

Modal verbs

The modal verbs are:

can
may
must
shall
will

could
might

should
would

We use modals to show if we believe something is **certain, possible or impossible**:

*My keys **must** be in the car.*
*It **might** rain tomorrow.*
*That **can't** be Peter's coat. It's too small.*

We also use them to do things like talk about **ability, ask permission,** and **make requests and offers**:

*I **can't** swim.*
***May** I ask a question?*
***Could** I have some tea, please?*
***Would** you like some help?*

Probability

Possibility

We use **may, might and could** to say that something is **possible**, but not certain:

*They **may come** by car. (= Maybe they will come by car.)*
*They **might be** at home. (= Maybe they are at home.)*
*If we don't hurry, we **could be** late. (= Maybe we will be late.)*

We use **can** to make **general statements** about what is possible:

*It **can be** very cold here in winter. (= It is sometimes very cold here in winter.)*
*You **can** easily **get lost** in this town. (= People often get lost in this town.)*

Be careful!

Be careful!

We do **not** use *can* to talk about specific events:

A: *Where's John?*

B: *I'm not sure. He **may/might/could be** (NOT ~~can~~) in his office.*

Notice the difference in meaning between *can* and *may/might/could*:

*That dog **can be** dangerous.*

(= Sometimes that dog is dangerous. I know.)

*That dog **may/might/could be** dangerous.*

(= Perhaps that dog is dangerous. I don't know.)

We use *may have*, *might have* or *could have* to **make guesses about the past**:

*I haven't received your letter. It **may have got** lost in the post.*

*It's ten o'clock. They **might have arrived** by now.*

*Where are they? They **could have got** lost.*

We use *could* to **make general statements about the past**:

*It **could be** very cold there in winter. (= It was sometimes very cold there in winter.)*

*You **could** easily **get** lost in that town. (= People often got lost in that town.)*

Impossibility

We use *can't* or *cannot* to say that something is **impossible**:

*That **can't be** true.*

*You **cannot be** serious.*

We use *can't have* or *couldn't have* to say that **a past event** was impossible:

*They know the way here. They **can't have got** lost!*

*If Jones was at work until six, he **couldn't have done** the murder.*

Certainty

We use *must* to show **we are sure** something is true and **we have reasons** for our belief:

*It's getting dark. It **must be** quite late.*

*You haven't eaten all day. You **must be** hungry.*

We use *should* to **suggest** something is true and **we have reasons** for our suggestion:

Ask Miranda. She **should know**.
It's nearly six o'clock. They **should arrive** soon.

We use **must have** and **should have** for **the past**:

They hadn't eaten all day. They **must have been** hungry.
You look happy. You **must have heard** the good news.
It's nearly eleven o'clock. They **should have arrived** by now.

Ability

We use **can** and **can't** to talk about someone's **skill or general abilities**:

She **can speak** several languages.
He **can swim** like a fish.
They **can't dance** very well.

We use **can** and **can't** to talk about the ability to do something at a **specific time in the present or future**:

I **can see** you.
Help! I **can't breathe**.

We use **could** and **couldn't** to talk about **the past**:

She **could speak** several languages.
I **couldn't see** you.

We use **could have** to say that someone **had the ability or opportunity** to do something, but **did not do it**:

She **could have learned** Swahili, but she didn't want to.
I **could have danced** all night. [but I didn't]

Permission

Asking for permission

We use **can** to **ask for permission** to do something:

Can I ask a question, please?
Can we go home now?

could is **more formal and polite** than **can**:

Could I ask a question, please?
Could we go home now?

may is another **more formal and polite way** of asking for permission:

May I ask a question, please?

May we go home now?

Giving permission

We use **can** to **give permission**:

*You **can** go home now.*

*You **can** borrow my pen if you like.*

may is a **more formal and polite** way of giving permission:

*You **may** go home now.*

We use **can** to say that **someone has permission** to do something:

*We **can** go out whenever we want.*

*Students **can** travel for free.*

may is a **more formal and polite** way of saying that **someone has permission**:

*Students **may** travel for free.*

Refusing permission

We use **can't** and **may not** to **refuse permission** or say that **someone does not have permission**:

*You **can't** go home yet.*

*Students **may not** travel for free.*

Requests, offers and invitations

Requests

We use **could you ...** and **would you ...** as polite ways of **telling or asking someone to do something**:

***Could you take** a message, please?*

***Would you carry** this for me, please?*

can and **will** are **less polite**:

***Can you take** a message, please?*

***Will you carry** this for me, please?*

Offers and invitations

We use **can I ...** to **make offers**:

Can I help you?

Can I do that for you?

We can also use **shall I ...**:

Shall I help you with that?

Shall I call you on your mobile?

We sometimes say **I can ...** or **I could ...** or **I'll (I will) ...** to **make an offer**:

I can do that for you **if you like**.

I could give you a lift to the station.

I'll do that for you **if you like**.

I'll give you a lift to the station.

We use **would you like (to) ...** for invitations:

Would you like to come round tomorrow?

Would you like another drink?

We can use **you must ...** or **we must ...** for a **very polite invitation**:

You must come round and see us.

We must meet again soon.

Suggestions and obligations

Suggestions

We use **should** and **shouldn't** to make **suggestions and give advice**:

You should send an email.

You shouldn't go by train.

We also use **could** to **make positive suggestions**:

We could meet at the weekend.

You could eat out tonight.

We can use **conditionals** to **give advice**:

Dan will help you **if you ask** him.

Past tenses are more polite:

Dan would help you **if you asked** him.

Obligations

We use **must** and **mustn't** to say that it is **necessary (or not) to do something**:

You must stop at a red light.

Everyone **must bring** something to eat.

*You can wear what you like, but you **must look** neat and tidy.*
*I'm sorry, but you **mustn't make** a noise in here.*

We use **had to** (positive) and **couldn't** (negative) if we are talking about the **past**:

*Everyone **had to bring** something to eat.*
*You **couldn't make** a noise in the library.*

'can' and 'could'

Possibility and impossibility

We use **could** to show that something is **possible**, but not certain:

*They **could come** by car. (= Maybe they will come by car.)*
*They **could be** at home. (= Maybe they are at home.)*

We use **can** to make **general statements** about what is possible:

*It **can be** very cold here in winter. (= It is sometimes very cold here in winter.)*
*You **can** easily **get** lost in this town. (= People often get lost in this town.)*

We use **can't** or **cannot** to say that something is **impossible**:

*That **can't** be true.*
*You **cannot be** serious.*

We use **could have** to **make guesses about the past**:

*It's ten o'clock. They **could have arrived** by now.*
*Where are they? They **could have got** lost.*

We use **could** to make **general statements about the past**:

*It **could be** very cold there in winter. (= It was sometimes very cold there in winter.)*
*You **could** easily **get** lost in that town. (= People often got lost in that town.)*

We use **can't have** or **couldn't have** to say that a **past event** was **impossible**:

*They know the way here. They **can't have got** lost!*
*If Jones was at work until six, he **couldn't have done** the murder.*

Ability

We use **can** and **can't** to talk about someone's **skill or general abilities**:

*She **can speak** several languages.*
*He **can swim** like a fish.*
*They **can't dance** very well.*

We use **can** and **can't** to talk about the ability to do something at **a specific time in the present or future**:

I can see you.
Help! I can't breathe.

We use **could** and **couldn't** to talk about **the past**:

She could speak several languages.
They couldn't dance very well.

We use **could have** to say that someone **had the ability or opportunity** to do something, but **did not do it**:

She could have learned Swahili, but she didn't want to.
I could have danced all night. [but I didn't]

Permission

We use **can** to **ask for permission** to do something:

Can I ask a question, please?
Can we go home now?

could is **more formal and polite** than **can**:

Could I ask a question please?
Could we go home now?

We use **can** to **give permission**:

You can go home now.
You can borrow my pen if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.
Students can travel for free.

We use **can't** to **refuse permission** or say that **someone does not have permission**:

You can't go home yet.
Students can't travel for free.

Requests

We use **could you ...** as a polite way of **telling or asking someone to do something**:

Could you take a message, please?
Could I have my bill, please?

can is **less polite**:

Can you take a message, please?

Offers

We use *can I ...* to **make offers**:

Can I help you?

Can I do that for you?

We sometimes say *I can ...* or *I could ...* to **make an offer**:

I can do that for you if you like.

I could give you a lift to the station.

Suggestions

We use *could* to **make suggestions**:

We could meet at the weekend.

You could eat out tonight.

Questions and negatives

We make **questions** by putting the subject after *can/could*:

Can I ...?
Could I ...?
etc.

Can you ...?
Could you ...?

The **negative** form is *can't* in spoken English and *cannot* in written English.

We sometimes say *cannot*, but it is very **emphatic**.

The negative form of *could* is *couldn't* in spoken English and *could not* in written English.

'may' and 'might'

We use *may*:

- when we are **not sure** about something in the **present** or **future**:

Jack may be coming to see us tomorrow.

(= Perhaps Jack will come to see us tomorrow.)

Oh dear! It's half past ten. We may be late for the meeting.

(= Perhaps we will be late for the meeting.)

She's had no sleep. She may be tired.

(= Perhaps she is tired.)

- to ask for permission in a formal way:

May I borrow the car tomorrow?

May we come a bit later?

- to give permission in a formal way:

You may go now.

You may come at eleven if you wish.

- to say that someone has permission in a formal way:

Students may travel for free.

We can use **may not** to refuse permission or to say that someone does not have permission, but it is formal and emphatic:

You may not borrow the car until you can be more careful with it!

Students may not wear jeans.

We use **might** when we are not sure about something in the present or future:

I might see you tomorrow.

It looks nice, but it might be very expensive.

It's quite bright. It might not rain today.

We use **may have** and **might have** to make guesses about the past:

I haven't received your letter. It may have got lost in the post.

It's ten o'clock. They might have arrived by now.

We also use **might**:

- as the past tense of requests with **may**:

He asked if he might borrow the car.

They wanted to know if they might come later.

- as a very polite way of asking for permission:

Might we ask you a question?

Might I just interrupt for a moment?

Questions and negatives

We make questions by putting the subject after **may/might**:

May I ...? Might I ...?

The negative forms are **may not** and **might not**.

'will' and 'would'

We use **will**:

- to express beliefs about the present or future
- to talk about what people want to do or are willing to do
- to make promises, offers and requests.

would is the past tense form of **will**. Because it is a past tense, it is used:

- to talk about the past
- to talk about hypotheses (when we imagine something)
- for politeness.

Beliefs

We use **will** to express **beliefs about the present or future**:

*John **will be** in his office.* (present)

*We **'ll be** late.* (future)

*We **will have to** take the train.* (future)

We use **would** as the past of **will**, to describe **past beliefs about the future**:

*I thought we **would be** late, so we **would have to** take the train.*

Willingness

We use **will**:

- to talk about what people **want to do or are willing to do**:

*We **'ll see** you tomorrow.*

*Perhaps Dad **will lend** me the car.*

- to talk about **typical behaviour**, things that we often do (because we are willing to do them):

*We always spend our holidays at our favourite hotel at the seaside. We **'ll get up** early every morning and have a quick breakfast then we **'ll go** across the road to the beach.*

We use **would** as the past tense of **will**:

- to talk about what people **wanted to do or were willing to do in the past**:

*We had a terrible night. The baby **wouldn't go** to sleep.*

*Dad **wouldn't lend** me the car, so we had to take the train.*

- to talk about **typical behaviour**, things that we often did (because we were willing to do them) **in the past**:

*When they were children they used to spend their holidays at their grandmother's at the seaside. They'd **get up** early every morning and have a quick breakfast. Then they'd **run** across the road to the beach.*

Promises, offers and requests

We use ***I will*** or ***We will*** to make **promises and offers**:

*I'll **give** you a lift home after the party.*

We'll come and see you next week.

We use ***Will you ... ?*** or ***Would you ... ?*** to make **requests**:

*Will you **carry** this for me, please?*

*Would you please **be** quiet?*

Hypotheses and conditionals

We use ***will*** in conditionals to say what we think **will happen** in the present or future:

*I'll **give** her a call if I can find her number.*

*You **won't get in** unless you have a ticket.*

We use ***would*** to make hypotheses:

- when we imagine a situation:

*It **would be** very expensive to stay in a hotel.*

*I **would give** you a lift, but my wife has the car today.*

- in conditionals:

*I **would give** her a call if I could find her number.*

*If I had the money, I'd **buy** a new car.*

*You **would lose** weight if you took more exercise.*

*If he got a new job, he **would** probably **make** more money.*

*What if he lost his job? What **would happen** then?*

We also use conditionals to **give advice** :

*Dan **will help** you if you ask him.*

Past tenses are more polite:

*Dan **would help** you if you **asked** him.*

Expressions with *would*

We use:

- *would you...*, *would you mind (not) -ing* for requests:

Would you carry this for me, please?

Would you mind carrying this?

Would you mind not telling him until tomorrow?

- *would you like ...*, *would you like to ...* for offers and invitations:

Would you like another drink?

Would you like to come round tomorrow?

- *I would like ...*, *I'd like ... (you)(to) ...* to say what we want or what we want to do:

I'd like that one, please.

I'd like to go home now.

- *I'd rather...* (= I would rather) to say what we prefer:

I'd rather have the new one, not the old one.

I don't want another drink. I'd rather go home.

- *I would think*, *I would imagine*, *I'd guess* to give an opinion when we are not sure or when we want to be polite:

It's very difficult, I would imagine.

I would think that's the right answer.

'will have' and 'would have'

We use *will have* when we are looking back from a point in time in the future:

By the end of the decade, scientists will have discovered a cure for influenza.

I will phone at six o'clock. He will have got home by then.

or looking back from the present:

Look at the time. The match will have started.

It's half past five. Dad will have finished work by now.

We use *would have* as the past tense form of *will have*:

I phoned at six o'clock. I knew he would have got home by then.

It was half past five. Dad would have finished work.

We also use *would have* in conditionals to talk about something that did not happen in the past:

*If it had been a little warmer, we **would have gone** for a swim.*
(but it was cold so we didn't go for a swim)

*He **would have been** very angry **if** he had seen you.*
(but he didn't see you so he wasn't angry)

Modals with 'have'

We can use a modal verb with *have* and a **past participle**:

Subject	Modal	<i>have</i>	Past participle	
<i>They</i>	<i>will</i>	<i>have</i>	<i>arrived</i>	<i>by now.</i>
<i>You</i>	<i>might</i>	<i>have</i>	<i>seen</i>	<i>the film.</i>
<i>Jack and Jill</i>	<i>would</i>	<i>have</i>	<i>been</i>	<i>late.</i>

We use a modal verb with *have*:

- to **refer back** from the **present**:

*It's nearly eight o'clock. They **will have arrived** by now.*

- to **refer back** from a point of time in the **past**:

*We were very worried. We thought someone **might have taken** the car.*

- to **refer back** from a point of time in the **future**:

*We won't eat until they arrive. They **might not have had** supper.*

- to **refer** to **past time**:

*You **should have helped** her when she asked.*

*They **might have got** lost. Nobody knows where they are.*

Active and passive voice

Transitive verbs have both **active** and **passive** forms:

active		passive
<i>The hunter killed the lion.</i>	>	<i>The lion was killed by the hunter.</i>
<i>Someone has cleaned the windows.</i>	>	<i>The windows have been cleaned.</i>

Passive forms are made up of **the verb *be*** with a **past participle**:

	<i>be</i>	past participle	
<i>English</i>	<i>is</i>	<i>spoken</i>	<i>all over the world.</i>
<i>The windows</i>	<i>have been</i>	<i>cleaned.</i>	
<i>Lunch</i>	<i>was being</i>	<i>served.</i>	
<i>The work</i>	<i>will be</i>	<i>finished</i>	<i>soon.</i>

	<i>be</i>	past participle	
<i>They</i>	<i>might have been</i>	<i>invited</i>	<i>to the party.</i>

If we want to show the person or thing doing the action, we use **by**:

*She was attacked **by** a dangerous dog.*

*The money was stolen **by** her husband.*

The passive infinitive is made up of **to be** with a **past participle**:

*The doors are going **to be locked** at ten o'clock.*

*You shouldn't have done that. You ought **to be punished**.*

We sometimes use **the verb get** with a **past participle** to form the passive:

*Be careful with that glass. It might **get broken**.*

*Peter **got hurt** in a crash.*

We can use the **indirect object** as the **subject** of a passive verb:

active		passive
<i>I gave him a book for his birthday.</i>	>	<i>He was given a book for his birthday.</i>
<i>Someone sent her a cheque for a thousand euros.</i>	>	<i>She was sent a cheque for a thousand euros.</i>

We can use **phrasal verbs** in the passive:

active		passive
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active		passive
<i>They called off the meeting.</i>	>	<i>The meeting was called off.</i>
<i>His grandmother looked after him.</i>	>	<i>He was looked after by his grandmother.</i>
<i>They will send him away to school.</i>	>	<i>He will be sent away to school.</i>

Some verbs which are very **frequently used in the passive** are followed by the **to-infinitive**:

<i>be supposed to</i>	<i>be expected to</i>	<i>be asked to</i>	<i>be told to</i>
<i>be scheduled to</i>	<i>be allowed to</i>	<i>be invited to</i>	<i>be ordered to</i>

*John **has been asked** to make a speech at the meeting.*

*You **are supposed to** wear a uniform.*

*The meeting **is scheduled to** start at seven.*

"To" - Infinitives

Verbs with *to*-infinitives

We use the *to*-infinitive **after certain verbs** (**verbs followed by *to*-infinitive**), particularly verbs of **thinking** and **feeling**:

choose
decide
expect
forget

hate
hope
intend
learn

like
love
mean
plan

prefer
remember
want
would like/love

They **decided to** start a business together.
Remember to turn the lights off.

and verbs of **saying**:

agree

promise

refuse

threaten

We **agreed to** meet at the cinema.
Promise to call me every day.

Some verbs are followed by a **direct object** and then the *to*-infinitive:

advise
ask
encourage
expect

intend
invite
order
persuade

remind
tell
want
warn

would like/love
would prefer

He encouraged **his friends to** vote for him.
Remind me to give Julia a call.

Infinitive of purpose

We also use the *to*-infinitive **to express purpose** (to answer *why?*):

He bought some flowers **to give** to his wife.
He locked the door **to keep** everyone out.

We can also express purpose with ***in order to*** and ***in order not to***:

We started our journey early **in order to** avoid the traffic.
They spoke quietly **in order not to** wake the children.

or **so as to** and **so as not to**:

We started our journey early **so as to** avoid the traffic.
They spoke quietly **so as not to** wake the children.

Adjectives with **to**-infinitives

We use the *to*-infinitive after certain **adjectives**:

<i>able</i> <i>unable</i> <i>anxious</i>	<i>due</i> <i>eager</i> <i>keen</i>	<i>likely</i> <i>unlikely</i> <i>ready</i>	<i>prepared</i> <i>willing</i> <i>unwilling</i>
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Unfortunately, I was **unable to work** for over a week.
I'm really tired. I'm **ready to go** to bed.

Sometimes the *to*-infinitive **gives a reason** for the adjective:

<i>amazed</i> <i>delighted</i> <i>disappointed</i>	<i>glad</i> <i>happy</i> <i>pleased</i>	<i>proud</i> <i>relieved</i> <i>sad</i>	<i>sorry</i> <i>surprised</i> <i>unhappy</i>
--	---	---	--

We were **happy to come** to the end of our journey.
(= We were happy because we had come to the end of our journey.)
John was **surprised to see** me.
(= He was surprised because he saw me.)

We often use *it* + *be* followed by an adjective to give opinions:

<i>clever</i> <i>difficult</i> <i>easy</i>	<i>foolish</i> <i>hard</i> <i>kind</i>	<i>nice</i> <i>possible</i> <i>impossible</i>	<i>right</i> <i>wrong</i> <i>silly</i>
--	--	---	--

It's **easy to play** the piano, but it's very **difficult to play** well.
He spoke so quickly that it was **impossible to understand** him.

We use the *to*-infinitive with these adjectives to give opinions about people:

clever foolish	kind nice	right wrong	silly
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She was **right to complain** about that hotel.
You were **clever to find** the answer so quickly.

We use the preposition **for** to show who these adjectives refer to:

difficult	easy	hard	possible	impossible
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It was **difficult for us to hear** what she was saying.
It is **easy for you to criticise** other people.

With the other adjectives, we use **the preposition of**:

It's **kind of you to help**.
It would be **silly of him to spend** all his money.

Nouns with to-infinitives

We use the *to*-infinitive as a **postmodifier** (see **noun phrases**) after **abstract nouns** like:

ability attempt chance	desire failure need	opportunity refusal wish
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They gave him **an opportunity to escape**.
He was annoyed by **her refusal to answer**.
I have **no desire to be** rich.
There is **no need to shout**.

We often use the *to*-infinitive as a postmodifier after **indefinite pronouns**:

When I am travelling I always take **something to read**.
I was all alone. I had **no one to talk to**.
There is hardly **anything to do** in most of these small towns.

Intermediate Vocabulary

LAY VS. LIE

Lay and **Lie** are both verbs. However these verbs are frequently confused and misused, even by native speakers of English. Why? What is the difference between **LAY** and **LIE**?

Let's look at the different meanings of each verb:

LAY

Here is the conjugation of the verb **To Lay**.

Present Tense: **lay / lays**

Past Tense: **laid**

Past Participle: **laid**

Present Participle: **laying**

Lay means to put or place something down.

Lay is a transitive verb. This means it has a direct object after it. We **lay something**.

- We **laid** *our picnic blanket* on the ground.
= Here it refers to putting or placing the blanket on the ground.
- He is **laying** *bricks* for the new barbecue in the his backyard.
= This means he is placing the bricks one on top of the other.
- I fell asleep as soon as I **laid** *my head* on the pillow.
= It happened as soon as I put my head on the pillow.
- They are going to **lay** *new carpet* throughout the house.
= This means they are going to put new carpet...

Notice how we said *what the thing or object* is that we laid. We **laid** *our picnic blanket*, he is **laying** *bricks*, I **laid** *my head*.... **lay** *new carpet*.... we all **laid something**. You can see that we need an object after the verb **to lay**.

Lay also has a couple more meanings:

Did you know that birds **lay eggs**?

Yes, **lay** also means to produce an egg. This verb is most commonly used with birds such as hens or chickens.

- The hen **laid** an egg.
= The hen 'produced' an egg.

You can also **lay a table** which means to set a table or put plates, knives and forks etc. on a table.

- He had **to lay** the table before he could serve dinner.
This is the same as saying he had **to set** the table before he could serve dinner.

Now let's look at the verb **To Lie**.

LIE

Here is the conjugation of the verb **To Lie**.

Present Tense: **lie / lies**

Past Tense: **lay**

Past Participle: **lain**

Present Participle: **lying**

Lie means to be (usually resting) on a surface in a horizontal position.

Lie is an intransitive verb. This means it never has a direct object (or a thing) after it. You cannot **lie** a thing. You **lay** a thing.

- He likes to **lie** in his hammock when it is a nice day.
- He **lay** on his towel so the sand wouldn't stick to him.
- The cat **lay** on my keyboard and fell asleep.
- The boy is **lying** on the ground reading a magazine.

We often use the word **DOWN** after lie. In these previous sentences we could also include the word **down** after the verb **lie**. He **lay down** on his towel... The cat **lay down** on my keyboard etc.

Lie also has another meaning.

Here is the conjugation of the other meaning of the verb **To Lie**.

Present Tense: **lie / lies**

Past Tense: **lied**

Past Participle: **lied**

Present Participle: **lying**

Lie can also mean to say things that are NOT true. To NOT tell the truth.

- Why did you **lie** to me? I saw what you did!
- She **lied** about eating the cake.
- I don't believe him because he has **lied** so many times.
- If you **lie**, your nose will grow.


Now, let's look at the conjugation of these verbs together:


WOODWARD
ENGLISH
LESSON


LAY vs. LIE

What is the difference?

Woodward
ENGLISH
LESSON

	Infinitive	Present Tense	Past Tense	Past Participle	Present Participle
 TRANSITIVE	To lay	lay / lays	laid	laid	laying
MEANING To put or place something down.					
✓ We laid our picnic blanket on the ground.					
✓ He is laying bricks for the new barbecue in his backyard.					

	Infinitive	Present Tense	Past Tense	Past Participle	Present Participle
 INTRANSITIVE	To lie	lie / lies	lay	lain	lying
MEANING To be on a surface in a horizontal position.					
✓ The cat lay on my keyboard and fell asleep.					
✓ The boy is lying on the ground reading a magazine.					

	Infinitive	Present Tense	Past Tense	Past Participle	Present Participle
 INTRANSITIVE	To lie	lie / lies	lied	lied	lying
MEANING To say things that are not true.					
✓ Why did you lie to me? I saw what you did!					
✓ She lied about eating the cake.					

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

You will notice that the word **LAY** is the present tense of the verb **To lay** AND also the past tense of **To lie**. As you have already seen, the meanings are completely different though. Also the verb **To Lie** has two different forms of conjugation depending on its meaning.

You can probably now see why even native English speakers can get confused by these verbs.

KITCHEN

We can put all of our dirty dishes in the **dishwasher** and it cleans everything for us. Unfortunately the machine is broken for now so we have to clean everything in the kitchen **sink** by hand with **dishwashing liquid** and a **dish cloth**. After dishes have been washed, we place them in the **dish rack** so that the water drains off them. We then use a small **tea towel** which we keep near the sink for drying the dishes once they have been washed.

We have a small kitchen so we hang all of our **pots** and **pans** from a pot rack. Below that on the wall we keep a small **spice rack** stocked with cumin, curry powder, and dried red pepper, some of my favourite ingredients to use when I cook.

I use a wooden **spatula** to stir the pasta sauce while it is heating up in the **pot**. A **saucepan** is another way to say **pot**, and it is a good for making sauces or boiling vegetables.

When I want to make scrambled eggs on toast for breakfast, I first use an **eggbeater** to mix the eggs together before cooking them in a **frying pan**. I then use a **toaster** for the bread.

For Christmas my grandmother uses a large **roasting pan** to cook the turkey for the whole family.

We put our milk and drinks in the **refrigerator** to keep them cool. We keep our ice-cream in the **freezer** so that it doesn't melt. Food that doesn't need refrigeration can be stored in the **cupboard**.

In many countries it is common to have two different **faucets** at one **sink**, one for cold water and one for hot water. In the United States there is normally only one faucet at the **sink**. In many countries outside of United States, **faucets** are called **taps**.

You can find beautiful **chopping boards** made of wood at the artisan fairs in the South of Chile. We use our **chopping board** to cut meat and dice tomatoes so that we don't damage the kitchen bench.

Rather than throw leftover scraps of food in the trash can I throw them in the **garbage disposal** which is under the sink.

I hate instant coffee. I only like coffee made in a real **coffee maker** with ground coffee beans. I use a small **teaspoon** to add the coffee and sugar to my cup, then I add water and some milk and stir the contents with the same **teaspoon**. I don't have a **kettle** or an **electric jug** to boil the water so I put a cup of water in the **microwave** to heat it up.

Good chefs say that food tastes better when cooked on a gas **stove**, rather than an electric one. Though they are both better than using a **microwave oven**.

I am still learning to how to cook. I use a **cookbook** to explain all of the directions needed to make something. Some of the recipes are difficult and require tools, for example a **food processor**. A **food processor** is a machine that cuts food into small pieces of very quickly. Mike bought a **blender** to make fruit smoothies for breakfast, but he uses it mainly for margaritas at night.

Measuring spoons and **measuring cups** are very helpful when you are baking. You need to be precise with the ratios of each ingredient when you bake and these help you a lot. If you are baking a cake it helps if you cover the **cake tin** in cooking spray or butter before pouring in the cake mix. This way after the cake is baked and cooled it will come out of

the **cake tin** easily. Be careful when taking a **baking tray** out of the **oven**. Be sure to use an **oven mitt** or **oven gloves** so that you don't burn your hands. To make sure you don't get food all over your clothes while cooking you should wear an **apron**.

When making Italian food it helps to have special tools like a **sieve** to drain the water from the pasta or a **garlic press** so that you do not have to chop the garlic with a knife. When making a pizza it helps to have a **rolling pin** to flatten the dough to make a thin pizza base.

If you are making Asian food you normally cook the meat and vegetables in a **wok** instead of a normal pan. Many people also eat Asian food with **chopsticks** which are two long thin pieces of wood used for eating. They can sometimes be difficult to use if you are not used to them so you may want to use regular silverware, including **forks**, **knives**, and **spoons**.

Be careful when you use the **can opener**, it leaves sharp edges and you can cut your hand on the rim of the can.

When serving soup use a **ladle**, or a big spoon, so that you don't spill the soup as you put it in the bowl.

A **peeler** is a tool that helps take the skin or peel off of a fruit or vegetable.

MUSICAL INSTRUMENTS

A list of names of musical instruments in English:

- accordion
- acoustic guitar
- bagpipes
- banjo
- bass guitar
- bongo drums
- bugle
- cello
- clarinet
- cymbals
- drums
- electric guitar
- flute
- French horn
- harmonica
- harp

The picture below shows each of these musical instruments with their names below them:



accordion



acoustic guitar



bagpipes



banjo



bass guitar



bongo drums



bugle



cello



clarinet



cymbals



drums



electric guitar



flute



French horn



harmonica



harp

- keyboard
- maracas
- organ
- pan flute (pan pipes)
- piano
- recorder
- saxophone
- sitar
- tambourine
- triangle
- trombone
- trumpet
- tuba
- ukulele
- violin
- xylophone

The chart below shows the names of the musical instruments mentioned above:



OFFICE EQUIPMENT



1. Tape (dispenser)
2. Paper clip holder
3. Ruler
4. Paper clips
5. Pushpins
6. Bulldog clip
7. Scissors
8. Correction Fluid (white-out)
9. Pencil sharpener
10. Calculator
11. Stapler
12. Staples
13. Pen
14. Pencil
15. Eraser (= rubber)
16. Highlighter
17. Hole-punch
18. Rubber bands (elastic bands)

A **paper clip** is a small piece of wire that holds pieces of paper together. A **bulldog clip** is bigger and works better when you have to keep large amounts of paper together.

Some people have **paper clip holders** that are small transparent boxes with a magnet rim with an opening at the top on them. This was if you drop all the paperclips it is easy to pick them back up with the magnet.

A paper clip keeps papers together temporarily, but if you want to do it permanently you should use a **stapler**. In fact a stapler works so well that to disconnect the papers you need another special tool called a **stapler remover**.

When you need to cut paper or other objects you should use **scissors**. They safely cut paper and are easy to use.

A **calculator** is a small electronic device that helps you to solve math problems.

Business cards are small pieces of card with your name and contact information written on them. You carry the cards around so that you can give them to different people, especially at meetings.

A **calendar** has all the days of the month in it so that you know what day it is today. Many people keep **desk calendars** on the top of their desk so that they can always see their schedule and so that they won't forget different meetings and events. An **organizer** is a small book that you keep that allows you to keep track of everything. Inside of it there is normally a calendar filled with your schedule, as well as other important information that you need, including contact numbers for other people. It is also called an **appointment book** or **personal planner**.

Rather than carry it with you or have it on the top of your desk some people prefer to have a **wall planner** hanging beside the desk which shows all the days of year at a time.

When you make a mistake with a **pen** you need to use **correction fluid** or **white out** to cover the mistake. It is a liquid that you can put on paper to cover a mistake and then you can write over it again. However if you are writing with a **pencil** you can use a **rubber** or an **eraser** to make the mistake go away.

When reading through long documents or studying, it is a good idea to use a **highlighter** in order to put the important facts in a bright colour.

Carbon paper is a type of blue paper that you put between two pieces of normal paper. When you write on the top sheet of paper, it will make a copy of what you wrote on the bottom sheet of paper.

A **clip board** is a small piece of wood (or plastic) with a clip at the top so that you can attach the paper to it and write while standing.

A **desk lamp** is a special lamp that sits on top of a desk and directs the light downward on to the paper you are writing.

A **computer** is normally the most important tool in an office. Many people type all of their important information into it. The **monitor** of the computer is the part that has a screen on it, like a television so that you can see all of the information. Many monitors today are flat screen ones. A **laptop** is a type of portable computer that is smaller and can be carried and used in different places. Now with new technology many people use WIFI to connect to the internet without cords. They can take their laptops anywhere and work outside of the office. Before people had computers they used to use **electric typewriters**, and before that they used normal **typewriters**.

Masking tape is normally a light brown coloured tape that is not very sticky and only holds things up for a short time. Scotch tape is a clear adhesive and many times called **Sellotape**. Normally you keep the tape in a **tape dispenser**, which keeps the end of the roll separated from the rest of it, this way you do not need to waste time trying to pull the tape apart.

Glue is an adhesive that sticks two objects together. Be careful when you use it not to stick your fingers together. Another name for glue is paste. A **glue stick** is when the glue is not in liquid form but is a soft solid. It is easier to spread a glue stick than normal glue, and normally less messy.

The **in tray** is where you stack all the papers of the work you still have to do. Sometimes this pile of papers can become very large. Once you finish with work you put it in the **out box** or **out tray**.

There are different ways to write a letter to someone. One way is to write on regular **paper** and put it inside of an **envelope**. Nowadays most people use a computer and send an e-mail.

A **file cabinet** is a large piece of furniture designed specifically to hold stacks of paper. The papers are organized into **folders** that hang inside the cabinet. The folders are often called **files**, or **file folders** thus giving the cabinet its name.

Other important furniture in an office includes the **desk** where you write and have your computer. You may also find a **bookcase**, where you keep all of your different reading material.

Some people do not have their own office, rather they share a large room and have **cubicles**. This is a work area with small walls that don't reach the ceiling that separate the workers but do not close them off completely.

There is usually a **whiteboard** in an office where you can write notes or messages for all to see. It is sometimes used to give presentations. The pens that you use for a whiteboard are called **dry erase markers** or **marker pens** and you can erase the information you wrote with them once you have finished.

A **fax machine** takes a piece of paper, copies it and then sends the image over a phone line to another fax machine in a different office. At the other end the image is copied onto another piece of paper for them to be read.

Unlike a fax machine a **photocopier** takes the image from the pieces of paper and copies it, but doesn't send it to another place. Photocopiers are used to make many copies of the same paper. Making photocopies is normally a job given to the newest person at work.

A **printer** allows for information from the computer to be printed onto a piece of paper.

A **rubber band** is a circular piece of rubber that stretches and holds things together, or closes a bag.

If you have a lot of mail you might want to use a **letter opener**, a type of knife that can open all of the envelopes so that you don't get a paper-cut.

A **legal pad** is like a notebook, but the papers are connected at the top of the page instead of from the left side. Normally the paper is yellow.

Important people often have a **nameplate** sitting on the front of their desk. It is often a very nice small sign that has their name and title printed on it.

Many people have small pieces of yellow paper covering the wall of their office with small bit of information written on them. These piece of paper are called **post it notes** and have a sticky part at one end of the paper.

Rather than have small papers all over the office some people prefer to keep their offices more organized, writing down small notes in a **notepad** or a **memo pad**.

A **notice board** is where messages are left for the entire office to see, with different information shared by everyone. A **pushpin** allows you to attach a piece of paper to a notice board.

A **hole punch** is used to create holes on the left side of a paper so that the papers can be organized inside of a **binder**.

A **desk tidy** or **organizer** is a box or container without a lid that has several different compartments for different items. This allows you to keep your pens, **rubber bands**, **paper clips** and other objects separate.

For official documents a **rubber stamp** is used to leave a mark on paper to prove that you give it your approval. A **stamp pad** is the device that has ink for the rubber stamp.

Many people today do not have regular telephones in their homes or offices, instead they use only their **cell phones**, because it can go anywhere with them..

When you are bored at work and don't want to be productive take a break and spin around in your **swivel chair**. Also, try throwing balls of paper into the **wastepaper basket** or **trash can**.

OPINIONS

Below are some phrases that you can use to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.

Personal Point of View

We use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...

Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I was thinking.
- I couldn't agree more.

Disagreeing with an opinion

We use these words and phrases to disagree with someone else's point of view:

- That's different.

- I don't agree with you.
- However...
- That's not entirely true.
- On the contrary...
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- I must take issue with you on that.
- It's unjustifiable to say that...

PARTS OF A SHOE / BOOT

The main parts of a shoe or boot include:

shoelaces: thin string/cord or strip of leather used to fasten shoes (make them fit tighter to the foot). Shoelaces are passed through eyelets (small holes in the shoe) or around hooks on opposites of the shoe. They are pulled tightly and tied off with a bow.

Sometimes *shoelaces* are called *shoestrings* or by the short form of *laces*. Note: Not all shoes have shoelaces. Some have Velcro, especially shoes for children.

Velcro™: material with two different surfaces, one with tiny loops and the other with tiny flexible hooks. When the two surfaces are pressed together, they stick to each other. They can also easily be pulled apart.

Note: Velcro is a Trademark which is why I have included the ™ symbol.

bootlaces: shoelaces for boots. Bootlaces are usually thicker than shoelaces. They can also just be called *laces*.

eyelet: a hole with a metal ring, normally used for passing the shoelace or bootlace through.

heel: the raised part at the back of a shoe. Remember, *heel* is also a part of the body and refers to the back part of the foot below the ankle.

sole: the sturdy bottom part of the shoe that touches the ground. It typically excludes the heel part of the shoe.

tongue: a strip of leather or fabric under the laces of a shoe and is only attached at the front end of the shoe. They make the shoe more comfortable in that it stops the shoelaces from rubbing against or being felt on the top part of the foot. Yes, it has the same name as the part of your body called tongue as they have a similar appearance. Note: Not all shoes have a tongue.

Some shoes also have a...

buckle: a typically rectangular metal frame with a hinged pin, used for joining the ends of a belt or strap.

strap: a narrow piece of leather (or other material such as cloth) that is used to fasten, secure, or carry something, keeping that thing in place.

Yes, there are more parts of a shoe that have more technical names though even native speakers won't use them or may not even know the names of these.

Summary Chart



