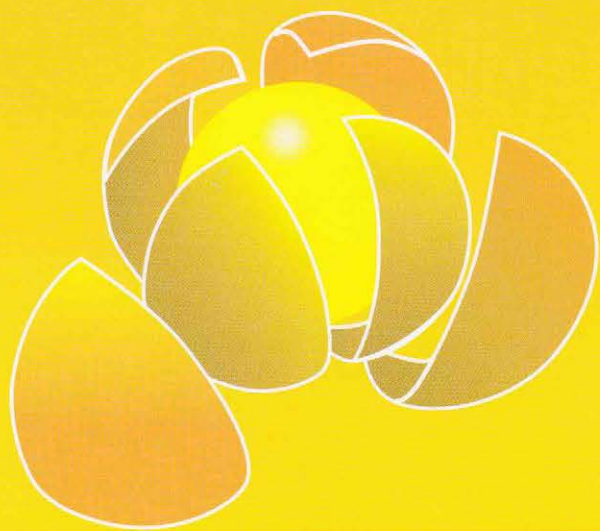


Oxford English Grammar Course



Intermediate



+ 'Pronunciation for grammar' CD-ROM

with answers

Oxford English Grammar Course

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Intermediate

A grammar practice book for
intermediate and upper-intermediate
students of English

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intermediate and upper-intermediate
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authors' acknowledgements

We owe a continuing debt to the many people whose advice and comments helped us with earlier versions of this material. The present book has benefited enormously from the hard work and professionalism of our editorial and design team at Oxford University Press. In particular, we would like to acknowledge the contributions of our remarkable editor, Sarah Parsons, and our equally remarkable designer, Phil Hargraves, who have made it possible for us to write the book that we wanted to, and whose input is evident on every page.

Who is this book for?

The Oxford English Grammar Course (Intermediate Level) is for all intermediate and upper-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.

3 Grammar in a text. Put in expressions from the box. Use the present progressive.

become less common continue continue get ✓ get get go down increase

People ¹ *are getting* happier.
 According to a recent report from the Western Statistics Office, 73% of people say that they are happy 'most of the time', compared with only 47% at the beginning of the century. Perhaps this is partly because the world is less crowded: the Western population ² by about 1.3% per year. And life expectancy ³ in 1970, men lived for an average of 69 years and women 75; both sexes now can expect to live for 113 years. We ⁴ richer, too. The average income in 2096 was 146,000 Western Credits – twice as much as in the year 2018.

Not everything ⁵ better, though. The climate ⁶ to change for the worse, and sea levels ⁷ to rise. If average temperatures go on increasing, scientists are afraid that more of the world's capitals will go the same way as London, Paris and New York. Perhaps one day we will all have to move to the mountains.
 Religious belief ⁸ In 2018, 65% of Western Federation citizens said that they believed in God; in 2096 the figure was only 24%, and only half of these went to church regularly.

(From *The Times*, 18 July 2098.) •

7 Internet exercise. Use a search engine (e.g. Google) to find five or more simple sentences beginning "I have never been given". Write them out.

.....

.....

.....

.....

.....

Two levels

Some units are marked 'Revise the Basics': these revise elementary points of grammar which may still cause problems. More advanced units are marked 'Level 2'.



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 377–386) to find the right unit(s). Read the explanations and do the exercises. Check your answers in the answer key (pages 329–376).

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 Decide which sections you most need to study. Section 1, 'be and have', for example? Section 8, 'questions and negatives'? Section 19, 'relatives'? Or other sections?
- 3 Go to the pages that you need. Read the grammar explanations, do the exercises, and check your answers in the answer key (pages 329–376).
- 4 In some units there are 'Grammar and vocabulary' exercises for students who would like to learn more words. Try these as well if you want to.
- 5 There are also some 'Do it yourself' exercises, which will give you a chance to discover rules for yourself.
- 6 Do some or all of the exercises in the 'More Practice' pages.
- 7 Go to the revision test at the end of the section, and try some or all of the questions.
- 8 Check your answers. If you still have problems, look at the explanations again.

Website

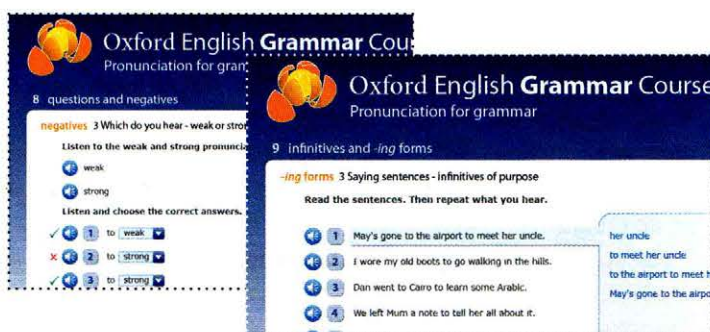
On the website there are tests which will help you to decide what you need to study, or to find out how well you have learnt the different points of grammar. There are also extra exercises and games to give you more practice on some of the points.

Pronunciation

The 'Pronunciation for grammar' CD-ROM will help you 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 B1 and B2 and is suitable for learners studying for Cambridge FCE.



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 Advanced Level of the *Oxford English Grammar Course*, or in Michael Swan's *Practical English Usage* (Oxford University Press).
- 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.

We hope that you will enjoy using our book.

With our best wishes for your progress in English.

Michael Swan. Catherine Walter

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 works* (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

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GRAMMAR SUMMARY

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

- We can use **adjectives, nouns** or expressions of **place** after **be**.
She is early. I'm tired. Are you a student? Is anybody at home?
- We can use **be** to talk about **age, size, height, weight** and **colour**.
My sister's 22. What size are your shoes? I'm 1 metre 85 and 80 kilos. What colour are the baby's eyes?
- We use **there + be** to introduce things: to tell people that they exist.
There's a good film on TV tonight. There are some people at the door.
- Be** can be an **auxiliary verb** in progressive tenses (see pages 14, 41) and passives (see page 94–95).
It is raining. This was made in 1850.

have (have/has/had)

- We can use **have** to talk about **possession, relationships** and some other ideas.
Do you have a pair of walking boots? I don't have any children.
- Have** is often used with **got**.
I've got a headache.
- And we can use **have** to talk about some kinds of **actions**.
I'm going to have breakfast. Let's have a party.
- Have** can also be an **auxiliary verb** in perfect tenses (see Section 5).
I haven't heard from Alan. I thought that I had seen her before.

'People can have it in any colour – as long as it's black.'
(Henry Ford, talking about the Model T Ford car)

'Don't throw away your old shoes until you have got new ones.'
(Proverb)

'The future is black.'
(James Baldwin)

'All the world's a stage and all the men and women merely players. They have their exits and their entrances.'
(Shakespeare: As You like It)

'The so-called white races are really pinko-grey.'
(E M Forster)

'Be contented when you have got all you want.'
(Holbrook Jackson)

'I am black, but O! my soul is white.'
(William Blake)

'I've got plenty of nothing and nothing's plenty for me.'
(Gershwin: Porgy and Bess)

'Eyes too expressive to be blue, too lovely to be grey.'
(Matthew Arnold)

'The East is red.'
(Chinese communist slogan)

'In the beginning there was nothing, and it exploded.'
(Terry Pratchett)

1 Put in *am, are, is, was, were* or *will be*.

- ▶ I *am* ready.
- 1 We in Dublin yesterday.
 - 2 My brother a dentist. He works in London.
 - 3 'You late.' 'Sorry. The train late.'
 - 4 It cold tomorrow.
 - 5 I ill last week.
 - 6 'We surprised to see you yesterday.' 'And I surprised to see you.'
 - 7 We in France all of next year.
 - 8 I really happy today.
 - 9 There a big storm last night.
 - 10 My great-grandmother a writer, and her two sisters writers too.
 - 11 Sue and Peter in America all this year.
 - 12 We on the wrong bus. Let's get off now.

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

- ▶ Liam in the office yesterday was ? *Was Liam in the office yesterday?*
- ▶ book this interesting is - *This book is not interesting.*
- 1 will here be tomorrow you ?
 - 2 Anne's teacher father a was ?
 - 3 are ready we -
 - 4 when birthday was your ?
 - 5 chocolates those good very were -
 - 6 Mary at home will next be week -
 - 7 train this late morning the was ?
 - 8 am for exam I ready the -
 - 9 gloves in my the are car ?
 - 10 were my brother happy and at I school -
 - 11 there in kitchen telephone is the a ?
 - 12 lesson will there tomorrow a be -

3 Make questions (?) or negatives (-) with *have*. Use *do/does*.

- ▶ you / a dog ? *Do you have a dog?*
- ▶ Wendy / much money - *Wendy doesn't have much money.*
- 1 we / a car / We don't -
 - 2 they / any children ?
 - 3 James / a cold ?
 - 4 my mother / a cat -
 - 5 Cindy / any brothers or sisters ?
 - 6 I / enough work -
 - 7 John / a girlfriend ?
 - 8 Why / you / two bicycles ?
 - 9 This house / a garden -
 - 10 you and Alan / an evening free next week ? ?

4 Make statements (+), questions (?) or negatives (-) about Sharon. Use *have got*.

- ▶ a TV + *She's got a TV.*
- ▶ any boyfriends ? *Has she got any boyfriends?*
- ▶ a horse - *She hasn't got a horse.*
- 1 a brother ?
- 2 a car -
- 3 three dogs +
- 4 a lot of money -
- 5 long hair ?
- 6 any sisters -
- 7 a nice flat ?
- 8 a good job +
- 9 problems with her family +
- 10 much free time -

5 Write these sentences with contractions. (There are sometimes two possible answers.)

- ▶ It is cold. *It's cold.*
- 1 We are all here.
- 2 They are tired.
- 3 I am ready.
- 4 My name is Mike.
- 5 You are very kind.
- 6 Nina has got a headache.
- 7 I do not have a car.
- 8 They are not ready.
- 9 I am not well.
- 10 You are not very polite.
- 11 What is your name?
- 12 What has the dog got in its mouth?
- 13 Where is the station?
- 14 I did not have a good time at school.
- 15 The house does not have central heating.
- 16 There is not much cheese in the fridge.

6 Correct (✓) or not (x)?

- ▶ Are you ready? *✓*
- ▶ I got a headache. *x*
- 1 This coffee is'nt hot.
- 2 We don't got much time.
- 3 The hotel does not have a bar.
- 4 Steve doesn't got a girlfriend.
- 5 There has a man at the door.
- 6 Who's that woman?
- 7 I amn't ready yet.
- 8 I gotn't your address.
- 9 Do you have got a car?
- 10 I won't be at home tonight.

7 Be or have? Circle the correct form.

- ▶ Is Has your brother at home?
- 1 Are / Have you thirsty?
- 2 Alice is / has three brothers.
- 3 My sister is / has 25 today.
- 4 'I am / have cold.' 'Put on a sweater.'
- 5 I am / have too much work.
- 6 Emma is / has very happy today.
- 7 Are / Have you interested in history?
- 8 What size are / have your shoes?
- 9 'It's 10.00.' 'You are / have wrong. It's 9.00.'
- 10 Everybody is / has problems sometimes.

In some answers, both contracted forms (for example *I'm, don't*) and full forms (for example *I am, do not*) are possible. Normally both are correct.

THE MOST COMMON STRUCTURES WITH <i>THERE + BE</i>		
<i>there is/are</i>	<i>there was/were</i>	<i>there will be</i>
<i>there is/are going to be</i>	<i>there has/have been</i>	<i>there had been</i>
Questions: <i>is there, are there etc</i>		
Contraction: <i>there's</i> (pronounced /ðəz/, like the beginning of <i>the zoo</i>)		

We use **there is** to say that **something exists** (or doesn't exist) somewhere or at some time.

There is a hole in my sock. There's snow on the mountains.
There are two men at the door. Once upon a time there were three little pigs.
There will be rain tonight. There has never been anybody like you.

In an informal style we often use *there's* before a plural noun.

There's some grapes in the fridge.

- 1 Put in the correct form of *there is(n't)*.**
- no water in the Atacama desert.
 - no railways in the 18th century.
 - Once upon a time a beautiful princess.
 - Tomorrow snow.
 - some soup, if you're hungry.
 - any potatoes?
 - wars all through history.
 - many tigers left in the wild.
 - an accident – can I use your phone?
 - I'm afraid time to see Granny.
 - Do you know if any tickets left?
 - a letter for me yesterday?
 - going a test tomorrow.
 - I'm sorry, but any rooms free.
 - How many US Presidents since 1900?
 - I don't think any reason to worry.
 - a meeting tomorrow: everybody's away.
 - never land animals in Antarctica.
 - going a general election soon, do you think?
 - Why so much rain in the last two months?

***There is* introduces indefinite subjects. Compare:**

There's a window open.
The window's open. (NOT ~~There's the window open.~~)

- 2 Complete the sentences with your own ideas.**
- In 1800 there weren't any
 - 500 years ago there
 - 5000 years ago there
 - Next year there
 - In 100 years there
 - In 1000 years there

THERE IS: MORE COMPLICATED STRUCTURES	
with <i>seem/appear</i>	<i>There seems to be a delay.</i>
with modal verbs	<i>There may be a problem.</i> <i>There must be a car park somewhere.</i>
with <i>certain/sure/likely</i>	<i>Is there likely to be a test?</i>
with <i>need/sense/point/use</i>	<i>There's no point in asking questions.</i>
with <i>something/anything/nothing + wrong</i>	<i>Is there anything wrong?</i>
infinitive	<i>I don't want there to be any trouble.</i> <i>I'd like there to be more hours in the day.</i>
in question tags	<i>There will be enough, won't there?</i>
with auxiliary <i>be</i>	<i>There were some children playing in the garden.</i> (= <i>Some children were playing ...</i>)

1 Put the beginnings and ends together.

0 According to the forecast,	A 'He says there's nothing wrong with me.'
1 I can't see how to open the door.	B 'There seems to be something lying in the road.'
2 I'm looking forward to the party.	C any noise while I'm on the phone.
3 OK, children, now I don't want there to be	D We've got plenty of time.
4 That must be Jeff.	E but there may be some tomorrow.
5 There are too many people	F if you've got a headache – you won't enjoy it.
6 There aren't any tickets now,	G there's likely to be more snow tonight.
7 There's no need to hurry.	H looking for too few jobs in this country, aren't there?
8 There's no point in going to the cinema
9 'Why have we stopped?'	I There are sure to be some nice people there.
10 'What did the doctor say?'	J There can't be two people who look like that.
	K There must be a keyhole somewhere.

We don't use *it is* like *there is*. We usually use *it is* for something that we have already talked about, or that people already know about.

There's a car outside. It's a Ford. (NOT It's a car outside.)

2 Put in *there's* or *it's*.

- a cat in your bedroom.
- ice on the roads.
- I've got a new job. interesting.
- 'Whose is that dog?' '..... mine.'
- a letter on the table.
..... for Alex.
- a car park just round the corner.
- 'What's that noise?' '..... the wind.'
- a problem with the TV.
- Do you like my new coat?
..... very warm.
- a funny smell in the kitchen.



'Right, children, there are going to be a few changes this term.'

have with got and do *www.papyruspub.com* We haven't got / don't have time.

Have can be used to talk about **possession, relationships, characteristics** and similar ideas. The short forms *I have, have I?, I have not* etc are **unusual** in an informal style. Instead, we generally use forms with **have got** or **do ... have**. **Have got** is not **present perfect** in this use. It means exactly the same as *have*.

INSTEAD OF	WE USE
<i>I/you etc have</i>	<i>I've got, you've got</i> etc
<i>have I/you? etc</i>	<i>have I got? etc</i> OR <i>do I have? etc</i>
<i>I/you etc haven't</i>	<i>I haven't got</i> etc OR <i>I don't have</i> etc
<i>had I/you? etc</i>	<i>did I have? etc</i>
<i>I/you etc hadn't</i>	<i>I didn't have</i> etc

I've got a headache. (More natural than *I have a headache.*)
Have you got a credit card with you? (More natural than *Have you a credit card ...?*)
We haven't got much time. (More natural than *We haven't much time.*)
Do you have today's paper? (More natural than *Have you today's paper?*)
Did Lily have your keys? (More natural than *Had Lily your keys?*)

Got-forms are most common in the **present**. The past forms *I/you etc had* are more common **without got**.
I had a bad cold last week.

Do and *got* are not used together. (NOT *Do you have got any children?*)

1 Complete the sentences.

- I've a new boyfriend.
- your sister got a car?
- I haven't your keys.
- The school does not adequate sports facilities.
- you good teachers when you were at school?
- We got any bread in the house.
- you Anne's address? OR you Anne's address?
- 'Can I borrow your bike?' 'Sorry, I one.' OR 'Sorry, I one.'
- you a headache? OR you a headache?
- Ruth and Joe any children. OR Ruth and Joe any children.

2 If you're homeless, you haven't got a home. Write sentences using *If you're ... , you haven't got a/any ...* to explain these words:

- bald
- penniless
- childless
- unemployed
- toothless
- lonely
- starving
- an orphan
- unmarried

3 Complete the conversations, using *have got, has got* etc.

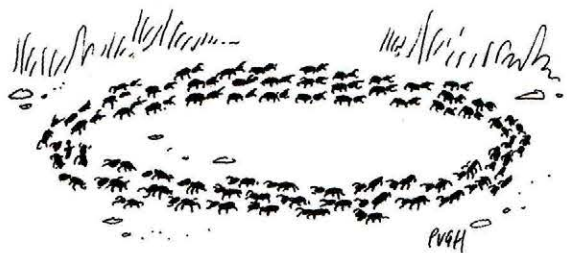
- 1 '..... an aspirin? a terrible headache.' 'I'll just look. I think some in my bag. Oh, no, sorry, any.'
- 2 'How many brothers and sisters ?' 'Just one brother.'
- 3 'We a new car.' 'Really?' 'Yes. four-wheel drive, power steering and anti-lock braking.' 'Fascinating.'
- 4 'I'm afraid some bad news for you.' 'Oh, no. What is it this time?'
- 5 'Why dark glasses on?' '..... something wrong with my eyes.'
- 6 '..... dirt on my nose?' 'No, but something funny in your hair.'
- 7 'Sally a new boyfriend.' 'What's he like?' 'Very good-looking. He's quite tall, and big dark brown eyes and a lovely smile. But she says a terrible temper.'
- 8 '..... any idea why Rob wants to see us?' 'Not really. Maybe a problem with Sarah again.'
- 9 'You a new flat, haven't you?' 'Yes, and it a view of the river.'
- 10 '..... anything to drink?' 'Only water. Is that OK?'

4 Change the sentences as in the examples.

- ▶ Have you got my keys? *Do you have my keys?*
- ▶ Does Sue have your address? *Has Sue got your address?*
- 1 We haven't got a TV.
- 2 Do you have a dog?
- 3 Bill doesn't have a job any more.
- 4 My mother hasn't got time for a holiday.
- 5 Luke doesn't have any friends.
- 6 I haven't got a very good temper.
- 7 Why have you got that funny hat on?
- 8 Do we have a meeting this evening?
- 9 Has anybody got a map of the town?
- 10 Have you got time to look at something?

5 Complete some of these sentences about yourself.

- 1 I've got plenty of
- 2 I haven't got a
- 3 I haven't got much
- 4 I haven't got many
- 5 I haven't got any
- 6 I've got too much
- 7 I've got too many
- 8 I've got enough
- 9 I haven't got enough



'I think we've got a leadership problem.'

Got-forms are not generally used to talk about habits and repeated actions.

We **have** meetings on Mondays. (NOT ~~We've got meetings on Mondays.~~)

Do you often **have** colds? (NOT ~~Have you often got colds?~~)

1 Here is a child's school timetable. Write five or more sentences beginning *She has ... / She doesn't have ...*

	M	T	W	Th	F
9.00-10.00	maths	French	English	maths	physics
10.15-11.15	history	maths	chemistry	French	chemistry
11.30-12.30	biology	physics	Russian	geography	English
2.00-3.00	English	geography	sociology	Russian	maths
3.15-4.15	games	economics	games	English	games

- ▶ *She has maths at nine o'clock on Mondays.*
- ▶ *She has economics once a week.*
- ▶ *She doesn't have French on Wednesdays.*

2 Write some sentences about what happens in your week.

- ▶ *I usually have a lie-in on Sunday mornings.*
- ▶ *I have English lessons three times a week.*

3 Use **have** with words from the box to complete the sentences.

a medical check-up	a service	bad dreams	difficulty	exams	fish ✓
long holidays	meetings	terrible	headaches		

- ▶ We always *have fish* on Fridays.
- 1 Students here at the end of every term.
- 2 My car every 10,000 miles.
- 3 I'm not usually ill, but I sometimes.
- 4 Do you ever those when you can't wake up?
- 5 We with the manager every Monday morning.
- 6 I at the hospital twice a year.
- 7 Children in Britain in the summer.
- 8 I often remembering names and faces.

We use *have* in a lot of fixed expressions to talk about actions, especially in an informal style.

COMMON EXPRESSIONS

*have breakfast, lunch, coffee etc have a wash, bath etc have a rest, sleep, lie-down, dream etc
 have a good time, bad day, nice evening, day off, holiday etc have a good flight, trip, journey etc
 have a talk, word, conversation, disagreement, quarrel, fight etc have a swim, walk, dance, ride, game etc
 have a try, a go, a look have difficulty in, trouble in ... ing
 have a baby have an accident, an operation, a nervous breakdown*

In this structure, *have* is an ordinary verb with progressive forms, and with *do* in questions and negatives.

'Where's Jane?' 'She's *having a bath.*' What time *do you have lunch?*

1 What can you do with these things / in these places? Use *have* with the words in the box.

dinner a drink a game of cards a game of tennis a rest a shave a shower a swim coffee



1



2



3



4



5



6



7



8



9

2 What are they going to do? Use *have* with the words in the box.

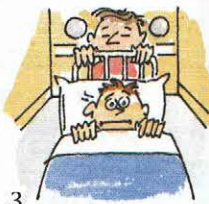
an accident a baby a fight a nervous breakdown an operation



1 She
 2 They
 3 He
 4 She
 5 He



2 They
 3 He
 4 She
 5 He



3 He
 4 She
 5 He



4 She
 5 He



5 He

In some answers, both contracted forms (for example *I'm, don't*) and full forms (for example *I am, do not*) are possible. Normally both are correct.

1 **There is.** Use words from the three boxes (or your own words) to make 10 sentences.

There must be
There might be
There can't be
There is/are (not) likely to be
I would like there to be



green elephants
a horse
three small dogs
pizza
life
teachers
your idea



on the moon
on Mars
somewhere in the universe
in Scotland
upstairs
in this street
your idea

▶ *There are not likely to be green elephants on the moon.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2 **Be, not have.** Write five or more sentences with *I am (not)* to say how you feel now. Use some of the words in the box.

cold hot hungry ill sleepy thirsty warm well wide awake

.....

.....

.....

.....

.....

3 **Internet exercise.** Use a search engine (e.g. Google). How many examples are there of the following?

"They are hungry" *585,000* "They have got hunger" *0*

"She was cold and" "She had cold and"

"We are a new car" "We've got a new car"

"What size are your shoes?" "What size have your shoes?"

"What colour are her eyes?" "What colour have her eyes?"

"I am happy now" "I have happy now"

"They were afraid" "They had afraid"

"They were a long journey" "They had a long journey"

4 **DO IT YOURSELF** Which of the three rules is correct? Use a dictionary if necessary.

In English, we often use *be*, not *have*, to talk about:
A possessions, travel and illness. B feelings, colour and size. C feelings, possessions and clothing.
Answer: Rule is correct.

5 Grammar in texts. Here are some contact advertisements from a magazine. Write sentences about some of the things that the people *are* and *have got* (according to them).

1 handsome, intelligent male, 6ft, 31, athletic build, Porsche, seeks attractive girlfriend, under 30, for fun and friendship. Box 329.

2 natural woman, 37, intelligent, fun-loving, tall, brown hair; blue eyes, good sense of humour; enjoys cinema, theatre and travel, seeks sincere, well-educated man, 35-55, for honest, caring relationship. Ring 093 22815.

3 attractive, professional black lady, slim, 5ft 6in, nice smile, own apartment, likes long hair; brains in a man. Ring 038 9734.

4 successful businessman, 35, attractive, tanned, nice home, yacht, requires exciting, slim female. Photograph. Ring 045 37943.

▶ *The man in advertisement 1 is handsome. He has got an athletic build.*

.....

.....

.....

.....

6 Grammar in a text. Here is a rather unnatural conversation. Can you make it more natural?

A: Good morning, Helen. Have you a moment? *Have you got a moment?*

H: For you, Amanda, I always have a moment.

Have you a problem?

A: Yes, Helen. I have a small problem.

But first, I have a question.

Have you a dog?

H: Yes, Amanda. I have three.

A: I see. Now I have a garden.

And yesterday I had flowers. But today I have no flowers.

.....

H: I have no idea what you are talking about.

A: Really? Well, Helen. I have a gun.

And now I must go. I have work to do.

.....

7 GRAMMAR AND VOCABULARY. Houses. Read the advertisement with a dictionary and complete the sentences.

- ▶ *There are two* floors.
- ▶ *There is a modern* kitchen.
- 1 living room.
- 2 study.
- 3 cloakroom.
- 4 two
- 5 four
- 6 gas
- 7 garage.
- 8 large

Price: £ 650,000 ref.no.671749

Large new house situated in the village of Wickfield.



Modern kitchen, large living room, small study, downstairs cloakroom and shower room, 4 bedrooms, 2 bathrooms, gas central heating, double garage, large garden.

1 Put in *there's* or *it's*.

- 1 a new teacher in the school.
- 2 some fresh milk in the fridge.
- 3 '..... no sugar in your coffee.'
- 4 'Whose is that coat?' '..... Ann's.'
- 5 a problem with the car.
- 6 a present in my bag. for you.
- 7 a mistake on this page.
- 8 'What's that noise?' '..... the children playing.'
- 9 We've got a new flat. quite small.
- 10 'Have you seen my purse?' '..... on the floor.'

2 Put the words in the right order.

- 1 problem seems to there be a
- 2 much soup is there in salt the too
- 3 snow is to tomorrow there likely be
- 4 any I there don't to want be trouble
- 5 any for letters me there were ?
- 6 with wrong something there is car the
- 7 singing the bus was a woman there on
- 8 shout to there no need is
- 9 must somebody be there home at
- 10 there an exam next will week be ?

3 Are these normal English expressions or not?

- | | |
|--------------------------------|----------------------------|
| ▶ have a bath <i>Yes</i> | 8 have a try |
| ▶ have a write <i>No</i> | 9 have a baby |
| 1 have a good journey | 10 have a good time |
| 2 have a conversation | 11 have an operation |
| 3 have an eat | 12 have a find |
| 4 have a look | 13 have happiness |
| 5 have a play | 14 have an accident |
| 6 have trouble | 15 have a dream |
| 7 have a work | |

4 Correct (✓) or not (x)?

- 1 I have often got headaches.
- 2 There might be snow tomorrow.
- 3 I would like that there is good weather for my holiday.
- 4 It's a big dog in the garden.
- 5 Are you having a good time?
- 6 We've got too much work.
- 7 Are you having any brothers or sisters?
- 8 How much money do you have got?
- 9 Did you have a good journey?
- 10 I'm going to have a talk with John.

GRAMMAR SUMMARY

SIMPLE PRESENT: *I work, she works, he doesn't work etc*
 PRESENT PROGRESSIVE: *I am working, she is working, he isn't working etc*

English has two 'present' tenses.

- We use the **simple present** mostly to talk about **things that are always true**, and **things that happen repeatedly**.
Dogs eat meat. My aunt lives in Leeds. I don't work on Saturdays.
- We can use the **simple present** in **commentaries, instructions, stories and jokes**, to describe events that happen **one after another**.
Smith passes to Peters, Peters passes to Ollis, Ollis shoots – and it's a goal!
First you break three eggs into a bowl. You add butter, salt and pepper. Then you take a fork ...
This man goes into a pub, and he says to the barman ...
- We use the **present progressive** (or 'present continuous') to talk about things that are happening **just around the time when we speak**.
Look! The dog's eating your shoe. I'm working hard these days.
- We use the **present progressive** to talk about **changes** that are happening.
Prices are going up. Transport is getting worse.
- We can also use the **present progressive** to talk about the **future** (see pages 27, 30).
I'm seeing Lucy tomorrow.

JUST WORDS

I hate you
 I love you
 you get on my nerves
 you're destroying me
 darling
 don't leave me
 it's your fault
 you always
 you never
 darling
 you never listen to me
 don't listen to me
 it's just words.

Why computers are like women:

Nobody understands the language that they use when they talk to other computers.
 They never tell you what is wrong; and if you don't know, you're in trouble.
 They remember your smallest mistakes for ever.

Why computers are like men:

They know a lot of things but they are very stupid.
 After you get one for yourself, you soon see a better one.
 They like to go fast but they always crash.

	SIMPLE PRESENT	PRESENT PROGRESSIVE
+	I/you/we/they work he/she/it works	I am , you are etc working
?	do I/you/we/they work? does he/she/it work?	am I , are you etc working?
-	I/you/we/they do not work he/she/it does not work	I am not , you are not etc working
	<ul style="list-style-type: none"> • things that are always true • things that happen all the time, repeatedly, often, sometimes, never etc. <p>You live in North London, don't you? No thanks. I don't smoke. Chetford Castle stands on a high hill. Alice works for an insurance company. What do frogs eat? I play tennis every Wednesday. The sun rises in the east.</p>	<ul style="list-style-type: none"> • things that are happening now • things that are happening around now <p>My sister's living with me just now. Look – Ann's smoking a cigar. Why is that girl standing on the table? Phil's not working at the moment. Hurry up! We're waiting for you. 'What are you doing?' 'I'm writing letters.' Why are you crying? What's wrong?</p>

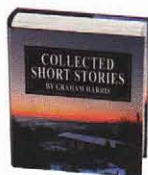
1 DO IT YOURSELF Study the above examples. Which of these words and expressions go best with the simple present (SP), and which go best with the present progressive (PP)?

- | | |
|-----------------------------|--|
| ▶ permanent SP | 4 always |
| 1 temporary | 5 usually |
| 2 habit | 6 just at this moment |
| 3 just around now | 7 these days but not for very long |

2 GRAMMAR AND VOCABULARY: things to read

Look at the pictures and numbers, and write sentences with **often** and **now**. Use a dictionary if necessary.

- ▶ (2, 1) She **often reads newspapers, but now she's reading a short story.**
- ▶ (3,4) She **often reads magazines, but now she's reading a biography.**
- 1 (5,9) He
- 2 (8,10) She
- 3 (1,7) He
- 4 (4,2) I
- 5 (2,6) They
- 6 (3,5) He



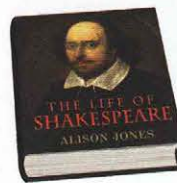
1 short stories



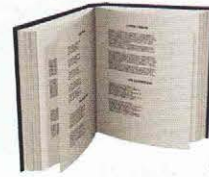
2 newspaper



3 magazine



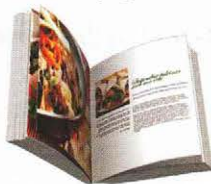
4 biography



5 poems



6 notice



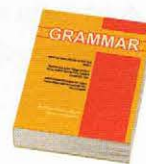
7 cookery book



8 comic



9 autobiography



10 grammar

3 Here are some exchanges from an interview between an American journalist and a French film star. Can you complete them with the correct tenses?

- 1 'How do you start work on a film?' 'I the script and notes.' (*read; make*)
- 2 'I notes of our interview. I hope you don't mind.' 'No, that's OK.' (*make*)
- 3 'What languages?' 'English, French and Spanish.' (*you speak*)
- 4 'I'm glad we this interview in English. My French isn't very good.' (*do*)
- 5 'Who that guitar?' 'My son, when he has time.' (*play*)
- 6 'Who the piano upstairs?' 'My sister. She's got a concert tomorrow.' (*play*)
- 7 'What?' 'I think it's a piece by Mozart.' (*she play*)
- 8 '..... anything else?' 'The violin. She's very musical.' (*she play*)
- 9 'Your daughter's very keen on sport, isn't she?' 'She tennis.' (*play*)
- 10 'Where is she now?' 'She tennis, as usual.' (*play*)
- 11 'What's that delicious smell?' 'My husband' (*cook*)
- 12 'Is that usual?' 'Yes, normally I and my husband' (*shop; cook*)
- 13 'What a lovely clock!' 'It, I'm afraid – it's been broken for years.' (*not work*)
- 14 'Could I use your phone?' 'I'm afraid it at the moment.' (*not work*)

Remember that some verbs are most often used in **simple** tenses, not progressive, even if we mean 'just now'.

I like this weather. (NOT *I'm liking this weather.*) *What does he want?* (NOT *What is he wanting?*)

4 Circle the correct verb forms.

- 1 I think / am thinking you're right.
- 2 What do you look / are you looking at?
- 3 Do you know / Are you knowing that woman's name?
- 4 I don't understand / am not understanding this letter.
- 5 Why do you drive / are you driving so fast?
- 6 What do you mean / are you meaning?
- 7 I hate / am hating this music.
- 8 Do you talk / Are you talking to me?
- 9 I don't remember / am not remembering Andrea's phone number.
- 10 It rains / is raining again.

5 **DO IT YOURSELF** Write a rule in your own language to explain the difference between the two English present tenses. If you can work with other students who speak your language, compare your rule with theirs.

6 Choose the correct form of the cartoon caption.



'I stand / am standing under your foot.'

NOTE: We **don't** use a **present** tense to say **how long** something has been going on (see page 56).

I've known her for years. (NOT *I know her for years.*)

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Learn and practise the grammar you need to speak and write in English.



- Short grammar explanations are easy to remember. Colour makes the grammar clear.
- Clear simple examples show how the grammar works.

1 When we first give **news**, we often use the **present perfect**.



A plane **has crashed** in Yorkshire.
The Prime Minister **has met** business leaders.

2 When we give or ask for **more past details**, we change to the **simple past**.



It **came** down in a field outside York.
They **talked** for four hours.

- Texts, articles, quotations and poems use the grammar.

Where did we come from?

Most scientists now think that our ancestors – the ones who originated in Africa about 80,000 years ago – started migrating into Europe. Some groups crossed the sea to reach the South Pole. As these populations grew, they began to spread all over the world.

time to tidy up

Every now and then you decide it's time to tidy up, don't you? Because you just can't find anything. So you pick up all the stuff that's been lying around on the floor since Adam was a lad. You throw out the old magazines that you're never going to read again. You give back the books and music that you borrowed from the people upstairs when you were all much younger. You take down your old posters and put up the new ones you bought three years ago to replace them. You sort out the papers on your desk, arrange some of them in systematic-looking piles, and throw away the others. Finally you put on some relaxing music, pour yourself a drink, and sit back with a feeling of satisfaction. A good job done. Only one small problem, which you slowly discover over the next few days: you just can't find anything.

- Internet exercises and grammar-and-vocabulary work
- Tests in the book and online

- Hundreds of exercises practise the grammar.

1 DO IT YOURSELF Look at the examples and complete the table.

employed	helped	hoped	liked	planned	played	rained	replied	seemed
stopped	tried	wanted	wanted	worked				

TO MAKE REGULAR SIMPLE PAST FORMS

	Add -ed	Just add -d	Double the last letter and add -ed	Change the -y to -i and add -ed
most verbs	✓			
verbs ending in -e				
verbs ending in vowel + y (-ay, -oy)				
verbs ending in consonant + y				
short verbs ending in one vowel and 'e'				

2 Write the answer.

1 I've often when I was a child.

2 I often when I was a child.

3 I've never times this year.

4 I never times last year.

5 I've times last year.

6 I times last year.

3 Grammar in a text. Circle the correct answers.

I know I have known Adrian for a very long time – we've since I've known him since our first day at school, thirty years' ago / before / since. He's come / has come round to see me last night to ask for my advice. His company's did / has been doing very well for the last few years, and they've opened / have opened several new offices.

About the authors

Michael Swan and Catherine Walter are experts in English and language teaching. Michael is the author of *Practical English Usage*. Catherine is a Lecturer in Applied Linguistics at Oxford University. Their well-known books include *The Good Grammar Book* and *How English Works* (the basis for *Oxford English Grammar Course Basic* and *Intermediate*).

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