

## Unit 1 Modal and auxiliary verbs 1

### Form

We make modal and auxiliary verbs negative by adding *not*.

*Sally can't go out tonight. You mustn't tell him the answers. I haven't got all the answers!*

We don't use *to* after modal verbs (except after *ought*).

*He may go. He can go. He would go if he had the time.*

### Use

We use modal and auxiliary verbs:

- 1 to make short answers. *You can come tonight, can't you?*
- 2 to make questions. *Can you come tonight? Would you like a drink?*

We use auxiliary verbs (*be, do, have*) to make tenses. *Sam hasn't been to China. Sam doesn't like travelling. He had visited the Far East before. Sam is doing a lot of travelling.*

### Meaning

We use modal verbs for:

- 1 Ability – *can, could*  
*I can remember all my friends' telephone numbers. He could swim by the time he was three.*
- 2 Logical conclusion – *can't be, must be*  
*Ann isn't answering the phone. She must be out. This can't be the South Pole! There aren't any penguins.*
- 3 Necessity (or lack of it) – *have to, don't have to*  
*I have to cycle to school. It's too far to walk. We don't have to go to school today – it's a national holiday.*
- 4 Obligation (usually from someone else) – *have (got) to*  
*I have to be home by ten. My mum said so. We've got to finish this project today – the teacher wants it tomorrow.*
- 5 Obligation (usually from ourselves) – *must, mustn't*  
*I must eat something! I'm hungry. I mustn't forget her birthday this year.*
- 6 Permission – *can, could, may*  
*Can I go to the cinema tonight? Could my friends come to stay next weekend? May I go and get a drink? (formal)*
- 7 Possibility – *may, might*  
*Ann's not in class. She might be in the library. Sam may come to the cinema with us – I'm not sure if he's free.*
- 8 Prohibition – *mustn't*  
*Students mustn't use a dictionary in the exam.*

- 9 Requests – *can, could, would*  
*Can you tell me the time, please? Could you pass me the salt? Will you show me how to send an email? Would you mind pouring me some water?*

### Watch out!

- 1 The past of *don't have to* is *didn't have to* NOT ~~*hadn't to*~~.
- 2 We can't use the short form *I've to* when using the verb *have to* to talk about obligation. We say *I have to* or *I've got to*.

### Modifiers

We use modifying adverbs to add more meaning to words.

- 1 *Much* or *far* show a greater degree or number of something.  
*This is a much / far more interesting book than the other one. It's much / far better to go by bus than drive.*
- 2 *Even* shows a surprising difference in the degree or number of something.  
*This film is even longer than the one we saw yesterday. My brother knows even less about history than I do.*
- 3 *Quite* can mean *completely* or *rather*.  
*I'm quite sure the answer's in the book. That's quite a nice pair of jeans.*
- 4 *Just* can mean *exactly, a short time ago, or no more than*.  
*That bicycle's just like mine! The post has just arrived. We've got just enough money to take a taxi home.*
- 5 We use *very* to emphasise what we're saying.  
*I know very little about my ancestors. He's a very clever boy.*

### When to use the definite article

- 1 We don't use *the* when we talk about how we travel.  
*I go to school by bus. I travel by train. Is it cheaper to go by coach or by train? I went to Australia by ship.*
- 2 We don't use *the* when we talk about cities or towns or countries.  
*London Madrid Argentina Italy*
- 3 We do use *the* with the names of countries which are plural, consist of more than one country or contain the words 'Republic', 'Kingdom' or 'States'.  
*the People's Republic of China the United States the United Kingdom*

## The meanings of will

We use *will* to:

- 1 talk about our determination to do something.  
*I will learn how to use a computer!*
- 2 make a request.  
*Will you show me how to get onto the Internet?*
- 3 show unwillingness or inability to do something.  
*He won't do the washing-up.*  
*The car won't start.*
- 4 make a promise.  
*Of course I'll take you to the cinema.*
- 5 make a decision.  
*I'll go and buy a dictionary tomorrow.*
- 6 offer help.  
*I'll help you with that suitcase.*
- 7 make a prediction.  
*It'll probably rain tomorrow.*

## The present simple

We use the present simple to talk about events which are already arranged for the future and often for timetabled events.

- School starts on Monday.*
- The course finishes on the 25<sup>th</sup>.*
- Lunch is at 1 p.m.*

## The zero conditional

**Form**

<b>If + present,</b>	<b>+ present</b>
If you eat a well-balanced diet,	you stay healthy.
If you heat ice,	it melts.

We can also use these sentences the other way round. We don't use a comma.

- You stay healthy if you eat a well-balanced diet.*
- Ice melts if you heat it.*

**Use**

We use the zero conditional to: talk about things which are almost always true, especially scientific facts.

- If you jump into the sea, you get wet.*
- If you drop something, it falls to the ground.*

## The first conditional

**Form**

- If + present, + will (or a modal) + infinitive*
- If it's sunny tomorrow, we'll have a picnic.*
- If you feel ill, you should see a doctor.*

**Use**

We use the first conditional to talk about something which may or may not happen in the future.

- If I get good marks in the exam, I'll go out and celebrate.*
- If you pass your driving test, I might buy you a second-hand car.*

### Watch out!

In conversation and informal writing, we use the short form of *will* (unless we are asking a question).

- I'll go and see Pam tomorrow. Sam won't be back until late.*

## When to use articles

We use the definite article with the names of rivers, seas and oceans.

- the Seine the Pacific the Mediterranean*

## Unit 5 Modal verbs 2

### Obligation, necessity and prohibition

We use:

- 1 **must** to talk about an obligation from ourselves or from someone else.  
*I must buy some new clothes.*  
*You must be home by ten.*
- 2 **had to** to talk about an obligation in the past.  
*We had to stay behind after the lesson and do some extra work.*
- 3 **should** and **ought to** to talk about what it is a good idea to do.  
*I should / ought to try to save some money.*
- 4 **shouldn't** to talk about what it is wrong to do.  
*Students shouldn't talk in the library.*
- 5 **mustn't** to talk about things that are prohibited.  
*You mustn't park in front of the school.*

## Lack of necessity

We use:

- 1 *needn't* to talk about something that is not necessary.  
*You needn't get up early tomorrow. It's Sunday.*
- 2 *don't have to* or *haven't got to* to talk about something we are not obliged to do.  
*We don't have to / haven't got to hand in this homework until next Friday.*
- 3 *didn't have to* or *didn't need to* to talk about a lack of obligation or necessity in the past.  
*We didn't have to / didn't need to hand in this homework yesterday.*

## Possibility, permission and ability

We use:

- 1 *may*, *might* or *could* to talk about possibility.  
*It may rain this afternoon.*  
*William might be going to university.*  
*I could come and see you tomorrow if you like.*
- 2 *can*, *could* or *may* to ask for or give permission.  
*Can I leave the room for a moment, please?*  
*Could I see you tomorrow at ten?*  
*May I ask you a question? Yes, of course you may. (May is more formal.)*
- 3 *can* and *could* to talk about ability.  
*I can type fifty words a minute.*  
*I couldn't type at all five years ago.*

## Logical conclusions about the past

We use *must* / *can't have been* to make logical conclusions about the past.

*You must have been tired after all that hard work last week.*  
*You can't have been tired last Sunday – you slept for hours!*

## When to use articles

We do **not** use articles with:

- 1 plural nouns when we are speaking generally.  
*I couldn't live without books. (books in general)*
- 2 abstract nouns.  
*ambition happiness love*

We use the definite article:

- 1 with plural nouns to give more specific information.  
*The books I bought recently are very interesting.*
- 2 with abstract nouns to give specific information.  
*The happiness we experience as children is often difficult to find again.*

## Unit 6 Sentence structure

### Defining relative clauses

Defining relative clauses tell us which person or thing we mean.

We use:

- 1 *who* for a person.  
*This is the student who went on an adventure holiday.*
- 2 *which* for a thing.  
*This is the holiday which interests me most.*
- 3 *that* for a person or a thing.  
*Paul is the sports instructor that taught us last term.*  
*Caving is a sport that can be dangerous.*
- 4 *whose* when we want to say 'belonging to a person or a thing'.  
*This is the film star whose performance has just won an Oscar.*  
*London is a city whose population is over 12 million.*

### Noun clauses

We can use:

- 1 noun clauses as an object (instead of a noun) after a verb.  
*I don't know what time it is.*
- 2 the word *that* before a noun clause.  
*I think that you are very adventurous.*
- 3 a noun clause without the word *that*.  
*I think (that) you are taking a big risk.*
- 4 a question word to introduce a noun clause.  
*I don't know who the man is.*  
*Nobody told me where he came from.*  
*I don't remember when he came to live here.*  
*I don't understand why he came to this part of the world.*  
*Nobody knows how long he has lived in that house.*

### Expressing result and purpose

We use:

- 1 *so that...* to describe purpose.  
*Catherine worked hard so that she could get enough money to travel abroad. (in order to get enough money)*
- 2 *so ... that* to describe result.  
*Catherine worked so hard that she earned enough money to travel round the world. (because she worked so hard, she earned enough money)*