



Intermediate

# Oxford Practice Grammar

with answers

John Eastwood

Intermediate

**Oxford**  
Practice  
Grammar

Intermediate

# Oxford Practice Grammar

with answers

John Eastwood

# Contents

Introduction.....	vi
Key to symbols page.....	vii

## Words and sentences

1 Word classes: nouns, verbs, adjectives, etc.....	2
2 Sentence structure: subject, verb, object, etc.....	4
3 Direct and indirect objects.....	6

## Verbs

### Tenses – present

4 Present Continuous.....	8
5 Present Simple.....	10
6 Present Continuous or Present Simple?.....	12
7 State verbs and action verbs.....	14

### Past Simple and Past Continuous

8 Past Simple.....	16
9 Past Continuous.....	18
10 Past Continuous or Past Simple?.....	20

### Present Perfect and Past Simple

11 Present Perfect (1).....	22
12 Present Perfect (2): <b>just, already, yet; for and since</b> .....	24
13 Present Perfect (3): <b>ever, this week, etc.</b> .....	26
14 Present Perfect or Past Simple? (1).....	28
15 Present Perfect or Past Simple? (2).....	30

### Tenses – past and perfect

16 Present Perfect Continuous.....	32
17 Present Perfect Continuous or Simple?.....	34
18 Past Perfect.....	36
19 Review of the Past Simple, Continuous and Perfect.....	38
20 Past Perfect Continuous.....	40

### Tenses – present and past

21 Review of present and past tenses.....	42
---	----

## The future with will, be going to and present tenses

22 Introduction to the future.....	46
23 <b>Will and shall</b> .....	48
24 <b>Be going to</b> .....	50
25 <b>Will and be going to</b> .....	52
26 Present tenses for the future.....	54
27 <b>When I get there, before you leave, etc.</b> .....	56

### Tenses – future

28 <b>Will be doing</b> .....	58
29 <b>Will have done and was going to</b> .....	60
30 Review of the future.....	62
31 The verb <b>have</b> .....	64
32 Short forms ( <b>it's, don't</b> ).....	66
33 Emphatic <b>do</b> .....	68

## Questions, negatives and answers

### Questions

34 Yes/no questions.....	70
35 Short answers, e.g. <b>Yes, it is.</b> .....	72
36 Wh-questions.....	74
37 Subject/object questions.....	76
38 Prepositions in wh-questions.....	78
39 <b>Who, what or which?</b> .....	80

### Questions, negatives and answers

40 Negative statements.....	82
41 Negative questions.....	84
42 Question tags, e.g. <b>isn't it?</b> .....	86
43 <b>So/Neither do I and I think so.</b> .....	88

## Modal verbs

44 Ability: <b>can</b> , <b>could</b> and <b>be able to</b> .....	90
45 Permission: <b>can</b> , <b>may</b> , <b>could</b> and <b>be allowed to</b> .....	92
46 Possibility and certainty: <b>may</b> , <b>might</b> , <b>could</b> , <b>must</b> , etc.....	94
47 Necessity: <b>must</b> and <b>have to</b> .....	96
48 Necessity: <b>mustn't</b> , <b>needn't</b> , etc.....	98
49 <b>Should</b> , <b>ought to</b> , <b>had better</b> and <b>be supposed to</b> .....	100
50 Asking people to do things.....	102
51 Suggestions, offers and invitations.....	104
52 <b>Will</b> , <b>would</b> , <b>shall</b> and <b>should</b> .....	106
53 <b>It may/could/must have been</b> , etc.....	108

## The passive

54 Passive verb forms.....	110
55 Active and passive (1).....	112
56 Active and passive (2).....	114
57 Special passive structures.....	116
58 <b>Have something done</b> .....	118
59 <b>To be done</b> and <b>being done</b> .....	120

## The infinitive and the -ing form

### Verb + to-infinitive or -ing form

60 Verb + to-infinitive.....	122
61 Verb + -ing form.....	124
62 Verb + to-infinitive or verb + -ing form?.....	126
63 <b>Like</b> , <b>start</b> , etc.....	128
64 <b>Remember</b> , <b>regret</b> , <b>try</b> , etc.....	130

### The infinitive and the -ing form

65 Verb + object + to-infinitive or -ing form.....	132
66 Question word + to-infinitive.....	134
67 Adjective + to-infinitive.....	136
68 <b>For</b> with the to-infinitive.....	138
69 The infinitive with and without <b>to</b> .....	140
70 Verb/Adjective + preposition + -ing form.....	142
71 <b>Afraid to do</b> or <b>afraid of doing</b> ?.....	144
72 <b>Used to do</b> and <b>be used to doing</b> .....	146
73 Preposition or linking word + -ing form.....	148
74 <b>See it happen</b> or <b>see it happening</b> ?.....	150
75 Some structures with the -ing form.....	152

## Nouns and agreement

76 <b>Ship</b> and <b>water</b> : countable and uncountable nouns.....	154
77 <b>A carton of milk</b> , <b>a piece of information</b> , etc.....	156
78 Nouns that can be countable or uncountable.....	158
79 Agreement.....	160
80 Singular or plural?.....	162
81 Pair nouns and group nouns.....	164
82 Two nouns together.....	166

## Articles

83 <b>A/an</b> and <b>the</b> (1).....	168
84 <b>A/an</b> and <b>the</b> (2).....	170
85 <b>A/an</b> , <b>one</b> and <b>some</b> .....	172
86 <b>Cars</b> or <b>the cars</b> ?.....	174
87 <b>Prison</b> , <b>school</b> , <b>bed</b> , etc.....	176
88 <b>On Friday</b> , <b>for lunch</b> , etc.....	178
89 <b>Quite a</b> , <b>such a</b> , <b>what a</b> , etc.....	180
90 Place names and <b>the</b> .....	182

## This, my, some, a lot of, etc.

91 <b>This</b> , <b>that</b> , <b>these</b> and <b>those</b> .....	186
92 <b>My</b> , <b>your</b> , etc. and <b>mine</b> , <b>yours</b> , etc.....	188
93 The possessive form and <b>of</b> .....	190
94 <b>Some</b> and <b>any</b> .....	192
95 <b>A lot of</b> , <b>lots of</b> , <b>many</b> , <b>much</b> , <b>(a) few</b> and <b>(a) little</b> .....	194
96 <b>All</b> , <b>half</b> , <b>most</b> , <b>some</b> , <b>no</b> and <b>none</b> .....	196
97 <b>Every</b> , <b>each</b> , <b>whole</b> , <b>both</b> , <b>either</b> and <b>neither</b> .....	198

## Pronouns

98 Personal pronouns ( <b>I</b> , <b>you</b> ).....	200
99 <b>There</b> and <b>it</b> .....	202
100 Reflexive pronouns.....	204
101 Emphatic pronouns and <b>each other</b> .....	206
102 The pronoun <b>one/ones</b> .....	208
103 <b>Everyone</b> , <b>something</b> , etc.....	210

## Adjectives and adverbs

104	Adjectives	212
105	Adjectives (order)	214
106	<b>The old, the rich</b> , etc.	216
107	<b>Interesting</b> and <b>interested</b>	218
108	Adjective or adverb? (1)	220
109	Adjective or adverb? (2)	222

### Comparative and superlative

110	Comparative and superlative forms	224
111	Comparative and superlative patterns (1)	228
112	Comparative and superlative patterns (2)	230

### Adverbs and word order

113	Adverbs and word order	232
114	<b>Yet, still</b> and <b>already</b>	236
115	Adverbs of degree ( <b>very, quite</b> )	238
116	<b>Quite</b> and <b>rather</b>	240
117	<b>Too</b> and <b>enough</b>	242

## Prepositions

118	Prepositions of place	244
119	<b>In, on</b> and <b>at</b> (place)	248
120	<b>In, on</b> and <b>at</b> (time)	250
121	<b>For, since, ago</b> and <b>before</b>	252
122	<b>During</b> or <b>while</b> ? <b>By</b> or <b>until</b> ? <b>As</b> or <b>like</b> ?	254
123	Preposition + noun ( <b>on holiday</b> )	256
124	Noun + preposition ( <b>trouble with</b> )	258
125	Adjective + preposition ( <b>proud of</b> )	260

## Verbs with prepositions and adverbs

126	Prepositional verbs ( <b>wait for</b> )	262
127	Verb + object + preposition	264
128	Phrasal verbs (1)	266
129	Phrasal verbs (2)	268
130	Phrasal verbs (3)	270
131	Verb + adverb + preposition	272

## Reported speech

132	Direct speech and reported speech	274
133	Reported speech: person, place and time	276
134	Reported speech: the tense change	278
135	Reported questions	280
136	Reported requests, offers, etc.	282

## Relative clauses

137	Relative clauses with <b>who, which</b> and <b>that</b>	284
138	The relative pronoun as object	286
139	Prepositions in relative clauses	288
140	Relative structures with <b>whose, what</b> and <b>it</b>	290
141	The use of relative clauses	292
142	Relative pronouns and relative adverbs	294
143	Relative clauses: participle and to-infinitive	296

## Conditionals and wish

144	Conditionals (1)	298
145	Conditionals (2)	300
146	Conditionals (3)	302
147	Review of conditionals	304
148	<b>If, when, unless</b> and <b>in case</b>	306
149	<b>Wish</b> and <b>if only</b>	308

## Linking words

150	<b>But, although, in spite of, whereas</b> , etc.	310
151	<b>To, in order to, so that</b> and <b>for</b>	312
152	Review of linking words	314
153	Links across sentences	316

## Appendices

1	Word formation	318
2	The spelling of endings	320
3	Punctuation	322
4	Pronunciation	324
5	American English	327
6	Irregular verbs	332

<b>Key to the exercises</b>	334
-----------------------------	-----

<b>Exit test</b>	362
------------------	-----

Key to the exit test	368
----------------------	-----

<b>Index</b>	369
--------------	-----

# Introduction

The *Oxford Practice Grammar* is a series of three books, each written at the right level for you at each stage in your study of English. The series is intended for your use either in a classroom or when working independently in your own time.

The books are divided into units, each of which covers an important grammar topic. Each unit starts with an explanation of the grammar and this is followed by a set of practice exercises. Answers to the exercises are given at the back of the book.

You may want to choose the order in which you study the grammar topics, perhaps going first to those giving you problems. (Topics are listed in the Contents page at the front of each book and in the Index at the back.) Alternatively you may choose to start at the beginning of each book and work through to the end.

## Exam practice

The first level in the series is *Oxford Practice Grammar – Basic*. This is suitable for elementary to pre-intermediate learners, and those working for the Oxford Test of English, A2 Key and B1 Preliminary exams. The second is *Oxford Practice Grammar – Intermediate*, for students who are no longer beginners but are not yet advanced in their use of English. It is suitable for those studying for the Oxford Test of English and B2 First exam. *Oxford Practice Grammar – Advanced* is for those who have progressed beyond the intermediate level and who wish to increase their knowledge of English grammar and become more confident when using it. It helps students prepare for the C1 Advanced, C2 Proficiency, TOEFL, IELTS, and other advanced-level exams.

*The Oxford Practice Grammar – Intermediate* is written for intermediate students of English.

The units cover the main areas of English grammar. Special attention is given to those points which are often a problem for learners, such as the meaning of the different verb forms, the use of the passive, the different conditional tenses, or the use of prepositions. Many units contrast two or more different structures, such as the Present Perfect and Past Simple (Units 14 and 15). There are also a number of review units.

The emphasis throughout the book is on the meaning and use of the grammatical forms. The explanations of grammar are descriptions of how English works; they are a guide to help you understand, not rules to be memorized. It is often more effective to look at examples of English rather than to read statements about it, and the grammar explanations are supported by lots of examples of everyday conversational English.

There are also appendices at the back of the book on word formation, the spelling of endings, punctuation, pronunciation, American English, and irregular verbs.

There is an interactive Oxford Practice Grammar website at [www.oup.com/elt/practicegrammar](http://www.oup.com/elt/practicegrammar). Tests are available here for the end of each unit or section of units. The tests enable you to assess how much you have learned, and they also give you practice in answering the kinds of questions you meet in exams.

An exit test provides an opportunity for more practice, and prepares the student for *Oxford Practice Grammar – Advanced*. The answer key to this exit test refers back to the relevant unit of the book, so if you make a mistake you can read the explanation again.

## Key to symbols

The symbol / (oblique stroke) between two words means that either word is possible. *I may/might go* means that *I may go* and *I might go* are both possible. In exercise questions this symbol is also used to separate words or phrases which are possible answers.

Brackets ( ) around a word or phrase in the middle of a sentence mean that it can be left out. *There's (some) milk in the fridge* means that there are two possible sentences: *There's some milk in the fridge* and *There's milk in the fridge*.

The symbol ~ means that there is a change of speaker. In the example *How are you? ~ I'm fine, thanks*, the question and answer are spoken by different people.

The symbol → means that you can go to another place in the book for more information. → **Unit 7** means that you can find out more in Unit 7.

The symbol ■ means that you can look back at a particular section in a unit for more information. ■ means that you can find out more in section 2 of the unit you're working on.

The symbol ♦ in an exercise indicates that a sample answer is given.

→ For phonetic symbols see page 324.

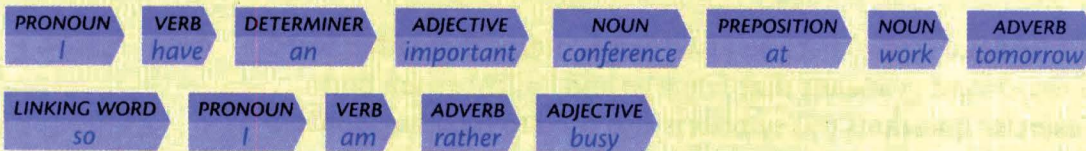


# 1 Word classes: nouns, verbs, adjectives, etc.

## 1 Introduction



Look at the different kinds of word in this sentence.



## 2 What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café. The numbers after the examples tell you which units in the book give you more information.

- 1 **Verb:** *have, am, is, would, like, come, are, sitting, look* → Units 4–75
- 2 **Noun:** *conference, work, coffee, party, Saturday, Jessica, friends, corner* → Units 76–82
- 3 **Adjective:** *important, busy, good, cheap* → Units 104–109
- 4 **Adverb:** *tomorrow, rather, really, here* → Units 113–117
- 5 **Preposition:** *at, to, on, in* → Units 118–125
- 6 **Determiner:** *an, this, our, the* → Units 83–97
- 7 **Pronoun:** *I, it, you* → Units 98–103
- 8 **Linking word:** *so, and* → Units 150–153

## 3 Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

VERBS	NOUNS
<i>Can I look at your photos?</i>	<i>I like the look of that coat.</i>
<i>We work on Saturday morning.</i>	<i>I'll be at work tomorrow.</i>

**A** What kind of word? 2

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in 2.

Andrew didn't go to the café with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

- |         |                    |            |              |
|---------|--------------------|------------|--------------|
| ◆ to    | <u>preposition</u> | 5 he       | 11 an        |
| ◆ café  | <u>noun</u>        | 6 finish   | 12 excellent |
| 1 the   |                    | 7 sociable | 13 but       |
| 2 told  |                    | 8 in       | 14 fun       |
| 3 they  |                    | 9 and      |              |
| 4 there |                    | 10 totally |              |

**B** What kind of word? 2

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb', and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a café with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>	<b>Adverb</b>
<u>thinks</u>	<u>Henry</u>		
<b>Preposition</b>	<b>Determiner</b>	<b>Pronoun</b>	<b>Linking word</b>

**C** Words in sentences 3

Is the underlined word a verb, a noun or an adjective?

- ◆ Shall we go for a walk? noun
- ◆ Shall we walk into town? verb
- 1 Laura wanted to talk to Rita. \_\_\_\_\_
- 2 Laura wanted a talk with Rita. \_\_\_\_\_
- 3 The windows aren't very clean. \_\_\_\_\_
- 4 Doesn't anyone clean the windows? \_\_\_\_\_
- 5 We went to a fabulous show in New York. \_\_\_\_\_
- 6 Laura wanted to show Rita her photos. \_\_\_\_\_
- 7 Henry thought Claire looked beautiful. \_\_\_\_\_
- 8 A strange thought came into Emma's head. \_\_\_\_\_
- 9 Sarah is feeling quite tired now. \_\_\_\_\_
- 10 Studying all night had tired Andrew out. \_\_\_\_\_

# 2 Sentence structure: subject, verb, object, etc.

## 1 Sentence structure

The parts of a sentence are the subject, verb, object, complement and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple statement.

1	SUBJECT	VERB
	<i>My arms</i>	<i>are aching.</i>
	<i>Something</i>	<i>happened.</i>

2	SUBJECT	VERB	OBJECT
	<i>I</i>	<i>need</i>	<i>a rest.</i>
	<i>Five people</i>	<i>are moving</i>	<i>the piano.</i>

The subject and object can be a pronoun (e.g. **I**) or a noun phrase (e.g. **the piano**).

3	SUBJECT	VERB	COMPLEMENT
	<i>This piano</i>	<i>is</i>	<i>heavy.</i>
	<i>It</i>	<i>was</i>	<i>a big problem.</i>

The complement can be an adjective (e.g. **heavy**) or a noun phrase (e.g. **a big problem**). The complement often comes after **be**. It can also come after **appear, become, get, feel, look, seem, stay** or **sound**. → For adjectives and word order see **Unit 104.2**.

4	SUBJECT	VERB	ADVERBIAL
	<i>It</i>	<i>is</i>	<i>on my foot.</i>
	<i>Their house</i>	<i>is</i>	<i>nearby.</i>

An adverbial can be a prepositional phrase (e.g. **on my foot**) or an adverb (e.g. **nearby**).

5	SUBJECT	VERB	OBJECT	OBJECT
	<i>It</i>	<i>'s giving</i>	<i>me</i>	<i>backache.</i>
	<i>David</i>	<i>bought</i>	<i>Melanie</i>	<i>a present.</i>

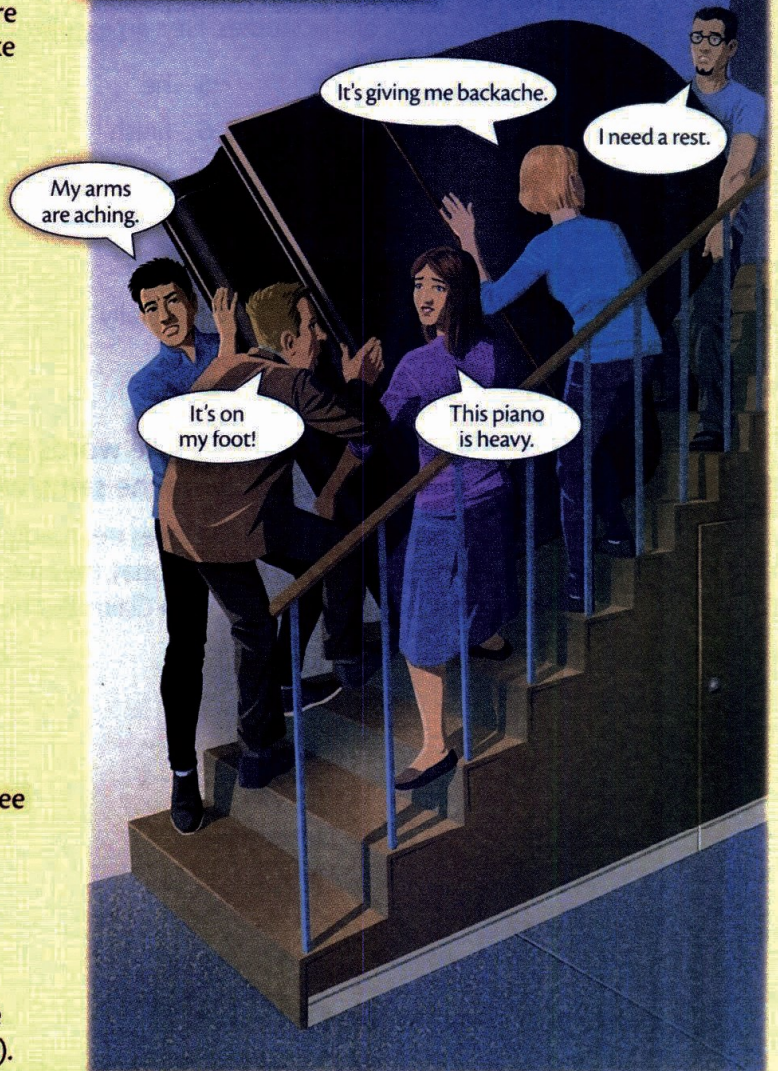
We use two objects after verbs like **give** and **send** (see **Unit 3**).

## 2 Adverbials

We can add adverbials to all the five main structures.

- My arms are aching **terribly**. I **really** need a rest.*
- Of course** this piano is heavy. **Fortunately** their house is nearby.*
- To everyone's surprise**, David **actually** bought Melanie a present **yesterday**.*

Mike and Harriet are moving their piano upstairs. Tom, Melanie and David are helping them.



- **UNITS 34, 36** WORD ORDER IN QUESTIONS
- **UNIT 113** ADVERBS AND WORD ORDER
- **PAGE 327** **SEEM, LOOK**, ETC. IN AMERICAN ENGLISH

# Practice

## A Parts of the sentence 1

Mike and Harriet are on holiday. They are sending an email to David and Melanie. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object, complement or adverbial.

- ◆ We're having a great time. object
- 1 The weather is marvellous. ....
- 2 We really enjoy camping. ....
- 3 It's great fun. ....
- 4 We're on a farm. ....
- 5 We like this place. ....
- 6 The scenery is beautiful. ....

## B Sentence structure 1

After moving the piano, the five friends had a rest and a cup of tea.

Look at this part of their conversation and then write the letters (a–e) in the correct place.

- |   |                                    |          |
|---|------------------------------------|----------|
| a) David: That was a difficult job.       | ◆ Subject + verb                   | <u>b</u> |
| b) Tom: <u>I agree</u> .                  | 1 Subject + verb + object          | .....    |
| c) Mike: I'm on my deathbed.              | 2 Subject + verb + complement      | .....    |
| d) David: Someone should give us a medal. | 3 Subject + verb + adverbial       | .....    |
| e) Harriet: I've made some more tea.      | 4 Subject + verb + object + object | .....    |

## C Word order 1

Put the words in the correct order and write the statements.

- ◆ is / Melanie / very nice Melanie is very nice.
- 1 football / likes / Tom .....
- 2 an accident / David / had .....
- 3 moved / the piano / we .....
- 4 a tall woman / Harriet / is .....
- 5 sat / on the floor / everyone .....
- 6 gave / some help / Mike's friends / him .....

## D Adverbials 2

These sentences are from a news report. Write down the two adverbials in each sentence. Each adverbial is a prepositional phrase or an adverb.

- ◆ Prince Harry opened a new sports centre in Stoke yesterday.  
in Stoke      yesterday
- 1 He also spoke with several young people.  
.....
- 2 The sports centre was first planned in 2012.  
.....
- 3 Naturally, the local council could not finance the project without help.  
.....
- 4 Fortunately, they managed to obtain money from the National Lottery.  
.....

# 3 Direct and indirect objects

## 1 Introduction

Henry gave Claire some flowers.

Here the verb **give** has two objects. **Claire** is the indirect object, the person receiving something. **Some flowers** is the direct object, the thing that someone gives.

Henry gave some flowers to Claire.

Here **give** has a direct object (**some flowers**) and a phrase with **to**. **To** comes before **Claire**, the person receiving something.

Here are some more examples of the two structures.



	INDIRECT OBJECT	DIRECT OBJECT
Emma gave	Rachel	a ticket.
I'll send	my cousin	a text.
We bought	all the children	an ice cream.

	DIRECT OBJECT	PHRASE WITH TO/FOR
Emma gave	the ticket	to Rachel.
I'll send	a text	to my cousin.
We bought	ice creams	for all the children.

## 2 To or for?

We give something **to** someone, and we buy something **for** someone.

We can use **to** with these verbs: **bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write**

We can use **for** with these verbs: **book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save**

Vicky paid the money **to** the cashier.  
OR Vicky paid the cashier the money.

They found a spare ticket **for** me.  
OR They found me a spare ticket.

Let me read this news item **to** you.  
OR Let me read you this news item.

I've saved a seat **for** you.  
OR I've saved you a seat.

We showed the photos **to** David.  
OR We showed David the photos.

Melanie is making a cake **for** David.  
OR Melanie is making David a cake.

## 3 Give + pronoun

Sometimes there is a pronoun and a noun after a verb such as **give**.

The pronoun usually comes before the noun.

Henry is very fond of Claire. He gave **her some flowers**.

We use **her** because Claire is mentioned earlier. **Her** comes before **some flowers**.

Henry bought some flowers. He gave **them to Claire**.

We use **them** because the flowers are mentioned earlier. **Them** comes before **Claire**.

Practice

**A Give 1**

Look at the Christmas presents and write sentences about them. Put one of these words at the end of each sentence: *necklace, scarf, sweater, tennis racket, watch*.

◆ To Mike  
From Harriet



1 To Melanie  
From David



2 To Alex  
From Laura



3 To Matthew  
From Emma



4 To Claire  
From Henry



◆ Harriet gave Mike a watch.

1 .....

2 .....

3 .....

4 .....

**B Indirect object or to? 1**

Write the information in one sentence. Put the underlined part at the end of the sentence. Sometimes you need *to*.

- ◆ Daniel lent something to Vicky. It was his phone. → Daniel lent Vicky his phone.
- ◆ Mark sent a message. It was to his boss. → Mark sent a message to his boss.
- 1 Emma sold her bike. Her sister bought it. → Emma .....
- 2 Tom told the joke. He told all his friends. → Tom .....
- 3 Melanie gave some help. She helped her neighbour. → Melanie .....
- 4 Ilona wrote to her teacher. She wrote a letter. → Ilona .....

**C To or for? 2**

Mark's boss at Zedco is Mr Atkins. He is telling people to do things. Put in *to* or *for*.

- ◆ Give these papers to ..... my secretary.
- ◆ Could you make some coffee for ..... us?
- 1 Book a flight ..... me, could you?
- 2 Can you post this parcel ..... the office?
- 3 Don't show these plans ..... anyone.
- 4 Leave a message ..... my secretary.
- 5 Fetch the file ..... me, could you?
- 6 Send an email ..... all managers.

**D Give + pronoun 3**

Complete each answer using the words in brackets. Sometimes you need to use *to* or *for*.

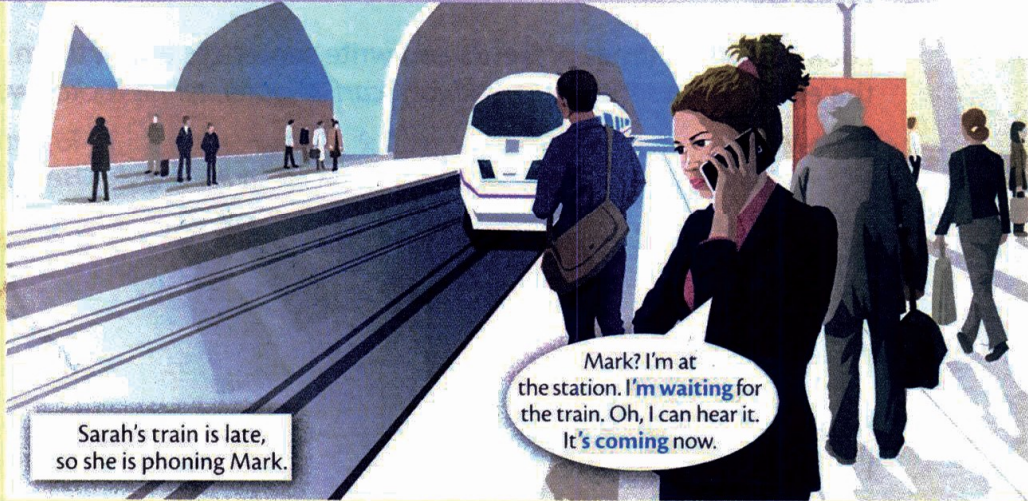
- ◆ Matthew: Why is everyone laughing? (a funny story / us)  
Vicky: Daniel told us a funny story.
- ◆ Alex: There's some fish left over. (it / the cat)  
Laura: I'll feed it to the cat.
- 1 Mark: What are you doing with those bottles? (them / the bottle bank)  
Sarah: I'm taking .....
- 2 Alex: How are things with you, Daniel? (a job / me)  
Daniel: Fine. Someone has offered .....
- 3 David: What about those papers you found? (them / the police)  
Tom: Oh, I handed .....
- 4 Emma: It's pouring with rain, look. (my umbrella / you)  
Rachel: It's OK. I'll lend .....

# 4 Present Continuous

Verbs – present

## 1 Introduction

The Present Continuous means that we are in the middle of an action.



## 2 Form

The Present Continuous is the present tense of **be** + an -ing form.

POSITIVE	<i>I am looking</i> OR <i>I'm looking</i> <i>You/we/they are looking</i> OR <i>You/we/they're looking</i> <i>He/she/it is looking</i> OR <i>He/she/it's looking</i>
NEGATIVE	<i>I'm not looking</i> <i>you/we/they aren't looking</i> OR <i>you're/we're/they're not looking</i> <i>he/she/it isn't looking</i> OR <i>he's/she's/it's not looking</i>
QUESTION	<i>am I looking?</i> <i>are you/we/they looking?</i> <i>is he/she/it looking?</i>

*I'm getting the lunch ready.*

*We're looking for a post office.*

*What are you doing?*

*The train is coming, look.*

*Rachel isn't wearing her new dress.*

*Who is Vicky dancing with?*

→ For rules about the spelling of the -ing form see **page 320**.

## 3 Use

We use the Present Continuous to say that we are in the middle of an action.

*I'm waiting for the train.* (I'm at the station now.)

*I'm getting the lunch ready.* (I'm in the kitchen now.)

*I'm waiting* means that I am in the middle of a period of waiting. The wait is not yet over.

We can also use the Present Continuous when we are in the middle of something but not actually doing it at the moment of speaking.

*I must get back to the office. We're working on a new project.*

*I'm quite busy these days. I'm doing a course at college.*

We can use the Present Continuous when things are changing over a long period.

*The number of cars on the road is increasing. The earth is slowly getting warmer.*

→ For the future meaning of the Present Continuous see **Unit 26.1**.

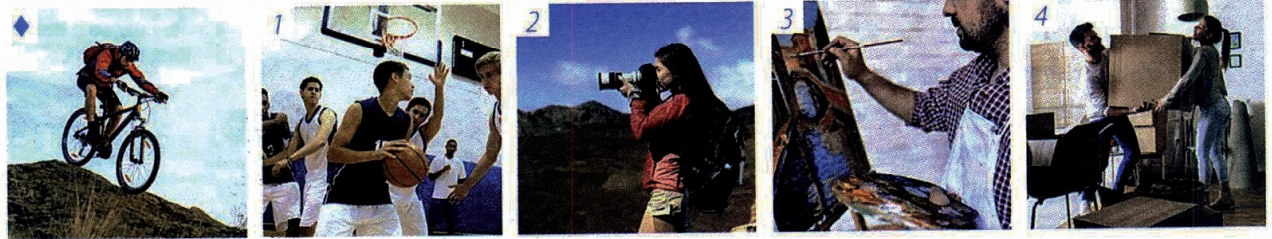
*I'm playing badminton with Matthew tomorrow.*

## A Form 2

Look at the pictures and say what people are doing.

Use these verbs: *carry, paint, play, ride, take*

Use these objects: *a bicycle, a box, a photo, a picture, basketball*



◆ He's riding a bicycle.

1 .....

3 .....

2 .....

4 .....

## B Form 2

Rachel is in the computer room at college. Complete her conversation with Andrew.

Put in a Present Continuous form of the verb.

Andrew: What *are you doing?* (you / do)

Rachel: *I'm emailing* (I / email) a friend. He's a DJ. Vicky and I <sup>1</sup> ..... (try) to organize a party.

Andrew: That sounds a lot of work. How <sup>2</sup> ..... (you / find) time for your studies?

Rachel: Well, as I said, Vicky <sup>3</sup> ..... (help) me. <sup>4</sup> ..... (we / get) on all right. <sup>5</sup> ..... (we / not / spend) too much time on it. <sup>6</sup> ..... (it / not / take) me away from my studies, don't worry about that. Oh, sorry, <sup>7</sup> ..... (you / wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: <sup>8</sup> ..... (I / correct) the last bit of the email. I've nearly finished.

## C Use 3

What can you say in these situations? Add a sentence with the Present Continuous.

◆ A friend rings you up in the middle of *Neighbours*, your favourite soap opera.

Is it important? *I'm watching 'Neighbours'.* .....

1 A friend is at your flat and suggests going out, but you can see rain outside. I don't want to go out now. Look, .....

2 A friend calls you at work. Sorry, I can't talk now. ....

3 You want to get off the bus, but the man next to you is sitting on your coat. Excuse me, .....

4 A friend wants to talk to you, but you have just started to write an important letter. Can I talk to you later? .....

5 You have been ill, but you're better now than you were. I'm OK now. ....



# 5 Present Simple

Verbs – present

## 1 Use

We use the Present Simple for

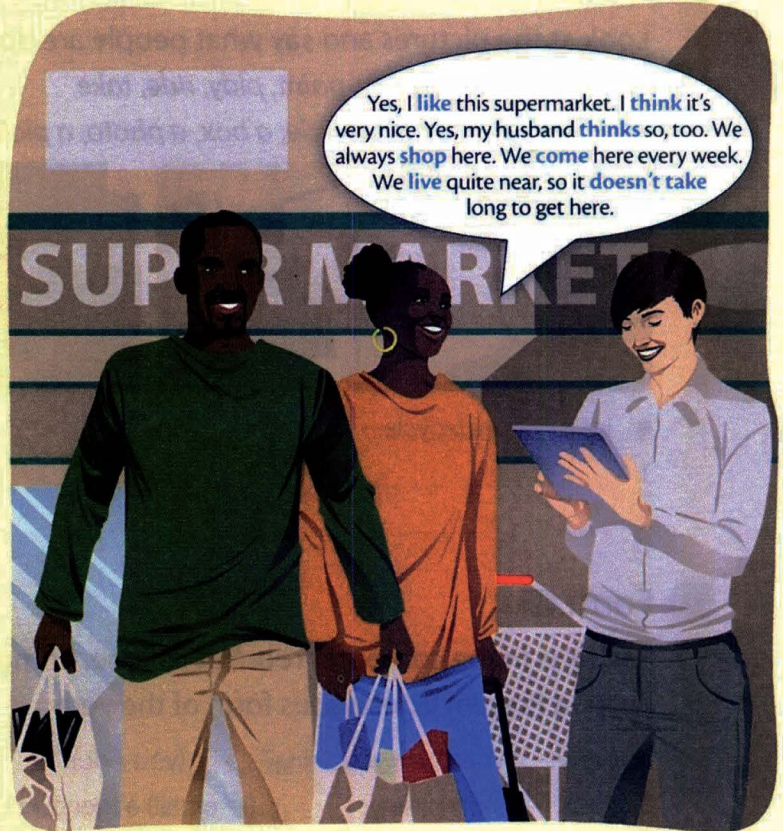
- ▶ thoughts and feelings:  
*I think so, I like it.*
- ▶ states, things staying the same, facts and things that are true for a long time:  
*We live quite near.* (see **Unit 7**)
- ▶ repeated actions:  
*We come here every week.*

and also

- ▶ in phrases like **I promise, I agree**, etc:  
*I promise I'll pay you back.*
- ▶ in a negative question with **why** to make a suggestion:  
*Why don't we go out?*

→ For the future meaning of the Present Simple see **Units 26 and 27**.

*The new term starts next week.*



## 2 Positive forms

I/you/we/they **get**  
he/she/it **gets**

In the Present Simple we use the verb without an ending.

*I get the lunch ready at one o'clock, usually.*  
*Most children like ice cream.*

*We always do our shopping at Greenway.*  
*You know the answer.*

But in the third person singular (after **he, she, it, your friend**, etc), the verb ends in **-s** or **-es**.

→ For spelling rules see **page 320**.

*It gets busy at weekends.*  
*Sarah catches the early train.*

*My husband thinks so, too.*  
*She sends messages all over the world.*

## 3 Negatives and questions

NEGATIVE

I/you/we/they **do not get** OR **don't get**  
he/she/it **does not get** OR **doesn't get**

QUESTION

**do** I/we/you/they **get?**  
**does** he/she/it **get?**

We use a form of **do** in negatives and questions (but see **Unit 37**). We use **do** and **don't** except in the third person singular, where we use **does** and **doesn't**.

*We don't live far away.*                      *He doesn't want to go shopping.*  
*Do you live here? ~ Yes, I do.*              *What does he want? ~ Money.*

We do not add **-s** to the verb in negatives and questions.

NOT *He doesn't gets* and NOT *Does he gets?*

Practice

**A Use 1**

Look at each underlined verb and say what kind of meaning it expresses. Is it a thought, a feeling, a fact or a repeated action?

- ◆ Matthew loves sport. a feeling
- ◆ Sarah often works late at the office. a repeated action
- 1 I hate quiz programmes.
- 2 We play table tennis every Thursday.
- 3 The laptop belongs to Emma.
- 4 These plates cost £20 each.
- 5 I believe it's the right thing to do.
- 6 I'm hungry. I want something to eat.
- 7 I usually go to work by bus.
- 8 It's OK. I understand your problem.

**B Forms 2-3**

Complete the sentences by putting in the verbs. Use the Present Simple. You have to decide if the verb is positive or negative.

- ◆ Claire is very sociable. She knows (know) lots of people.
- ◆ We've got plenty of chairs, thanks. We don't want (want) any more.
- 1 My friend is finding life in Paris a bit difficult. He speaks (speak) French.
- 2 Most students live quite close to the college, so they walk (walk) there.
- 3 My sports kit is really muddy. This shirt needs (need) a good wash.
- 4 I've got four cats and two dogs. I love (love) animals.
- 5 No breakfast for Mark, thanks. He eats (eat) breakfast.
- 6 What's the matter? You look (look) very happy.
- 7 Don't try to ring the bell. It works (work).
- 8 I hate voicemail. I just dislike (like) talking to it.
- 9 Matthew is good at badminton. He wins (win) every game.
- 10 We always travel by bus. We don't own (own) a car.

**C Forms 2-3**

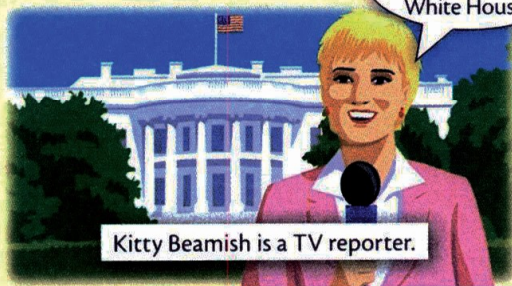
Complete the conversation. Put in the Present Simple forms.

- Rita: ◆ Do you like (you / like) football, Tom?
- Tom: ◆ I love (I / love) it. I'm a United fan. <sup>1</sup> I go (I / go) to all their games. Nick usually <sup>2</sup> comes (come) with me. And <sup>3</sup> we travel (we / travel) to away games, too. Why <sup>4</sup> don't you come (you / not / come) to a match some time?
- Rita: I'm afraid football <sup>5</sup> doesn't make (not / make) sense to me — players running after a ball. Why <sup>6</sup> do you take (you / take) it so seriously?
- Tom: It's a wonderful game. <sup>7</sup> I love (I / love) it. United are my whole life.
- Rita: How much <sup>8</sup> does it cost (it / cost) to buy the tickets and pay for the travel?
- Tom: A lot. <sup>9</sup> I don't know (I / not / know) exactly how much. But <sup>10</sup> it doesn't matter (that / not / matter) to me. <sup>11</sup> I don't want (I / not / want) to do anything else. <sup>12</sup> Does that annoy (that / annoy) you?
- Rita: No, <sup>13</sup> it doesn't annoy (it / not / annoy) me. I just <sup>14</sup> find (find) it a bit odd.

# 6 Present Continuous or Present Simple?

Verbs – present

## 1 Now or sometimes?



Kitty Beamish is a TV reporter.



Kitty is on Guy's chat show.

### PRESENT CONTINUOUS

We use the Present Continuous for something happening now. *I am speaking to you live* means that Kitty is in the middle of a live broadcast.

Here are some more examples.

*It's raining at the moment.*

*I'm watching this programme.*

*Look. That man is taking a photo of you.*

### PRESENT SIMPLE

We use the Present Simple for repeated actions. *I often speak live to the camera* means that she does it again and again.

*It always rains at the weekend.*

*I watch television most weekends.*

*He's a photographer. He takes lots of photos.*

## 2 Thoughts, feelings and states

We normally use the Present Simple to talk about thoughts and feelings.

*I think it's a good programme.*      *Kitty likes her job.*

We also use it to talk about states (see **Unit 7**) and permanent facts.

*Reporting means a lot to her.*      *Paper burns easily.*

We also use the Present Simple in **I promise, I agree, I refuse**, etc.

*I promise I'll write to you.*      *It's all right. I forgive you.*

## 3 Temporary or permanent?

### PRESENT CONTINUOUS

We use the Present Continuous for a routine or situation that we see as temporary (for a short period).

*I'm working at a sports shop for six weeks.*

*At the moment they're living in a very small flat.*

### PRESENT SIMPLE

We use the Present Simple for a routine or situation that we see as permanent.

*I work at a sports shop. It's a permanent job.*

*They live in a very nice flat.*

## 4 Always

### PRESENT CONTINUOUS

We can use **always** with the Present Continuous to mean 'very often', usually with the added meaning of 'too often'.

*Tom is always inviting friends here.*

(= He invites them very often.)

*I'm always making silly mistakes.*

(= I make silly mistakes too often.)

### PRESENT SIMPLE

**Always** with the Present Simple means 'every time'.

*Tom always invites us to stay at Christmas.*

(= He invites us every Christmas.)

*I always make silly mistakes in exams.*

(= I make mistakes in every exam.)

**A Present Continuous or Present Simple? 1-2**

At work Mark is talking to Oliver in the corridor. Complete their conversation.

Put in the Present Continuous or Present Simple of the verbs.

- Mark: ♦ *Are you looking* ..... (you / look) for someone?  
 Oliver: Yes, ♦ *I need* ..... (I / need) to speak to Lucas. He isn't in his office.  
 Mark: <sup>1</sup> ..... (he / talk) to the boss at the moment. <sup>2</sup> .....  
 (*I / think*) <sup>3</sup> ..... (*they / discuss*) money.  
 Oliver: Oh, right. And what about you? <sup>4</sup> ..... (*you / look*) for someone too?  
 Mark: Yes, Linda. <sup>5</sup> ..... (*you / know*) where she is?  
 Oliver: Oh, she isn't here today. She only <sup>6</sup> ..... (*work*) four days a week.  
<sup>7</sup> ..... (*she / not / work*) on Fridays. She'll be here on Monday.  
 Mark: Thank you. <sup>8</sup> ..... (*you / know*) a lot about Linda.  
 Oliver: Well, most days <sup>9</sup> ..... (*I / give*) her a lift, or <sup>10</sup> .....  
 (*she / give*) me one. <sup>11</sup> ..... (*she / live*) quite close to me.  
<sup>12</sup> ..... (*it / save*) petrol.  
 Mark: Yes, of course. Good idea. Yes, <sup>13</sup> ..... (*I / agree*). Well,  
<sup>14</sup> ..... (*I / waste*) my time here then. I'll get back to my computer.

**B Present Continuous or Present Simple? 1-3**

Complete the sentences. Put in the Present Continuous or Present Simple of the verbs.

- ♦ *I'm writing* ..... (I / write) to my parents. *I write* ..... (I / write) to them every weekend.  
 1 ..... (it / snow) outside. .... (it / come) down quite hard, look.  
 2 Normally ..... (I / start) work at eight o'clock, but ..... (I / start) at seven this week. We're very busy at the moment.  
 3 I haven't got a car at the moment, so ..... (I / go) to work on the bus this week. Usually ..... (I / drive) to work.  
 4 The sun ..... (rise) in the east, remember. It's behind us so ..... (we / travel) west.  
 5 I'm afraid I have no time to help just now. .... (I / write) a report. But ..... (I / promise) I'll give you some help later.  
 6 ..... (I / want) a new car. .... (I / save) up to buy one.

**C Always 4**

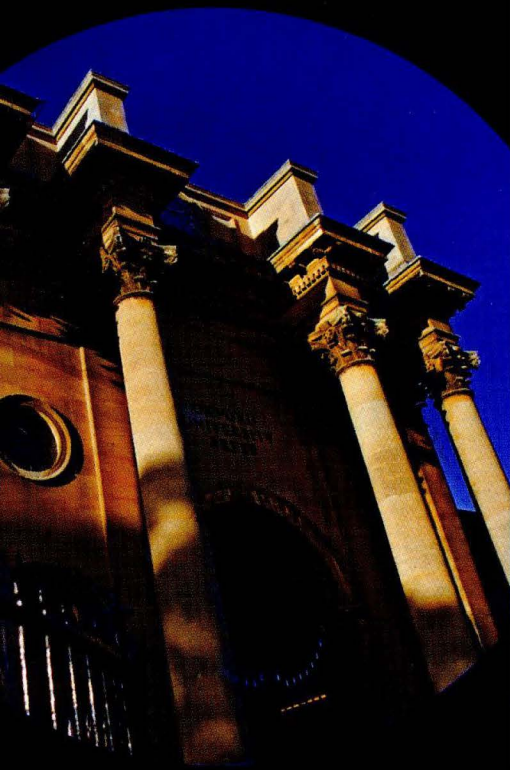
Complete the sentences. Use *always* and the Present Continuous or Present Simple.

- ♦ **Melanie:** Tom talks too much, doesn't he?  
**Rita:** Yes, and *he's always talking* ..... about football.  
 ♦ **Laura:** You forget your keys every time.  
**Alex:** I try to remember them, but *I always forget* .....  
 1 **Claire:** Sarah takes the train every day, doesn't she?  
**Mark:** Yes, ..... the train.  
 2 **Vicky:** Rachel misses lectures much too often in my opinion.  
**Emma:** I agree. .... lectures.  
 3 **Mike:** Every time I drive along here, I go the wrong way.  
**Harriet:** But it's very simple, isn't it? Why ..... the wrong way?  
 4 **David:** Alex and Laura argue much too often, I think.  
**Melanie:** I know. ....

Oxford University Press  
is the world's authority  
on the English language.

As part of the University of  
Oxford, we are committed to  
furthering English language  
learning worldwide.

We continuously bring  
together our experience,  
expertise and research to  
create resources such as  
this one, helping millions of  
learners of English to achieve  
their potential.



**OXFORD**  
UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

[www.papyruspub.com](http://www.papyruspub.com)

# Oxford

## Practice Grammar

### Updated edition

#### Go beyond the basics

- Learn the **most important** grammar points in English
- **Detailed explanations** make it easy for you to work in class or on your own

#### Build your confidence

- **Grammar in context** helps you use the structures correctly
- **100s of activities** for you to practise

#### Pass your exams

- Online **progress tests** tell you what you have learned – and what needs more practice
- Preparation for the **Oxford Test of English** and Cambridge **B2 First** exam

More vocabulary and grammar resources at  
[www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)



**OXFORD**  
**TEST OF ENGLISH**

This book can be used as part of  
preparation for the Oxford Test of English.

[www.oxfordtestofenglish.com](http://www.oxfordtestofenglish.com)

**CEFR**

**B2**

**B1**

**A2**

[www.papyruspub.com](http://www.papyruspub.com)