

Michael Swan • Catherine Walter

Oxford English Grammar Course



Basic

with 'Pronunciation for grammar' exercises

includes **Teacher's Guide**

Oxford English Grammar Course Basic

A grammar practice book for
elementary to pre-intermediate
students of English

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answer key



pronunciation for grammar



authors' acknowledgements

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introduction

Who is this book for?

The *Oxford English Grammar Course* (Basic Level) is for all elementary and pre-intermediate learners who want to improve their knowledge of English grammar.

What kind of English does the book teach?

This book teaches the grammar of spoken and written British English. But it can also be used by students of American, Australian or other kinds of English – the grammatical differences are very small and unimportant.

How is the book organised?

There are 22 sections. A section covers one part of English grammar (for example: making questions and negatives; present tense verbs; problems with nouns). Each section contains:

- a presentation page which introduces the point of grammar
- several short units with explanations and exercises
- two 'More Practice' pages: these include 'Grammar in a text' exercises and internet exercises
- a short revision test.
- seven 'Pronunciation for grammar' exercises at the end of the book

4 Grammar in a text. Put in *a, an, the* or nothing (-).



A TRUE STORY

In 1..... 1969, in 2..... Portland, 3..... Oregon, 4..... man went to rob 5..... bank. He didn't want 6..... people in 7..... bank to know what was happening, so he walked up to one of 8..... cashiers, wrote on 9..... piece of 10..... paper, 'This is 11..... robbery and I've got 12..... gun', and showed 13..... paper to 14..... cashier. Then he wrote, 'Take all 15..... money out of your drawer and put it in 16..... paper bag.' 17..... cashier read 18..... message, wrote at 19..... bottom of 20..... paper, 'I haven't got 21..... paper bag' and gave 22..... paper back to 23..... robber. 24..... robber ran out of 25..... bank.

7 Internet exercise: checking correctness. Use a search engine (e.g. Google).

How many hits are there for these expressions? So which are correct?

- | | | | |
|------------------------|--------|------------------------|---------------------|
| "too much fast" | 40,700 | "too fast" | 10,900,000: Correct |
| "everybody is" | | "everybody are" | |
| "everything are" | | "everything is" | |
| "most people" | | "most of people" | |

Two levels

More basic units are marked 'Level 1'; more advanced units are marked 'Level 2'.



One way of using the book: to study particular points

If you want to know more about a particular point (for example present tenses, the difference between *should* and *must*, or the position of adverbs), look in the index (pages 355–362) to find the right unit(s). Read the explanations and do the exercises. Check your answers.

Another way of using the book: for systematic study

If you are working without a teacher, we suggest:

- 1 DON'T go right through the book from beginning to end – some parts will be unnecessary for you.
- 2 Choose a Section to study. Section 1, 'be and have', for example? Section 8? Section 19?
- 3 Read the grammar explanations, do the exercises, and check your answers.
- 4 Do some or all of the exercises in the 'More Practice' pages.
- 5 Go to the revision test at the end of the section, and try some or all of the questions.
- 6 Check your answers. If you still have problems, look at the explanations again.

Website

On the website www.oup.com/elt/oxfordenglishgrammar there are extra exercises and games to give you more practice on some of the structures.

Pronunciation

The 'Pronunciation for grammar' exercises will help you to hear unstressed grammatical words more clearly, and to pronounce structures fluently with good rhythm and stress.

Examinations

This book teaches all of the grammar (and more!) that is needed for Common European Framework Levels A1 and A2, and is suitable for learners studying for Cambridge KET and PET.

If you know everything in the book, will you speak perfect English?

No, sorry!

- 1 Not many people learn foreign languages perfectly. (And not many people need to.) But this book will help you to speak and write much more correctly.
- 2 Books like this give short practical explanations. They cannot tell you the whole truth about English grammar, and they cannot give you enough practice to get all the difficult points right. If you follow the rules in this book, you will not make many mistakes. But you will probably need to practise using the structures in different situations. (The website material will help with this.) You will find more complete information about difficult points in the Intermediate Level of the *Oxford English Grammar Course*.
- 3 Grammar is not the only important thing in a language. You also need a wide vocabulary, and – very important – you need a lot of practice in listening and speaking, reading and writing. Remember: this is a grammar practice book, not a complete English course.

To the teacher

There is a complete lesson-by-lesson **Teacher's Guide** which you can access by tapping the link at the start of each section. This supplements the Student's Book exercises with hundreds of additional communicative and out-of-class practice activities, to help students make the move from practising grammar to *using* grammar. It also contains helpful Language Notes showing typical problems students may have with certain structures, often because of cross-language differences.

teacher's guide

You can also download Classroom Tests free from www.oup.com/elt/teacher/oxfordenglishgrammar. There are tests for each level to help to show what your students need to study, or how well they have learnt the material you have covered. To access these, take a moment to sign up for free membership of the Oxford Teachers' Club.

We hope that you will enjoy using our book.

With our best wishes for your progress in English.

Michael Swan. Catherine Walter

words for talking about grammar

active and passive: *I see, she heard* are **active** verbs; *I am seen, she was heard* are **passive** verbs.

adjectives: for example *big, old, yellow, unhappy*.

adverbs: for example *quickly, completely, now, there*.

affirmative sentences or statements are not questions or negatives – for example *I arrived*.

articles: *a/an* ('indefinite article'); *the* ('definite article').

auxiliary verbs are used before other verbs to make questions, tenses etc – for example *do you think; I have finished, she is working*. See also **modal auxiliary verbs**.

clause: see **sentence**.

comparatives: for example *older, better, more beautiful, more slowly*.

conditional: a structure using the conjunction *if*.

conjunctions: for example *and, but, because, while*.

consonants: see **vowels**.

contractions: short forms like *I'm, you're, he'll, don't*.

conversational: see **formal**.

countable nouns: the names of things we can count – for example *one chair, three cars*; **uncountable** (or 'mass')

nouns: the names of things we can't count, like *oil, rice*.

determiners: words like *the, some, many, my*, which go before (adjective +) noun.

double letters: *pp, tt, ee* etc.

formal, informal, conversational: We use **formal** language with strangers, in business letters etc: for example 'Good afternoon, Mr Parker. May I help you?' We use **informal** or **conversational** language with family and friends: for example 'Hi, John. Want some help?'

future verbs: for example *I will go; Ann is going to write to us*.

imperatives: forms like *Go home, Come and sit down, Don't worry*, which we use when we tell or ask people (not) to do things.

indirect speech: the grammar that we use to say what people say or think: for example *John said that he was tired*.

infinitives: *(to) go, (to) sleep* etc.

informal: see **formal**.

-ing forms: *going, sleeping* etc.

irregular: see **regular**.

leave out: If we say *Seen John?*, we are **leaving out** *Have you*.

modal verbs or modal auxiliary verbs: *must, can, could, may, might, shall, should, ought to, will and would*.

negative sentences are made with *not*: for example *I have not seen her*.

nouns: for example *chair, oil, idea, sentence*.

object: see **subject**.

opposite: *hot* is the **opposite** of *cold*; *up* is the **opposite** of *down*.

passive: see **active**.

past perfect tense: see **perfect tenses**.

past progressive tense: see **past tenses**.

past tenses: for example *went, saw, stopped* (**simple past**); *was going, were eating* (**past progressive**).

past participles: for example *gone, seen, stopped*.

perfect tenses: forms with *have/has/had* + past participle: for example *I have forgotten* (**present perfect**); *It has been raining* (**present perfect progressive**); *They had stopped* (**past perfect**).

personal pronouns: for example *I, you, us, them*.

plural: see **singular**.

possessives: for example *my, your; mine, yours; John's, my brothers'*

prepositions: for example *at, in, on, between*.

present participles: for example *going, sleeping* etc (also called **-ing forms**).

present perfect tenses: see **perfect tenses**.

present tenses: for example *He goes* (**simple present**); *She is walking* (**present progressive**).

progressive (or '**continuous**'): for example *I am thinking* (**present progressive**); *They were talking* (**past progressive**).

pronouns: for example *I, you, anybody, themselves*.

question tags: for example *isn't it?, doesn't she?*

reflexive pronouns: *myself, yourself* etc.

regular: plurals like *cats, buses*; past tenses like *started, stopped*; **irregular:** plurals like *teeth, men, children*; past tenses like *broke, went, saw*.

relative clauses: clauses that begin with relative pronouns: for example *the man who bought my car*.

relative pronouns: *who, which* and *that* when they join clauses to nouns: for example *the man who bought my car*.

sentence, clause: A sentence begins with a capital letter (A, B etc) and ends with a full stop (.), like this one. A sentence may have more than one clause, often joined by a conjunction. For example: *I'll come and see you when I'm in London*.

simple past tense: see **past tenses**.

simple present tense: see **present tenses**.

singular: for example *chair, cat, man*; **plural:** for example *chairs, cats, men*.

spelling: writing words correctly: for example, we spell *necessary* with one c and double s.

subject and object: In *She took the money – everybody saw her*, the **subjects** are *she* and *everybody*; the **objects** are *the money* and *her*.

superlatives: for example *oldest, best, most beautiful, most easily*.

tense: *She goes, she is going, she went, she was going, she has gone* are different **tenses**.

third person: words for other people, not *I* or *you*: for example *she, them, himself, John, has, goes*.

uncountable nouns: see **countable nouns**.

verbs: for example *sit, give, hold, think, write*.

vowels: *a, e, i, o, u* and their usual sounds; **consonants:** *b, c, d, f, g* etc and their usual sounds.

other useful words

Here are some other words that are used in this book. Find them in your dictionary and write the translations here.

action	polite
choose	politely
common	possibility
complete (<i>verb</i>)	possible
correct	practise
description	predict
difference	prefer
event	probable
exclamation	pronounce
explain	pronunciation
expression	repeat
form (<i>noun</i>)	report
go on, happen	revision
in general	rule
introduction	section
join	similar
mean (<i>verb</i>)	situation
meaning	stressed (pronunciation)
necessary	structure
news	unnecessary
normal	unusual
normally	use (<i>noun</i>)
particular	use (<i>verb</i>)
plan	(word) order

list of units

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Pronunciation for grammar



SECTION 1 *be and have*



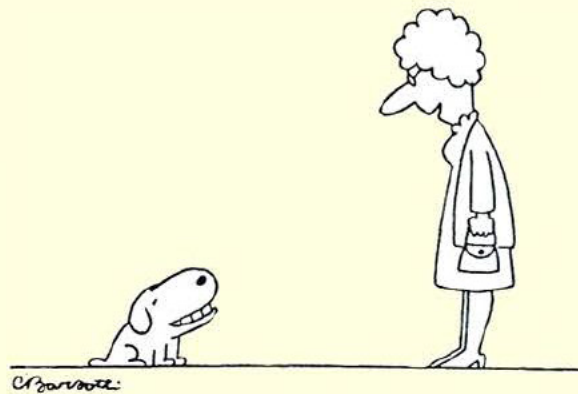
grammar summary

be (am/are/is/was/were)

- We can use **adjectives, nouns** or expressions of **place** after **be**.
She is late. I'm hungry. Are you a doctor? Is everybody here?
- We use a special structure with **be – there is** – to introduce things: to say that they exist.
There's a strange woman at the door. There are some letters for you.
- **Be** can be an **auxiliary verb** in progressive tenses (see page 23) and passives (see page 94).
She is working. It was made in Hong Kong.

have (have/has/had)

- We can use **have** or **have got** to talk about **possession, relationships** and some other ideas.
Do you have a car? I don't have any brothers or sisters. Ann has got a headache.
- And we can use **have** to talk about some kinds of **actions**.
I'm going to have a shower. What time do you have breakfast?
- **Have** can also be an **auxiliary verb** in perfect tenses (see Section 5).
I haven't seen her all day. We knew that he had taken the money.



'And were you good while I was out?'

To be or not to be, that is the question.

(Shakespeare: Hamlet)

There's a thin man inside every fat man.

(George Orwell)

Is there life before death?

(Seamus Heaney)

You can have it all, but you can't do it all.

(Michelle Pfeiffer)

*If you've got everything,
you've got nothing.*

(Leni MacShaw)

*When I was young there was no respect
for the young, and now that I am old
there is no respect for the old.*

(J B Priestley)

be I am happy today. Are we late?

BE: PRESENT					
+	I am	you are	he/she/it is	we are	they are
?	am I?	are you?	is he/she/it?	are we?	are they?
-	I am not	you are not	he/she/it is not	we are not	they are not

I **am** a doctor. **Are** you American? We **are not** ready.

1 Put in am, are or is.

- ▶ You **are** late.
- 1 We very well.
- 2 My sister a doctor.
- 3 Paul and Ann in America.
- 4 I happy today.
- 5 I think you tired.
- 6 Our house very small.
- 7 I nearly ready.

In conversation and informal writing, we use **contractions**:

I'm **you're** **he's** **she's** **it's** **John's** **the train's** **we're** **they're**

I'm a doctor. **You're** late. **John's** in London. **The shop's** open. **We're** ready.

2 Write these sentences with contractions.

- ▶ Claire is ill. **claire's ill.**
- 1 We are all tired.
- 2 They are here.
- 3 I am sorry.
- 4 My name is Peter.
- 5 You are early.
- 6 The shop is closed.
- 7 She is at home.

To make **questions** (?) with **be**, we put the **verb** before the **subject**.

STATEMENT +: **I am** late. **The taxi is** here. **We are** late. **Your keys are** in the car.

QUESTION ? : **Am I** late? **Is the taxi** here? **Are we** late? **Are my keys** in the car?

3 Make questions.

- ▶ Bill / Scottish **is Bill Scottish?**
- 1 Marie / from Paris
- 2 we / very late
- 3 John / in bed
- 4 the boss / here
- 5 your car / fast
- 6 Luke / here
- 7 we all / ready
- 8 I / early
- 9 they / at home
- 10 you / happy
- 11 Joe / married
- 12 this / your house
- 13 that / Jane

Do you know all these **question words**? **who what when where why how**

Contractions with **is**: **who's what's when's where's why's how's**

Who's that? **What's** this? **When's** the party? **Where's** the station? **Why** are we here? **How** are you?

4 Put in question words with are or 's.

- ▶ ' **Who's** that?' 'It's my brother.'
- ▶ ' **Where are** Leo and Amy?' 'In London.'
- 1 ' your name?' 'Maria.'
- 2 ' my glasses?' 'Here.'
- 3 ' your teacher?' 'Mrs Allen.'
- 4 ' the exams?' 'On Tuesday.'
- 5 ' you late?' 'My watch is broken.'
- 6 ' your mother?' 'Not very well.'
- 7 ' Daniel?' 'In hospital.'
- 8 ' those men?' 'I don't know.'
- 9 ' your parents?' 'Very well.'
- 10 ' your birthday?' 'March 17th.'

To make negative (-) sentences with *be*, we put **not** after **am/are/is** or **'m, 're, 's**.

I am not Scottish. *We are not* ready. *I'm not* tired. *She's not* here. *They're not* my friends.

We can also make contractions with **n't**: you **aren't**, she **isn't** etc (BUT NOT ~~Iamn't~~).

5 Write negative (-) ends for the sentences.

- ▶ I'm Greek, but (- from Athens) *I'm not from Athens.*
- ▶ It's winter, but (- cold) *it's not cold.* OR *it isn't cold.*
- 1 She's tired, but (- ill)
- 2 They are in England, but (- in London)
- 3 You're tall, but (- too tall)
- 4 We are late, but (- very late)
- 5 It's summer, but (- hot)
- 6 I'm a student, but (- at university)
- 7 John's good-looking, but (- very nice)
- 8 Anne is at work, but (- in her office)
- 9 This is a nice coat, but (- mine)
- 10 It's a big car, but (- very fast)

We often use **be** with: *hungry, thirsty, cold, hot, right, wrong, afraid, interested, what colour?, what size?*

And we use **be** with **ages**.

Have you got anything to eat? I'm hungry. I'm cold. It's very hot here in summer.

'It's late.' 'You're right. Let's go.' Are you afraid of flying? I'm interested in politics.

What colour is her hair? What size are your shoes? 'How old are you?' 'I'm 17.'

6 Complete the sentences under the pictures.



- ▶ She is *hungry*... 1 He
- 2 She
- 3
- 4 It

7 Put in words from the box.

afraid ✓ cold colour hot hungry interested old right size thirsty wrong

- ▶ He is a big man, but he is *afraid* of her.
- 1 You think I'm wrong, but I know I'm
- 2 'What is that T-shirt?' 'Extra large.'
- 3 What is your car?
- 4 Sorry, I'm not in her problems.
- 5 'It's the 18th today.' 'You're - it's the 19th.'
- 6 'Something to drink?' 'No, thanks. I'm not
- 7 'It's in here.' 'Open a window.'
- 8 Is it here in winter?
- 9 'How is your girlfriend?' 'She's 19.'
- 10 'I'm 'Would you like a sandwich?'

be: past *Where were you? I was in Glasgow.*

+	<i>I was</i>	<i>you were</i>	<i>he/she/it was</i>	<i>we were</i>	<i>they were</i>
?	<i>was I?</i>	<i>were you?</i>	<i>was he/she/it?</i>	<i>were we?</i>	<i>were they?</i>
-	<i>I was not</i>	<i>you were not</i>	<i>he/she/it was not</i>	<i>we were not</i>	<i>they were not</i>
Contractions: <i>wasn't, weren't</i>					
<i>Where were you yesterday? My mother was a singer. I wasn't well last week.</i>					

1 Put in *was* or *were*.

- ▶ In summer 1990 I *was* in Brazil.
- 'We very happy to see you yesterday.' 'And I happy to see you.'
 - Lunch OK, but the vegetables not very good.
 - I can't find my keys. They here this morning.
 - It cold and dark, and we tired.
 - My grandmother a doctor, and her two brothers both doctors too.
 - ' you in London yesterday?' 'No, I in Glasgow.'
 - 'When your exam?' 'It yesterday.'
 - 'Why you late?' 'The train late.'

2 Put the words in the correct order to make questions.

- ▶ Ann at home yesterday was *Was Ann at home yesterday?*
- good party was the
 - people were the interesting
 - teacher father your was a
 - everybody was late
 - your was driving test when
 - Tuesday you where on were
 - open windows why the all were
 - John's brother school was with at you

3 Put in *wasn't* or *weren't* and words from the box. Make sure you understand *actually*. Use a dictionary if necessary.

a teacher good in England in their hotel interesting ✓ late warm well with Anna

- ▶ The lesson *wasn't interesting.* Actually, it was very boring.
- You Actually, you arrived 10 minutes early.
 - My father Actually, he worked as a bus driver.
 - I yesterday. Actually, I was with Susan.
 - The children yesterday. The doctor came to see them.
 - We last week. We went to Scotland for a few days.
 - The snow at Christmas. We couldn't ski.
 - Ann and Peter when I phoned.
 - It last night. Actually, it was quite cold.

→ For the present perfect of *be* (*I have been* etc), see page 61.

be: future *The bus will be full.*

+	I/you/he/she/it/we/they will be
?	will I/you/she etc be?
-	I/you/he etc will not be
Contractions: I'll, you'll etc; won't (= will not)	

*It will be cold this evening. I'll be at home all day tomorrow.
Where will we be ten years from now? The exam won't be difficult.*

1 Look at the table and complete the text.

Tomorrow *it will be* very hot in Cairo.
It hot in
..... warm in
..... cold in
..... very cold in

Tomorrow's temperatures	
Cairo	35°
Rio	30°
Paris	23°
London	3°
Moscow	-18°

2 Change these sentences to affirmative (+) or negative (-).

- ▶ The bus will not be full. *The bus will be full.*
- ▶ She'll be late. *She won't be late.*
- 1 I'll be sorry.
- 2 It will not be hot.
- 3 We won't be at home.
- 4 The shops will be closed.
- 5 He'll be in Scotland.
- 6 Lisa will be at school.

To make **future questions** with **be**, we put **will** before the **subject**.

STATEMENT +: *We will be late. Her brother will be here at 10.00. The bus will be full.*

QUESTION ?: *Will we be late? When will her brother be here? Will the bus be full?*

3 Make questions with will ... be ...?

- ▶ you / at home / this evening *Will you be at home this evening?*
- ▶ when / lunch / ready *When will lunch be ready?*
- 1 when / your father / in England
- 2 Ann / at the party / with John
- 3 everybody / here / at 8.00
- 4 the train / late / again
- 5 when / Joe and Mary / in the office
- 6 the weather / good / tomorrow
- 7 where / you / on Tuesday

4 Complete the sentences.

- 1 (your age) This year I am In 2000 I
- Last year I Next year I In 20..... I
- 2 (a friend's age) This year he/she In 2000
- Last year Next year In 20.....

there is/was *There's a dog in the garden.*

	PRESENT	PAST
+	there <i>is</i> there <i>are</i>	there <i>was</i> there <i>were</i>
?	<i>is</i> there? <i>are</i> there?	<i>was</i> there? <i>were</i> there?
-	there <i>is not</i> there <i>are not</i>	there <i>was not</i> there <i>were not</i>
Contractions: <i>there's; isn't, aren't, wasn't, weren't</i>		

We use **there is, there are** etc to say that something or somebody **exists**.
 We often use **there is, there are** etc before **a/an, some** and **any**.

There's a dog in the garden. (NOT ~~A dog is in the garden.~~) *There are some letters for you.*
Is there any milk in the fridge? (NOT ~~Is any milk...?~~) *There isn't much coffee.*
Were there any phone calls? (NOT ~~Were any phone calls?~~) *There was a good film last night.*

1 Make some sentences with words from the three boxes, using **there is** etc.

There is/are a lot of There isn't much There aren't many There isn't/aren't any There wasn't/weren't any	→	water air grass dogs elephants trees cars people computers ... (you think of some more things)	→	in Africa in the USA in Antarctica in London on the moon in 1600 ... (you think of some more places or times)
--	---	---	---	--

- ▶ *There are a lot of animals in Africa.*
- ▶ *There weren't any cars in 1600.*
- 1
- 2
- 3
- 4
- 5
- 6

To make **questions** with **there is** etc, we put **is** etc **before there**.

STATEMENT +: *There is* a letter for you. *There were* some problems. William says *there are* six eggs.
 QUESTION ?: *Is there* a letter for me? *Were there* any problems? How many eggs *are there*?

2 Make present or past questions with **there is** etc.

- ▶ any fruit juice in the fridge (present) *Is there any fruit juice in the fridge?*
- ▶ any letters for me (past) *Were there any letters for me?*
- ▶ how many people / in your family (present) *How many people are there in your family?*
- 1 a doctor here (present)
- 2 any trains to London from this station (present)
- 3 a special price for students (past)
- 4 any mistakes in my letter (past)
- 5 much money in your bank account (present)
- 6 how many students / in your class (present)
- 7 many children at the swimming pool (past)
- 8 how many people / at the party (past)

there is: future *Will there be cars?*

FUTURE	
+	there will be
?	will there be?
-	there will not be
Contraction: <i>won't (= will not)</i>	
<i>There will be a public holiday next Tuesday. Will there be a meeting tomorrow?</i> <i>There will not be any time for us to see Mary. There won't be any of my friends at the party.</i>	

1 Complete the sentences with *there will be* and words from the box.

fish flowers food hospital rain ✓ sun ten people trouble two new students

- ▶ I think *there will be rain* tomorrow.
- 1 But I think on Tuesday.
- 2 in the class tomorrow.
- 3 in our house at the weekend.
- 4 One day, perhaps enough for everybody.
- 5 for supper tonight.
- 6 a new in our town next year.
- 7 'Mum, I've broken a window.' ' when your father comes home.'
- 8 a lot of in the garden this summer.

2 Make negative (-) sentences. Use *There will not be* or *There won't be*.

- ▶ time / see Granny *There won't be time to see Granny.*
- ▶ exam / Saturday *There will not be an exam on Saturday.*
- 1 meeting / tomorrow
- 2 any trains / Sunday
- 3 any buses / 4 o'clock in the morning
- 4 If you get up late tomorrow, / any breakfast
- 5 anybody / home tomorrow evening
- 6 any children / the party
- 7 a French lesson / Monday evening
- 8 time / have lunch today

3 Write questions about life in the year 2100, with *Will there be ...?*

- ▶ (cars) *Will there be cars?*
- 1 (trains)
- 2 (computers)
- 3 (good food)
- 4 (different countries)
- 5 (governments)
- 6 (a lot of problems)
- 7 (your question)

4 Write your answers to the questions in Exercise 3.

- ▶ *There will be cars.* OR *There won't be cars.*
- 1
- 2
- 3
- 4
- 5
- 6
- 7

have I have do you have? I don't have

I/you/we/they **have**
he/she/it **has**

We can use **have** to talk about **possessions**, family (and other) **relationships** and **illnesses**.

I **have** a new car. Nina **has** two sisters. Pete **has** a nice girlfriend. We all **have** colds.

We also say that people **have** hair, eyes etc; and that things **have** parts.

You **have** beautiful eyes. My new car only **has** two doors.

1 Circle the correct form.

- ▶ John / I have two brothers.
- ▶ Grace has / have a cold.
- 1 My father / My parents has two cars.
- 2 We all / Sally have blue eyes.
- 3 I have / has a headache.
- 4 I see that your brother have / has a new girlfriend.
- 5 You / Paul has very long hair.
- 6 These houses have / has big rooms.
- 7 I can't read this book – it has / have 800 pages.
- 8 Susie / Susie and Mick have a really nice flat.

2 Write about three things that you have, and three things that one of your friends or relations has.

- 1 I have
- 2 I
- 3
- 4
- 5
- 6

We can make **questions** (?) and **negatives** (-) with **do/does/did + infinitive** (without to).
(For questions and negatives without do, see page 11.)

STATEMENT +	QUESTION ?	NEGATIVE -
I have the keys.	Do I have the keys?	I do not / don't have the keys.
Joe has a car.	Does Joe have a car? (NOT Does Joe has ...)	Joe does not / doesn't have a car.

3 Make questions (?) or negatives (-) with have.

- ▶ you / a cat ? *Do you have a cat?*
- ▶ Eric / many friends - *Eric doesn't have many friends.*
- 1 we / a garden - We don't.....
- 2 they / any children ?
- 3 Peter / a cold ?
- 4 my aunt / a dog -
- 5 Monica / any brothers or sisters ?
- 6 I / enough money -
- 7 Laura / a boyfriend ?
- 8 Why / you / two cars ?

4 Write about three things that you don't have, and three things that one of your friends or relations doesn't have.

- 1 I don't have
- 2
- 3
- 4
- 5
- 6

have: past and future

PAST: I/you/he/she/it/we/they **had**

When I was a student I **had** an old Volkswagen. Ann **had** a cold last week.

We make past **questions** and **negatives** with **did** + infinitive (without **to**).

STATEMENT +	QUESTION ?	NEGATIVE -
Clara had a cold.	Did Clara have a cold? (NOT Did Clara had ...)	Clara did not / didn't have a cold.

1 Make sentences about Clara when she was six.

- ▶ a bicycle ? *Did she have a bicycle?*
- ▶ a dog - *She didn't have a dog.*
- 1 a computer -
- 2 very fair hair +
- 3 lots of friends -
- 4 many nice clothes -
- 5 her own room ?

2 Write sentences about yourself when you were six. Use I had and I didn't have.

- 1 I had 3
- 2 I didn't have 4

FUTURE: I/you/he/she/it/we/they **will (not) have**

Contractions: I'll, you'll etc; won't (= will not)

One day, everybody **will have** enough food. Julia says that she **won't have** children.

To make **future questions** with **have**, we put **will** before the **subject**.

STATEMENT +:	<i>John will have a car soon.</i>	<i>The baby will have blue eyes.</i>
QUESTION ?:	<i>Will John have a car soon?</i>	<i>Will the baby have blue eyes?</i>

3 Read the text and complete the sentences about John's future.

This year, John doesn't have money, a job, a house, a girlfriend, a suit or a car. He has a small room, a bicycle, old clothes, a guitar and a cat. But next year:

- ▶ more money + *He will have more money.*
- ▶ a small room - *He won't have a small room.*
- ▶ a cat ? *Will he have a cat?*
- 1 a job +
- 2 a bicycle -
- 3 a car +
- 4 a house ?
- 5 a girlfriend ?
- 6 old clothes -
- 7 a suit +
- 8 a guitar ?

have: actions *He's having a shower.*

We use **have** in a lot of common expressions to talk about **actions**.

*I usually **have breakfast** at seven o'clock. I'm going to **have a shower**.
 Would you like to **have something to eat**? If Bill comes this weekend we'll **have a party**.
 Teresa **had a baby** in June. Are you **having a good time**? 'Have a good flight.' 'Thanks.'*

1 Look at the pictures and complete the sentences. Use **have, has** or **had** with words from the box.

a baby coffee dinner a game a party ✓ a shower toast

- ▶ The people next door *had a party* last night and I couldn't sleep.
- 1 I with John yesterday evening.
- 2 My boss usually at 11 o'clock.
- 3 Nicole's going to in August.
- 4 I usually before breakfast.
- 5 We always for breakfast.
- 6 Would you like to of tennis?



2

3

4

5

6

We make simple present and past **questions** and **negatives** with **do/does** and **did**.

*We **don't have** parties very often. Does Kurt **have** eggs for breakfast?
 Did you **have** a good journey? We **didn't have** a holiday.*

2 Make questions (?) and negatives (-).

- ▶ (good time ?) 'We went to Paris at the weekend.' *Did you have a good time?*
- ▶ (breakfast -) I got up late this morning, so I *didn't have breakfast.*
- 1 (lunch ?) What time on Sundays?
- 2 (good trip -) Ann was in America last week.
- 3 (shower -) The hotel bathroom was very dirty, so I
- 4 (good flight ?) Welcome to England, Mr García.
- 5 (good game ?) 'Mark and I played tennis this morning.'
- 6 (coffee -) before I go to bed.

LEARN THESE COMMON EXPRESSIONS WITH HAVE (USE A DICTIONARY IF NECESSARY)

*have breakfast, lunch, dinner, (a cup of) tea/coffee, a drink, something to eat/drink
 have eggs/toast for breakfast, have fish for lunch etc have a wash, a shower, a bath
 have a good time, a bad day, a nice evening, a party, a holiday, a game
 have a good flight/trip/journey etc have a conversation have a baby*