

Objectives

- Language focus: The tense system & informality
- Vocabulary: Compound words
- Everyday English: Casual conversations
- Reading: Saroo's story
- Listening: Things I miss from home
- Writing: Informal writing





1. Why do you think this dog is leaving home? Why and when do people leave home?

2. Read the quote. Do you agree with Terry Pratchett? Have you experienced this? In which ways did your home seem different with new eyes?

‘Why do you go away? So that you can come back. So that you can see the place you came from with new eyes’.

Terry Pratchett

Test your grammar!

Which time expressions fit naturally in the sentences below?

later	since 2020
tonight for ages	frequently
next month	years ago
in the 1990s	recently
sometimes	during a snowstorm
when I was born	for a year
	the other day

- I was born in Toronto ...
- My father is 79. He has been retired ...
- We travel abroad ...
- I wrote to my ex ...
- My parents met in Portugal ...
- She's been learning how to play the violin ...
- I'll see my best friend ...
- My sister's going to work in Bolivia ...
- They were working in Kiev ...

Talk about yourself and your family. Use some of the time expressions above.

Language focus | Tenses and informal language

1. Listen to and read Nancy's email home. Is the text formal or informal?

- Where is she?
- Who is she with?
- Are they working or on holiday?
- What are some of their experiences so far?



Audio 1.1

2. Form questions about Nancy and Kiri. Notice the variety of tenses. Ask and answer them with a partner / teacher.

1. How long / they / travel / round South America?
2. Which countries / visit / so far?
3. When / arrive / Santa Cruz?
4. What / do / that morning?
5. What / sea lions / doing?
6. Why / go / San Cristobal / tomorrow?
7. Why / Kiri not looking forward / journey?
8. What / particularly / want / see on Isabela Island?

Listen and check your answers.



Audio 1.2



From: Nancy Baines

Date: Tuesday, 22 April 7.57 pm

Hi Mum! Hi Dad! Thanks for yours - always love news from home.

So, at last, the **Galapagos Islands**! A dream come true! We've been travelling for two months now - **Chile, Argentina, Bolivia, Peru**. It's been **a-maze-ing!!**

Can't believe I've seen Machu Picchu and camped in the mountains of Torres del Paine! Ma - you'd go mad for the views! But the Galapagos are a different planet!

We flew to **Santa Cruz** last Friday - it's one of the biggest islands. And get this! This morning we snorkeled with sea turtles! Probably the best experience of my life! Kiri and I actually swam alongside them! Also saw sea lions and their pups relaxing on the rocks - so cute! Oh - and some sharks! Don't freak, Mum! They were just babies.

Tomorrow we're taking the ferry to **San Cristobal** - time to start work! Kiri's worried because she always gets seasick and it'll be a hot, cramped ride. Our work at the volunteer centre is just for one week- it's going to be mainly farm work. After that, it's on to **Isabela Island**. It's wildlife heaven - penguins, flamingos, pelicans, and ... coolest of all, the mega-famous giant tortoises! Can't wait to see them!

Missing you loads - but I'll be sad to leave this paradise.

Definitely going to come back one day!

Love and hugs,

Nancy XXX - (Kiri sends love, too.)



Tyler's Tweets



Tuesday, September 4, 1 :42 p.m.

Still sitting in the airport in NYC. Been waiting three hours, but seems like FOREVER!

Tuesday, September 4, 3:20 p.m.

Just boarded the plane for London. My first trip abroad except for a week in Mexico last year. I'm going to stay with my buddy Dave for a few days in north London before I meet my host family. Dave lives in a place called 'Chalk Farm'. I don't get it- a farm in London?

Thursday, September 6, 4:35 p.m.

It's fun here, but kind of weird. Dave doesn't live on a farm. His folks have a large apartment in a big old house. They call it a 'flat'. I asked for the 'bathroom' - they thought I wanted a bath. I'm learning fast.

Friday, September 7, 10.30 a.m.

Dave and I are hanging out together today. We're on a bus! Upstairs! Amazing! Just drove past Buckingham Palace. But they drive on the WRONG side of the road here. Crazy! Also, people say 'cheers' all the time. Isn't that for making toasts? A guy just said it to me when I'd let him pass.

Saturday, September 8, 7:19 p.m.

First night with my host family, the Wilsons. They seem very nice, but their house is a million-mile walk to the subway! (They call it 'The Tube' here!)

Saturday, September 8, 11: 1 0 p.m.

Big day tomorrow. We're visiting Shakespeare's hometown. He wrote plays and stuff hundreds of years ago. He's mega famous.

3. Read 'Tyler's Tweets'. Where is **Tyler** from? Who is Dave? Who are the **Wilson**s? What does Tyler find strange in London?

4. Read 'Tyler's Tweets' again and complete the questions and answers. Then ask and answer them with a partner.

1. 'Where is Tyler spending the year?' - 'In London.'
2. 'Is this his first trip abroad?' - 'No, it _____. He _____ abroad once before. Last year he _____ to Mexico.'
3. 'Where _____ Dave _____ ?' - 'In north London.'
4. 'How long _____ Tyler _____ to stay with Dave?' - 'A few days.'
5. 'Why _____ the guy _____ "cheers" to Tyler?' - 'Because he _____ him pass.'
6. 'What _____ he _____ of his host family?' - 'He _____ they're very nice.'
7. 'What _____ they _____ do on Sunday?' - 'They _____ Stratford-upon-Avon, Shakespeare's birthplace.'

Listen and check your answers.



Audio 1.3

LANGUAGE FOCUS

- 1 Name the tenses you used in 2 and 4. Why are they used?
- 2 Informal writing often has a lot of colloquial language and missing words.

And get this! = You won't believe this!

kind of weird = fairly strange.

Always love news from home. II always love news from home.

Still sitting in the airport. –I'm still sitting in the air.
- 3 Read the email and the tweets again.
 - 1 What do 'You'd go mad for the views!'; 'Don't freak, Mum!'; 'coolest of all' mean?
 - 2 What do 'my buddy', 'I don't get it', 'hanging out' 'he wrote plays and stuff'; and 'mega famous' mean.



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Go to pages 18–25 for grammar reference.

1. Fill in the tense charts. Use the verb *work* for the active and *make* for the passive.

ACTIVE	Simple	Continuous
Present	She <u>works</u>	She <u>is working</u>
Past	They _____	They _____
Future	He _____	He _____
Present Perfect	I _____	I _____
Past Perfect	We <u>had worked</u>	We _____
Future Perfect	You _____	You <u>will have been working</u>

PASSIVE	Simple	Continuous
Present	it <u>is made</u>	it <u>is being made</u>
Past	it _____	it _____
Future	they _____	
Present Perfect	they _____	
Past Perfect	it _____	
Future Perfect	it <u>will have been made</u>	

2. Read these lines from conversations. What *might* be the context? Identify Each of the tenses in (1-8).

1.

I've heard that Hannah's **been seeing** a lot of Patrick recently.
It might be two friends gossiping about another friend's relationship. Present Perfect Simple and Continuous.
2.

Are you being served, sir?
3.

I'll **be seeing** Bill this afternoon. I'll **tell** him the good news then.
4.

Do you have any idea which address it **was sent** to?
5.

I **hadn't seen** her since she was a little girl and she'd **changed** beyond all recognition.
6.

Nobody **will believe** him. He's the kind of guy who **isn't believed** by anyone.
7.

I **haven't been told** yet if I've got it. I'll **be** told in writing sometime next week.
8.

Apparently, he **was overtaking** on a bend at 70 mph when they caught him.



3. Listen to the complete conversations. Were you right about the contexts? Try to remember and practice some of them with your partner/ teacher.



Audio 1.4

4. Compare the meaning in each pair of sentences.
Which tenses are used? Why?

1. Sophie **is coming** from Madrid.
Sophie **comes** from Madrid.
2. You're **being** very kind. What do you want?
You're very kind. Thank you.
3. What did you do when the accident happened?
What were you doing when the accident happened?
4. I **lived** in Cape Town for five years.
I **have lived** in Cape Town for five years.
5. When we arrived, he'd **tidied** the flat.
When we arrived, he **tidied** the flat.
6. We'll **be having** dinner. Don't call at 8:00.
We'll **have** dinner at 8:00, shall we?
7. I **wasn't taught** French very well.
I **didn't teach** French very well.
8. How much **are you being paid** to paint the house?
How much **are you paying** to have the house painted?

5. There is one tense mistake in each of these sentences. Correct them.

1. He was breaking his leg and was taken to clinic.
2. How long have you learned Korean?
3. I can't use my car – it's repairing at the garage.
4. I stayed at my aunt's when suddenly she fell ill.
5. I've checked my emails and I haven't finished yet.
6. I know what Loretta's doing. She's being a notary public.
7. When we were introduced, I realized we met before.
8. I'm going to Tim's party, too. I see you there.

Talking about you- each, every, all

6. Complete these sentences with your ideas.

- I hate Mondays because ...
- The reason I'm learning English is because ...
- At weekends, I often ...
- In my very first English lesson I was taught ...
- My parents have never ...
- I've been told that our teacher ...
- I don't think I'll ever ...
- I was just getting ready to go out when ...
- I was saying to a friend just the other day that ...
- I'd just arrived home last night when ...

SPOKEN ENGLISH – Missing words

1. Which words are missing in these lines from conversations?

1. Heard about Jane and John? Thought not.
2. Leaving already? What's wrong?
3. Failed again? How many times is that?
4. Sorry I'm late. Been waiting long?
5. Doing anything interesting this weekend?
6. Like the car! When did you get it?
7. Bye, Jo! See you later.
8. Just coming! Hang on.
9. Want a lift? Hop in.
10. Seen Jim lately?

Read the lines aloud and think of a suitable response.

Listen and compare. 
Audio 1.6

2. Read the conversation. Which words can you leave out to make it more informal?

- A:** Good morning!
B: Good morning. It's a lovely day, isn't it? Are you on your way to the park?
A: No, unfortunately I'm not. I'm just off to work.
B: You're working on a Saturday! That is a shame.
A: I know. It just can't be helped.

Listen and compare. 
Audio 1.7

1. **Saroo Brierley** became famous worldwide when his incredible life story was made into a film. Look at the photos and read the **Fact File**.

- What nationality is Saroo?
- Where was he born?
- What was his birth name?
- Where does he live now?
- What is his book called?
- What is the film called?
- Who starred in the film?
- Have you seen it?

2. Why do you think he changed his name? What happened to him?

3. Listen to some of the things Saroo said about his story in an interview with the BBC World Service. Answer the following questions (1-8).



Audio 1.8

1. Where did Saroo fall asleep?
2. He says: 'We got off the train.' Why do you think he was on a train? Who do you imagine he was with?
3. Where was he? Why was he so scared?
4. How do you think he ended up in Australia?
5. What do you think is the significance of '14 hours' and '1,200 km'?
6. 'I zoomed down and bang - the waterfall where I used to play.' How did he 'zoom down'? What did he find?
7. Why didn't he recognize his mother at first? What had his mother believed?
8. Why was Saroo heartbroken?



FACT FILE Saroo Brierley

Born	Sheru Munshi Khan, 1981 in Ganesh Talai, India
Home	Hobart, Tasmania, Australia
Nationality	Indian and Australian
Occupation	Businessman and author
Books	<i>A Long Way Home</i> – autobiography, made into a film, <i>Lion</i> , starring Dev Patel, Sunny Pawar and Nicole Kidman



Now turn to the next page to find out more about Saroo.

1. Look at the pictures and read Saroo's full story. Were your ideas correct?

2. Read the story again. Correct the false statements from below.

1. Saroo and his brother both had jobs cleaning the trains.
2. Saroo fell asleep at the station in Calcutta.
3. He lived on the streets and continued to work on the trains.
4. He was given food and shelter by a man.
5. He was adopted from an orphanage by an Australian family.
6. He had a happy childhood in Tasmania.
7. When he found his hometown, his mother was still living in the family home.
8. He moved back to live with his birth family.

3A. Figure out the meanings of the **highlighted** words. Replace the underlined words with them.

1. Crowds of people poured out of the stadium after the football match.
2. My grandpa always has a short sleep after lunch.
3. There are too many homeless people sleeping on the streets these days.
4. When he went away to university, he had to learn to look after himself.
5. We soon became accustomed to our new home.



Lost Indian boy finds his mother after 25 years – using Google Earth.

Lost Indian boy finds his mother

Saroo Brierley was only five years old when he got lost. He was working with his older brother as a sweeper on India's trains. Together, they travelled hundreds of miles up and down the vast network.

"It was late at night. We got off the train, and I was so tired that I just sat down at the train station, and I ended up falling asleep."

That fateful **nap** would determine the rest of his life. He thought his brother would come back for him, but when he woke up the brother was nowhere to be seen. There was a train in front of him. Perhaps his brother was on board. He got on it to look for him. However, Saroo did not meet his brother on the train. Instead, he fell asleep again and when he woke up 14 hours later, he had a terrible shock. There were **hordes** of people, pushing, rushing, speaking in an unfamiliar tongue. He had arrived in Calcutta

(Kolkata), India's third biggest city and notorious for its slums. He was nearly 1,500 kilometres (930 miles) from his home. Soon, he was **sleeping rough**.

"It was a very scary place to be. I do not think any mother or father would like to have their five-year-old wandering alone in the slums and train stations of Calcutta. I was scared. I didn't know where I was."

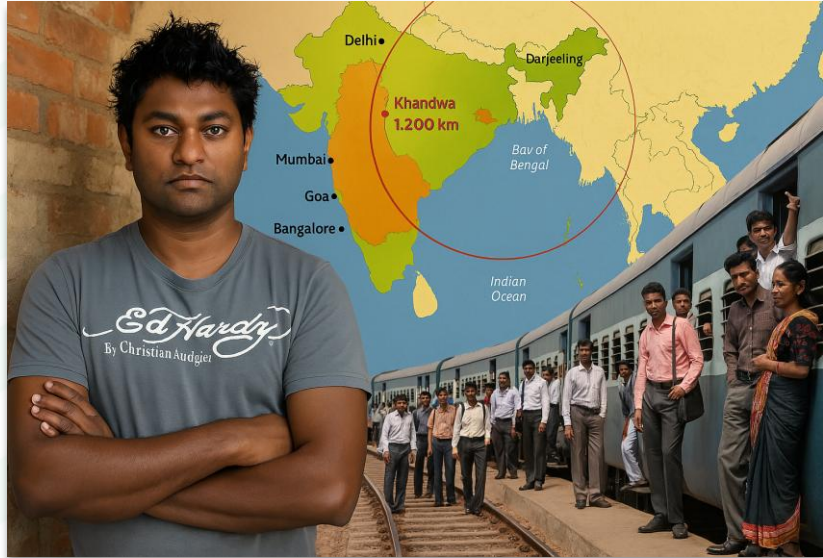
The little boy learned to **fend for himself**. He became a beggar, one of the many children begging on the streets of the city.

Once he was approached by a man who promised him food and shelter. But Saroo was suspicious and ran away. In the end, Saroo was taken in by an orphanage and put up for adoption. He was adopted by the Brierleys, a couple from Tasmania.

"I accepted that I was lost and that I could not find my way back home, so I thought it was great that I was going to Australia."

after 25 years – using Google Earth.

Saroo **settled down well in** his new home. But, as he got older, the desire to find his birth family became increasingly strong. The problem was that as an illiterate five-year-old he had not known the name of his hometown. All he had to go on were his vivid memories. So, he began using Google Earth to search for where he might have been born.



It was difficult, but eventually Saroo hit on an effective strategy.

"I multiplied the time I was on the train, about 14 hours, with the speed of Indian trains and I came up with a rough distance, about 1,200 km."

He drew a circle on a map with its centre in Calcutta, with its radius about the distance he thought he had travelled. Incredibly, he soon discovered what he was looking for: the town of Khandwa.

"When I found it, I zoomed down and bang – the waterfall where I used to play."

He journeyed to Khandwa. He found his way around the town with his childhood memories. Eventually, he found his home. But it was not what he had hoped for. It looked old and shabby, as if nobody had lived there for a long time. A neighbour said that his family had moved. Then he **struck gold**, another neighbour said he knew where his mother lived now.

The man guided Saroo to where three women stood waiting. He stared at them blankly. Only the woman in the middle seemed remotely familiar. The man gestured towards her. 'This is your mother,' he said.

She had been young, in her 30s, the last time he saw her. She looked so much older now. But behind the weathered face, there was something unmistakable, unforgettable, his mother, **Fatima**.

*"The last time I saw her she was 34 years old and a pretty lady. I had forgotten that age would get the better of her. But then I recognised her and I said, 'Yes, you are my mother.' She grabbed my hand and took me into her house. She could not say anything to me. She had a bit of trouble **grasping** that her son, after 25 years, had returned. She had long feared I was dead."*



Fatima had searched the train stations for her missing son, but she had never ventured as far as Calcutta. She couldn't imagine he had gone so far. However, she had never lost hope – a fortune teller had told her that one day she would see her son again.

And what of the brother with whom Saroo had originally gone travelling? Unfortunately, the news was not good.

"A month after I had disappeared, my brother was found in two pieces on a railway track. We were extremely close. When I left my mother to return to Tasmania, I was heartbroken knowing that my older brother had passed away."

His mother had never known whether **foul play** was involved or whether the boy had simply slipped and fallen under a train.



Saroo Brierley's lifelong wish had been to see his birth mother again. He feels incredibly grateful that this wish was granted. He has kept in touch with his newly found family. And now Hollywood studios have made a **star-studded**, award-winning film about his amazing story.

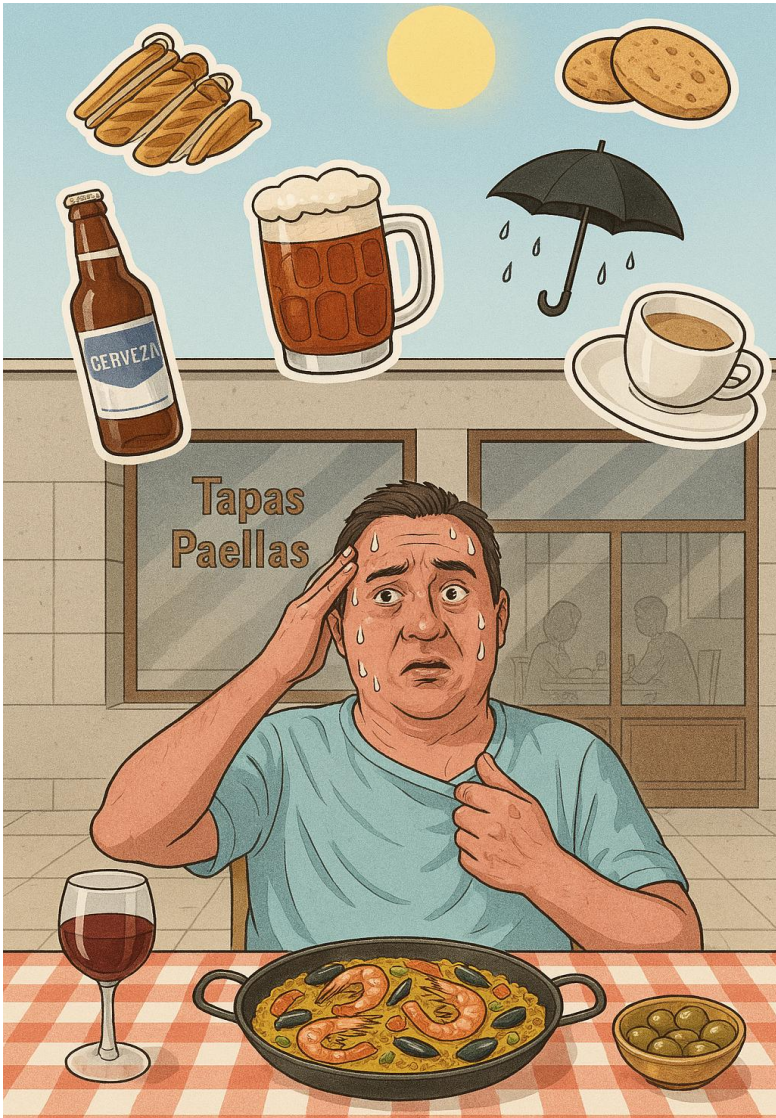
3B. Figure out the meanings of the **highlighted** words. Replace the underlined words with them.

- I had some difficulty understanding what the professor was saying.
- He was very lucky with his first novel. He is rich now.
- The police didn't know if the man's death was a crime or an accident.
- I was invited to a celebrity-packed charity event.

What do you think?

- Why was it important to Saroo to find his family?
- Would he be happy living back in his hometown now? Why/Why not?
- Why do you think his story made a good film?
- How important is it to know your ancestry?
- Who in your class has ever used Google Earth? What for?

1. Look at the British tourist. Where is he? What is he missing from home?



2. Have you ever spent time away home? Where? What was the one thing you missed.

3. Listen to six people say what they miss. Where are they from, and where are they now?



Audio 1.9

4. Listen again and complete the chart after each one.



Audio 1.9

	What they miss	Other information
 Brenda		
 Shona		
 Martin		
 Oliver		
 Artem Dasha		
 Carter		

5. Read these lines from the texts. Who is speaking? Answer the questions.

- ... once you've been out of the country for more than 15 years.*
Which 'country'? What can't you do after '15 years'?
- I keep buying them, but every single one is a disappointment.*
What are they? What else is 'a disappointment'?
- It's lovely, but it's not really the same.*
What's 'lovely' but not 'the same'? The same as what?
- Up there, the air is quite crisp and clear ...*
Where is 'there'? How is it different from where she lives now?
- Over here you're kind of expected to be a salesman.*
Where is 'here'? What is he selling?
- My mom says I miss them more than I miss her.*
What does he miss so much, and why?

- Make a list of the disadvantages of moving abroad (-).
 - The language barrier, if you don't speak the language.
 - + It is an opportunity to learn a new language.
- Do you know anyone from abroad who has come to live in your country? Why did they come? Have they had any problems adjusting?
- Which other countries would you like to live in? Why?

Compound nouns and adjectives: words can combine to make ones.

A. Look at the examples below. Which are nouns and which are adjectives?

life

lifelong

lifestyle

life expectancy

life-size

heart

heartbroken

heart attack

heartbeat

heart-warming

B. Read the compounds aloud. Which part of each word is stressed?

1. How many compounds can you make by combining the words in the middle with the words around them?

work

wife

proud

plant

coming

made

home house

sick

less

town

warming

page

bound

grown

Which are nouns and which are adjectives?

2. Listen to five conversations with compounds from 1. After each, discuss the questions.



Audio 1.10

- Who is talking to who?
- Which compounds are used?
- What exactly are they talking about?

3. Complete these lines from the conversations.

1. I'm going away for a few days. Do you think you could possibly water my _____ for me?
2. Don't worry, I know how _____ you are. I'll make sure your flat stays clean and tidy.
3. Let's give her a spectacular _____ party when she gets back from New York.
4. Me? I'm just a _____. Four kids, _____ cakes and _____ vegetables!
5. Come to our _____ party on the 12th! I'll give you our new address.
6. The drag is, with it being much bigger, there's much more _____ to do!
7. I never thought you'd be so _____.
8. Her grandma's sick and _____ so they have to go and help.

4. Practise the lines in 3 with correct stress.

5. Combine words from columns A and B to form compound words.

A

- fire

book

junk

business
- sea

air

open
- sleeping

head

text

B

- message

bag

phones

house

conditioning
- office

alarm

mark

way
- food

card

escape

mail
- line

sick

air

pill
- book

shelf

man

studies

1. Match a line in A with a line in B

A

1. Great to see you! Come on in.
2. Excuse me, don't I know you from somewhere?
3. What d'you mean, you're not coming?
4. I think I'll have the chocolate mousse. What about you?
5. My flat mate can't make your party.
6. How come you're not having a holiday this year?
7. You really should take it easy. You look stressed out.
8. I've got you the last two tickets for the show.

B

- a. Let me see. No, actually, I don't think I'll bother with dessert.
- b. I was just passing, and I thought I'd drop in.
- c. Really! That's a shame. I was hoping to meet her.
- d. No, I don't think so.
- e. Well, I just don't feel up to going out tonight.
- f. Great stuff! I knew you'd swing it for us.
- g. We just can't afford it.
- h. That's as may be, but we have a lot on at work at the moment.

2. Listen and check. Pay attention to the stress and intonation. Practice the lines.



Audio 1.11

3. Read and listen to a conversation. Where are the people? Do they know each other?



Audio 1.12

A: Excuse me, is this yours?

B: Let me see. Yes, it is. Thank you. I must have dropped it.

A: Are you going far?

B: Yeah, all the way to London. What about you?

A: I'm getting off at Bristol.

B: Oh, d'you live there?

A: Actually, no. I work in Bristol, but I live in Bath.

B: Lucky you! I think Bath's a beautiful city!

A: Yeah, you and thousands of others!

B: What d'you mean?

A: Well, you know, the tourists. There are so many, all year round.

B: Ah yes, that's a drag. You don't like tourists then?

A: Well, I shouldn't really complain.

B: How come? You can complain if you want.

A: I can't. Not really – you see, I'm a travel agent so I make a living from tourists.

4A. Read the conversation aloud, using the stress marks to help your pronunciation.

4B. Listen again and practice it again.



Audio 1.12



5. The stressed words are given in these conversations. Try to complete the lines. Practice saying them.

1.

A: Tony! Hi! Great ...

B: Well, ... just passing ... drop in ... 'hello'.

A: ... in! ... drink!

B: ... sure? ... too busy?

A: Never ... talk ... you.

B: Thanks, Jo. ... really nice ... chat.

A: Great! Let ... take ... coat.

2.

A: Excuse ... know you ... somewhere?

B: No, ... think so.

A: ... Gavin's party last week?

B: Not me. ... know anyone ... Gavin.

A: Well, someone ... looked just like ... there.

B: Well, that's ... maybe ... certainly wasn't ...

A: ... am sorry!

6. Listen and compare your ideas and your pronunciation.



Audio 1.13

The tense system

There are three classes of verbs in English: auxiliary verbs, modal verbs, and full verbs.

Auxiliary verbs

The auxiliary verbs are be, do, and have.

be

1. **Be** is used with verb+ -ing to make continuous verb forms.

You're **lying**. (present)

They **were reading**. (past)

I've **been swimming**. (Present Perfect)

We'll **be having** dinner at eight o'clock. (future)

You must **be** joking! (infinitive)

2. **Be** is also used with the past participle to make the passive:

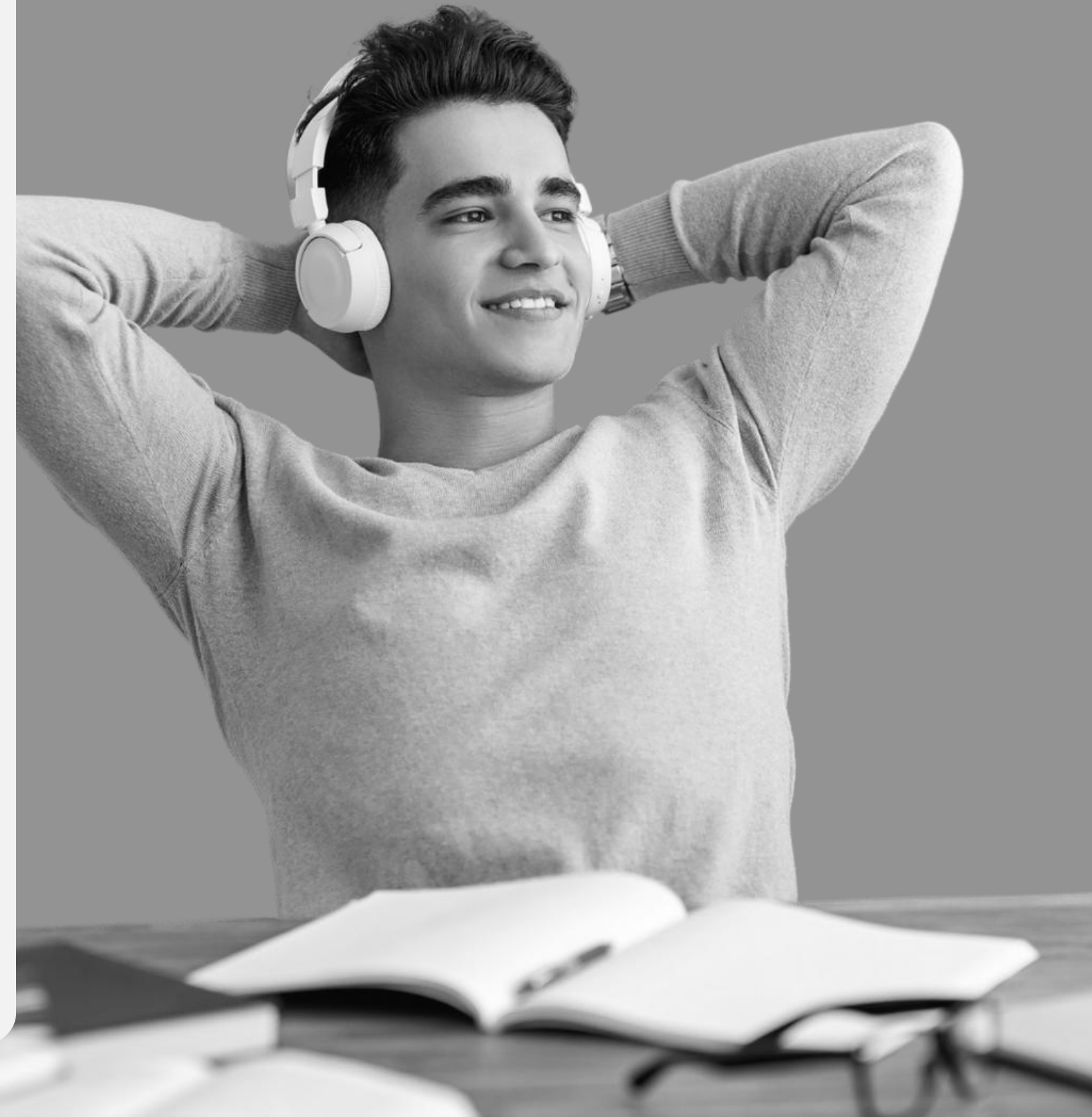
These books **are printed** in Bulgaria. (present)

Where **were** you born? (past)

My Iphone's **been** stolen. (Present Perfect)

The city **had been** rebuilt. (Past Perfect)

This work should **be** done soon. (infinitive)



The tense system

do

1. **Do / does / did** are used in the Present Simple and the Past Simple.

She **doesn't** get it.

When **did** they go?

2. **Do / does / did** are also used to express emphasis when there is no other auxiliary.

I'm not interested in sport, but I **do** like soccer.

'If only she had a interest!' 'She **does** have interest!'

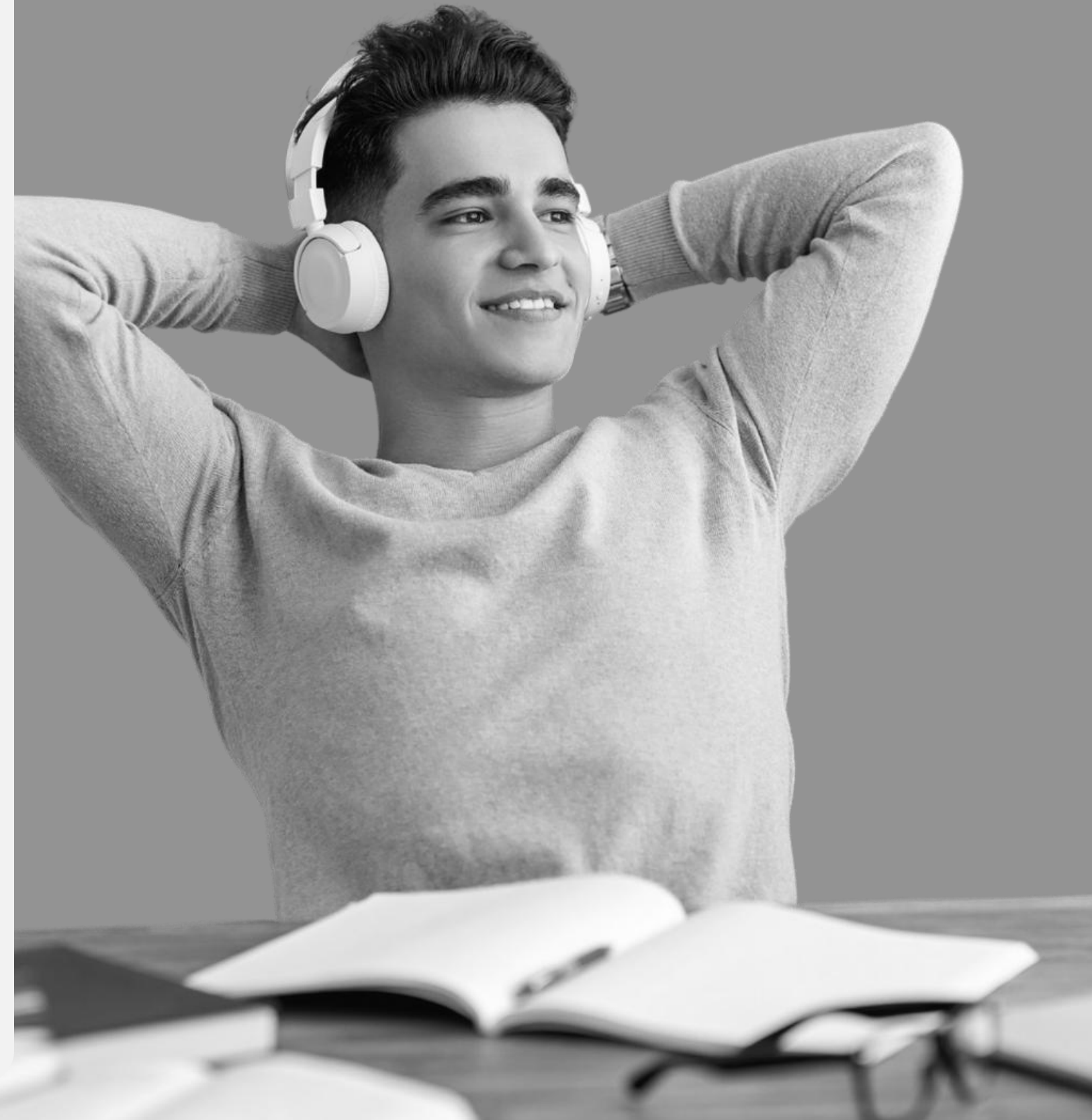
have

1. **Have** is used with the past participle to make perfect verb forms.

Have you ever **tried** sushi? (present)

My car **had broken** down before. (past)

I'll **have** finished soon. (future)



The tense system

have and have got

1. **Have** and **have got** are both used to express possession in the present.

Do you have		any brothers or sisters?	Yes,	I do. I have		two brothers.
Have you got						

2. **Have to** can be replaced with have got to for present obligation.

Do you have to		go it now?	Yes,	I do. I have to		catch the train.
Have you got to						

3. **Only** forms of **have (not have got)** are used in all other tenses.

I **had** my first bike when I was 10.
I've **had** this jacket for three winters.
I'll **have** a cup of green tea, please.
I'd **had** two pets before I turned 18.
I'd like to **have** a swimming pool.
She enjoys **having** a quiet morning.

4. **Have (not have got)** is used in many expressions.

have breakfast
have a party
have a bath
have a good time

5. **Have got** is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable.

Have with the do/does forms is more common in American English.

Other uses of auxiliary verbs

1. In question tags.

It's cold today, **isn't it?**

You don't know Amelia, **do you?**

You haven't been to Peru, **have you?**

2. In short answers. *Yes* or *No* alone can sound abrupt.

'Are you thirsty?' 'No, **I'm not.**'

'Do you like reggaeton?' 'Yes, **I do.**'

'Did you have a nice sleep?' 'Yes, **we did.**'

'Has she seen the movie?' 'No, **she hasn't.**'

3. In reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested.

'The restaurant was awful.' **Was** it? What a pity.'

'I love vegan chicken nuggets.' **Do** you? I hate them.'

Full verbs

Full verbs are all the other verbs in the language. The verbs be, do, and have can also be used as full verbs with their own meanings.

Have you **been** to school today?

I want **to be** a musician.

I **do** a lot of business in Australia.

The vacation **did** us a lot of good.

They're **having** a row.

Have you **had** enough to drink?

English tenses have two elements of meaning: time and aspect.

Time

1. The time referred to is usually obvious from the context.

Dutch people **eat** croquets. (all time)

Shh! I'm **listening** this programme! (now)

I'll **see** you tomorrow. (future)

I **went** out with Jane yesterday. (past)

2. Sometimes a present tense form can refer to the future.

I'm **seeing** Giulia later. (Present Continuous for near future)

The bus **leaves** at 11.00 every day. (Present Simple for a timetable)

If you see Sam, **say** hello from me. (Present Simple in a request)

3. Sometimes a past tense form can refer to the present.

I **wish** I could go with you, but I can't.



The simple aspect

1. The simple aspect describes an action or fact that is seen to be permanent, often an action or event that happens repeatedly and consistently.

The sun **rises** in the east. (= repeated)

When I **'ve read** the book, I'll lend it to you. (= complete)

She **has** red hair. (= permanent) He always wore a suit. (= a habit)

It **rained** every day of our holiday. (= the whole two weeks)

2. Remember the verbs that rarely use the continuous aspect. This is because they express states that are seen to be permanent.

Verbs of the mind: know understand believe think mean

Verbs of emotions: love hate like prefer care

Verbs of possession: have own belong

Certain other verbs: cost need contain depend

3. The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to 'things done'.

She's **written** three letters this morning.

I **drink** four cups of coffee a day.

He **read** three books while he was on holiday.



The continuous aspect

1. The continuous aspect expresses the ongoing nature of an activity.

We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.

I'm **staying** with friends until I find a flat. (= temporary)

What **are you doing** on your hands and knees? (= in progress)

I've **been learning** English for years. (And I still am.)

Don't phone at 7.00. We'll **be eating**. (= in progress)

2. Because the activity is seen in progress, it can be interrupted.

We were walking across a street when we were attacked by a dog.

3. The activity may not be complete.

I **was writing** a report on the flight home. (I didn't finish it.)

He **was drowning**, but we saved him. (He didn't die.)

Who's **been drinking** my beer? (There's some left.)

4. The action of some verbs always lasts a long time, for example, *live*, and *work*.

The continuous gives these actions limited duration and makes them temporary.

Donald is **living** in London while he's learning English.

I'm **working** as a book keeper until I go to university.

5. The action of some other verbs lasts a short time, for example, **lose**, **break**, **cut**, **hit**, **crash**. They are often found in the simple.

I've **crashed** your bike. Sorry.

He **hit** her.

I **lost** all my bitcoins.

She's **cut** her leg.

In the continuous, the action seems longer or habitual.

I've **been cutting** the grass.(= for hours)

He **was hitting** it.(= again and again)

Note

We cannot say a sentence such as '~~I've been crashing your car~~' because it suggests an activity that was done deliberately and often.

The perfect aspect

The perfect aspect expresses two ideas.

1. The action is completed before another time.

Have you ever **been** to Canada? (= some time before now)

When I arrived, Susan **had left**. (= some time before I arrived)

I'll have finished the report by 12.00. (=some time before then)

2. The exact time of the verb action is not important. The perfect aspect refers to indefinite time.

Have you **seen** my wallet anywhere? I've lost it.(= before now)

I've **travelled** a lot.(= in my life)

The exception to this is the Past Perfect, which can refer to definite time.

I recognized her immediately. I **had met** her in 2023 at university.

Active and passive

1. Passive sentences move the focus of attention from the subject of an active sentence to the object.

Shakespeare wrote Hamlet in 1599.

Hamlet was written in 1599.

2. In most cases, by and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.

Kedgeriee is made with rice and fish.

This house was built in the 17th century.

3. In informal language, we often use you or they to refer to people in general or to no person in particular. In this way we can avoid using the passive.

You can buy anything in Harrods.

They're building a new highway soon.

4. Many past participles are used like adjectives.

I'm very **impressed** by your response.

You must be **disappointed** with your behaviour.