The
- 4 John is one of my closest friends. (I have known John for eight years.)
.....
- 5 That man over there is an artist. (I don't remember his name.) (use whose)
.....
- 6 Opposite our house there is a nice park. (There are some beautiful trees in this park.)
- 7 The storm caused a lot of damage. (Nobody had been expecting the storm.)
- 8 The postman was late this morning. (The postman is nearly always on time.)
- 9 We often go to visit our friends in Bristol. (Bristol is only 30 miles away.)
- 10 Mr Edwards has gone into hospital for some tests. (His health hasn't been good recently.) (use whose)
- 11 Jack looks much nicer without his beard. (His beard made him look much older.)
- 12 I went to see the doctor. (The doctor told me to rest for a few days.)
- 13 Thank you for your letter. (I was very happy to get your letter.)
- 14 A friend of mine helped me to get a job. (His father is the manager of a company.)
(use whose) .
- 15 Next week-end I'm going to Glasgow. (My sister lives in Glasgow.) (use where)
- 16 The population of London is now falling. (London was once the largest city in the world)
- 17 I looked up at the moon. (The moon was very bright that evening)
- 18 We spent a pleasant day by the lake. (We had a picnic by the lake) (use **where**)

Exercises

92.1 In this exercise you have to write these sentences again, together with a relative clause. Use the sentences in brackets to make your relative clauses. Example: Mr Carter is very interested in our plan. (I spoke to him on the phone last niht.)

Mr Carter, who I spoke to on the phone last niht, is very interested in our plan.

- 1 This is a photograph of our friends. (We went on holiday with them.)
This is
- 2 The wedding took place last Friday. (Only members of the family were invited to it.)
The
- 3 I've just bought some books about astronomy. (I'm very interested in as-
tronomy.)
.....

Now you have to make sentences with **all of / most of** etc. + **whom/which**. Example: Jack has three brothers. All of them are married.

Jack has three brothers all of whom are married.

- 1 They gave us a lot of information. Most of it was useless.
They gave
- 2 There were a lot of people at the party. I had met only a few of them be-
fore.
- 3 I have sent him two letters. Neither of them has arrived.
- 4 Norman won f;20;000 He gave haif of it to his parents
- 5 Ten people applied for the job. None of them were suitable.
- 6 Tom made a number of suggestions. Most of them were very helpful.

Now you have to complete these sentences with a relative clause. Use the sentences in the box to make your relative clauses.

this means I can't leave the country	this was very nice of him
this makes it difficult to contact her	this was perfectly true
this makes it difficult to sleep	this was a pity
I thought this was very rude of them	

- She couldn't come to the party, *which was a pity*
- 2 Jill isn't on the phone,
- 3 They said they didn't have any money,
- 4 I haven't got a passport,
- 5 He offered to let me stay in his house,
- 6 They didn't thank us for the meal before they left,
- 7 The part of town where I live is very noisy at night,