

# **MODULE:**

## *English grammar: Learning The Language*

### **TOPICS**

- 1. VERB TENSES**
- 2. AUXILIARY VERBS**
- 3. FIRST – SECOND – THIRD CONDITIONAL**
- 4. QUESTION TAGS**
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- 8. THE PASSIVE VOICE**
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- 12. SHORT ANSWERS**
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## 1. VERB TENSES

What do you do every day?

**1. Simple Present** (habitual action) *I watch a film every day.*

What did you do yesterday?

**2. Simple Past** (action completed at a specific time in the past) *I watched a film yesterday.*

What will you do tomorrow?

**3. Simple Future** (action taking place at some definite future time) *I will watch a film tomorrow.*

What are you doing right now?

**4. Present Continuous** (activity in progress) *I am watching a film now.*

What were you doing at this time yesterday?

**5. Past Continuous** (action in progress at a specific time in the past)  
*I was watching a film at this time yesterday.*

What will you be doing at this time tomorrow?

**6. Future Continuous** (action that will be in progress at a specific time in the near future)  
*I will be watching a film at this time tomorrow.*

What have you done since you got up this morning?

**7. Present Perfect** (action that is complete at the time of speaking)  
*I have watched a film since I got up this morning.*

What had you done before you went to bed last night?

**8. Past Perfect** (a past event or condition completed before another event in the past)  
*I had watched a film before I went to bed last night.*

What will you have done before you go to bed tonight?

**9. Future perfect** (action that will be completed by or before a specified time in the future)  
*I will have watched a film before I go to bed tonight.*

How long have you been doing that?

**10. Present Perfect Continuous** (action that began in the past and that continues up to the present)  
*I have been watching a film for five minutes.*

How long had you been doing that?

**11. Past Perfect Continuous** (action taking place over a period of time in the past prior to some other past event)  
*I had been watching a film for five minutes before I started this quiz.*

How long will you have been doing that?

**12. Future Perfect Continuous** (action that is taking place in the present and that will continue into the future up until or through a specific future time)  
*I will have been watching a film for five minutes before I take this quiz tomorrow.*

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## 2. AUXILIARY VERBS

**Auxiliary verbs (or helping verbs) are needed to form many of the tenses. The most used auxiliary verbs are 'to be', 'to do' and 'to have'.**

*Do you like Italian food?*

*Does your mother speak English?*

*Did you come to school yesterday?*

*Why are you talking? You should be listening to me!*

*I was having a bath when you called!*

*A new road is being built behind the school.*

*Have you done your homework?  
My father has never visited the USA.  
How long have you been living in France?  
By this time next year I will have been learning English for 35 years!*

Other common auxiliary verbs are: *will, shall, should, would, can, must, might, may, could*.  
(These verbs are called *modal verbs*).

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### 3. FIRST - SECOND - THIRD CONDITIONAL

- **If + present tense, > simple future (1<sup>st</sup> cond.)**
- **If + simple past, > would + infinitive without 'to' (2<sup>nd</sup> cond.)**
- **If + past perfect, > would have + past participle (3<sup>rd</sup> cond.)**

*If I work harder, I will pass the exam.  
If I worked harder, I would pass the exam.  
If I had worked harder, I would have passed the exam.*

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### 4. QUESTION TAGS

*It's a lovely day, isn't it?  
He loves her, doesn't he?  
She loved him, didn't she?  
They didn't go home, did they?  
I'm coming with you, aren't I?*

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### 5. FOR / SINCE

**The words 'for' and 'since' are used in sentences where the speaker wants to talk about something that started in the past and continues into the present.**

'For' is used when specifying the amount of time (how long):

*I've had this watch for more than 40 years.  
I've only known her for a few weeks.  
He's been here for 6 months and still can't speak a word of Italian.*

'Since' is used when specifying the starting point:

*I've had this watch since 1965.  
I've only known her since the beginning of last month.  
He's been here since April and he still can't speak a word of Italian.*

Note: Instead of the simple present, the present perfect is needed in the following sentences:

NOT - I know her for two years.            BUT > - I've known her for two years.  
NOT - I know her since 2006.            BUT > - I've known her since 2006.

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### 6. SOME / ANY

**The words 'some' and 'any' are used when the speaker cannot specify or does not need/want to specify a number or an exact amount.** The 'rules' that follow apply also to words containing *some* and *any*: *somebody/anybody, something/anything*, etc.

In general, 'some' is used in positive sentences:

- *I got some nice presents for Christmas this year.*
- *This job is going to take some time.*
- *Look! There are some black birds on the roof of the church.*

- You have some butter on your chin.
- If you are hungry, there are some biscuits in the cupboard.
- I'm sure I'll return to Japan some day.
- There is somebody on the phone for you.
- I'd like to go somewhere hot this summer.

'Any' is used in questions and negative sentences:

- I didn't get any nice presents for Christmas this year.
- I looked in the cupboard but I couldn't find any biscuits.
- I don't need any help.
- She's so rude. No wonder she doesn't have any friends.
- I don't have anything to wear to the dance.
- I'm not hungry. I don't want anything to eat.
- Do you have any brothers or sisters?
- Did you catch any fish?
- Have you seen any good films recently?
- Does anyone know the answer?
- Are you going anywhere this Christmas?

## 7. PRONOUNS

**A pronoun is a word that takes the place of a noun.**

For example, *John wears a hat.* > *He wears a hat.*

There are six kinds of pronouns:

1. **Personal pronouns**
2. **Demonstrative pronouns**
3. **Reflexive pronouns**
4. **Indefinite pronouns**
5. **Interrogative pronouns**
6. **Relative pronouns**

### 1. Personal pronouns

Personal pronouns represent a person in a sentence. They have different forms depending on their...

- |   |      |                   |                     |                       |
|---|------|-------------------|---------------------|-----------------------|
| - case ( <b>S</b> ubjective, <b>O</b> bjective, <b>P</b> ossessive) | e.g. | <b>S</b><br>I     | <b>O</b><br>me      | <b>P</b><br>my / mine |
| - gender ( <b>M</b> asculine, <b>F</b> eminine, <b>N</b> euter)     | e.g. | <b>M</b><br>he    | <b>F</b><br>she     | <b>N</b><br>it        |
| - number ( <b>S</b> ingular, <b>P</b> lural)                        | e.g. | <b>Sing.</b><br>I | <b>Plural</b><br>we |                       |

#### SINGULAR

Subjective I - you - he - she - it  
 Objective me - you - him - her - it  
 Possessive my / mine - your / yours - his - her / hers- its

#### PLURAL

Subjective we - you - they  
 Objective us - you - them  
 Possessive our / ours - your / yours - their / theirs

*I met her last week.*

*My book is on the desk.*

*That dog is mine.*

*She's (She has) just seen him.*

*Is that yours?*

*We are going to the cinema with them.*

*Our car is over there.*

*That's not our car, it's hers!*

Your computer is broken.  
 Their cat is grey.

Personal pronouns - Summary of the forms

<u>Subjective Case</u>	<u>Objective Case</u>	<u>Possessive Adjective</u>	<u>Possessive Pronoun</u>	<u>Reflexive Pronoun</u>
<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself</i>
<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
<i>it</i>	<i>it</i>	<i>its</i>	<i>[its]</i>	<i>itself</i>
<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourselves</i>
<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>
<i>one</i>	<i>one</i>	<i>one's</i>		<i>oneself</i>

## 2. Demonstrative pronouns

*This, that, these, and those* are demonstrative pronouns that substitute nouns when the nouns they replace can be understood from the context. They also indicate whether they are replacing singular or plural words and give the location of the object:

*This* > singular and near the speaker  
*That* > singular and at a distance from the speaker  
*These* > plural and near the speaker  
*Those* > plural and at a distance from the speaker

e.g. 1.: *You take these bags and I'll take those.* ('Those' refers to bags that are at a distance from the speaker).

e.g. 2: *We bought this last year.* – ('This' refers to something that is singular, near the speaker and readily understood in the context of the conversation).

<i>this</i>	<i>that</i>	<i>these</i>	<i>those</i>
↑	↑	↑	↑
singular	singular	plural	plural
(near)	(far)	(near)	(far)

*This book is mine.*

*That guitar is amazing.*

*These boots are made for walking.*

*Those DVDs are for sale.*

*What's this?*

*This is \_\_\_\_\_*

*Who's that girl?*

*She is \_\_\_\_\_*

*Whose are these scissors?*

*They are \_\_\_\_\_*

*What are those buttons for?*

*They allow to \_\_\_\_\_*

## 3. Reflexive pronouns

*Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves* are the reflexive pronouns. They are used when the complement of the verb is the same as the subject.

e.g. *I saw myself in the mirror.*  
*Kurt Cobain killed himself.*  
*They are washing themselves.*

The reflexive pronoun can also be used to give more emphasis to the subject or object.

e.g. *I did it myself / I'll do it myself.*  
(*I want to emphasise the fact that I did it / I'll do it.*)

*I am a bit of a loner. I love being by myself.*  
*- How are you doing? - Fine, thanks. Yourself?*  
*He went to the bank himself.*  
*She decided to photograph herself.*  
*The substance is harmless in itself.*  
*We bought ourselves an espresso machine.*  
*Prepare yourselves to the written test.*  
*The facts speak for themselves.*

#### **4. Indefinite pronouns**

An indefinite pronoun is a pronoun that does not refer to a specific person, place or thing. If an indefinite pronoun is used as the subject when forming a sentence, the verb of the sentence must agree with the pronoun.

##### Singular:

*One - someone - anyone - none - everyone - each - somebody - anybody - nobody - everybody - (n)either - something - anything - nothing - everything*

e.g. *Somebody* is coming to dinner. / *Neither* of us believes a word she says.

##### Plural:

*Both - few - several*

e.g. *Both* are expected at the airport at the same time.  
*Several* have suggested canceling the meeting.

##### Singular (with noncountables) / Plural (with countables):

*Some - any - none - all - most*

e.g. *Some* of the dirt has become a permanent part of the rug. / *All* of the newspaper was soaked.  
*Some* of the trees have been weakened by the storm. / *All* of the people were clapping.

#### **5. Interrogative pronouns**

Interrogative pronouns produce information questions that require more than a 'yes' or 'no' answer. Interrogative pronouns are *wh-* question words, acting as pronouns substituting the person or thing being asked about:

*who whom which what whose*

##### Examples:

*Who* is there? *Who* is in charge?  
*Whom* did you call?  
*Which* one is yours?  
*What* do you want? *What* is her phone number?  
*Whose* book is this?

#### **6. Relative pronouns**

Relative pronouns introduce relative clauses. *Who*, *whom*, and *whose* refer to people. *That* and *which* refer to things.

relative pronoun  
 ↓  
 That is the person **whom** I love.  
 ↘  
 adjectival clause

relative pronoun  
 ↓  
 The person **who** gets the highest score gets the gold medal.  
 ↘  
 adjectival clause

relative pronoun  
 ↓  
 The car **that** we bought doesn't run well.  
 ↘  
 adjectival clause

## 8. THE PASSIVE VOICE

### PASSIVE TENSES

Simple Present	
<i>active</i>	<i>passive</i>
The company ships the computers to many foreign countries.	Computers are shipped to many foreign countries (by the company).
Present Continuous	
<i>active</i>	<i>passive</i>
The chef is preparing the food.	The food is being prepared (by the chef).
Simple Past	
<i>active</i>	<i>passive</i>
The delivery man delivered the package yesterday.	The package was delivered yesterday (by the delivery man).
Past Continuous	
<i>active</i>	<i>passive</i>
The producer was making an announcement.	An announcement was being made (by the producer).
Future	
<i>active</i>	<i>passive</i>
Our representative will pick up the computer.	The computer will be picked up (by our representative).
Present Perfect	
<i>active</i>	<i>passive</i>
Someone has made the arrangements for us.	The arrangements have been made for us (by someone).
Past Perfect	
They had given us visas for three months.	Visas for three months had been given (to) us (by them). We had been given visas for three months.
Future perfect	
<i>Active</i>	<i>passive</i>
By next month we will have finished this job.	By next month this job will have been finished (by us).
Modals	
<i>Active</i>	<i>passive</i>
You can use the computer.	The computer can be used (by you).

## 9. COMPARATIVES / SUPERLATIVES

**Comparatives and superlatives** are special forms of adjectives. They are used to compare two or more things. Generally, comparatives are formed using **-er** and superlatives are formed using **-est**.

Comparatives are used to compare two things. You can use sentences with 'than', or you can use a conjunction like 'but'. Examples:

*Andrea is taller than Gianni.*

*Andrea is tall, but Luigi is taller.*

Superlatives are used to compare more than two things. Superlative sentences usually use 'the', because there is only one superlative. Examples:

*Filippo is the tallest in the class.*

*Andrea is tall, and Luigi is taller, but Filippo is the tallest.*

#### Forming regular comparatives and superlatives

These forms are created depending on how many *syllables* there are in the adjective. Here are the rules:

##### ADJECTIVE FORM

Only one syllable, ending in '-e': e.g., *wide, fine, cute*

##### COMPARATIVE

Add '-r': *wider, finer, cuter*

##### SUPERLATIVE

Add '-st': *the widest, the finest, the cutest*

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##### ADJECTIVE FORM

Only one syllable, with one vowel and one consonant at the end: e.g., *hot, big, fat*

##### COMPARATIVE

Double the consonant, and add '-er': *hotter, bigger, fatter*

##### SUPERLATIVE

Double the consonant, and add '-est': *the hottest, the biggest, the fattest*

##### ADJECTIVE FORM

Only one syllable, with more than one vowel or more than one consonant at the end: e.g., *light, free, fast*

##### COMPARATIVE

Add '-er': *lighter, freer, faster*

##### SUPERLATIVE

Add '-est': *the lightest, the freest, the fastest*

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##### ADJECTIVE FORM

Two syllables, ending in '-y'. e.g., *happy, silly, pretty*

##### COMPARATIVE

Change '-y' to '-i', then add '-er': *happier, sillier, prettier*

##### SUPERLATIVE

Change '-y' to '-i', then add '-est': *the happiest, the silliest, the prettiest*

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##### ADJECTIVE FORM

Two syllables or more, not ending in '-y': e.g., *modern, interesting, beautiful*

##### COMPARATIVE

Use 'more' ('less') before the adjective: *more modern, more interesting, more beautiful*

##### SUPERLATIVE

Use 'the most' ('the least') before the adjective: *the most modern, the most interesting, the most beautiful*

#### ENGLISH IRREGULAR ADJECTIVES

Adjective	Comparative	Superlative
<b>good</b>	better	(the) best
<b>bad</b>	worse	(the) worst
<b>little</b>	less	(the) least
<b>much</b>	more	(the) most
<b>far</b>	further / farther	(the) furthest / farthest

### Farther

Farther shows a relation to physical distance.

If you can replace the word 'farther' with 'more miles' then you have done it correctly.

*Our car drove farther than I thought. / I wanted to run farther, but I became too exhausted.*

### Further

Further relates to metaphorical distance or depth. It is also another way of saying 'additional'.

*I asked that there be further discussion on the matter. / For further information, please contact Mr Smith.*

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## 10. ADVERBS

### Words which are used to modify verbs or adjectives are usually referred to as adverbs.

For instance, the adverbs in the following sentences are printed in bold type, and the words they modify are underlined.

e.g. I **often** visit the library. / It is **surprisingly** hot today.

In the first example, the adverb 'often' modifies the verb 'visit'.

In the second example, the adverb 'surprisingly' modifies the adjective 'hot'.

### ADVERB SPELLING NOTES

- |   |                                |
|---|--------------------------------|
| i) Adjectives ending '-l' still take '-ly':     | <i>careful-carefully</i>       |
| ii) Adjectives ending '-y' change to '-ily':    | <i>lucky-luckily</i>           |
| iii) Adjectives ending '-ble' change to '-bly': | <i>responsible-responsibly</i> |

Adverbs are used to modify the meaning of

- Adjectives and other adverbs
- Nouns and noun phrases
- Determiners, numerals and pronouns
- Verbs etc.

### ADVERBS OF MANNER

Adverbs of manner modify a verb to describe the way the action is done.

e.g.: *She did the work carefully.*

('Carefully' modifies the verb to describe the way the work was done, as opposed to 'quickly', 'carelessly', etc.)

### ADVERBS OF PLACE or LOCATION

Adverbs of place show where the action is done. e.g.: *They live locally.*

### ADVERBS OF TIME

Adverbs of time show when an action is done, or the duration or frequency.

e.g.: *He did it yesterday.* (When)

*They are permanently busy.* (Duration)

*She never does it.* (Frequency)

### ADVERBS OF DEGREE

Adverbs of degree increase or decrease the effect of the verb.

e.g.: *I completely agree with you.* (This increases the effect of the verb, whereas 'partially' would decrease it)

### ADVERBS MODIFYING ADJECTIVES

An adjective can be modified by an adverb, which precedes the adjective, except 'enough' which comes after.

e.g.: *That's really good.*

*It was a terribly difficult time for all of us.*

*It wasn't good enough.* ('Enough' comes after the adjective.)

### ADVERBS MODIFYING ADVERBS

An adverb can modify another. As with adjectives, the adverb precedes the one it is modifying with 'enough' being the exception again.

e.g.: *She did it really well.*

*He didn't come last night, funnily enough.*

### ADVERBS MODIFYING NOUNS

Adverbs can modify nouns to indicate time or place.

e.g.: *The concert tomorrow...*

e.g.: *The room upstairs...*

### ADVERBS MODIFYING NOUN PHRASES

Some adverbs of degree can modify noun phrases.

e.g.: *We had quite a good time.*

*They're such good friends.*

*Quite; rather; such; what (What a day!)* can be used in this way.

### ADVERBS MODIFYING DETERMINERS, NUMERALS & PRONOUNS

Adverbs such as *almost; nearly; hardly; about, etc.*, can be used:

e.g.: *Almost everybody came in the end.*

### ADVERBS MODIFYING VERBS

<u>Adverbs of Frequency</u>	<u>Adverbs of Manner</u>	<u>Adverbs of Location</u>	<u>Adverbs of Time</u>	<u>Connecting Adverbs</u>	<u>Negative Adverbs</u>
HOW OFTEN?	HOW?	WHERE?	WHEN?		
always	carefully	ahead	again	also	barely
ever	correctly	back	early	consequently	hardly
frequently	eagerly	forward	late	furthermore	little
generally	easily	here	now	hence	never
never	fast	high	sometime	however	not
often	loudly	low	then	moreover	nowhere
rarely	patiently	near	today	nevertheless	rarely
seldom	quickly	outside	tomorrow	otherwise	
scarcely	sometimes	quietly	somewhere	tonight	therefore
seldom	usually	well	there	yesterday	thus

## 11. MODAL VERBS

**A modal verb is an auxiliary verb giving further information (e.g., necessity, possibility) about the main verb following it. English modal verbs include**

**Must  
Shall  
Will  
Should  
Would  
Can  
Could  
May  
Might**

Unlike the auxiliaries *be, have, and do*, modal verbs

- do not use inflectional endings (-s, -ed, -ing, -en); - cannot function as main verbs.

Examples:

People **should choose** friends wisely.

modal auxiliary    main verb

Jones **may write** an essay on that topic.

modal auxiliary    main verb

When a verb phrase uses both kinds of auxiliary verbs, the modal auxiliary always precedes the *be, have, or do* auxiliary

Examples:

The computer **could have made** an error.

modal    "have"    main  
auxiliary    auxiliary    verb

We **will be seeing** you.

modal    "be"    main  
auxiliary    auxiliary    verb

## CAN and MAY

*Can I go to the bathroom?* Nearly every child has asked this question only to be corrected with *You mean, May I go to the bathroom?* Generations of teachers have insisted that *can* should be used only to express the capacity to do something and that *may* must be used to express permission.

## EXCEPTIONS

*If you finish your spaghetti, you can have dessert.*

*After you clean your room, you can go outside and play.*

In these and similar spoken uses, *can* is perfectly acceptable. This is especially true for negative questions such as *Can't I have the car tonight?* probably because using *mayn't* instead of *can't* sounds unnatural.

## HAVE TO

The verb phrases *have to* and *have got to* express *necessity* and *obligation*. They differ subtly in meaning from the auxiliary verb *must*.

While all of these verbs can be used to express a command or warning (*You have got to leave now. You must not shout*), *have to* and *have got to* are somewhat more forceful than *must* in expressing necessity. *There has (or has got) to be some mistake* conveys a bit more emphasis than *There must be some mistake*.

## MAY and MIGHT

*It may rain. It might rain.* What's the difference?

Just as *could* is the past tense of *can*, *might* is the past tense of *may*:

*We thought we might win the tournament.*

But *might* can also be used as a substitute for *may* to show diminished possibility. Thus, saying *We might go to the movies* means that the likelihood of going is somewhat less than if you say *We may go to the movies*. When used to express permission, *might* has a higher degree of politeness than *may*. Thus, *Might I express my opinion* conveys less insistence than *May I express my opinion*.

## MUST

The auxiliary verb *must* is used to express *necessity*, *obligation*, and *probability*:

*Plants must have water in order to live.* (necessity)

*Swimmers must take a shower before entering the pool.* (obligation)

*You must be joking.* (probability)

Unlike other auxiliaries like *can* and *may*, *must* has no past form like *could* or *might*:

*They insisted we must wait until tomorrow.* In this regard *must* resembles *need* and *ought to*.

## SHALL / WILL

The traditional rules state that you use *shall* to show what happens in the future only when 'I' or 'we' is the subject:

*I shall (not will) call you tomorrow.*

*We shall (not will) be sure to keep in touch.*

*Will*, on the other hand, is used with subjects in the second and third persons:

*The comet will (not shall) return in 87 years.*

*You will (not shall) probably meet Mario at the theatre.*

However, you can use *will* with a subject in the first person and *shall* with a subject in the second or third person to express determination, promise, obligation, or permission, depending on the context. Thus *I will leave tomorrow* indicates that the speaker is determined to leave. *You shall leave tomorrow* has the ring of a command. The sentence *You shall have your money* expresses a promise ("I will see that you get your money"), whereas *You will have your money* makes a simple prediction.

## SHOULD / WOULD

when only *should* is correct ...

To express duty or obligation, you use 'should' as the equivalent of *ought to*: *I (or you or he) should go.*

when only *would* is correct ...

You use 'would' (and not 'should') to express willingness or promise: *I agreed that I would do it.*  
and to express habitual action in the past: *We would walk along the canal at night.*

Would also has the advantage of being a p o l i t e s u b s t i t u t e f o r 'w i l l' in requests: *Would you lend me a fiver?*

Just as 'would' can be used as the past of 'will'; 'could' can be used as the past of 'can'; 'might' can be used as the past of 'may'; and 'should' can be used as the past of 'shall'.  
The auxiliary 'must' can refer either to the present or to the past.

These relationships among the modal auxiliaries can be summarized as follows:

<u>Present</u>	<u>Past</u>
<i>can</i>	<i>could</i>
<i>may</i>	<i>might</i>
<i>must</i>	<i>must</i>
<i>shall</i>	<i>should</i>
<i>will</i>	<i>would</i>

Tense of Verb in Main Clause

Complete Sentence

Simple Present	I <b>think I</b> <u>can do</u> it.
Simple Past	I <b>thought I</b> <u>could do</u> it.
Simple Present	He <b>predicts it</b> <u>may rain</u> .
Simple Past	He <b>predicted it</b> <u>might rain</u> .
Simple Present	She <b>knows she</b> <u>must be</u> there.
Simple Past	She <b>knew she</b> <u>must be</u> there.
Simple Present	I <b>wonder what we</b> <u>shall do</u> tomorrow.
Simple Past	I <b>wondered what we</b> <u>should do</u> the next day.
Simple Present	I <b>think he</b> <u>will go</u> there.
Simple Past	I <b>thought I</b> <u>would go</u> there.

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*Fill in the blanks in each sentence using a modal verb, such as **can, could, would, should, might, may, must,** or **have to**, based on the situational hints shown in italics. Select the modal that seems most appropriate for the situation described, and be prepared to explain your choice.*  
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1. I **would** not know what to say to him if he showed up.  
*(I'm unprepared to speak to him.)*
2. She **may/might** look at things differently once the facts are in.  
*(A change in opinion is possible after all the information becomes available.)*
3. It's company policy; you **have to** do it this way or your expenses won't be reimbursed.  
*(The company requires that this procedure be followed for expense reimbursements.)*
4. I'm in terrible shape! I **must** exercise more!  
*(I've decided that more exercise is an absolute necessity for me.)*

5. **Could** you get this report done for us by tomorrow morning?  
(Are you willing and able to prepare this report by tomorrow if we ask you?)
6. **Can** you handle this much work on a regular basis?  
(Do you have the capacity to handle this much work regularly?)
7. We were worried about you. You **should** have called us as soon as you knew you'd be late.  
(Calling someone when you will be late is a good idea, in my opinion.)
8. You **might** want to think a little more carefully about that before trying it next time. (I think you were stupid not to think more carefully about it.)
9. This computer's not working. It **must** have been damaged by the thunderstorm. (The damage is a logical deduction based on the information available.)
10. Ellen **may** be sent to London this summer, if the board decides that the situation there warrants it.  
(The trip is certainly possible, but whether or not she goes depends on the board's preference.)
11. My trainer says I'm in terrible shape. According to him I **have to** exercise more.  
(My trainer is trying to compel me to exercise more.)
12. You **could** always try reinstalling Windows, that might work if the disk is corrupt.  
(This is one possible course of action, and there's a possibility of it working under certain conditions.)
13. I **would** not do that if I were you!  
(I don't think your behavior is prudent, and my own normal behavior is different.)
14. When she was young, she **would** play tennis every single day, rain or shine. (She did this habitually when she was young, although she doesn't necessarily do it now.)
15. **Might/May/Could/Can** I suggest this dark blue jacket? (You're a customer in my upscale store, and I'm trying to be very polite.)
16. I **must** admit, it's a very nice-looking car. (I have no choice but to admit that the car looks nice.)
17. She **had to** admit that it was a very nice-looking car. (She had no choice but to admit that the car looked nice – 'had to' > past tense of 'must')
18. I **should** think not! (I find that absolutely impossible to believe.)
19. **Should** we be required to ditch the aircraft, there are flotation devices under your seats.  
(There are live-saving devices under your seats for use if we ditch in water.)
20. You **could** say that. (That's another correct way of summarizing the situation.)

## 12. SHORT ANSWERS

Question	Affirmative Short Answer	Negative Short Answer
<u>Is</u> he ready?	Yes, he <u>is</u> .	No, he <u>isn't</u> .
Were you finished?	Yes, I <u>was</u> .	No, I <u>wasn't</u> .
Do you know them?	Yes, I <u>do</u> .	No, I <u>don't</u> .
Did we win?	Yes, we <u>did</u> .	No, we <u>didn't</u> .
<u>Has</u> he <u>left</u> ?	Yes, he <u>has</u> .	No, he <u>hasn't</u> .
<u>Will</u> they <u>need</u> help?	Yes, they <u>will</u> .	No, they <u>won't</u> .
<u>Could</u> you <u>help</u> me?	Yes, I <u>could</u> .	No, I <u>couldn't</u> .

## 13. IDIOMS

**An idiom is a group of words with a meaning that is different from the individual words, and often difficult to understand from the individual words. Here are some common idioms:**

- The teacher told us to get a move on.
- My wife and I take it in turns to cook.
- I don't know the answer off-hand.
- It's not far. We can take a short cut through the park.
- I'm not very good at small talk.
- I'm sorry I can't make it on Friday.
- I asked her to keep an eye on my suitcase while I went to the toilet.

Pete: Are you coming?

Jane: Yes, hang on.

Jack: What's up?

Juliet: Nothing.

Brian: I'm really sorry but I've forgotten to bring the book you lent me.

Philippa: That's OK. Never mind.

-----  
Phil: Can I borrow your dictionary?

Lana: Sure, go ahead.

Maria: I don't know which one to choose.

James: Well, make up your mind.

- 
1. I feel like a drink.
  2. They've gone for good.
  3. I'm tied-up all afternoon.
  4. She was pulling my leg when she said that.
  5. I can probably make do with a smaller flat.

### ON THE PHONE

Jack: Hello?

Andrew: Hello. This is Andrew here. Can I speak to Nicola, please?

Jack: Sure! Hold on a sec.

-----  
Jack: Hello?

Sharon: Hi, it's Sharon here. Is Nicola there?

Jack: Yes, she is. Please hold on.

Jack: Hello?

Bobby: Hello. This is Bobby here. Can I speak to Nicola, please?

Jack: Hi, Bobby! Sorry, I'm afraid she's not in at the moment. She said she would come back by 6. You might ring her up on her mobile.

Bobby: That's alright, I'll give her a ring straightaway. Thanks a lot, Jack.

Jack: No worries, Bobby. Speak to you later. Bye.

### SHOPPING - AT THE NEWSAGENT'S

Margaret: Good morning. Can I have the Guardian, please?

Newsagent: Sure! Hang on a second, I'll get it for you... There you go.

Margaret: Cheers. Have a nice day!

Newsagent: And you! See you later.

*Out of...* danger / condition / touch / reach / sorts / the question

*to get on one's nerves*

*to be on good terms (with somebody)*

*to be in two minds (about something)*

*to make one's mind up (about something)*

*to be splitting one's sides*

*to be blowing one's own trumpet*

*to change one's tune*

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## 14. PHRASAL VERBS

**Phrasal verbs are idiomatic phrases consisting of a verb and another element, typically either an adverb, as in *break down*, or a preposition, for example *see to*, or a combination of both, such as *look down on*.**

Eventually John found the courage to ask Jane out.  
*ask out = ask someone to go on a date*

The terrorists tried to blow up the hotel reception.  
*blow up = explode*

Last night my car broke down. I had to take a cab back home.  
*break down = stop functioning*

I was talking to Teresa when Chris broke in on our conversation.  
*break in on = interrupt (a conversation)*

Financial crisis has brought about an increase in unemployment.  
*bring about = cause*

My brother brought up the matter of going on holiday together.  
Cindy was brought up by her aunt.  
*bring up = mention (a topic) / raise children*

Hello? Hi Ian. Can I call you back in five minutes? Do you mind?  
*call back = return a phone call*

The President decided to call off the meeting.  
*call off = cancel*

I'll call on you this afternoon at 5.  
*call on = visit*

That way of dressing has caught on among Italian youngsters.  
*catch on = become popular*

After our trip, it was time to catch up with the news around town.  
*catch up with = keep abreast*

Sunny weather always cheers me up.  
*cheer up = make someone feel happier*

I look forward to coming back here as soon as possible.  
*come back = return to a place*

The burglar tried to come in through the back door.  
*come in = enter*

Will you come over tomorrow for lunch?  
*come over = visit*

Derek is so wise! He always comes up with good advice.  
*come up with = contribute (suggestion, money)*

That's a mistake! You've got to cross it out.  
*cross out = draw a line through*

From now on we'd better cut down on telephone expenses.  
*cut down on = curtail expenses*

The essay I wrote was poor, so I had to do it over again.  
*do over = repeat a job*

The other day Jenny dropped by. It was a real pleasure.

*drop by = visit without appointment*

Fred dropped off the parcel at the fish and chips shop.  
*drop off = leave something/someone somewhere*

- Any plans for this evening? - Well, I'd like to eat out.  
*eat out = dine in a restaurant*

Bob couldn't quite figure out why she was so depressed.  
*figure out = find the answer by logic*

If you want to apply for that job, you've got to fill out this form.  
*fill out = complete a form*

George found out that his wife was having an affair.  
*find out = discover information*

I get along quite well with Brian. He's a laugh.  
*get along with = have a good relationship with*

If you don't work hard, you'll never get away with this exam.  
*get away with = escape blame*

Yesterday I got back from school later than I expected.  
*get back (from) = return from somewhere*

Although Jim is broke, he seems to get by without borrowing money.  
*get by = survive*

I'd better get down to some serious work now.  
*get down to = start doing seriously*

*Get off* the train at Euston tube station.

Jim *got on* the coach without even saying goodbye.

After four days of antibiotics, Joe *got over* his flu.

We've got to *get rid of* this rubbish.

She knows how to *get round* her father.

Last night I woke up at 4, but didn't *get up* until 5.

Many people *give away* their clothes.

I asked Bob to *give me back* my book. He'd had it for a year.

The teacher *gave out* the examination papers.

Don't *give up*! You can make it!

It's hard to imagine that I'll ever *go back* to Lappenranta.

Let's *go on* to discuss the next point. / What's *going on* here?

The student should *have gone over* her essay twice.

I've just *handed in* my written paper. Let's hope for the best.

You'd better *keep away* from him. He's a crook!

These days, it's hard to *keep up* with the Joneses.

I will never *let you down*.

My sister loves to *look after* her cat.

I *look forward* to seeing you at the weekend.

I may *look in* at the party on my way home.

The police *looked into* her disappearance.

*Look out!* You're gonna spill your drink.

- What does 'awry' mean? - No idea. *Look it up* in the dictionary.

We were *making for* the exit when we met Alan.

What do you *make of* it?

*Make sure* that the lights are switched off before you leave.

She enjoys *making up* lies just for the sake of it.

Winston Churchill *passed away* in 1965.

- Where are you off to? - I've got to *pick up* some food.

I'd like to *point out* that his performance was really poor.  
Due to a flight delay, the gig was first *put off*, and then called off.  
When I was in London, a Scottish friend of mine *put me up*.  
I had to *put up* with a great deal of nonsense.  
The other day I *ran across* my ex girlfriend.  
Our water supplies are *running low*.  
Suddenly Bill went out because he had *run out of* cigarettes.  
When he sat down at the piano, we knew he was going to *show off*.  
He was supposed to take an exam, but he didn't *show up*.  
"Stand up for your rights", said the activist.  
That kid *takes after* his dad.  
- Will you *take care* of the kid? - Of course I will.  
- I won the lottery! - Are you *taking me in*?  
It's hot in here. I'll *take off* my sweater.  
I should *take up* swimming for the sake of my health.  
You shouldn't *talk back* to your teacher.  
We have serious problems here. Let's *talk them over*.  
- How about a trip this weekend? - Sounds OK. I'll *think it over*.  
That woman is crazy. She loves *throwing away* £5 notes.  
- What a nice sweater! - Why don't you *try it on*, then?  
Will you *turn down* the radio? / Bob's application was *turned down*.  
*Turn off* the washing machine. Everybody is asleep.  
It's dark in here. *Turn on* the lights.  
My grandpa can't hear, so he's always *turning up* his hearing aid.  
She woke up as the alarm clock *went off*.  
*Watch out!* There's a fast car coming.

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EXERCISE

**15 MULTIPLE CHOICE ITEMS**  
(grammar and vocabulary)

**Read the sentences and fill in the blanks.**

1. He wants to get a better \_\_\_\_\_ and earn more money.  
a) employ            b) job            c) work            d) employment
2. Managers set objectives, and decide ..... their organization can achieve them.  
a) what            b) how            c) which            d) because
3. Obviously, objectives occasionally ..... be modified or changed.  
a) have to            b) must to            c) shouldn't            d) ought
4. A defect can be caused ..... negligence by one of the members of a team.  
a) by            b) to            c) at            d) in
5. I ..... the piano since the age of five.  
a) played            b) am playing            c) play            d) have played
6. The unions now represent less ..... 10% of the French work force.  
a) of            b) in            c) than            d) then
7. .... some employers oppose the very existence of unions, many theorists stress the necessity of unions.  
a) Because            b) Due to            c) However            d) Although
8. Managers who are ambitious are \_\_\_\_\_ -oriented managers.  
a) socially            b) success            c) well            d) non
9. Warning! No unauthorised personnel ..... this point.  
a) about            b) from            c) beyond            d) on
10. You won't be allowed into the club ..... you wear a suit and tie.  
a) if            b) unless            c) whether            d) apart
11. As long as ..... have needs that need to be represented they'll need trade unions.  
a) employees            b) employers            c) managers            d) partners
12. Market leaders usually want to ..... their market share even further, or at least to protect their current market share.  
a) decrease            b) dominate            c) increase            d) establish
13. We haven't had ..... news from our agent.  
a) some            b) any            c) no            d) none
14. A recent survey identified the UK as ..... place in Europe to buy a car.  
a) most expensive            b) the more expensive            c) more expensive            d) the most expensive
15. You ..... fly to Dover – there isn't an airport.  
a) may            b) can            c) may not            d) cannot