

# 1. Auxiliary Verbs "Be," "Do," "Have"

An auxiliary verb helps the main (full) verb and is also called a "helping verb." With auxiliary verbs, you can write sentences in different tenses, moods, or voices.

Auxiliary verbs are: *be, do, have, will, shall, would, should, can, could, may, might, must, ought*, etc.

- I think I should study harder to master English.
- I am having a cup of coffee.
- You have been practicing hard.
- It was written by a petitioner.
- You may choose what you like.

The verb forms of *be, do, and have* can be used either as a main (full) verb or an auxiliary verb. The following examples show these verbs used as auxiliary verbs.

## 1. "Be" as an auxiliary verb

a. Used in progressive sentences:

- I am taking a bath.
- She is preparing dinner for us.
- They have been studying all night.

b. Used in passive sentences:

- I was given a free meal.
- He was seen by fans at the airport.
- This song has been sung by all nations.

## 2. "Do" as an auxiliary verb

a. Used in negative sentences:

- I do not know the truth.
- She doesn't agree with me.
- They didn't arrive here yet.

b. Used in questions:

- Do you want to have another one?
- Did he finish his homework?
- Do we need to keep going straight?

### 3. "Have" as an auxiliary verb

a. Used in perfect sentences:

- I have been following you for a mile.
- We have done a lot so far.
- She had been queen of the town.

#### [Quiz]

Which of the following sentences does not show any auxiliary verbs?

- 1) I didn't have any reason to go there.
- 2) Have we practiced this song enough?
- 3) Three seats have been reserved for us.
- 4) I am a professor in the economics department.

Sentence 4 (the verb *am* is used as the main verb)

## 2. Auxiliary Verbs "Will/Would" and "Shall/Should"

The verbs *will*, *would*, *shall*, *should*, *can*, *could*, *may*, *might*, and *must* cannot be the main (full) verbs alone. They are used as auxiliary verbs only and always need a main verb to follow.

### Will

Used to express desire, preference, choice, or consent:

- I will take this duty.
- Will you stop talking like that?

Used to express the future:

- It will rain tomorrow.
- The news will spread soon.

Used to express capacity or capability:

- This bucket will hold two gallons of water.
- This airplane will take 200 passengers.

Used to express determination, insistence, or persistence:

- I will do it as you say.

### **Would (past form of will)**

Often used in auxiliary functions with rather to express preference:

- I would rather go shopping today.
- We'd rather say something than stay quiet.

Used to express a wish or desire:

- I would like to have one more pencil.

Used to express contingency or possibility:

- If I were you, I would be so happy.

Used to express routine or habitual things:

- Normally, we would work until 6 p.m.

### **Shall**

Mainly used in American English to ask questions politely (it has more usages in British English). For the future tense, will is more frequently used in American English than shall.

- Shall we dance?
- Shall I go now?
- Let's drink, shall we?

Often used in formal settings to deliver obligation or requirement:

- You shall abide by the law.
- There shall be no trespassing on this property.
- Students shall not enter this room.

### **Should (past form of shall)**

Often used in auxiliary functions to express an opinion, suggestion, preference, or idea:

- You should rest at home today.
- I should take a bus this time.
- He should be more thoughtful in the decision-making process.

Used to express that you wish something had happened but it didn't or couldn't (should + have + past participle):

- You should have seen it. It was really beautiful.
- I should have completed it earlier to meet the deadline.
- We should have visited the place on the way.

Used to ask for someone's opinion:

- What should we do now?
- Should we continue our meeting?
- Should we go this way?
- Where should we go this summer?

Used to say something expected or correct:

- There should be an old city hall building here.
- Everybody should arrive by 6 p.m.
- We should be there this evening.

### [Quiz]

Fill in the blanks using an appropriate auxiliary verb.

- 1) I \_\_\_\_\_ leave now. It is too late.
- 2) You \_\_\_\_\_ have seen him. His dance was amazing.
- 3) \_\_\_\_\_ we have lunch together?
- 4) I \_\_\_\_\_ like a cup of tea, please.
- 5) \_\_\_\_\_ we read the email?

- 1) Should
- 2) should
- 3) Shall
- 4) would
- 5) Should

## 3. Auxiliary Verbs "Can/Could" and "May/Might/Must"

### Can

Used to express ability (to be able to do something):

- I can make jewelry.
- He can't speak French.
- Can you open this jar?

Used to ask for permission:

- Can I use your bathroom?
- Can I leave now?
- Can I raise the volume?

Used to make requests or suggestions:

- Can I have more napkins?
- Can I have the bill?
- You can take this spot if you like.
- You can do whatever you want.

## **Could (past form of can)**

Describes an ability that someone had in the past:

- I could swim when I was young.
- You could see the boat sinking.
- They could tell he was nervous.

Often used in auxiliary functions to express permission politely:

- Could I take this jacket with me?
- You could borrow my umbrella.
- Could you please let me pass you?
- Could I get you more water?

Used to express possibility:

- All of them could ride in the van.
- You could always stay at our house.
- Could it be true?
- This plan could really work out.

## **May**

Used to ask for formal permission:

- May I come in?
- May I say something now?
- May I ask one question?

Used to suggest something that is possible:

- She may agree with this plan.
- They may not be happy about what happened.
- It may shower tonight.

## Might (past form of may)

Used to suggest a smaller possibility than may does (actually, might is more common than may in American English):

- He might have finished it.
- I might go see a doctor.
- I might not come this time.
- It might be right.
- You might have lost it.
- The store might have been closed today.

## Must

Used to express something formally required or necessary:

- I must complete the project by this week.
- The government must provide health care for everybody.
- Everyone must save the natural resources of the earth.
- The building must have a fire alarm.
- You must answer my question right now.

Used to show that something is very likely:

- He must be a genius.
- You must be joking!
- There must be an accident.
- She must be very tired.

## [Quiz]

Choose the right word for each blank.

1) She \_\_\_\_\_ (can, could, may, might, must) have practiced a lot. Her performance was amazing.

2) I can't find my watch anywhere. I \_\_\_\_\_ (can, could, may, might, must) have lost it.

3) Professor, \_\_\_\_\_ (can, could, may, might, must) I ask a question?

4) \_\_\_\_\_ (can, could, may, might, must) you please lower your voice?

5) You \_\_\_\_\_ (can, could, may, might, must) be kidding! How is that possible?

6) I \_\_\_\_\_ (can, could, may, might, must) speak both English and Chinese fluently.

- 1 must
- 2 might
- 3 may
- 4 could
- 5 must
- 6 can

### 3. Interview English Lesson - Work Related Questions

1. If you could start your career over again, what would you do differently?
2. During your performance reviews, what criticism do you hear the most?
3. Tell me about your last three positions?
4. Tell me about your last position?
5. What is your management philosophy?
6. What was your favorite job?
7. Tell me about the best manager you ever had.
8. Tell me about the worst manager you ever had.
9. What could you have done to improve your relationship with a manager...
10. What were the most memorable accomplishments in your last position?
11. Why do you want to leave your current job?
12. Where did you tell your boss you were going?
13. Are you currently employed at the last place listed on your resume?
14. What is the title of the person you report to?
15. In your previous position, how much time did you spend ...
16. If you don't leave your current job, what do you imagine you will be doing...
17. If you're very happy with your current job, why do you want to leave?

**This depends on several factors. If your university major is different than your career choice, then you could answer that you would choose a different major to prepare you for your choice in career. Or if you started at a small company and didn't have many opportunities, you can say that you would have started at a larger company. This is not a significant question so a regular answer should suffice.**

## Short Answers

"I started my career at a small company. I feel I would have benefited more if I started at a larger company. A large company usually provides training that I didn't receive, so I would like to have started my career in a larger company."

"I didn't know how much I liked working with computers until I finished college. If I had known earlier, I would have liked to have worked with computers earlier in my career."

## Long Answer

"Well, I majored in chemistry and now I'm working in the marketing department for a telecommunications company. I had a lot to learn in the beginning, but I quickly learned what I needed to know to be an effective member of the marketing team. However, I always felt that if I majored in business or marketing, I would have started off with a better foundation. I'm great at what I do, but if I could start over again, I would probably choose to have majored in business administration."

## SIMPLE WAYS TO IMPROVE YOUR WRITTEN ENGLISH

### Expand your vocabulary

To express yourself clearly, you need a good active vocabulary. That's not just being able to recognise lots of words – it means actually being able to use them correctly. Do this by learning new words with example sentences, not just word lists.

**Tip:** When you learn a new word, try learn all the forms of that word and the prepositions that are usually used with it. (For example, rather than just the word 'depend', make a note of: to depend on, to be dependent on, a dependant.)

### Master English spelling

You must know how to spell those words correctly. Incorrect spelling changes the meaning of your sentence. For example: 'bare' and 'bear' sound the same but 'bare' means naked and 'bear' is a large animal. Additionally, incorrect spelling makes it difficult for the reader to understand what you've written.

**Tip:** Practice your spelling using flash cards and test yourself whenever you have some spare time.



### **Read regularly**

People often say that we learn to write best by reading. Reading in English is useful in many ways. It is a great way to get an idea of the different styles of writing and see how to use words appropriately.

**Tip:** Choose books or articles with topics that interest you. Learning shouldn't be boring. Read each text several times to make sure you understand how to use new words and expressions in the text.

### **Improve your grammar**

Grammar is very important because it improves the quality of your writing. Always use the appropriate tense and remember to use punctuation. Punctuation is a great way to make your writing clear and fluent.

**Tip:** Always proof-read your writing twice. The first time, look for general mistakes and the second time look for mistakes with the particular grammar point you are studying at the moment.

Dr. Basma T. U

## An opinion essay

### Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play.

In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

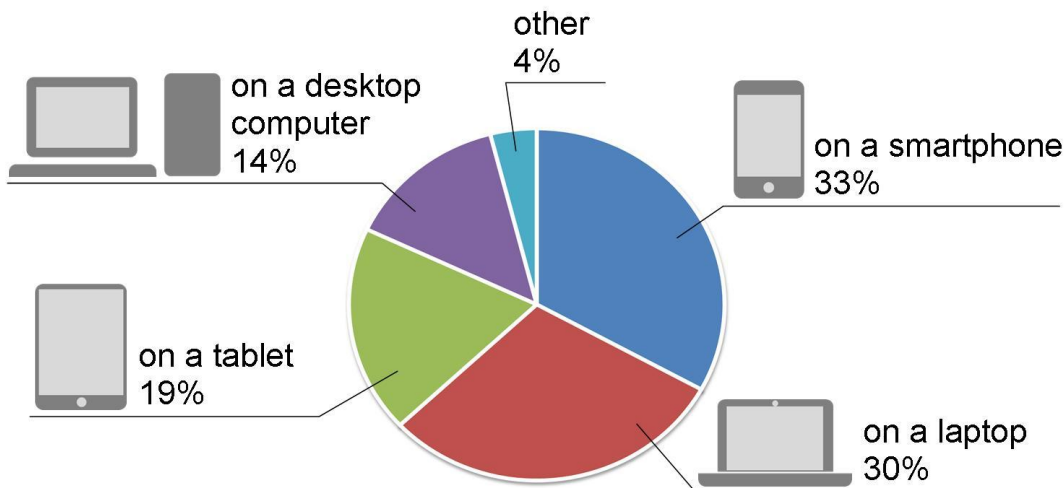
### Top Tips for writing

1. Write your essay in clear paragraphs. Use phrases like *First of all*, *In addition* and *To sum up* to start each paragraph.
2. Express your own opinion using *I think*, *In my opinion* or *I believe*. Mention other viewpoints with phrases like *Some people think* and say whether you agree or disagree with them.

## Exam question

The pie chart below illustrates how internet users aged 16+ prefer to access the internet at home and in other places.

Summarise the information in the pie chart by selecting and reporting the main features.



This graph shows the results of a survey in which people aged 16 and over were asked about their preferred devices for accessing the internet. The question referred to going online at home and in other places. Participants mentioned four main devices in their answers: a smartphone, a laptop, a tablet and a desktop computer.

From the pie chart it is clear that the majority of participants prefer to use smartphones and laptops, with just three per cent difference between the two. Nearly a third of participants prefer to go online with a smartphone. Thirty per cent like to use a laptop. A desktop computer accounts for fourteen per cent of users' preferred devices. Only a small minority prefer a device other than these main four.

In conclusion, since mobile and portable devices are the most popular choices, it is clear that many participants are accessing the internet outside their homes. The desktop computer is the least popular of the four main devices. In future, we can probably expect to see more and more people accessing the internet with smartphones as their preferred choice.

## Top Tips for writing

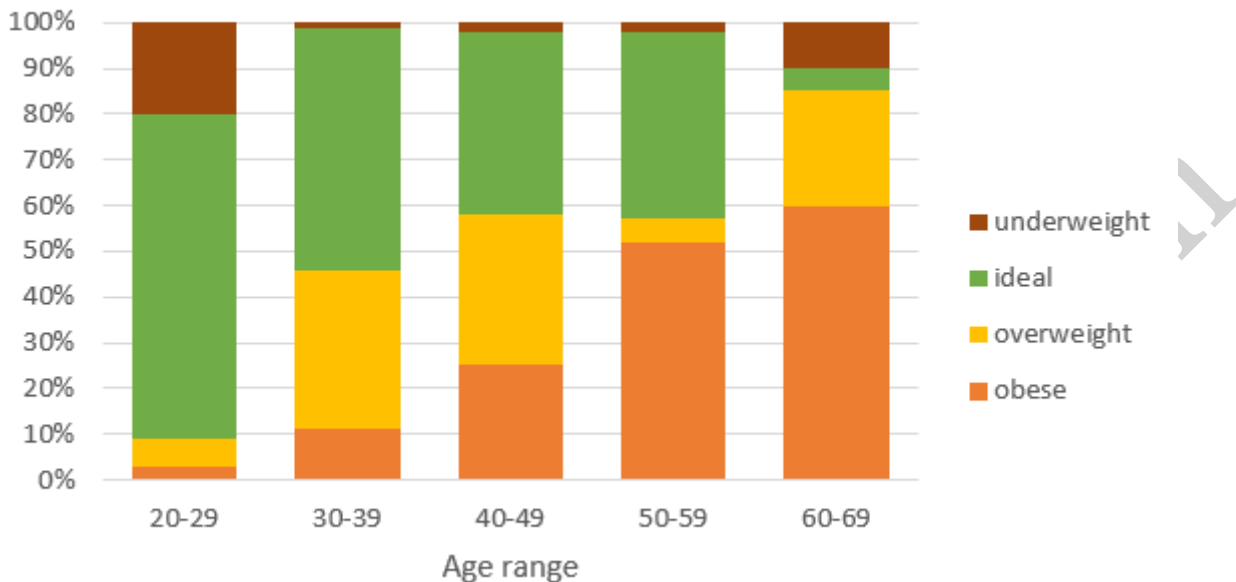
1. Start by saying exactly what the pie chart shows. Avoid copying words in the question – use other words with the same or similar meanings.

The charts summarise the weight measurements of people living in Charlestown in 1955 and 2015.

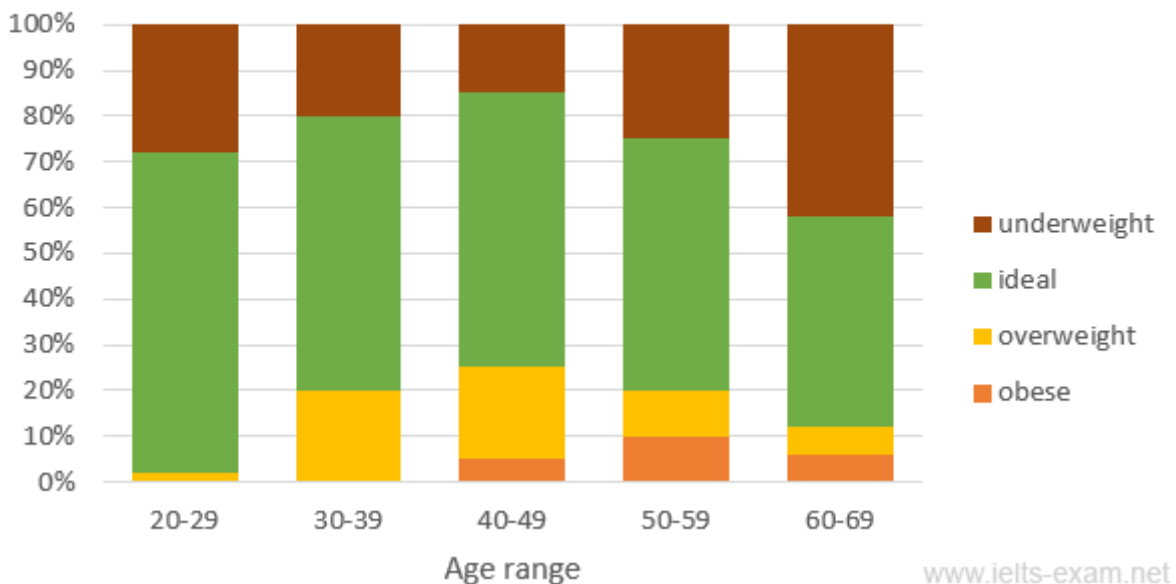
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### Weight assessment of inhabitants of Charlestown 2015



### Weight assessment of inhabitants of Charlestown 1955



www.ielts-exam.net

The charts provide an analysis of the weight issues among the residents of the town of Charlestown in 1955 and in 2015.

In 1955, the youngest age group had the fewest number / amount of weight issues, with more than 70% of 20-29-year-olds being assessed as having a healthy weight. In the same year, excess weight was only a significant

problem among 40-49-year-olds, 20-30% of whom were classified as either overweight or obese. In fact, being underweight was a more significant problem affecting more than twenty percent / percentage of each age group, and the elderly in particular, with 40% of the over 60s being classified as underweight.

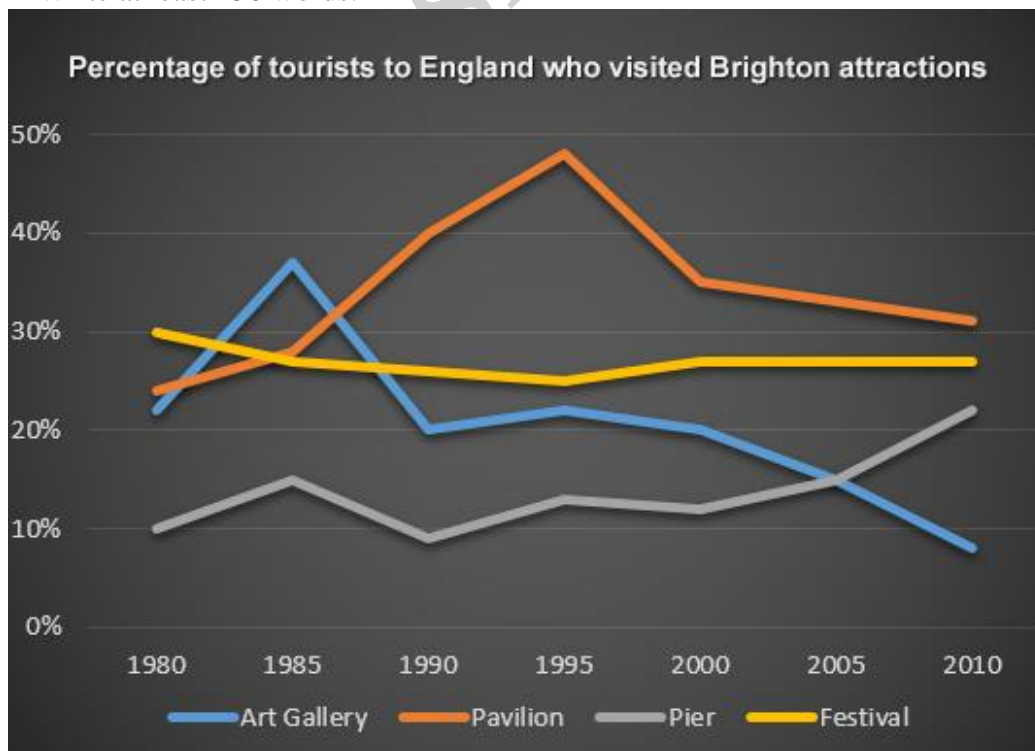
In stark contrast to this, for / in 2015, being underweight was only a problem among 20-29-year olds, with 20% obtaining this diagnosis, and the number of underweight elderly people had fallen by / to 10%. The charts clearly show that, in modern times, obesity poses a considerable problem from the age of 30 upwards. In fact, there was a steadily / steady increase in this problem in almost every age group over 29 until the age of 60, when the vast majority are considered to have an unhealthy weight. It is important to note that, by the age of 60, less than 50% of each age group was considered to have a perfect weight by the year 2015. This is a fall in / of 10% compared of / to the same age group in 1955.

When compared / comparing the two years, it is clear that there has been a significant increase in / of the number of obese people in Charlestown, and there was a general drop of / in the number of underweight people between 1955 and 2015.

**The line graph below shows the percentage of tourists to England who visited four different attractions in Brighton.**

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**

Write at least 150 words.



### Model answer

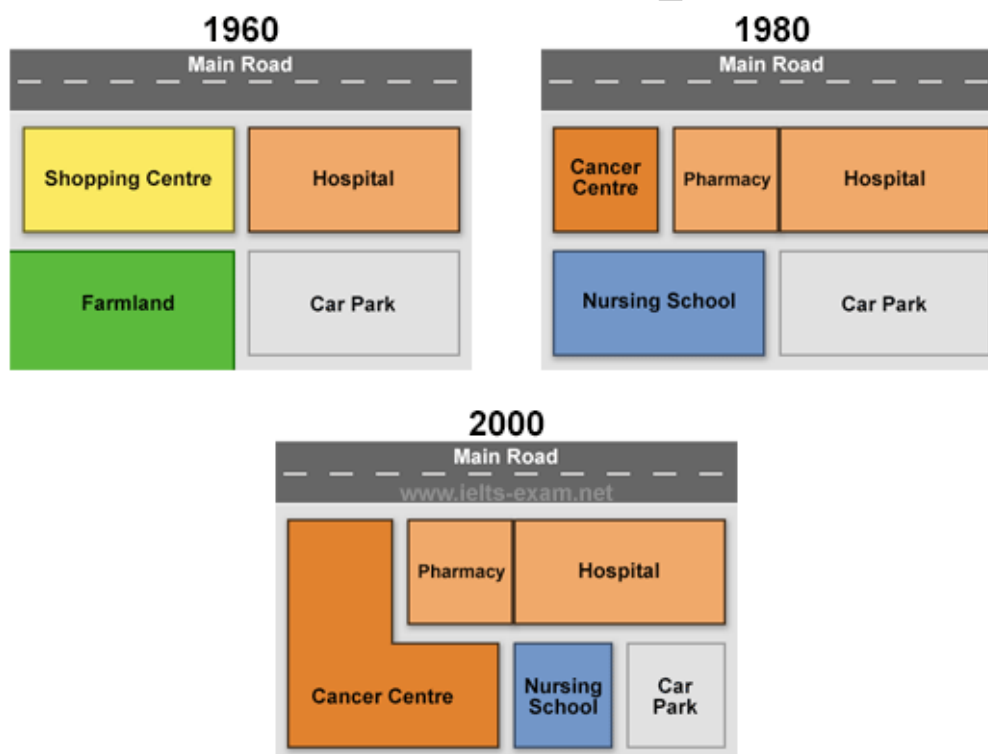
The line graph shows the percentage of tourists to England who visited certain Brighton attractions between 1980 and 2010. We can see that in 1980 and in 2010 the favourite attractions were the pavilion and the festival. In 1980 the least popular attraction was the pier but in 2010 this changed and the art gallery was the least popular.

During the 1980s and 1990s there was a sharp increase in visitors to the pavilion from 28% to 48% and then the percentage gradually went down to 31% in 2010. The trend for the art gallery was similar to the pavilion. Visitors increased rapidly from 22% to 37% from 1980 to 1985 then gradually decreased to less than 10% over the next twenty-five years. The number of tourists who visited the Brighton Festival fluctuated slightly but in general remained steady at about 25%. Visitors to the pier also fluctuated from 1980 to 2000 then rose significantly from 12% to 22% between 2000 and 2010.

(163 words)

The diagrams below show the changes that have taken place at Queen Mary Hospital since its construction in 1960. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Model answer

The diagrams show Queen Mary Hospital at three different stages in its development: 1960, 1980 and 2000.

In 1960, the hospital was built close to a main road and next to a shopping centre. A large area behind the hospital was turned into a car park, while the area behind the shopping centre was farmland.

By 1980, the shopping centre had been demolished in order to make way for two additional hospital buildings which became a pharmacy and a cancer centre. Furthermore, the hospital gained the farmland and converted it into a nursing school.

In 2000, the main hospital building remained unchanged but the cancer centre was extended to cover the entire nursing school. As a result of this, the original car park was divided into two so that it provided a smaller car park and a small nursing school.

During this period, the hospital has increased in size and, in addition to a new nursing school, a cancer centre has been created and extended. Hence the capacity of the car park has been reduced by a half.

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