

John Eastwood

NEW EDITION
now with tests

Oxford Practice Grammar

with answers

Oxford University Press

Second edition

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with answers John Eastwood

Oxford University Press

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Introduction

Who is this book for?

Oxford Practice Grammar is for students of English at a middle or 'intermediate' level. This means students who are no longer beginners but who are not yet expert in English. The book is suitable for those studying for the Cambridge First Certificate in English. It can be used by students attending classes or by someone working alone.

What does the book consist of?

The book consists of 153 units, each on a grammatical topic. The units cover the main areas of English grammar. Special attention is given to those points which are often a problem for learners: the meaning of the different verb forms, the use of the passive, conditionals, prepositions and so on.

Many units contrast two or more different structures such as the present perfect and past simple (Units 14-15). There are also a number of review units. The emphasis through the whole book is on the meaning and use of the forms in situations. Most units start with a dialogue, or sometimes a text, which shows how the forms are used in a realistic context.

There are also 25 tests. These come after each group of units and cover the area of grammar dealt with in those units.

Each unit consists of an explanation of the grammar point followed by a number of exercises. Almost all units cover two pages. The explanations are on the left-hand page, and the exercises are on the right-hand page. There are a few four-page units, with two pages of explanation and two pages of exercises.

The examples used to illustrate the explanations are mostly in everyday conversational English, except when the structure is more typical of a formal or written style (e.g. Unit 75B).

There are also appendices on a number of other topics, including word formation, American English and irregular verbs.

What's new about this edition?

There have been many changes in both the content and design of the book.

The number of units has been increased from 120 to 153. There are more two-page units and fewer four-page units.

The 25 tests are a new feature. There is also a Starting test to help students find out what they need to study.

There are many more dialogues and illustrations on the explanation pages. Many of the examples and situations are new.

- There are many new exercises and more different types of exercise.

The number of appendices has been increased from two to six.

This new edition features a group of characters whose lives are the basis for many of the situations in both the explanations and the exercises. (But you can still do the units in any order.)

How should the book be used?

There are various ways of using the book. If you know that you have problems with particular points of grammar, then you can start with the relevant units. The contents list and index will help you find what you want. Or you can do the Starting test (see page *viii*) and then use the results to decide which parts of the book to concentrate on. Or you can start at the beginning of the book and work through to the end, although the grammar topics are not ordered according to their level of difficulty.

When you study a unit, start with the explanation page and then go on to the exercises. Often you can study a part of the explanation and then do one of the exercises. The letter after each exercise title, e.g. (A), tells you which part of the explanation the exercise relates to. If you have made mistakes in your answers to the exercises, look back at the explanation.

What about the tests?

There are 25 tests at intervals through the book. You can do a test after you have worked through a group of units. At the beginning of each test you are told which units are being tested.

The tests do two things. Firstly, they enable you to find out how well you have mastered the grammar. (If you get things wrong, you can go back to the relevant unit or part of a unit.) Secondly, the tests give you practice in handling exam-type questions. Many of the test questions are similar to those used in the Cambridge First Certificate Use of English Paper.

What's the best way to learn grammar?

It is usually more effective to look at examples of English rather than to read statements about it. The explanations of grammar in this book are descriptions of how English works; they are a guide to help you understand, not 'rules' to be memorized. The important thing is the language itself. If you are learning about the present perfect continuous, for example, it is helpful to memorize a sentence like *We've been waiting here for twenty minutes* and to imagine a situation at a bus stop like the one in Unit 16A. The explanation - that the action happens over a period of time lasting up to the present - is designed to help towards an understanding of the grammar point. It is not intended that you should write it down or memorize it.

Active learning will help you more than passive reading, so it is important to do the exercises and to check your answers.

Another way of actively learning grammar is to write down sentences you see or hear which contain examples of the grammar you are studying. You may come across such sentences in English books or newspapers, on television or on the Internet. You may meet English speakers. For example, someone may ask you *How long have you been living here?* Later you could note down this sentence as a useful example of the present perfect continuous. It is also a good idea to collect examples with a personal relevance like *I've been learning English for three years.*

Key to symbols

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

Brackets () around a word or phrase 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 two sentences are spoken by different people.

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

The symbol ► in an exercise means an example.

Starting test

This test will help you to find out which parts of the book you need to spend most time on. You don't have to do the whole test at once - you could do numbers 2 to 22 first to test your knowledge of verbs. Choose the correct answer - a), b), c) or d).

Some of the questions are quite difficult, so don't worry if you get them wrong. This book was written to help you get them right in future!

Words and sentences

- 1 We gave a meal.
a) at the visitors b) for the visitors c) the visitors d) to the visitors

Verbs

- 2 I'm busy at the moment.....on the computer.
a) I work b) I'm work c) I'm working d) I working
- 3 My friend the answer to the question.
a) is know b) know c) knowing d) knows
- 4 I think I'll buy these shoes.....really well.
a) They fit b) They have fit c) They're fitting d) They were fitting
- 5 Where the car?
a) did you park b) did you parked c) parked you d) you parked
- 6 At nine o'clock yesterday morning we for the bus.
a) wait b) waiting c) was waiting d) were waiting
- 7 When I looked round the door, the baby..... quietly.
a) is sleeping b) slept c) was sleeping d) were sleeping
- 8 Here's my report..... it at last.
a) I finish b) I finished c) I'm finished d) I've finished
- 9 I've made some coffee. It's in the kitchen.
a) ever b) just c) never d) yet
- 10 We..... to Ireland for our holidays last year.
a) goes b) going c) have gone d) went
- 11 Robert... .. ill for three weeks. He's still in hospital.
a) had been b) has been c) is d) was
- 12 My arms are aching now because since two o'clock.
a) I'm swimming b) I swam c) I swim d) I've been swimming
- 13 I'm very tired. over four hundred miles today.
a) I drive b) I'm driving c) I've been driving d) I've driven
- 14 When Martin the car, he took it out for a drive.
a) had repaired b) has repaired c) repaired d) was repairing
- 15 Janet was out of breath because ...
a) she'd been running b) she did run c) she's been running d) she's run
- 16 Don't worry. I be here to help you.
a) not b) shall c) willn't d) won't

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

A Introduction



Look at the different kinds of word in this sentence.

Pronoun Verb Determiner Adjective Noun Preposition Noun Adverb
 I have an important conference at work tomorrow,

Linking word Pronoun Verb Adverb Adjective
 So I am rather busy.

B 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 cafe. 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** 4-75

Noun: **conference, work, coffee, party, Saturday, Jessica, friends, corner** 76-82

Adjective: **important, busy, good, cheap** 104-109

Adverb: **tomorrow, rather, really, here** 113-117

Preposition: **at, to, on, in** 118-125

Determiner: **an, this, our, the** 83-97

Pronoun: **I, it, you** 98-103

Linking word: **so, and** 150-153

C Words in sentences

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

VERBS

*Can I **look** at your photos? We **work** on Saturday morning.*

NOUNS

*I like the **look** of that coat. I'll be at **work** tomorrow.*

1 Exercises

1 What kind of word? (B)

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 B.

Andrew didn't go to the cafe 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	<i>preposition</i>	7	sociable	.....
?	cafe	<i>noun</i>	8	in	.....
1	the	.....	9	and	.....
2	told	.....	10	totally	.....
3	they	.....	11	an	.....
4	there	.....	12	excellent	.....
5	he	.....	13	but	.....
6	finish	.....	14	fun	.....

2 What kind of word? (B)

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 cafe with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

Verb	Noun	Adjective	Adverb
<i>think</i>	<i>Henry</i>	.	
Preposition	Determiner	Pronoun	Linking word

3 Words in sentences (C)

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

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

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

MIKE AND HARRIET ARE MOVING THEIR PIANO UPSTAIRS. TOM, MELANIE AND DAVID ARE HELPING THEM.



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

My arms are aching.
Something happened.

2 SUBJECT VERB OBJECT

I need a rest.
Five people are moving the piano.

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

3 SUBJECT VERB COMPLEMENT

This piano is heavy.
It was a big problem.

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 104B.

4 SUBJECT VERB ADVERBIAL

It is on my foot.
Their house is nearby.

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

5 SUBJECT VERB OBJECT OBJECT

It is giving me backache.
David bought Melanie a present.

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

B 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.*

2 Exercises

1 Parts of the sentence (A)

Mike and Harriet are on holiday. They have written a postcard 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.

4 We're on a farm.

2 We really enjoy camping.

5 We like this place.

3 It's great fun.

6 The scenery is beautiful.

2 Sentence structure (A)

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.

b Tom: I agree.

c Mike: I'm on my deathbed.

d David: Someone should give us a medal.

e Harriet: I've made some more tea.

► Subject + verb *b*

1 Subject + verb + object

2 Subject + verb + complement

3 Subject + verb + adverbial

4 Subject + verb + object + object

3 Word order (A)

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

4 Adverbials (B)

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 Charles opened a new sports *in Stoke*
centre in Stoke yesterday. *yesterday*

1 He also spoke with several young
people.

2 The sports centre was first
planned in 1994.

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



A 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		
<i>Emma gave</i>	Rachel	a CD.		
<i>I'll send</i>	my cousin	a postcard.	<i>Emma gave</i>	the CD I'll
<i>We bought</i>	all the children	an ice-cream.	<i>send</i>	a postcard We
			<i>bought</i>	ice-creams
				PHRASE WITH TO/FOR
				to Rachel.
				to my cousin.
				for all the children.

B 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**

Vicky paid the money to the cashier, OR Vicky paid the cashier the money. Let me read this news item to you. OR Let me read you this news item. We showed the photos to David, OR We showed David the photos.

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

They found a spare ticket for me. OR They found me a spare ticket. I've saved a seat for you. OR I've saved you a seat. Melanie is making a cake for David, OR Melanie is making David a cake.

C 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**.

3 Exercises

I Give (A)

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*



► Harriet gave Mike a watch.

Indirect object or to? (A)

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 calculator. → Daniel *lent Vicky his calculator*.

? 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

3 To or for? (B)

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. 3 Don't show these plans *to* anyone.

? Could you make some coffee *for* us? 4 Leave a message *for* my secretary.

1 Book a flight *for* me, could you? 5 Fetch the file *for* me, could you?

2 Can you post this cheque *for* .. the hotel? 6 Write a memo *for* all managers.

4, Give + pronoun (C)

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.

? Trevor: 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 Trevor: 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 The present continuous

A Introduction

The present continuous means that we are in the middle of an action.



B Form

The present continuous is the present tense of be + an ing-form.

I am looking OR I'm looking

you/we/they are looking OR you/we/they're looking

he/she/it is looking OR he/she/it's looking

NEGATIVE

I'm not looking

you/we/they aren't looking

he/she/it isn't looking

QUESTION

am I looking?

are you/we/they looking?

is he/she/it looking?

I'm getting the lunch ready. The train is coming, look.

We're looking for a post office. Rachel isn't wearing her new dress.

What are you doing? Who is Vicky dancing with?

For rules about the spelling of the ing-form see page 370.

C 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 26A. *I'm **playing** badminton with Matthew **tomorrow**.*

3 Exercises

1 Form (B)

Look at the pictures and say what people are doing.

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

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



► *He's riding a bicycle.*

1

3

2

4

2 Form (B)

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 writing* (I / write) a letter to a friend. He's a disc jockey. Vicky and I

(1) (try) to organize a disco.

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

Rachel: Well, as I said, Vicky (3) (help) me.

(4) (we / get) on all right. (5) (we / not / spend)

too much time on it. (6) (it / not / take) me away from my studies,

don't worry about that. Oh, sorry, (7) (you / wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: (8) (I / correct) the last bit of the letter. I've nearly finished.

3 Use(C)

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 rings you up 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

4 The present simple



A Use

We use the present simple for

- thoughts and feelings: / *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.*

B 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. We always **do** our shopping at Greenway.*
*Most children **like** ice-cream. 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 370.

*It **gets** busy at weekends. My husband **thinks** so, too.*
*Sarah **catches** the early train. She **faxes** messages all over the world.*

C 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?*

4 Exercises

1 Use (A)

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 computer 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.

2 Forms (B-C)

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..... (speak) French.
 2 Most students live quite close to the college, so they (walk) there.
 3 My sports kit is really muddy. This shirt (need) a good wash.
 4 I've got four cats and two dogs. I (love) animals.
 5 No breakfast for Mark, thanks. He (eat) breakfast.
 6 What's the matter? You (look) very happy.
 7 Don't try to ring the bell. It (work).
 8 I hate telephone answering machines. I just..... (like) talking to them.
 9 Matthew is good at badminton. He (win) every game.
 10 We always travel by bus. We (own) a car.

3 Forms (B-C)

Complete the conversation. Put in the present simple forms.

Rita: (►) *Do you like* (you / like) football, Tom?

Tom: (►) / *love* (I / love) it. I'm a United fan. (1) (I / go) to all their games.

Nick usually (2) (come) with me.

And (3) (we / travel) to away games, too.

Why (4) (you / not / come) to a match some time?

Rita: I'm afraid football (5) (not / make) sense to me — men running after a ball. Why (6) (you / take) it so seriously?

Tom: It's a wonderful game. (7) (I / love) it. United are my whole life.

Rita: How much (8) (it / cost) to buy the tickets and pay for the travel?

Tom: A lot. (9) (I / not / know) exactly how much.

But (10) (that / not / matter) to me.

(11) (I / not / want) to do anything else.

(12) (that / annoy) you?

Rita: No, (13) (it / not / annoy) me.

I just (14) (find) it a bit sad.

5 Present continuous or simple?

A Now or sometimes?



PRESENT CONTINUOUS

We use the present continuous for something happening now. / *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. / *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.

B Thoughts, feelings and states

We normally use the present simple to talk about thoughts and feelings.

/ *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.*

C 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.

D 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.) / *always*

make silly mistakes in exams. (= I make mistakes in every exam.)

5 Exercises

1 Present continuous or simple? (A-B)

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

Put in the present continuous or simple of the verbs.

Mark: (►) *Are you looking* (you / look) for someone?

Alan: Yes, (►) / *need* (I / need) to speak to Neil. He isn't in his office.

Mark: (1)..... (he / talk) to the boss at the moment.

(2)..... (I / think) (3)..... (they / discuss) money.

Alan: Oh, right. And what about you? (4)..... (you / look) for someone too?

Mark: Yes, Linda. (5)..... (you / know) where she is?

Alan: Oh, she isn't here today. She only (6)..... (work) four days a week.

(7)..... (she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8)..... (you / know) a lot about Linda.

Alan: Well, most days (9)..... (I / give) her a lift,

or(10)..... (she / give) me one. (11)..... (she / live)

quite close to me. (12)..... (it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13)..... (I / agree).

Well, (14)..... (I / waste) my time here then. I'll get back to my computer.

2 Present continuous or simple? (A-C)

Complete the sentences. Put in the present continuous or simple of the verbs.

► *I'm writing* (I / write) to my parents. / *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.

3 Always (D)

Complete the sentences. Use *always* and the present continuous or 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.

Trevor: I try to remember them, but / *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: Trevor and Laura argue much too often, I think.

Melanie: I know

7 State verbs and action verbs

A States and actions

STATES

A state means something staying the same.

*The flat **is** clean.*

*The farmer **owns** the land.*

*The box **contained** old books.* State verbs cannot usually be continuous. NOT

~~*The farmer **is owning** the land.*~~

ACTIONS

An action means something happening.

***I'm cleaning** the flat.*

*The farmer **is buying** the land.*

*He **put** the books in the box.* Action verbs can be simple or continuous.

*He **put** / He **was putting** everything away.*

Some state verbs: **be, believe, belong, consist of, contain, depend on, deserve, exist, hate, know, like, love, matter, mean, own, need, prefer, remember, resemble, seem, understand**

B I think/I'm thinking etc

Sometimes we can use a verb either for a state or for an action.

STATES (simple tenses)

I think** you're right. (= believe) **We

have** three cars. (= own) **I come

from Sweden. (= live in)

***I see** your problem. (= understand)*

*Do you **see** that house? (= have in sight)*

*This picture **looks** nice.*

*She **appears** very nervous. (= seems)*

*The bag **weighed** five kilos.*

*The coat **fits**. (= is the right size)*

ACTIONS (simple or continuous)

***I'm thinking** about the problem.*

*We're **having** lunch. (= eating)*

***I'm coming** from Sweden. (= travelling)*

*/ usually **come** on the plane.*

*Mark **is seeing** his boss. (= meeting)*

***I see** Daniel quite often.*

***I'm looking** at this picture.*

*She **appeared/was appearing** in a film.*

*They **weighed/were weighing** my bag.*

***I'm fitting** a lock to the window.*

These examples with the verb **be** are about how people behave.

PERMANENT QUALITY

*Claire **is** a very sociable person.*

*That man **is** an idiot. **being** very sociable today.*

TEMPORARY BEHAVIOUR

*Andrew **is***

*You **are being** an idiot this morning.*

(= You are behaving like an idiot.)

We use **am/are/is being** only to talk about behaviour, not about other things. *I'm*

*better now, thanks. **Are** you ready? **Is** anyone interested?*

I like/I'm liking etc

We can use some state verbs in the continuous to talk about a short period of time.

PERMANENT STATE (simple tenses)

*/ **love/enjoy** parties.*

***I like** school.*

*Holidays **cost** a lot of money.*

SHORT PERIOD (continuous)

I'm loving/enjoying** this party. **I'm

liking** school much better now. **This

*trip **is costing** me a lot of money.*

Sometimes we can use either the simple or the continuous with no difference in meaning.

*You **look** well, OR You're **looking** well. **We feel** a bit sad. OR **We're feeling** a bit sad.*

7 Exercises

1 States and actions (A)

Tom is on the Internet. He's telling people about himself.
Say which verbs express states and which express actions.

- I surf the Net most evenings, *action*
- 1 My flat is in the town centre.....
 - 2 I drive a taxi in the daytime.....
 - 3 I own two cars.
 - 4 I go to lots of parties.
 - 5 I love football.

2 I think/I'm thinking etc (B)

Complete the conversation. Choose the correct form of the verb.

- Emma: Hi, Matthew. What (►) ~~do you look~~/are you looking at?
 Matthew: Oh, hi. These are photos of me when I was a child.
 Emma: Oh, look at this one. (1) I think/I'm thinking you look lovely, Matthew.
 Matthew: (2) I have/I'm having some more photos here.
 Emma: Look at this. Why such a big coat?
 Matthew: It was my brother's. That's why (3) it didn't fit/it wasn't fitting properly.
 Emma: Oh, (4) I see/I'm seeing. And (5) you have/you're having your tea here. And in this one
 (6) you think/you're thinking about something very serious.
 Matthew: This is a photo of the village (7) I come/I'm coming from.
 Emma: Oh, that's nice.
 Matthew: And I caught this fish, look. (8) It weighed/It was weighing about half a kilo.
 Emma: What a nice little boy! And what a sentimental old thing you are now!

3 The verb be (B)

Put in the correct form of *be*.

- ? Daniel is doing some of the work. He *s being* very helpful at the moment.
 ? I *'m* tired. I want to go home.
- 1 The children..... very polite today. They don't usually behave so well.
 - 2 I'm afraid Melanie can't come because sheill.
 - 3 Of course you can understand it. Youstupid, that's all.
 - 4 We interested in doing a course here.
 - 5 Vicky very lazy at the moment. She's done no work at all today.

4 I like/I'm liking etc (C)

Write a sentence which follows on. Choose from these sentences.

- | | |
|---|--|
| <i>I think it's going to be perfect for me.</i> | <i>And I've still got a chance to win.</i> |
| <i>I've never wanted to change it.</i> | <i>It uses so much petrol.</i> |
| <i>It's too expensive to buy.</i> | <i>I play it every weekend.</i> |

- I enjoy the game. *I play it every weekend.*
- 1 I'm enjoying the game.
 - 2 The car costs a lot of money.
 - 3 The car is costing a lot of money.
 - 4 I'm liking my new job
.....
 - 5 I like my job.....
.....



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**To'liq qismini Shu tugmani
bosish orqali sotib oling!**