Michael Swan • Catherine Walter

Oxford English Grammar Course

Advanced

with answers

including

Pronunciation for Grammar

Oxford English Grammar Course
Advanced

A grammar practice book for
advanced students of English

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authors' acknowledgements

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introduction

Who is this book for?

The *Oxford English Grammar Course* (Advanced Level) is for people who have a good knowledge of English, but who want to speak or write more correctly, perhaps for academic or professional purposes.

What kind of English does the book teach?

This book teaches modern British English. But it can also be used by students of American, Australian or other kinds of English – the grammatical differences are very small and unimportant. The book deals with the grammar of speech and writing in both formal and informal styles.

How is the book organised?

There are two parts.

1 **Word and sentence grammar**
Part 1 deals with the structures that are important at this level for combining words into sentences. It has seventeen Sections, each covering a major topic and containing:
- an introduction to the topic
- a number of one- or two-page lessons with explanations and exercises
- (in most Sections) two or three 'More Practice' pages
- seven 'Pronunciation for grammar' exercises.

2 **Grammar beyond the sentence**
Part 2 contains lessons on the structures that are important for **writing and reading more complex texts.** Much of this material will be helpful to university students. Other lessons in Part 2 deal with the grammar of **natural informal conversation**.
(Note that there is not always a clear dividing line between sentence grammar and text grammar, so some topics appear in both Part 1 and Part 2.)

What about revision of elementary grammar?

Even advanced students can still make elementary mistakes. This book contains a number of 'revise the basics' lessons to help students consolidate their earlier learning. However, students who have serious problems with basic accuracy should work through the appropriate Sections of the *Intermediate Level* before studying this book.

Does the book give complete information about English grammar?

Even the biggest grammars cannot contain everything that is known about English. The explanations and exercises in this book cover all the points that are really important for advanced students; there are additional notes giving further information on complex points. For more details, see *Practical English Usage* (Swan, Oxford University Press 2016), *The Cambridge Grammar of the English Language* (Huddleston and Pullum, Cambridge University Press 2002) or *A Comprehensive Grammar of the English Language* (Quirk and others, Longman 1985).

Some language problems come in the area between grammar and vocabulary. Grammars can only give limited information about the grammar of individual words; for detailed explanations, see the *Oxford Advanced Learner's Dictionary*.

Does the book give enough practice?

This book gives a great deal of practice – more complete and varied than any similar book. Some exercises simply focus on structure; others make students think, solve problems, express opinions, talk about their experience, etc. This is enough to fix the structures and rules in learners' minds and help them towards much more correct language use. But no single practice book can completely

bridge the gap between conscious knowledge of a rule and the ability to apply it spontaneously in communication. This will come with further experience and language use. In the e-book, most exercises are auto-corrected, but some can't be; correct answers to these are shown in a fly-in. A few exercise types requiring crossing out or writing can't be handled in the e-book format. These should be answered on a separate paper before answers are checked by the fly-in.

Grammar and real life

The *Oxford English Grammar Course* shows how grammar is used in real-life communication, in authentic or adapted texts from newspapers and magazines, letters, quotations, advertisements and many other sources. (Please note that, when we quote a text that expresses an opinion, the opinion is not necessarily ours! The text is simply provided as an interesting and memorable example of the structure being studied.)

Grammar and pronunciation

The 'Pronunciation for grammar' section gives practice on:

- intonation
- word and sentence stress
- linking words together.
- unstressed words and syllables
- grammatical endings

The exercises focus on hearing as well as speaking: for many language students, the main problem is not saying things correctly, but hearing exactly what is said. The section also offers practice in listening to speakers with different native accents (English, Scottish, US American) and to speakers whose first language is not English.

Examinations

This book teaches all the grammar that is needed for Common European Framework Levels B2 to C2, and is suitable for learners studying for The Cambridge Advanced Examination in English, Cambridge Proficiency or the IELTS Examination.

With our best wishes for your progress in English.

Michael Swan Catherine Walter

To the teacher: website support

There is a complete lesson-by-lesson **Teacher's Guide** which you can access by tapping the link at the start of each section: teacher's guide
This supplements the Student's Book exercises with hundreds of additional communicative and out-of-class practice activities, to help students make the move from practising grammar to *using* grammar. It also contains helpful Language Notes showing typical problems students may have with certain structures, often because of cross-language differences.

You can also download **Classroom Tests** for each level to help to show what your students need to study, or how well they have learnt the material you have covered. To access these, take a moment to sign up for free membership of the Oxford Teachers' Club: www.oup.com/elt/teachers/oxfordenglishgrammar.

some useful grammatical terminology

active and **passive:** *I see, she heard* are **active** verbs; *I am seen, she was heard* are **passive** verbs.

adjective clause: the same as **relative clause**.

adjective: for example *big, old, yellow, unhappy*.

adverb clause: An adverb clause acts like an adverb in another clause. For example *We left **as soon as we could**.* (Compare *We left **immediately**.*)

adverb particle: A short adverb like *up, out, off*, often used as part of a phrasal verb (e.g. *clean up, look out*).

adverb: for example *quickly, completely, now, there*.

affirmative sentences or **statements** are not questions or negatives – for example *I arrived*.

articles: *a/an* ('indefinite article'); *the* ('definite article').

auxiliary verbs are used before other verbs to make questions, tenses etc – for example ***do** you think, I **have** finished, she **is** working*. See also **modal auxiliary verbs**.

clause: a part of a sentence with a subject and verb, usually joined to the rest of the sentence by a conjunction. ***Mary said** that **she was furious*** has two clauses. See also **sentence**.

comparative: for example *older, better, more beautiful, more slowly*.

complement: 1) a part of a sentence after a verb that gives more information about the subject or object. For example *John is **an engineer**; I feel **tired**; They elected Sandra **president***.

2) a word or expression needed after a noun, adjective, verb or preposition to complete its meaning. For example *the intention **to return**; full **of water**; They went **to Germany**; in **the garden***.

conditional: a structure using the conjunction ***if***.

conjunction: for example *and, but, if, because, while*.

consonant: see **vowel**.

contraction: a short form like *I'm, you're, he'll, don't*.

countable nouns: the names of things we can count – for example *one **chair**, three **cars***; **uncountable** (or '**mass**') **nouns:** the names of things we can't count, like ***oil**, **rice***.

declarative question: a question that has the form of a statement. For example *This is your car?*

demonstrative: *this, that, these* and *those* are demonstrative determiners or pronouns.

determiner: a word like *the, some, many, my*, which goes before (adjective +) noun.

discourse markers are words and expressions which help to structure spoken exchanges and written texts. For example *first of all, anyway, by the way, right*.

ellipsis: leaving words out. For example *'[Have you] Seen John?' 'No, I haven't [seen John].'*

emphasis: giving special importance to one part of a sentence, expression or word. For example *It was **the marketing manager** who phoned. No, I wanted **black** coffee.* Related words are *emphasise* and *emphatic*.

formal, informal We use **formal** language with strangers, in business letters etc: for example 'Good afternoon, Mr Parker. May I help you?' We use **informal** language with family and friends: for example 'Hi, John. Need help?'

fronting: moving part of a clause to the beginning to give it more emphasis or to focus on it. For example ***Annie** I quite like, but **her sister** I just can't stand.*

gender: (In English) the use of grammatical forms to show the difference between male and female, or between human and non-human. For example *he, she, it, who, which*.

generalising: talking about a whole class of people or things. For example *Penguins don't fly; I like chocolate.*

identifying: saying exactly who or what you are talking about. For example *Henry Bartlett; the woman over there in the corner; my first car; the woman who phoned just now.*

imperative: a form like ***Go** home, **Don't** worry*, which we use when we tell or ask people (not) to do things.

indirect speech: the grammar that we use to show what people say or think: for example *John said **that he was ill***.

infinitive: *(to) go, (to) sleep* etc.

informal: see **formal**.

intransitive: see **transitive**.

inversion: putting a verb before the subject. For example ***Are you** ready? So **do I**. Here **comes Arthur***.

link verbs connect subjects to complements, not to objects. For example *They **are** Russian; She **seems** nice*.

modal verbs or **modal auxiliary verbs:** *must*, *can*, *could*, *may*, *might*, *shall*, *should*, *ought to*, *will* and *would*.

noun clause A noun clause acts like the subject or object of another clause. For example ***How she did it*** *was a mystery*; *I understood* ***what they wanted***. Noun clauses are common in indirect speech.

noun: for example *chair*, *oil*, *idea*, *sentence*.

noun phrase: a phrase based on a noun. For example *the first* ***car*** *that I bought*.

object: see **subject**.

participle: see **present participle**, **past participle**.

participle clause: a clause containing a participle, not a tense. For example ***Walking to the window***, *I looked out*.

particle: see **adverb particle**.

passive: see **active**.

past participle: for example *gone*, *seen*, *stopped*. (In fact: 'past' participles can refer to the past, present or future).

perfect infinitive: *(to) have seen*, *(to) have started* etc.

personal pronouns: for example *I*, *you*, *us*, *them*.

phrasal verb: a two-part verb formed with an adverb particle ☐ for example *cut up*, *break down*, *run away*.

phrase: a group of words that belong together grammatically. For example *dead tired*; *would not have understood*.

plural: see **singular**.

possessives: for example *my*, *your*; *mine*, *yours*; *John's*, *my brothers'*.

prediction: saying what will happen. For example *I think we're going to lose*; *You'll be sorry*.

preparatory subject/object: *It* put in the place of a longer subject or object, which comes later. For example ***It****'s important* ***to believe in yourself***; *She made* ***it*** *clear* ***that she was disappointed***.

preposition: for example *at*, *in*, *on*, *between*.

prepositional verb: a two-part verb formed with a preposition. For example *look at*, *listen to*.

present participle: for example *going*, *sleeping*. (In fact, 'present' participles can refer to the past, present or future).

progressive (or 'continuous'): for example *He's eating* (present progressive); *They were talking* (past progressive).

pronouns: for example *I*, *you*, *anybody*, *themselves*.

quantifier: a determiner that shows how much/many we are talking about. For example *all*, *most*, *little*.

question tag: for example *isn't it?*, *doesn't she?*

reduced relative clause: for example the people invited (meaning 'the people who were invited').

reflexive pronouns: *myself*, *yourself* etc.

relative clause: a clause that begins with a relative pronoun. For example *the man* ***who bought my car***.

relative pronouns: *who*, *which* and *that* when they join clauses to nouns. For example *the man* ***who*** *bought my car*.

reply question: for example *'I had a great time in Holland.'* ***'Did you?*** *I am glad.'*

rhetorical question: a question with an obvious answer or with no answer. For example: *Who's a lovely baby, then?*

sentence: A written sentence begins with a capital letter (A, B etc) and ends with a full stop (.), like this one. A sentence may have more than one clause, often joined by a conjunction. For example: ***I'll come and see you*** *when* ***I'm in London***. If one clause is part of another, it is called a 'subordinate clause'; the other is the 'main clause'. Clauses with equal weight are called 'co-ordinate clauses'.

short answer: for example *Yes, I am*; *No, we didn't*; *They will*.

singular: for example *chair*, *cat*, *man*; **plural:** for example *chairs*, *cats*, *men*.

stress: giving a syllable, word or phrase more importance by pronouncing it more loudly or on a higher pitch.

subject and **object:** In *She took the money – everybody saw her*, the **subjects** are *she* and *everybody*; the **objects** are *the money* and *her*.

subjunctive: a special verb form that is used to talk about possibilities rather than fact. For example *It's important that she* ***inform*** *the police. If I* ***were you***. Modern English has very few subjunctives.

superlative: for example *oldest*, *best*, *most beautiful*, *most easily*.

tense: *She goes*, *she is going*, *she went*, *she was going*, *she has gone* are different tenses (for a list, see page 297).

third person: words for other people, not *I* or *you* – for example *she*, *them*, *himself*, *John*, *has*, *goes*.

transitive verbs normally have objects – for example *break*, *improve*, *tell*. **Intransitive** verbs don't usually have objects – for example *sleep*, *breathe*, *stay*.

uncountable nouns: see **countable nouns**.

verb: for example *sit*, *give*, *hold*, *think*, *write*.

vowels: *a*, *e*, *i*, *o*, *u* and their usual sounds; **consonants:** *b*, *c*, *d*, *f*, *g* etc and their usual sounds.

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answer key

pronunciation for grammar

Section 1 basic sentence types

The basic subject-verb-object structure of simple affirmative sentences should be well known at this level. Rules for the formation of questions, negatives, imperatives and exclamations are revised briefly in this section, and some more advanced points introduced. More complex types of spoken and written sentence structure are covered in other parts of the book: see the Table of Contents or the Index for details.

questions: revise the basics

word order In most questions, we put an **auxiliary verb before the subject** – not the whole verb, even with long subjects.

Are *Annie and the rest of the family* ***coming*** *tomorrow?* (NOT ~~*Are coming Annie …?*~~)
Can *all of the team* ***be*** *here at ten o'clock?*

If there is no other auxiliary verb, we use ***do*** (+ infinitive without *to*).

What ***does*** *'hyperactive' mean?* (NOT ~~*What means 'hyperactive'?*~~)

Note that *do* may come twice in questions: once as an auxiliary and once as a main verb.

What ***does*** *your brother* ***do****?*

question-word subjects When *who* and *what* are **subjects**, we normally make questions without *do*. Compare:

*'****Who****[SUBJ] said that?' '****Lucy****[SUBJ] said that.'* (NOT ~~*'Who did say that?'*~~)
*'****Who****[OBJ] did you invite?' 'I invited* ***Oliver****[OBJ].'*
*'****What****[SUBJ] happened?' 'Something strange*[SUBJ] *happened.'* (NOT ~~*'What did happen?'*~~)
*'****What****[OBJ] did he say?' 'He said* ***something strange****[OBJ].'*

The same thing happens when subjects **begin with** question-words ***which***, ***what***, ***whose***, ***what sort of*** or ***how much/many***.

Which team *won?* (NOT ~~*Which team did win?*~~)
What country *won the last World Cup?*
How many students *live here? (Compare* ***How many students****[OBJ] did* ***you****[SUBJ] invite?)*
Whose dog *dug up my flowers?*

However, *do* can be used with question-word subjects for special emphasis.

'Ollie didn't get the job.' 'Really? So who ***did*** *get it?'*

1 Correct the mistakes or write 'Correct'.

- How ~~you~~ pronounce 'thorough'? ..... do you .....
- What happened? ..... Correct. .....

1 What time the train leaves? .....
2 What means 'understudy'? .....
3 Why she is crying? .....
4 Has the man from the Export Department telephoned? .....
5 What I must to do now? .....
6 Does the 9.30 train for Bristol leave from platform 7? .....
7 The postman has been? .....
8 Who does live next door? .....
9 Which car costs more? .....
10 What sort of music does help you to relax? .....

2 Make questions. Ask about the words *in italics*.

▸ (a) *Mark* loves Emma. (b) Mark loves *Emma*.
(a) Who loves Emma? (b) Who does Mark love?

1 (a) Rob bought *a jacket*. (b) *Rob* bought a jacket.

2 (a) *Oliver* lost his credit card. (b) Oliver lost *his credit card*.

3 (a) Kara has broken *her leg*. (b) *Kara* has broken her leg.

4 (a) *This stuff* kills flies. (b) This stuff kills *flies*.

5 (a) *Mike* caught the first plane. (b) Mike caught *the first* plane.

6 (a) *His brother* collects Chinese paintings. (b) His brother collects *Chinese* paintings.

7 (a) *Her* child broke our window. (b) Her child broke *our* window.

Prepositions often come at the end of questions, especially in informal speech and writing.

*Who are you waiting **for**?* *What's that book **about**?*

It is possible to begin with the preposition, but this is generally very formal.

***With whom** did Mozart collaborate?* ***On what** do blue whales feed?*

This order is unusual or impossible in informal speech.

NOT ~~*After whose children are you looking?*~~

Two-word questions ending with a preposition are common in conversation.

*'Rose is getting married.' '**Who to**?'* *'I've been thinking.' '**What about**?'*

3 Write questions for these answers, beginning *Who* or *What*.

▸ 'I went with Alex.' 'Who did you go with?'
1 'The article's about microbiology.'
2 'She gave it to her sister.'
3 'I was talking to Emma.'
4 'You can open it with this.'
5 'The letter was from my bank manager.'
6 'She hit me with her shoe.'
7 'My brother works for Globe Advertising.'
8 'I'm thinking about life.'

4 Complete the conversations with two-word questions.

▸ 'I'm writing a novel.' 'What about?' 'Love, life, art and death.'
1 'We're moving.' ..... 'North Wales.'
2 'I've mended the printer.' ..... 'Superglue.'
3 'I've bought a present.' ..... 'Myself.'
4 'Pete's in love again.' ..... 'His piano teacher.'
5 'I managed to stop the baby crying.' ..... 'Chocolate.'
6 'We're going to France for a week.' ..... 'Pat and Julie.'
7 'Sophie's got engaged.' ..... 'To an old school friend.'

Note: A few prepositions do not normally come at the end of sentences (see page 195).
***During** whose lesson did you fall asleep?* (NOT ~~*Whose lesson … during?*~~)

negatives: revise the basics

structure To make **negative** verb forms, we put ***not*** or ***n't* after an auxiliary verb** or ***be***. If there is **no other auxiliary**, we use ***do***. In standard English, we don't normally use *not* or *do* with negative words like *never*, *hardly*, *nothing*. (But this is common in many dialects.)

*The Minister **has not** made a decision.* *She **couldn't** swim.* *It **wasn't** raining.* *I **don't** care.*
*He **never says** much.* (NOT ~~*He does never say much.*~~ OR ~~*He doesn't never say much.*~~)
*I **hardly noticed** the interruption.* (NOT ~~*I didn't hardly notice* …~~)
*We **saw nothing**.* (NOT ~~*We didn't see nothing.*~~)

1 **Correct the mistakes or write 'Correct'.**

- ▸ You ~~not understood~~. did not understand
- ▸ It hardly matters. Correct

1 George never is in the office. .....
2 There wasn't nothing that I could do. .....
3 Fred not likes travelling. .....
4 The rooms have not been cleaned today. .....
5 Nothing didn't happen. .....
6 I do never drive at night. .....
7 We hardly didn't have time to think. .....
8 You don't must pay now. .....

2 GRAMMAR IN TEXTS. **Put the letters of the expressions from the box into the texts.**

A cannot be	B can't afford	C did not pay	D doesn't have	E doesn't open	F doesn't talk
G no longer	H not be allowed	I not be shown	J not been named	K not been paid	
L nothing can justify	M wouldn't have to				

A police anti-terrorism TV advertisement has been banned.

The advertisement asked people to look out for suspicious behaviour by their neighbours, describing a man who 1… to people, 2… his curtains, and 3… a bank card but pays for things in cash. The authority that regulates TV advertising banned the advertisement because this could offend or throw suspicion on innocent people, and ruled that the ad should 4… again.

A 37-year-old Swedish motorist, who has 5…, was caught driving his Mercedes sports car at 290km/h in Switzerland, and could be given a world-record speeding fine of SFr1.08m. Under Swiss law, the level of fine is determined by the wealth of the driver and the speed recorded. A local police spokesman said that "6 … a speed of 290km/h. The car 7… properly controlled. It must have taken 500m to stop."

A travel company has collapsed, leaving over 1,000 customers stuck in Spain.

One holidaymaker said that he and his family had paid the company for an all-inclusive hotel on the Costa Brava, but they have now been asked to pay again for the whole week or leave. 'Well, we just 8… that," he said. "We paid everything in advance so we 9… spend any money while we're away." Another group in the resort of Lloret de Mar were notified as they were sunbathing that the all-inclusive deal they had paid for was 10… valid. One woman said her family of five was presented with a bill of 2,700 euros – more than the original cost of their holiday – and told they if they 11… it they would 12… any more food or drink. Hoteliers are also suffering; one said he had 100 rooms currently booked through the travel company, but had 13… for any of them. ●

Note: *do* and *not* with negative words *Do* is possible with a negative for emphasis.
*'I've split up with my girlfriend.' 'I'm not surprised. I **never did** like her.'*
And *not* can **contradict** the meaning of another negative word.
*I did**n't** say **nothing** – I said **'Hello'**.*

not and *no*

structures with *not* We use ***not*** to make a word, expression or clause negative.

Not *surprisingly, she failed her driving test.* (NOT ~~*No surprisingly* …~~)
I've worked in Scotland, but ***not*** *in Ireland.* (NOT … ~~*but no in Ireland.*~~)
She was talking to Andy, ***not*** *you.* (NOT … ~~*no you.*~~) *I do* ***not*** *agree.*

Not can refer to different parts of a sentence. However, in a clause with a verb, *not* normally goes with the verb, whatever the exact meaning.

Peter ***didn't study*** *art at Cambridge.* (NOT ~~*Not Peter studied art at Cambridge.*~~ OR ~~*Peter studied not art at Cambridge.*~~ OR ~~*Peter studied art not at Cambridge.*~~)

meaning of *no* We use ***no*** with a **noun** or ***-ing* form** to mean **'not any'** or **'not a/an'**.

No pilots *went on strike.* (= 'There were**n't any** pilots on strike.')
We've got ***no plans*** *for the holiday.* (= '… **not any** plans …')
I know you're tired, but that's ***no reason*** *to be rude.* (= '… **not a** reason.')
NO PARKING *AT WEEKENDS.*

1 Correct (✓) or not (✗)?

- ▸ Not Bill phoned, but Pete. ✗
- ▸ I have no idea where Susie is. ✓
- 1 I speak Spanish, but no very well. …
- 2 There are no messages for you. …
- 3 We play tennis not on Sundays. …
- 4 We play tennis, but not on Sundays. …
- 5 No trains are running today. …
- 6 The trains are not running today. …
- 7 I'm sorry, Mary's no in today. …
- 8 Not this street is the right one. …

2 Complete the sentences with words from the box, and choose *not* or *no*. Use a dictionary if necessary.

attend	cash	describe	entrance	excuse	humour	intend	office ✓	repaired	revise	worry

- ▸ We speak Spanish in the ……office…… , but *no* / (*not*) at home.
- 1 There's *no* / *not* parking in front of the station …… .
- 2 She was *no* / *not* able to …… her attacker.
- 3 There's *no* / *not* …… for that sort of behaviour.
- 4 They …… my watch, but *no* / *not* properly.
- 5 We've got *no* / *not* time to …… the schedule now.
- 6 I can …… a meeting, but *no* / *not* tonight.
- 7 The receptionist obviously did *no* / *not* …… to be helpful.
- 8 'Do you …… a lot?' *'No* / *Not* usually.'
- 9 She's a woman with *no* / *not* sense of …… .
- 10 I always pay …… I've got *no* / *not* credit cards.

NOTES

not The exact reference of *not* can be shown in speech by STRESS.
PETER didn't study medicine at Cambridge. (It was Susan.)
Peter didn't study MEDICINE at Cambridge. (He studied biology.)
In writing, we can use a special sentence structure if necessary (see page 260).
It was not Peter who studied medicine at Cambridge, but Susan.

not all, not every We most often put *not* **before** a subject beginning with *all* or *every*.
Not all *British people drink tea.* (LESS COMMON: *All British people don't drink tea.*)
Not every *bird can fly.* (LESS COMMON: *Every bird cannot fly.*)

negative questions

construction Negative questions can be constructed in two ways.

CONTRACTED (INFORMAL)	UNCONTRACTED (FORMAL, UNUSUAL)
n't after **auxiliary verb or *be***	***not*** after **subject**
*Why **didn't** she answer?*	*Why did **she not** answer?*
***Hasn't** Emma phoned?*	*Has **Emma not** phoned?*
***Aren't** they at home?*	*Are **they not** at home?*

We say *aren't I?*, not ~~*amn't I?*~~

*'**Aren't I** next?' 'No, Harry is.'* (BUT NOT ~~*I aren't next.*~~)

1 **Make these questions more conversational.**

▸ Why did you not phone? ..Why didn't you phone?..

1 Who did they not tell? .....

2 Are you not well? .....

3 What did we not understand? .....

4 Was the office not open? .....

5 Do you not speak Chinese? .....

6 Are we not in the right place? .....

answers to negative questions Note how we use *Yes* and *No* in answers to negative questions. The choice depends on the answer, not the question. *Yes* goes with or suggests an **affirmative** verb; *No* goes with or suggests a **negative** verb.

*'Don't you like it?' '**Yes** (I like it).' 'Aren't you ready?' '**No** (I'm not ready).'*

2 **Add *Yes* or *No* to the answers.**

▸ 'Can't you swim?' '..Yes....., I can.'

1 'Don't you understand?' '....., I don't.'

2 'Didn't Ann tell you?' '....., she did.'

3 'Wasn't the post office open?' '....., it was.'

4 'Hasn't she phoned?' '....., she has.'

5 'Didn't he agree?' '....., he didn't.'

6 'Isn't this awful!' '....., it is.'

7 'Aren't you hungry?' '....., I am.'

8 'Can't you find the address?' '....., I can't.'

'Don't you ever switch off, Jeremy?'

checking negative ideas We often use negative questions to check that something has not happened, is not true, etc. The meaning is like 'Is it true that … not … ?'

***Hasn't Mary phoned?** I wonder if she's forgotten.* (= 'Is it true that Mary hasn't phoned?')
***Can't you come** this evening?*

These questions can also express **surprise** that **something has not happened**, is not happening, etc.

***Haven't the tickets come** yet?* ***Didn't he tell** you he was married?*

The structure is often used in **rhetorical questions** – questions which don't ask for an answer (see page 287).

***Can't you read?** It says 'closed'.* ***Don't you** ever **listen** to what I say?*

3 Use negative questions to check the following negative ideas.

▸ It looks as if she's not at home. Isn't she at home?

1 It looks as if you don't understand. .....

2 So you haven't read this book? .....

3 Do you mean that Magnus hasn't got a work permit? .....

4 Perhaps you didn't get my message. .....

5 I think perhaps you didn't turn the lights off. .....

6 It seems as if you can't understand English. I said 'Go away'. .....

7 Is it true that he didn't pass his driving test? .....

8 I'm afraid you don't like English food. .....

checking positive ideas Negative questions can also check **that something is true**.

***Didn't you** see Peter yesterday? How is he?* (= 'I believe you saw Peter …')

4 Make negative questions to make sure that these things are true. Put in words from the box. Use a dictionary if necessary.

appointment	deposit	insurance ✓	interest	profit	reservation	washer

▸ I think we paid the fire … last month.
Didn't we pay the fire insurance last month?

1 You made a … for dinner at 8.00, right?
.....

2 I'm pretty sure Ann paid a 10% … with her order.
.....

3 I thought you said you were going to put a new … on the tap.
.....

4 I believe that this account pays 3% …
.....

5 My … with Dr Masters is at 10.30, surely?
.....

6 The firm made a … of half a million euros last year, no?
.....

Negative questions are also common in **exclamations** (see page 13).

***Isn't it** hot!* ***Doesn't the garden** look nice!* ***Wasn't that lecture** boring!*

Note: polite invitations We can use *Won't/Wouldn't …?* in polite invitations.

***Won't you come** in?* ***Wouldn't you like** something to drink?*

Why don't you …? is also used in this way (BUT NOT *Why won't you …?*). Compare:

Why don't you join us for a drink? (= 'Please join us …')

Why won't you join us for a drink? (= 'Why don't you want to?')

We do not use negative questions to ask people to do things for us.

***Can you** help me?* ***You couldn't** help me, could you?*

BUT NOT ***Can't you** help me?* (This sounds like a criticism.)

more about negatives

I don't think* etc** We usually use ***I don't think + **affirmative verb**, not ***I think*** + **negative verb**. The same is true with ***believe, suppose, imagine*** and similar verbs.

*I **don't think** you know Joe.* (MORE USUAL THAN *I think you don't know Joe.*)
*I **don't believe** she's at home.*
*I **don't suppose** you can lend me some money?*

However, with ***hope*** we normally make the **following** verb negative.

*I **hope** it **doesn't rain**.* (NOT ~~*I don't hope it rains.*~~)

For expressions like *I hope so/not, I believe so/not*, see page 279.

1 Change the sentences and choose the best words to complete them. Use a dictionary if necessary.

▸ The laboratory hasn't completed the *analysis / inspection*. (*I / think*)
I don't think the laboratory has completed the analysis .

1 Your report of the meeting isn't quite *exact / accurate*. (*we / believe*)

2 You didn't understand the *lecture / conference*. (*I / suppose*)

3 You don't know Ruth's *site / whereabouts*. (*I / suppose*)

4 John won't read the *instructions / lecture* I sent him. (*I / imagine*)

5 Emma doesn't have a driving *licence / record*. (*I / think*)

6 I didn't make my *intentions / inventions* clear. (*I / think*)

7 You didn't remember to *apply / book* our plane tickets. (*I / suppose*)

8 The company hasn't got enough *figures / funds* to continue trading. (*I / believe*)

There is a similar use of *not* and other negative words with ***seem***, ***expect*** and ***want*** **before an infinitive**.

*He **doesn't seem** to like you.* (LESS FORMAL THAN *He seems not to like you.*)
*I **don't expect** to be back before Monday.* (LESS FORMAL THAN *I expect not …*)
*I **never want** to see you again.* (MORE NATURAL THAN *I want never to see …*)

2 Change the sentences.

▸ He's probably not from around here. (*He doesn't seem …*)
He doesn't seem to be from around here.

1 I don't think she's ready. (*She doesn't seem*)

2 I probably won't be home late. (*I don't expect …*)

3 I would hate to climb another mountain. (*I never want …*)

4 It doesn't rain much here, apparently. (*It doesn't seem …*)

5 I probably won't pass the exam. (*I don't expect …*)

6 He is determined not to get married. (*He never wants …*)

.....

7 I don't think the water's hot. (*The water … seem …*)

.....

8 I would hate to work with him. (*… never want …*)

.....

9 I don't think I'll be here tomorrow. (*… expect …*)

.....

10 I don't think the heating is working. (*… seem …*)

.....

not … or When *not* refers to two or more verbs, nouns, adjectives etc, we usually join them with ***or***.

*He does**n't** smoke **or** drink.* (NOT ~~*He doesn't smoke nor drink.*~~)
*She was**n't** angry **or** upset.*
*It's **not** on the table **or** in the cupboard.*

However, we can use ***nor*** after a pause, to separate and emphasise a second idea.

*Our main need is not food, **nor** money. It is education.*
*She didn't phone on Tuesday, **nor** on Wednesday.*

Note that *neither* cannot be used in this way.

For *neither … nor*, see page 203.

3 Write about two things that you don't do (or like or want).

▸ I don't sing or play an instrument.

.....

.....

NOTES

not … because Negative sentences with *because*-clauses can often be understood in two ways.

*I **didn't sing** because Pat was there.* (= 'I didn't sing' or 'I sang, but for another reason'.)

The confusion can be avoided by reorganising the sentence.

Because Pat was there, I didn't sing. OR *I sang, but not because Pat was there.*

extra *not* In informal speech, expressions like *I don't think* or *I don't suppose* are often added after a negative statement. This makes no difference to the meaning of the statement.

*She hasn't got much chance of passing her driving test, **I don't think**.*
*We won't be home before midnight, **I don't suppose**.*

Also in informal speech, a negative verb (without a negative meaning) is sometimes used after expressions of doubt or uncertainty.

*I shouldn't be surprised if they **didn't** get married soon.* (= '… if they got married.')
*I wonder whether I **oughtn't** to see the doctor.* (= '… whether I ought …')

ain't The word *ain't* is very common in many English dialects (but is not used in modern standard English). It means 'am/are/is not' or 'have/has not'.

*We **ain't** ready yet.* *I **ain't** got a clue what she wants.*

We use *nor* and *neither* rather than *also not*. Note the word order.

*The chief engineer was not in the building, and **nor was his assistant**.*
(NOT … ~~*and his assistant was also not.*~~)
*'I didn't think much of the game.' '**Neither did I.**'*

For negative subjunctives (e.g. *It is important that she not be disturbed*), see page 224.

imperatives

structure and meaning **Imperatives** look the same as **infinitives without *to***. We use imperatives to tell people what to do, advise them, encourage them etc.

Get *some butter while you're out.* ***Look*** *again.* ***Have*** *another cup.*

Negative imperatives begin with ***do not / don't***. (Note: these can be used before *be*.)

Please ***do not park*** *in front of this garage.* ***Don't listen*** *to him.*
Don't be *afraid.*

Always **and** ***never*** come **before** imperatives.

Always check *your change.* (NOT ~~*Check always your change.*~~)
Never start *something you can't finish.*

1 **Choose the best way of completing each sentence (in your opinion), or write 'It depends'.**

1 *Always / Never* say 'Yes' if you don't understand. .....
2 *Always / Never* read the small print on a contract. .....
3 *Always / Never* do today what you could put off till tomorrow. .....
4 *Always / Never* keep cheese in the fridge. .....
5 *Always / Never* wear a hat at mealtimes. .....
6 *Always / Never* expect the best from people. .....
7 *Always / Never* think twice before you buy something you want. .....
8 *Always / Never* trust your first impressions of people. .....

2 **Write a piece of advice for people, beginning *Always* or *Never*.**

.....

Emphatic imperatives begin with ***do*** (this can be used before *be*).

Do stop *shouting!* ***Do come*** *in and sit down.* ***Do be*** *careful.*

3 **What might somebody say in the following situations? Make sentences beginning *Do*, using the words and expressions in the box.**

be back by midnight	be careful	come again	have some more coffee	let me help
shut up	use my car	use my phone ✓		

▸ Somebody needs to contact her mother.
Do use my phone. .....

1 Their child is going to cycle to school through heavy traffic.
.....

2 Their guest has just finished her coffee.
.....

3 Their fourteen-year-old child is going out to a party.
.....

4 Somebody needs to fetch her mother from the station.
.....

5 Somebody has got too much to do.
.....

6 A child is screaming non-stop.
.....

7 They would like another visit from their friend.
.....

'Do come out, Rover, Susan won't bite.'

imperatives with subjects If it is necessary to make it clear who is meant or who we are speaking to, an imperative can have a subject (usually ***you*** or an **indefinite pronoun**).

John, ***you*** *take the car, and Mary,* ***you*** *take the children on the bus.*
Somebody *answer the phone, please, I've got my hands full.*

Note the position of subjects in negative imperatives.

Don't you *come in here or I'll call the police.* (NOT ~~*You don't come*~~ …)
Don't anybody *say a word.* (NOT ~~*Anybody don't say*~~ …)

A subject can also be used to make an order, invitation etc more emphatic.

You *take your hands off me!* ***You*** *just sit down and relax for a bit.*

We don't put subjects in emphatic imperatives.

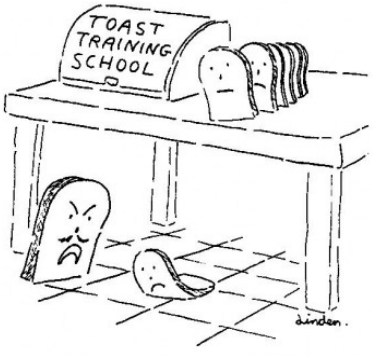
You *come here.* OR ***Do*** *come here.* BUT NOT ~~*Do you come here.*~~

imperative + *and/or* An imperative followed by *and* or *or* can have a conditional meaning, like an *if*-clause.

Come in here ***and*** *I'll call the police.* (= 'If you come in here, I'll call the police.')
Walk down our street any day ***and*** *you'll see kids playing.*
Stop singing ***or*** *I'll scream.* (= 'If you don't stop singing, I'll scream.')

4 Correct (✓) or not (✗)?

1 Say always what you think. …
2 Do be careful when you're driving. …
3 Open somebody the door, please. …
4 Don't you talk to me like that. …
5 Do you be quiet. …
6 Don't anybody interrupt, please. …
7 Buy me a drink and I'll tell you my life story. …
8 Never drink and drive. …
9 Answer you the door, John, can you? …
10 Don't never interrupt Andy when he's working. …



'No, no, always land buttered side down!'

5 Here are some old instructions for using a mobile phone (called a 'universal communicator' by the manufacturers!). Put in the missing words from the box.

hold down press press receive select slide type

To turn the communicator on, [1]..... the on/off button. To turn the communicator off or restart it, [2]..... the on/off button for two seconds. To put the communicator to sleep, [3]..... the on-off button once. To open communication with another communicator, [4]..... your finger across the screen, then [5]..... the number from your connections list or [6]..... the number into the keypad. To [7]..... an incoming call from another communicator, tap anywhere on the screen once.

'Always aim at complete harmony of word and deed.' (*Mahatma Gandhi*)

'Never underestimate the power of human stupidity.' (*Robert A Heinlein*)

'Always do right. This will please some people and astonish the rest.' (*Mark Twain*)

'Never, never, never give up.' (*Winston Churchill*)

'Never bend your head. Always hold it high. Always look the world straight in the eye.' (*Helen Keller*)

'Never follow the crowd.' (*Bernard Baruch*)

let's; let me etc

structure and meaning We can use ***let's*** (or *let us* – very formal) + **infinitive without to** to make **suggestions** or give **orders** to a group **that includes the speaker** (like a kind of **imperative**).

Let's play *poker.* ***Let's go out*** *this evening.* ***Let's be quiet*** *and listen to Carl.*

The normal **negative** is ***Let's not*** … .

Let's not spend *too much on the holiday.*

Don't let's … is informal; *Let us not* and *Do not let us* are very formal.

Look, ***don't let's*** *get upset, OK?* ***Let us not*** *forget those who came before us.*

question tag The usual question tag (see pages 284–285) for *let's* is ***shall we?***

'Let's have a party, ***shall we****?' 'Yes, let's.'*

Let me … When we say what we are going to do, we can soften the announcement, and make it more polite, with *Let me* … .

This doesn't taste very nice. ***Let me try*** *adding some sugar.*
I'm sorry that wasn't clear. ***Let me put*** *it another way.*

Two very common expressions for gaining time are ***Let me see …*** and ***Let me think ….***

So how many potatoes should I cook? ***Let me see****. Suppose each person eats two …*
When are we going to have Granny round? ***Let me think*** *– Tuesday's no good …*

Let's see is common with a similar meaning.

What shall we have for supper? ***Let's see****. There's some left-over chicken. Or I could cook up some pasta. Or we could phone for an Indian …*

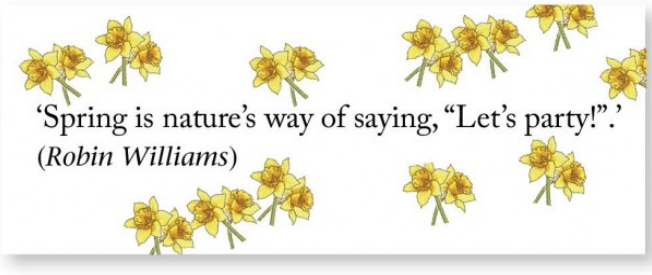
1 Put in *let's* or *let me* with words from the box.

have	go	invite	see	take	tell	think	worry

1 ..... a game of tennis.
2 ..... the boss what we think of him.
3 A meeting? ..... – I'm free from 10.00 onwards.
4 ..... not ..... about the price – I want to buy it.
5 ..... out for a pizza, shall we?
6 Don't ..... Josie – she's so boring.
7 'What would you like to do on your birthday?' '..... for a minute.'
8 ..... not ..... the bus – I'd rather walk.

2 Correct (✓) or not (✗)?

1 Not let's start arguing. …
2 Let's have a game of snooker, will we? …
3 Let me try to explain. …
4 Let us be silent for a moment. …
5 Let's don't forget to phone Annie. …
6 Who can we invite? Let's see. …



Note: *Let him …* etc A structure with a third-person noun or pronoun is also possible.

'The kid says he doesn't like the fish.' 'That's his problem. ***Let him*** *starve.'* (informal)

Let our enemies *be under no illusions: we can and will defend ourselves.* (formal)

Note also the structure with *there*.

*And God said: '****Let there be*** *light'.*

Let there be *no doubt in your minds about our intentions.*

exclamations: revise the basics

***How …!* and *What …!*: word order** Note the word order in these exclamations.
The **complete expression** with *How …* or *What …* goes **before** a subject and verb (if any).

***How difficult** this is!* (NOT ~~*How this is difficult!*~~)
***How convincingly** he argues!* (NOT ~~*How he argues convincingly!*~~)
***What a lot of nonsense** Andy talks!*

We don't drop articles after *What*.

***What a** brilliant idea !* (NOT ~~*What brilliant idea!*~~)

1 Change the sentences into exclamations with *How* or *What*.

▸ These grapes are sweet.
How sweet these grapes are!

▸ She wears lovely jewellery.
What lovely jewellery she wears!

1 It was a waste of time.

2 This computer loads slowly.

3 The days seemed long then.

4 I made a big mistake.

5 We all played well on Saturday.

6 The time goes fast.

7 His poetry is boring.

8 Those people make a lot of noise.

We can use negative questions (see page 6) as exclamations.

***Isn't she** sweet!* ***Doesn't he** look happy!* ***Wasn't it** strange!*

2 Change the sentences from Exercise 1 into exclamations with negative questions.

▸ Aren't these grapes sweet!

▸ Doesn't she wear lovely jewellery!

1

2

3

4

5

6

7

8

more practice

1 Five of sentences 1–10 are quite formal, and would be uncommon or unnatural in conversation. The others are normal. Write 'F' or 'N'.

- I want never to see you again. F
- What do they want? N

1 The dog seems not to like you. …
2 I don't believe him. …
3 I think you haven't met my sister. …
4 Let us consider what we are to do next. …
5 Are you ready? …
6 Why did you not wait for me? …
7 I don't suppose you're hungry. …
8 From where do you come? …
9 Do come in. …
10 I don't eat meat or fish. …

2 Seven of sentences 1–12 are wrong. Correct the mistakes or write 'Correct'.

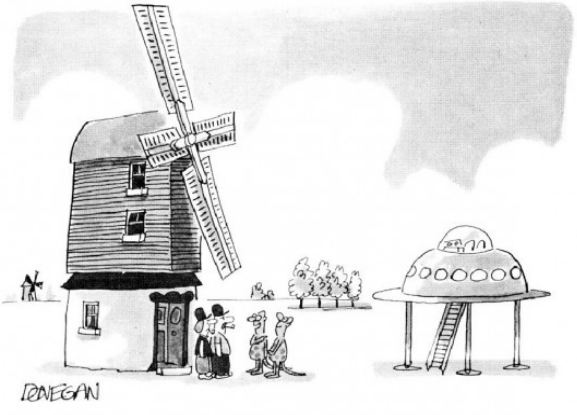
- Where ~~you put~~ the newspaper? did you put
- Never tell her she's wrong. Correct

1 I'm not hardly awake yet. .....
2 Do be quiet, children! .....
3 Why you are asking me? .....
4 You wait here for a minute. .....
5 Where you've been all day? .....
6 Why do not these lights work? .....
7 What beautiful eyes she's got! .....
8 Answer somebody the phone, please. .....
9 I don't hope it'll rain. .....
10 Don't you believe him. .....
11 'Don't you want some coffee?' 'No, I do.' .....
12 I don't smoke nor drink. .....

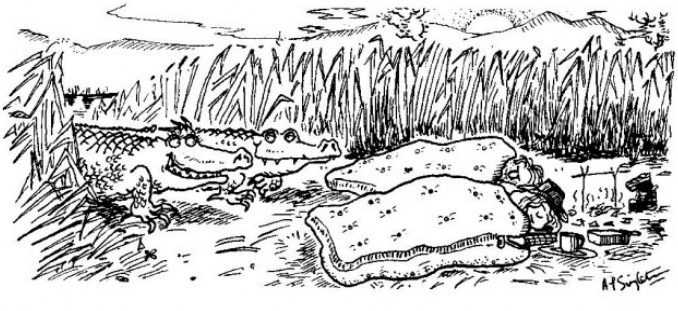
3 Which speaker wants to leave?

Speaker 1: Would it be better for me to leave now?
Speaker 2: Wouldn't it be better for me to leave now?

4 Choose the correct forms of the cartoon captions.



'*You have* / *Have you* a go in ours, and we'll have a go in yours, okay?'



'*What* / *How* romantic! Breakfast in bed!'

5 **Can you complete these typical children's questions, using words from the boxes? And can you answer any of them? (Parents usually can't.)**

blue	built	different	each other ✓	flying fish	Grand Canyon	how	round
stars are there	they make	what					

▸ animals ever help ..Do animals ever help each other?.....

1 why every animal .....

2 really fly .....

3 why the Earth .....

4 why the sky .....

5 how deep .....

6 light year .....

7 how bulletproof glass .....

8 why the Eiffel Tower .....

9 how many .....

10 birds fly .....

come from	frogs eat	God	make you cry	tails	time	what	
when you die	who invented	why water					

11 why cutting onions .....

12 where babies .....

13 where go .....

14 real .....

15 football .....

16 makes thunder .....

17 what .....

18 why cats .....

19 wet .....

20 what .....

6 INTERNET EXERCISE. **Use a search engine to find out which expression is more common in each of the following pairs.**

1 **A** "seems not to be" **B** "does not seem to be"

2 **A** "seems not to have" **B** "does not seem to have"

3 **A** "Is it not beautiful?" **B** "Isn't it beautiful?"

4 **A** "I hope not." **B** "I don't hope so."

Section 2 *be, have* and *do*

These three verbs live a double life. They can be **auxiliary verbs** used to form questions, negatives, emphatic forms, perfect and progressive tenses and passives. They can also be **ordinary full verbs**. For this reason, each of them can appear twice in a single phrase.

*I **am being** served.* *__Have__ you __had__ an invitation?* *What __do__ you __do__?*

Some of the basic uses can benefit from revision even at this level, and are covered in the following pages, along with other more advanced points.

be: progressive forms; *do be*

progressives We use ***am being, are being*** etc for **actions** and **behaviour,** but not feelings. Compare:

- *You'**re being** stupid.* (= 'You'**re doing** stupid things.')
  *I **was being** careful.* (= 'I **was doing** something carefully.')
- *I'**m** depressed just now.* (NOT ~~*I'm being depressed just now.*~~)
  *She **was** very cheerful yesterday.* (NOT ~~*She was being*~~ …)

1 Put in the best form of *be*.

1 The baby ..... very good today.
2 I ..... a bit lonely these days.
3 John ..... difficult about money again – it's a real problem.
4 Really! The children ..... absolutely impossible this morning.
5 I don't know why I ..... so tired this week.
6 You ..... very careless with those glasses.
7 I didn't really mean what I said. I ..... silly.
8 She ..... excited about her birthday – it's sweet.

Note: *do(n't) be* ***Do*** can be used with ***be*** in negative and emphatic imperatives (see page 10).
***Don't be** sad.* ***Do be** careful.*

For progressive *be* in passive structures (e.g. *I'm being served*), see pages 78 and 297.

'To be is to do.'
(*Socrates*)

'To do is to be.'
(*Jean-Paul Sartre*)

'Dobedobededo.'
(*Frank Sinatra*)

'The dog's being impossible again.'

there is: revise the basics

THE MOST COMMON STRUCTURES WITH *THERE + BE*
there is/are *there was/were* *there will/won't be* *there is/are going to be* *there has/have been* *there had been*
Questions: *is there, are there* etc Contraction: *there's* (often pronounced /ðəz/, like the beginning of *the zoo*)

1 Check your knowledge. Put in the correct form of *there is (not)*.

▸ There will not be ..... (OR There won't be .....) a meeting tomorrow.

▸ How many Prime Ministers have there been ..... since 1950?

1 ..... no Europeans in Australia in 1700.

2 ..... any messages for me while I was out?

3 This has been a relatively mild winter. ..... no snow at all.

4 I'm hungry. ..... anything to eat in the house?

5 I got back home to find that ..... a burglary.

6 I don't think ..... any reason to get upset.

7 Sorry – ..... any more decaf.

8 Dr McPherson is ill, so ..... a lecture tomorrow.

9 ..... going ..... an enormous row when your father gets home.

10 Why ..... so many strikes this year?

2 Complete the sentences with your own ideas.

1 2000 years ago there weren't any .....

2 There have always been .....

3 There have never been .....

4 Next year there .....

5 In 100 years, perhaps there .....

there is* and *it is ***There is*** introduces something **new**. ***It is*** usually refers to something that we have **already talked about**, or that people **already know about**.

*'**There's** a taxi outside.' '**It's** for me.'* (NOT ~~*It's a taxi outside.*~~)

3 Put in *there's* or *it's*.

1 ..... a new student in the class.

2 ..... ice on the lake.

3 'What's that smell?' '..... Pete's aftershave.'

4 '..... a funny noise outside.' '..... just the wind.'

5 'Whose is that coat? '..... mine.'

6 Would you like some of this coffee? ..... still hot.

7 ..... a bus stop just round the corner.

8 I've got a new car. ..... pretty fast.

9 ..... a problem with the cooker.

10 ..... a message for you at the reception desk.

there is: more complex structures

with *seem/appear*	*There seems to be a hold-up.*
with modal verbs	*There may be a job for you.*
	There can't be two people with that name.
with *certain/sure/likely*	*There's certain to be an inquiry.*
	Are there likely to be more strikes?
with *any/no need/sense/point/use*	*Is there any point in talking to him?*
	There's no need to shout.
with *something/anything*/etc + *wrong*	*Is there something wrong?*
in question tags	*There won't be a test, will there?*
infinitive	*We want there to be a referendum.*
	I'd like there to be more time to think.
***-ing* form**	*What's the chance of there being an agreement?*
with auxiliary *be*	*There were some people singing in the street.*
	(= 'Some people were singing …')

1 **Complete the sentences as shown.**

▸ There may be ..... a change of government. (*may*)

▸ I don't want there to be ..... any trouble. (*infinitive*)

1 ..... a restaurant open somewhere. (*must*)

2 ..... a problem with the electricity. (*seem*)

3 Thank you, it's OK. ..... (*wrong*)

4 ..... in making a fuss now – it's too late. (*point*)

5 I've given up hope of ..... an improvement in the situation. (*-ing* form)

6 Do you think ..... any more customers tonight, or can we close the shop? (*likely*)

7 Don't drive so fast. ..... a speed camera ahead. (*could*)

8 ..... enough food for everybody, ... (*will*; *question tag*)

9 I'd like ..... plenty of time for discussion. (*infinitive*)

10 ..... too many people talking at yesterday's meeting, and not enough listening. (*auxiliary be*)

2 GRAMMAR IN TEXTS. **Put the letters of the boxed expressions into the texts. (Some expressions are needed more than once.)**

A there being *(twice)* B there has never been *(twice)* C there may have been *(three times)*
D there might be *(twice)* E there will be *(once)* F will there be *(once)*

1 … a time when you could tell what part of the island someone came from by the way they talked, but you'd be hard-pressed to do it now.

2 … a time when people got married at 13 and had a child by age 16, but that was when the average life span was something like 35.

3 … a worse time to spend money on a holiday abroad. The pound has gone through the floor, and you may not have a job when you come back.

4 In the words of the Bhagavad Gita: … a time when you and I have not existed, nor … a time when we will cease to exist.

5 **What is the current thinking about … more than one Universe?**
I've been reading about how black holes

6 You are also right about … more than two sides to the story: his side, her side, and the truth.

7 What are some of the signs that … problems in your electrical system? Some older houses

8 Why do scientists believe that … water on the moon? The latest research seems to show

9 One day … more people from India or from China on the Internet than the rest of the world.

10 Some experts believe … as many as four ice ages. Geological evidence from

have: revise the basics

progressive When *have* is used to talk about **actions** (e.g. ***have dinner***) and **experiences** (e.g. ***have problems***), **progressive** forms are often possible.

*'Where's Sue?' 'She**'s having** a shower.'* *I**'m having** difficulty understanding this.*

With **auxiliary uses** and most **other meanings** of *have* (e.g. possession, relationships, suffering from illnesses), **progressive** forms are **not possible**.

***Have you** seen Steve?* (NOT ~~*Are you having seen Steve?*~~)
***Have you** got my scissors?* (NOT ~~*Are you having my scissors?*~~)
*Maurice **has** flu.* (NOT ~~*Maurice is having flu.*~~)

1 Correct (✓) or not (✗)?

1 She phoned while we were having lunch. …
2 My sister's having a bad cold. …
3 I'm having trouble with my computer. …
4 Are you having any money on you? …
5 Are you having a table for two? …
6 I'm having a bad headache. …
7 We're having a party tonight. …

got*-forms and *do*-forms** In modern British English, **shorter present-tense** forms of *have* (e.g. *I have*, *have you*, *she has*) are often **avoided**, especially in informal speech. Instead, we use **longer forms** made with ***do or ***got***.

***I've got** tickets for tomorrow.* (More natural in BrE than *I have tickets for tomorrow.*)
***Do you have** a headache?* OR ***Have you got** a headache?* (More natural than ***Have you** a headache?*)

Got adds nothing to the meaning: ***I have got*** is **present**, and simply means 'I have'.

***got*-forms not used** *Got*-forms are not common in the past, and *got* is not normally used in infinitives or *-ing* forms, in short answers or question tags.

*I **had** a bad cold last week.* (NOT ~~*I had got a bad cold*~~ …)
*'Have you got any money?' 'No, I **haven't**.'* (NOT ~~*'No, I haven't got.'*~~)

Got-forms are not used with auxiliary *have*, or in expressions like *have dinner*, *have a shower*. And *got*-forms are not used to talk about repeated or habitual actions.

*I **don't** often **have** colds.* (NOT ~~*I haven't often got colds.*~~)

2 Could the verbs be changed to *got*-forms?

▸ Do you have a cold? ...Yes.....
▸ Let's have a party. ...No.....
1 Have you a moment? .....
2 I'd like to have more time. .....
3 I'll have the answer tomorrow. .....
4 I like having friends round. .....
5 We often had money problems. .....
6 I don't have your address. .....
7 She never has doubts. .....
8 Do you have a car? .....

British and American usage In AmE, shorter affirmative present-tense forms are common in speech.

***We have** tickets for tomorrow.* ***I have** a headache.*

In very informal AmE, *I've got* often becomes *I got*, and *got*- and *do*-forms may be mixed.

*'**I('ve) got** a new apartment.' 'You **do**?'*

For structures like *have something done*, see page 120. For *have to*, see page 63.

do: emphasis

emotive emphasis We can use ***do*** with affirmative verbs to show that we **feel strongly** about what we are saying.

*That cake **does** look good!* *I **did** enjoy the concert.*

1 Complete the sentences with words and expressions from the box; make them more emphatic by using *do/does/did*.

cold	depressed	for not phoning	is the right way	long hours	nonsense ✓
the way she looks at you		the weekend in Scotland		to talk to somebody	
you're mistaken	your new shoes				

▸ Julie talks Julie does talk nonsense.
1 I think .....
2 I hate .....
3 This room feels .....
4 I like .....
5 You work .....
6 Mary needed .....
7 We enjoyed .....
8 I apologise .....
9 She looked .....
10 I wonder if this .....

contrastive emphasis. ***Do*** can show a **contrast** – between false and true, appearance and reality, or a general statement and an exception.

*You think I don't care, but I **do** care.*
*It looks simple, but it **does** take a long time to prepare.*
*We didn't have much time to spare, but I **did** visit the cathedral.*

We can also use *do* to compare **expectations** with **reality**.

*I said I would get to the top, and I **did** get to the top.*

2 Join the beginnings and ends and write the sentences, adding the idea of contrast by using *do/does/did*.

BEGINNINGS	ENDS
▸ I've forgotten her address,	Mind you, it uses a lot of petrol.
1 'You don't understand me.'	She said 10.15, didn't she ?
2 I may not be good at sport,	'I understand you.'
3 I'll come round this evening,	▸ but I remember she lives near the park.
4 I'm not sure he speaks English,	but I have to get back home early.
5 It's a nice car to drive.	She goes to jazz concerts sometimes.
6 I do all the housework,	and he had a tooth that needed filling.
7 Although he didn't send me a card,	but Peter helps with the cooking.
8 She doesn't like most music.	he phoned.
9 I told him to see the dentist,	but he speaks some French.
10 She's not on this train.	but I enjoy football.

▸ I've forgotten her address, but I do remember she lives near the park.
1 .....
2 .....

3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

3 **Put together words and expressions from the box to make sentences like the one in the example, using *do/does/did*.**

Shakespeare ✓ make films ✓ write plays ✓ sell beer Italians lend money fight against England In England fight against China eat potatoes banks eat mice speak Italian speak Japanese cats rain a lot snow a lot Napoleon

▸ Shakespeare didn't make films, but he did write plays.
1 .....
2 .....
3 .....
4 .....
5 .....

4 GRAMMAR IN TEXTS. **These are extracts from three real letters. Complete them with the expressions from the box. Use a dictionary if necessary.**

We do appreciate We do in fact take good care We do hope

Dear …

For the past seven years the Society has benefited from the tax rebate on your covenanted subscription, but unfortunately the covenant has now expired. 1..... you will renew it.

Dear …

Thank you for your letter of 14th November. I am extremely sorry that you have been troubled and I entirely agree that writing to you was discourteous and a bad use of our funds.
2..... to ensure that this does not happen and I am making enquiries as to why we slipped up in your case.

Dear …

I am writing to thank you for your gift of £200.00 by banker's standing order under your covenant, received on 5th October 2010.
3..... all your support – it is vital to our expanding work.

For more about emphasis, see pages 260–261. For ***do*** as a substitute verb (e.g. ***'Give him my love.' 'I will do'***) and ***do so***, see pages 276–277.

Section 3 present and future

present tenses

English has two 'present' tenses. The **simple present** (*I play*, *I work* etc) is used especially to talk about regular or permanent activities and situations. The **present progressive** (also called 'present continuous') is used especially to talk about things that are going on around the moment of speaking. For details, see pages 23–29.

Note that in academic grammars, a distinction is made between 'tense' (present or past) and 'aspect' (for example progressive). Tense shows time; progressive aspect typically shows whether an event is seen as ongoing or completed at a particular time. In more practical grammars such as this, it is common to use the term 'tense' in both cases.

talking about the future

There are several ways to talk about the future in English (see pages 30–37). Three common structures are the ***will*-future**, ***be going to*** and the **present progressive**. The differences between these are complicated (and not generally very important). The explanations on pages 30–33 give some guidelines, but it is not possible to give simple precise rules for the use of these structures – often we can use two or three different forms to express the same idea.

present tenses: revise the basics

	SIMPLE PRESENT	PRESENT PROGRESSIVE
+	*I/you/we/they* ***work*** *he/she/it* ***works***	*I* ***am****, you* ***are*** *etc* ***work****ing*
?	***do*** *I/you/we/they work?* ***does*** *he/she/it work?*	***am*** *I,* ***are*** *you etc* ***work****ing?*
-	*I/you/we/they* ***do not*** *work* *he/she/it* ***does not*** *work*	*I* ***am not****, you are not etc* ***work****ing*

- things that are **always true**
- things that happen **all the time**, **repeatedly**, **often**, **sometimes**, **never** etc.

*You **live** in Brighton, don't you?*
*No thanks. I **don't drink** coffee.*
*The Danube **runs** into the Black Sea*
*Oliver **works** for a bank.*
*What **do** giraffes **eat**?*
*I **play** tennis every Wednesday.*
*The sun **rises** in the east.*

- things that are happening **now**
- things that are happening **around now**
- things that are **changing**

*My **parents are living** with me just now.*
*Look – Peter**'s drinking** your coffee.*
*Why **is** that child **running** away?*
*Harry**'s not working** at the moment.*
*I**'m trying** to eat more vegetables.*
*She**'s not playing** much tennis these days.*
*Interest rates **are rising** again.*

1 CHECK YOUR KNOWLEDGE. **Match the beginnings and ends.**

▸ What do you write? C
▸ What are you writing? F
1 What do you do? …
2 What are you doing? …
3 Where do you work? …
4 Where are you working? …
5 Does your son play the violin? …
6 Is your son playing the violin? …
7 What language does she speak? …
8 What language is she speaking? …
9 Who drinks champagne? …
10 Who's drinking champagne? …

A Actually, that's the radio.
B French – she's from Switzerland.
C Computer manuals.
D I need to get this car started.
E I'm an architect.
F A letter to my mother.
G I'm in Cardiff this week.
H In a big insurance company.
I It sounds like Russian.
J Me – can I have some more?
K Me, when I can afford it.
L No, the piano.

non-progressive verbs Remember: some verbs are mostly used in **simple** tenses even if we mean 'just now' (see pages 28–29).

*I **like** your dress.* (NOT ~~*I'm liking your dress.*~~) *What **do they mean**?* (NOT ~~*What are they meaning?*~~)

2 CHECK YOUR KNOWLEDGE. **Choose the correct verb forms.**

1 I *think / am thinking* we're going to be late.
2 Look – *it snows / it's snowing.*
3 *Do you look / Are you looking* for the bus station?
4 I *don't understand / am not understanding* this application form at all.
5 *Do you know / Are you knowing* whether they take dollars here?
6 What *do you want / are you wanting*?
7 I *hate / am hating* this programme.
8 Why *do you drive / are you driving* on the wrong side of the road?
9 Who *do you look / are you looking* at?
10 I *don't remember / am not remembering* why I came into the kitchen.

instructions, commentaries, stories

Present tenses are common in instructions, commentaries and stories. The **simple present** is used for things that happen **one after another**, and the **present progressive** for **longer background situations**. (This is exactly like the way the simple past and past progressive are used together – see page 41.)

*'How **do** I **get** to the police station?' 'You **go** straight on for half a mile, then you **come** to a garage. You **take** the next left, then as you **'re coming** up to a railway bridge, look out for a sign on the right.'*
*I **put** some butter in a frying pan. While the butter **is melting**, I **break** three eggs into a bowl and **beat** them …*
*Chekhov **shoots**, Burns **punches** it away, and it's a corner. Meanwhile Fernandez **is warming up**, ready to replace …*
*So he **'s** just **having** breakfast when the doorbell **rings**. He **opens** the door and **sees** this beautiful woman outside. She **'s wearing** …*

Note the use of the present progressive for slower-moving commentaries.

*The Oxford boat **is moving** further and further ahead. And what **'s happening** now? Cambridge **are getting** very low in the water. **Are** they **sinking**? …*

1 Put in simple present or present progressive verbs.

1 While the meat ....., I ..... the potatoes and ..... them in cold water. (*roast, peel, put*)
2 Giacomo ..... Miller deliberately ..... the ball away with his hand. But the referee ..... (*shoot, knock, not look*)
3 So he ..... into the bar. And there's his girlfriend. She ..... to a good-looking guy with a beard. So he ..... to them and ..... 'Hi!' (*walk, talk, go up, say*)

2 Explain how you boil an egg or start to drive a car. Begin 'First I …'

.....
.....
.....
.....

3 Write instructions to tell somebody how to get from one place to another (for example, from the nearest station to your home). Begin 'You …'

.....
.....
.....
.....

4 Write the beginning of a short present-tense story.

.....
.....
.....
.....

more about present tenses

repeated actions Repeated actions just **around the moment of speaking**: **present progressive**. **Other** repeated actions: **simple present**.

*Why **is** he **hitting** the dog?* *Jake's **seeing** a lot of Felicity these days.*
*I **go** to the mountains about twice a year.* *Water **boils** at 100° Celsius.*

1 **Write about two or three things that you're doing a lot just around now; and some other things that you do from time to time.**

.....
.....
.....
.....
.....
.....

changes We use the present progressive for **changing and developing situations**, even if these are **not** just **around the moment of speaking**.

*The political situation **is getting** worse.* *Children **are growing up** faster.*
*Scientists say the universe **is expanding**, and has been since the beginning of time.*

2 **Write some sentences about some things that are changing (for example, some of the things in the box).**

cities	computers	education	the economic situation	transport	travel
TV programmes	your English				

.....
.....
.....
.....
.....
.....
.....
.....

not around the moment of speaking The simple present and present progressive can be used together even when we are talking about things going on **around other moments**, not the moment of speaking. This is common with *when* (meaning 'whenever').

*You **look** lovely when you're **smiling**.*
*When the post **comes** I'm usually **having** breakfast.*

3 **Put in the correct forms.**

1 I hate it if people ..... me when I .....
(*interrupt*, *work*)
2 I ..... some of my best ideas while I ..... in the country. (*get*, *walk*)
3 When Alice ..... about something, she ..... funny grunting noises. (*think*, *make*)
4 Our house ..... really cold when the wind .....
from the east. (*get*, *blow*)

→

more about present tenses (continued)

progressive with *always* We can use a progressive form with *always* and similar words to talk about repeated but unpredictable or unplanned events.

*She**'s always turning up** with little presents for the children.*
*I**'m always running into** Joanna in the supermarket.*

The structure is often used to make complaints and criticisms.

*This computer**'s continually crashing** at the most inconvenient moments.*
*She**'s forever taking** days off because of one little illness or another.*
*This government **is always thinking** of new ways to take your money.*

4 **Write a sentence about somebody you know who is always doing something annoying.**

.....

NOTES

I hear/see; it says We often use *I hear* or *I see* in the sense of 'I have heard/seen' to introduce pieces of information.

***I hear** Karen's getting married.* ***I see** they're closing High Street again.*

Note also the similar use of *It says.*

***It says** in the paper there's a rail strike tomorrow.*
*Where **does it say** that I need a visa?*

here comes; there goes We use the **simple present** in these two expressions.

***Here comes** the postman.* *This wind! **There goes** my hat!*

performatives Sometimes we **do** something by **saying** something.
Verbs used like this are called **performatives**: they are normally **simple present**.

*I won't do it again – I **promise**.* *I hereby **declare** you man and wife.*
*I **swear** to tell the truth.* *I **name** this ship 'Spirit of Adventure'.*

informal progressives Progressives can sometimes make statements sound more friendly and informal (see page 291). Compare:

*We **look forward** to further discussions in due course.*
*I**'m** really **looking forward** to our week with you and the kids in July.*

duration Remember that we use a **present perfect**, not a present tense, to say **how long** things have continued up to the present.

*I**'ve been waiting** since six o'clock.* (NOT ~~*I'm waiting since*~~ …)

'He's swearing in full sentences now.'

5 GRAMMAR IN A TEXT. **Choose the best verb forms.**

Prison death rates *rise* / *are rising* alarmingly

A GOVERNMENT COMMITTEE [1] *calls / is calling* for an investigation into the number of people who [2] *now die / are now dying* from natural causes inside the prison system. It [3] *appears / is appearing* that because of poor healthcare and a sedentary lifestyle, more and more prisoners [4] *die / are dying* prematurely. The increase is not due to a rise in the prison population or an increase in the age of inmates.

A recent report [5] *finds / is finding* that the average age of male prisoners who [6] *die / are dying* from natural causes is 56; the average for women is 47. In the general British population, the average age of death for men is 78 and for women 81. Death rates are thought to be higher in prison because prisoners [7] *take / are taking* less exercise and [8] *eat / are eating* less well than most of the population. They [9] *also suffer / are also suffering* higher levels of stress, and some [10] *receive / are receiving* substandard healthcare. Although the government [11] *currently invests / is currently investing* substantial funds in order to improve prisoner welfare, the focus is on reducing levels of suicide and self-harm, and the expenditure [12] *has / is having* little or no effect on the more general problem of rising death rates. ■

6 **Choose the correct verb forms for the cartoon captions.**

'Things *look / are looking* bad.'

'I sell / I'm selling this for a friend.'

non-progressive verbs

Some verbs are rarely or never used in progressive forms, even if we are talking about what is happening at a particular moment.

*I **don't like** her hairstyle.* (NOT ~~*I'm not liking her hairstyle.*~~)
*I called because I **need** to talk.* (NOT … ~~*because I'm needing to talk.*~~)

Many of these verbs refer to states rather than actions. Here is a list of the most common ones.

mental and emotional states; use of the senses
assume, believe, doubt, feel (= 'have an opinion'), *hate, hear, imagine* (= 'suppose'), *know, (dis)like, love, prefer, realise, recognise, regret, remember, see, smell, suppose, taste, think* (= 'have an opinion'), *understand, want, wish.*

*'I **love** you.' 'I **don't believe** you.'* (NOT ~~*'I'm loving you.' 'I'm not believing you.'*~~)
*I **doubt** if the train will be on time.* *Who **do** you **think** will win?*
*I **feel** it's time for a break.*

communicating, causing reactions
(dis)agree, appear, astonish, deny, impress, mean, please, promise, satisfy, seem, surprise.

*What **do** you **mean**?* *We **seem** to have a problem.* *Your attitude **surprises** me.*

other state verbs
be, belong, concern, consist, cost, depend, deserve, fit, have (= 'possess'), *include, involve, lack, matter, measure* (= 'have length etc'), *need, owe, own, possess, resemble, weigh* (= 'have weight').

*Who **does** this car **belong** to?* *I **need** help.* *'I'm late.' 'It **doesn't matter**.'*

1 **Choose the best verbs from the boxes to complete the sentences.**

consist	contain	depend	imagine	include	lack	not deserve	own

1 'Can you do me a favour?' 'It .....'
2 This jam ..... of 50% sugar, 10% fruit, and a lot of other stuff.
3 If that cake ..... nuts, I can't eat it.
4 I'm too good to you. You ..... me.
5 The soup's nice, but it ..... salt.
6 I wonder who ..... that dog.
7 No need to tip – the bill ..... 15% service.
8 I ..... you'd like a rest soon.

appear	concern	deny	impress	matter	mean	owe	recognise

9 'Don't we know that man?' 'Maybe. I don't ..... him.
10 Do you know what 'incomprehensible' .....?
11 We're going to be late, but I don't think it ..... much.
12 I'll pay you what I ..... you tomorrow, if that's OK.
13 'How much money is the company making?' 'That doesn't ..... you.'
14 There ..... to be a problem with the train.
15 The police are questioning three men about the attack, but they ..... everything.
16 'I've got my own helicopter.' 'You don't ..... me.'

progressive and non-progressive uses Some of these verbs may occasionally be used in progressive forms, especially to emphasise the idea of **change**, **development** or **novelty**.

*As I get older, I'**m remembering** less and less.* *I didn't expect to like this place, but I'**m** really **loving** it.*

Some others are used in progressive forms with particular meanings. Compare:

*What **do** you **think** of her singing?* *What **are** you **thinking** about?*
*I **weigh** too much these days.* *I got a shock when I **was weighing** myself this morning.*

Look (meaning 'seem') can often be progressive or not, with little difference.

*You **look** / You're **looking** a bit tired today.*

Smell and ***taste*** can be progressive when we are talking about the deliberate use of the senses to find something out. Compare:

- *This meat **smells** funny.* *I (can) **smell** smoke*
  *'What are you doing?' 'I'**m smelling** the fish to see if it's OK.'*
- *The soup **tastes** wonderful. I think I (can) **taste** garlic in it.*
  *'Leave that cake alone!' 'I'**m** just **tasting** it to see if it's OK.'*

Feel (referring to physical sensations) can be progressive or not, with little difference.

*I **feel** / I'**m feeling** fine.*

See can be progressive when it means 'meet'. Compare

*I (can) **see** John over there.* *I'**m seeing** the doctor tomorrow.*

2 Correct (✓) or not (✗)?

1 Of course I'm believing you! …
2 We're seeing your point. …
3 Why is everybody looking at the sky? …
4 I'm feeling you're both wrong. …
5 What do you think about at this moment? …
6 She may win, but I doubt it. …
7 Does this milk taste sour to you? …
8 I'm feeling quite depressed these days. …
9 I'm remembering your face, but not your name. …
10 We see the bank manager soon. …
11 I'm supposing you'd like coffee. …
12 I think it's time to go. …
13 John's aftershave is smelling strange. …
14 How much are you weighing? …

'Do these shoes taste funny to you?'

NOTES

use of *can* *Can* is often used with *see*, *hear*, *feel*, *taste*, *smell*, *understand* and *remember* to give a progressive meaning, especially in British English. (See page 61.)

*I **can see Sue** coming down the road.* ***Can** you **smell** burning?*
*I **can remember** when there were no houses here.*

perfect tenses *Want*, *need* and *mean* can have present perfect progressive uses; *need* and *want* can have future progressive uses.

*I'**ve been wanting** to meet you for years.* ***Will** you **be needing** the car today?*
*There's something I'**ve been meaning** to tell you.*

***-ing* forms** Even verbs which are never progressive have *-ing* forms which can be used in other kinds of structure.

***Knowing** her tastes, I bought her chocolate.*
*I got all the way to the station without **realising** I was wearing my slippers.*

future: revise the basics: *will, going to* or present progressive?

future in the present We generally use **present** forms (present progressive or *am/are/is going to*) when we can **see the future in the present**: we already see things coming or starting. We prefer *will* (the most common form) when we are simply giving information about the future, with no special reason for using present forms. Compare:

- *I'**m seeing** Janet on Tuesday.* (the arrangement exists now.)
  *I wonder if she'**ll** recognise me.* (not talking about the present)
- *We'**re going to** get a new car.* (The decision already exists.)
  *I hope it **will** be better than the old one.* (not talking about the present)

plans ***Be going to*** and the **present progressive** can both be used to talk about plans. We use the **present progressive** mostly when the **time** and/or **place** are **fixed**. Compare:

*I'**m going to** take a holiday some time soon.* *Joe'**s spending** next week in France.*
*Emma'**s going to** study biology.* *Phil'**s starting** work on Monday.*

1 **Rewrite the sentences, putting in expressions from the box and using the present progressive. (Different answers are possible.)**

for tomorrow's concert	from March 1st	next month	next week
next year	on Saturday	on Tuesday	this evening	tomorrow morning

▸ I'm going to play tennis with Andy.
I'm playing tennis with Andy on Saturday.

1 We're going to see Sarah.
.....

2 I'm going to start fencing lessons.
.....

3 We're going to meet the accountants.
.....

4 I'm going to get the car serviced.
.....

5 They're going to close the road for repairs.
.....

6 Everybody's going to get a free ticket.
.....

7 The air traffic controllers are going to strike.
.....

8 All the train companies are going to put their prices up.
.....

decisions We prefer ***be going to*** and the **present progressive** for decisions and plans (see above) that exist **in the present** – they have already been made. We prefer ***will*** to announce decisions **as we make them**. Compare:

*'We've got a lot of bills to pay.' 'I know. I'**m going to** do them all on Monday.'*
*'The plumber's bill has just come in.' 'OK, I'**ll pay** it.'*

2 Put in *I'll* or *I'm going to*.

▸ I've decided. ...I'm going to..... take a week off.
1 'Is Alice coming round?' 'Wait a minute. ..... phone and ask her.'
2 'I've left my money at home.' 'Again? OK. ..... pay.'
3 'Do you want to go for a walk?' 'No, ... get some work done.'
4 'I've got a headache.' '..... get you an aspirin.'
5 ..... sell this car – it's giving me nothing but trouble.
6 Can you answer the phone if it rings? ..... have a shower.
7 ..... change my job soon.
8 'There's the doorbell.' '..... go.'

predictions: what we expect We prefer ***going to*** when we can already **see the future in the present**: we can see things coming or starting, or they are already **planned**. We prefer ***will*** to say what we **think or believe** about the future. Compare:

*Careful! The meat **'s going to** burn.* (I can see it now.)
*Don't ask Pete to cook the steak – he **'ll burn** it.* (I'm sure, because I know him.)

We don't use the present progressive to predict events which are outside our control.

It's going to rain soon. BUT NOT ~~*It's raining soon.*~~

3 Choose the best form.

▸ Claire *is going to / will* have a baby.
1 Perhaps *I'm going to / I'll* see you at the weekend.
2 Look at the sky: *it's going to / it will* snow.
3 Look out – *we're going to / we'll* hit that car!
4 Ask John – *he's probably going to / he'll probably* know the answer.
5 You'd better put a coat on, or *you're going to / you'll* get cold.
6 If you press this key, the computer *is going to / will* shut down.
7 You can see from Barbara's face that *there's going to / there'll* be trouble.
8 It's no use telling Andy about your problems; *he's going to / he'll* tell everybody else.

simple present We sometimes use the **simple present** to talk about the future; for instance when we talk about **timetables**, routines and schedules.

*The meeting **starts** at ten o'clock.* *What time **does** the train **arrive** in Paris?*
*My plane **leaves** from Heathrow.*

We can also use the **simple present** to give and ask for **instructions**.

*'Where **do** I **get** an application form?' 'You **go** to the main office on the second floor.'*

In other cases we **don't** use the **simple present** in simple sentences to talk about the **future.**

*Emma **'s coming** round later.* (NOT ~~*Emma comes*~~ …) *I **'ll write** – I promise.*
*There's the phone. I **'ll answer** it.* (NOT … ~~*I answer.*~~)

For the simple present with a future meaning after *if*, *when* etc, see pages 204 and 232.

4 Choose the best tense.

▸ The film *ends / will end* at midnight.
▸ I *phone / will phone* you soon.
1 I *start / will start* dieting after Christmas.
2 Rob *comes / is coming* round after 7.00.
3 *Do you / Will you* post my letters?
4 I *have / will have* a French class at 9.00 tomorrow.
5 The train isn't direct – you *change / will change* at Manchester.
6 My final exam *is / will be* in May.
7 What time *does / will* the concert start?
8 I *play / am playing* hockey tomorrow.

more about the present progressive, *going to* and *will*

spoken and written English ***Be going to*** and the **present progressive** are particularly common in **spoken** English, as ways of talking about the future. This is because conversation is often about future events that we can **see coming**, so present forms are natural. In written English, these forms are less often used. ***Will*** is extremely common in **writing**, because written language tends to deal with less immediate future events, when we do not see the future in the present. ***Will*** is also preferred when giving information about **impersonal,** fixed arrangements – for example official itineraries. Compare:

*We**'re meeting** Sandra at 6.00.*
*The President **will arrive** at the airport at 14.00. He **will meet** …*

pronunciation of *going to*. In informal speech, *going to* is often pronounced as /gənə/. This is often shown in writing as *gonna*.

1 GRAMMAR IN A TEXT. **Put the letters of the boxed expressions into the text.**

A it will be	B there will be	C will be introduced	D will be presented	
E will be welcomed	F will cast off	G will cover	H will play	I you will be

On a wildlife cruise with Wildlife Worldwide, [1]… on a small vessel (the vessels we work with generally accommodate between 20 and 128 passengers), just enough to be able to meet new people and get to know them over the course of the trip, and to be able to recognise and greet all of the other passengers onboard. Not so many that every time you see a face [2]… be a new one!

On a wildlife cruise the vessels have been specially adapted and refitted to accommodate guests, since many of them were actually research vessels in a former life. On a wildlife cruise, [3]… illustrated talks and presentations throughout the journey. These [4]… a whole range of topics from birds and mammals, to geography, history and astronomy, and they [5]… by the onboard guides and experts who [6]… such an important role in making your trip a special one.

To begin with you [7]… aboard with a glass of champagne and a bite to eat. The crew [8]… the boat, and once you are under way you [9]… to the captain and his crew. Departures are generally late afternoon/early evening. Passengers are free to visit the ship's bridge any time of the day or night.

It is fascinating seeing how the ship's course is plotted, and to observe the monitors of depth, wind speed and wave height! (*Adapted from Oceans Worldwide website.*)

2 GRAMMAR IN A TEXT. **Put the letters of the boxed expressions into the text.**

A going to be happy	B going to be there	C going to see	D It's going to be
E there are going to be	F we're catching	G we're leaving	

Well, [1]… tomorrow, Sandra. [2]… amazing! It's quite a small boat – about 50 passengers, so we'll soon get to know everybody. And [3]… half a dozen experts on this and that giving lectures in the evenings, and going ashore with us and answering our stupid questions when we land. Tony Soper's [4]…, believe it or not, so the bird-watchers are [5]… ! And there's a terrific woman called Ingrid Visser who's red-hot on killer whales. I can't remember the others, but I know there's a marine mammal expert, and an astronomer. And we're definitely [6]… whales – lots and lots of whales, they've promised! Can't wait!

Well, must go and pack – [7]… a very early flight. Looking forward to seeing you in July. Prepare yourselves for a long photo evening!

Love from both to both

Jane

shall* and *will In modern English *I/we will* and *I/we shall* can generally be used with no difference of meaning. *Will* is more common, and *shall* is dying out. (In any case, the commonest forms in speech are the contractions *I'll* and *we'll*.)

***shall* in questions** In older English, *shall* was used to talk about **obligation** (rather like *should*). This meaning still survives in **first-person questions**, where *shall* is used to **ask for instructions or suggestions,** or **offer services**.

*What time **shall we** come round?* *__Shall I__ take your coat?*

Compare the use of *will* to ask for information:

*What time **will we** get into London?*

legal language Legal documents, such as contracts, often use *shall* to express obligation.

*The hirer **shall be** responsible for maintenance of the vehicle.* (from a car-hire contract)

3 Put in *shall* or *will*.

1 Where ..... we go on holiday this year?
2 Where ..... I be this time next year?
3 Sending out the invitations ..... be Jim's responsibility.
4 The tenant.....be wholly responsible for all decoration and repairs.
5 ..... I put the kettle on?
6 What time ..... I need to be at the airport?
7 What ..... I cook for supper?
8 How soon ..... we hear about the application?

The Hirer shall, during the period of the hiring, be responsible for: supervision of the premises, the fabric and the contents; their care, safety from damage however slight or change of any sort; and the behaviour of all persons using the premises whatever their capacity, including proper supervision of car parking arrangements. The Hirer shall make good or pay for all damage (including accidental damage) to the premises or to the fixtures, fittings or contents and for loss of contents. The Hirer shall not use the premises for any purpose other than that described in the Hiring Agreement and shall not allow the premises to be used for any unlawful purpose or in any unlawful way nor

For other (non-future) uses of *will*, see pages 65 and 72.

NOTES

different forms possible The differences between the three main structures used to talk about the future are not always very clear-cut. *Will* and present forms (especially *going to*) are often both possible in the same situation, when 'present' ideas like intention or fixed arrangement are a part of the meaning but not very important. The choice of structure will depend on which part of the meaning we want to emphasise. In the following examples all of the different forms would be correct, with no important difference of meaning.

- *What will you do next year?*
  What are you doing next year?
  What are you going to do next year?
- *All the family will be there.*
  All the family are going to be there.
- *If your mother comes, you'll have to help with the cooking.*
  If your mother comes, you're going to have to help with the cooking.
- *You won't believe this.*
  You're not going to believe this.

be + infinitive: *I am to …* etc

official plans etc We often say that something **is to happen** when we talk about **official plans** and fixed arrangements.

*The Prime Minister **is to visit** British soldiers in Antarctica.*
*Our firm **is to merge** with Universal Export.*

pre-conditions The structure is common in ***if*-clauses**, where the main clause expresses a **pre-condition** – something that must happen first if something else **is to happen**.

*We'd better hurry if we'**re to get** there by lunchtime.*
*You'll need to start working if you'**re to pass** your exam.*

orders The structure can also be used (for example by parents) to give orders.

*You'**re to do** your homework before you go to bed.*
*Tell Jenny she'**s not to be** back late.*

1 Here are some (mostly) real spoken or written sentences. Use the *be* + infinitive structure to complete them with verbs from the box. Use a dictionary if necessary.

assemble	bloom	continue	deliver	follow	get through	inspect	plan	report	tidy up

1 Professor Loach ..... eight lectures on classical mythology next term.
2 On his arrival at the airport, the general ..... a guard of honour.
3 If we ..... providing care for homeless children, we need your support today.
4 Young soldiers quickly learn that a good breakfast is vital if they ..... another demanding day.
5 Any new diet has to be simple if you ..... it for any length of time.
6 You have to know where you're going if you ..... the best way of getting there!
7 The chrysanthemums must be planted right away if they ..... for Christmas.
8 The children ..... their room before they watch TV.
9 In case of fire, all staff ..... in the front courtyard.
10 All visitors ..... to the reception desk.

For the past form of this structure (*I was to …* etc), see page 37.
For passive uses (e.g. *to be taken three times a day*), see page 103.

2 Imagine you are a parent who is going out for the evening, leaving two teenagers alone in the house. Write three instructions beginning 'You're to' and three beginning 'You're not to'.

.....
.....
.....
.....
.....
.....

future progressive

We use the future progressive (***will be …ing***) to say that something will be **in progress at a certain time in the future**.

*This time next Tuesday I'**ll be lying** on the beach.*
*You won't be able to park here tomorrow; they'**ll be mending** the road.*

1 **What will you be doing at ten o'clock tomorrow morning (or some other time, if you prefer)?**

.....

2 **Write three things that you will certainly not be doing at ten o'clock tomorrow morning (or some other time, if you prefer).**

.....
.....
.....

polite enquiries A common use of the **future progressive** is to **ask politely** 'What have you already decided?' Compare:

***Will you write** to Oliver?* (request or order)
***Are you going to write** to Oliver?* (perhaps pressing for a decision)
***Will you be writing** to Oliver?* (just asking about plans)

3 **Make future progressive questions to ask somebody politely:**

▸ when they are planning to go shopping. When will you be going shopping?

1 when they intend to pay the rent.
.....

2 who they plan to invite.
.....

3 how soon they intend to come back.
.....

4 when they plan to go home.
.....

5 where they are planning to stay.
.....

6 what time they are planning to have breakfast.
.....

7 what they plan to study at university.
.....

8 whether they expect to use the car.
.....

Will you be watching the leaders' TV debate?

The first ever prime ministerial TV debate in a UK general election campaign will take place on Thursday.

Will you be watching?

"I'll be watching. I want to see how professional liars work."

"Yes, I shall be watching and it will be an interesting test of the party leaders."

"I will be watching until the end of the first question. When none of them have answered simply, openly and honestly, along with millions of other viewers I will switch off and then go to the pub."

(postings from a website discussion before a British general election)

future perfect

The future perfect (*I will have driven/worked* etc) can be used to say that something will have been **completed by a certain time in the future.**

*We'**ll have finished** planting the new trees by Wednesday.*
*This government **will have ruined** the country before the next election.*

1 Here are some sentences taken from newspaper articles and reports. Complete them with verbs from the box, using the future progressive. Use a dictionary if necessary.

drive	drop	host	pass	put on	quadruple	rise

1 When this year's competition in Nottingham is completed, Great Britain, like Japan, ... it on 3 occasions.
2 In a few weeks' time, the fallen leaves ..... from ankle to knee deep.
3 Frank, Mr Andrews' chauffeur, ... his boss more than 12,000 miles by the end of the campaign.
4 If a traveller goes eastwards round the Earth, when he gets halfway he ..... through 12 time zones and gained 12 hours.
5 The decision means that annual government support for the railways ..... from well over £1 billion to around £300 million in 10 years.
6 Within 100 years the human population .....
7 If you do not weigh yourself for a year and you eat just an extra 500 calories each day during that time, you ..... a full 21.8 kg; rather a nasty shock!

The future perfect progressive (*I will have been driving/working* etc) is not very common. We can use it to say **how long** something will have continued by a certain time.

*By next summer I'**ll have been working** here for eight years.*

2 Write three sentences about yourself with the future perfect progressive. For example, say how long you will have been learning English / working / living in your house.

1 By the end of this year, ...
2 By .....
3 By .....

Note: other uses These tenses, and other structures with ***will***, can be used not only to talk about the future, but also to express **certainty** about the past and present (see page 65).

*As you **will have heard** by now, we are planning to open a new branch in Liverpool.*
*The world's top skiers **will have been studying** the course all morning, in preparation for the first big event this afternoon.*

'When you have lost your Inns, drown your empty selves, for you will have lost the last of England.'
(*Hilaire Belloc*)