Really Useful English Grammar

PENGUIN QUICK GUIDES
Really Useful English Grammar

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Penguin Quick Guides Series Editors: Andy Hopkins and Jocelyn Potter

PENGUIN ENGLISH
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Answers
Most grammar books are thick and heavy – and too big to carry around in your pocket or your bag! *Really Useful English Grammar* contains the key facts that you need to know to be able to use English correctly. You can take it anywhere with you, leaving the bigger grammar book at home for later reference.

**What's in this book?**

- Chapters 1 to 8 cover the main areas of the language. Each chapter begins with **Key Facts**, illustrated with examples from contemporary spoken English. There are exercises and a **Review** to test your understanding.
- Chapter 9, *Frequently asked questions*, deals with some of the common confusions that occur: for example, the use of *make* and *do*, the difference between *should* and *ought to*. There is also a

• series of sentences containing common errors for you to identify and correct.
• The chapters are followed by three **Grammar files** that provide straightforward information on verb forms, including a list of irregular verbs, and useful prepositional phrases.
• At the back of the book, there is an **Answers** section for all the exercises and review activities.

**How can I use the book?**

- As a quick reference for those occasions when you are not completely sure about a point of grammar.
- To refresh and test your knowledge when you have a little time to spare.
• You can work through the book systematically, from cover to cover, or just dip into it, concentrating on those points that matter to you at the time.

In trying to fix a grammatical rule in your head, it is always a good idea to memorise an example sentence. So, for example, don’t simply learn ‘going to expresses intention’; learn a sentence like *I’m going to ask my boss for a raise*. You can learn the sentences in this book, then try making up your own, so that they are real for you. But remember, while *Really Useful English Grammar* contains essential information about English grammar, it does not tell the whole story. For detailed grammar advice you should also consult a good reference grammar.
Key facts about nouns

Nouns describe concrete things that you can see or touch: a friend, a house, a church; and abstract things that you cannot see or touch: happiness, information, love, time.

1 Plurals
- To form the plural of most nouns add -(e)s: friend–friends, house–houses, church–churches
- Nouns ending in -ch, -sh, -s, -ss, -x add -es: match–matches, wish–wishes, bus–buses, kiss–kisses, box–boxes
- Nouns ending in consonant + y change the y to i and add -es: baby–babies, country–countries (Vowel + y just add -s: boy–boys)
- Most nouns ending in -f change the f to v and add -es: wife–wives, shelf–shelves
• Note these irregular plurals:
  man—men, woman—women, child—children, fur—feet, mouse—mice, tooth—teeth

• The nouns police and people are plural in English.
  The police have arrived; people are angry.

• Food, substances and materials are always singular.
  bread, milk, grass, snow, steel, cotton, glass

• Abstract nouns are also always singular.
  love, happiness, information

Note that these words are singular in English:
  news, advice, furniture, work, homework, progress, luggage

Hard work is good for you.
No news is good news.

2 Possession
• To show possession by people or animals, add -’s or -(s):
  the boy’s bicycle, women’s rights, girls’ magazines
  Use this form with time expressions: in three days’ time, yesterday’s newspaper

• In other cases, use compound nouns (see below):
  bedroom, computer program, washing machine
  or the preposition of:
  a cup of tea, the leg of a table

3 Compound nouns
• The first part describes the second part:
  toothbrush = a brush used for cleaning teeth

• Write compound nouns as one word where both parts are very short:
  homework, bedroom, toothbrush
Practice 1A

A Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>life</td>
<td>women</td>
</tr>
<tr>
<td>2</td>
<td>feet</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>child</td>
<td>ladies</td>
</tr>
<tr>
<td>4</td>
<td>day</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>match</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>book</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>taxes</td>
</tr>
<tr>
<td>8</td>
<td>tree</td>
<td></td>
</tr>
</tbody>
</table>

B Choose the correct form of the verb.
1 People _is/are_ always ready to criticise.
2 Antique furniture _cost/costs_ a lot.
3 The news from the war zone _is/are_ not good.
4 Your hair _look/looks_ really nice!
5 The police _has/have_ asked for volunteers.

C Combine words from boxes 1 and 2 to make compound nouns.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>car</td>
</tr>
<tr>
<td>bottle</td>
<td>chair</td>
</tr>
<tr>
<td>green</td>
<td>directory</td>
</tr>
<tr>
<td>match</td>
<td>driver</td>
</tr>
<tr>
<td>police</td>
<td>house</td>
</tr>
<tr>
<td>post</td>
<td>office</td>
</tr>
<tr>
<td>screw</td>
<td>opener</td>
</tr>
<tr>
<td>telephone</td>
<td>stick</td>
</tr>
<tr>
<td>wrist</td>
<td>watch</td>
</tr>
</tbody>
</table>
Key facts about pronouns

1 He/she/it/they

These pronouns replace people or things that have already been referred to.

Jane's a police officer. She loves her job.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>him</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>its</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>their hers</td>
</tr>
</tbody>
</table>

Mary is an engineer; she works in a factory; it suits her; she likes her job.

They live in an old house; it suits them; they love their house; they love it.

Jane's a police officer.
She loves her job.
2 I/we/you

I (written with a capital I) refers to the person speaking; we refers to more than one person speaking; you refers to the person or people spoken to.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Who(m)?</td>
<td>Whose?</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
<td>my</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>our</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>your</td>
</tr>
</tbody>
</table>

I'm hungry; make me a sandwich for my lunch. We have a dog; it lives with us; it is our pet. You must take money with you on your journey.

- Use you for one person or for several people:
  John, you are a real friend.
  Boys and girls, I want you to listen to me.

- Parts of *be*, *have*, etc., can join with pronouns: I'm, you're, he's, they're, I've, she'd, we'll
- Distinguish between its – a house and its garden; and it's – it's [it is] a nice house)
3 -self/-selves

myself, yourself, himself, herself, itself
ourselves, yourselves, themselves

- Use -self/-selves when subject and object are the same.
  They like to enjoy themselves at weekends.
  Make yourself at home!

- The -self/-selves form is also used for emphasis.
  Nobody helped me. I did it myself!
  The house itself is small, but the garden is big.

Note: by myself = alone, without help
4 Special uses of the pronoun *it*

- The pronoun *it* is used in many patterns:
  - *It’s raining, it’s a nice day, it’s 2 o’clock.*
  - *It’s easy/hard/difficult to know what to do.*

  Note the pattern with *there:*
  - *There’s a lot to do; there’s a spider in my bed.*

- Use object pronouns as direct and indirect objects:
  - **Direct**  *He loves me.*
  - **Indirect**  *Tell me a story.*

  After explain and say, use to *me:*
  - *Explain this to me; say hello to your grandma.*

5 Possessives

Use *my*, etc., with a following noun:
*Your hair looks nice; I don’t like my hair.*

Use *mine*, etc., when no noun follows:
*Yours is much nicer than mine.*

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Practice 1B

A Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>me</th>
<th>yours</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td></td>
<td>her</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
<td>itself</td>
</tr>
<tr>
<td>we</td>
<td></td>
<td>us</td>
<td>ourselves</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>their</td>
<td></td>
</tr>
</tbody>
</table>

B Choose the correct word.

1. This bike belongs to me. It is *my/mine* bike.
2. Mary’s my sister, so I’m *his/her* brother.
3. We really enjoyed *us/ourselves* at the disco.
4. Have the girls finished *her/their* homework?
5. Did you get a letter from Alan and *I/me* today?
6. Is this John’s work, or is it *your/yours*?
Correct the mistakes in these sentences.

1. * Did she go to the party by her own?

2. * Its time to give the cat it's dinner.

3. * Look after yourself, children!

4. * Explain me the difference between if and when.

5. * Is this your hairs' brush?

6. * It's not much bread left.

7. * Did Kate say you where she was going?

8. * Your house is bigger than our.
Key facts about determiners

Determiners often identify, and describe distribution and quantity. They come before nouns.

1 Identifying

| a/an, the, this/these, that/those |

They answer the question Which one(s)?
I'm looking for a book.
I'm looking for the book that my dad bought me.
Is this the book you want? (i.e. this one here)
No, I want that book. (i.e. the one further away)

a/n/the

- a(n) is not used in plural statements:
  A dog is a good pet or Dogs are good pets.
- Use some as the plural of a(n) for an unspecified number or quantity:
  I bought an overcoat and some shirts.

• Use the for something that is well-known:
  I must go to the bank and the post office.
The poor just get poorer. (= poor people)

• Don't use the in general statements:
  Sugar is bad for you. Dogs make good pets.
  ... or in many verb/preposition + noun expressions:
  have lunch, make friends, for example, by train

Dogs make good pets.
2 Describing distribution

| all  | each | every | both | either/neither |

These words are used to describe groups:

*Every morning I give each of my children a kiss and they all say 'Don't do that, daddy!'*

*Both knives are sharp; either will do.*

- For three or more in a group, use *all/every.*
  For two or more in a group, use *each.*
  For two only in a group, use *both/either/neither.*

- Use *both/all* to join, *either/neither* to separate:
  *Both roads lead to town; take either of them.*

- Use *every* and *each* to describe the group as individuals (*every* = a series, *each* = one by one).
  *Every Saturday, we go to the market.*
  *Take each day as it comes.*
Note the patterns with *all*:
pronoun + all or all of + pronoun
he ate all the biscuits – he ate them all
all + the/my, etc. + noun
all my life, all these rules, all the students

3 Describing quantity

(not) much, (not) many, some, any, no, a few,
a little, a lot of

They answer the questions *How much/many?*

*How much* money have you got?
– I haven’t got *much* money.
– I’ve got *a little*.

*How many* dollars have you got?
– I haven’t got *any* dollars.
– I’ve got *a few* pesetas.
some/any/no

- Use **some** in positive statements and in questions expecting the answer yes:
  *There’s **some** milk in the fridge if you’re thirsty. Would you like **some** biscuits with your milk?*

- Use **any** in negative statements and in open questions:
  *There isn’t **any** milk in the fridge. Do you have **any** mineral water instead?*

- Use **no** if you want to emphasise the negative:
  *You’re wrong: there’s **no** milk in the fridge!*

- Use **some/-any/-no-** (and also **every-**) with **-thing/-one/-body/-where**.
  *Shh! Don’t say **anything** to **anyone**! Let’s go **somewhere** different for our holidays this year.*

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**Practice 2**

**A Put in a/an or the where needed.**

1. .... French people shake .... hands more often than .... English do.

2. .... Moon goes round .... Earth.

3. Let me give you .... piece of .... advice: don’t accept .... sweets from .... strange men!

4. When I was .... boy, we always had .... eggs for .... breakfast.

5. What time do you leave .... home in .... morning?

6. *If* is .... poem by .... English writer.

**B Add some, any or no to these sentences.**

1. There’s .... point in telling me; I can’t do .... thing about it.

2. .... body’s been smoking! I can smell it!

3. I have coffee but .... milk, so you’ll have to drink it black.

4. Shall I make .... more popcorn for you?

5. I know hardly .... body at this party.
Review 2

A Correct the mistakes.
1 × Are these money yours?
2 × There aren’t no cakes left. The cat has eaten all them.
3 × We do any shopping every weekends.
4 × I have three sons and they are both crazy.
5 × Have you lived here your all life?
6 × Why do French always shake the hands when they meet?

B Replace the underlined word with the word in brackets, and change the sentences as necessary.
1 I need a few more minutes [time].
2 You should eat fewer potatoes [bread].
3 There aren’t many chairs in here [furniture].
4 I haven’t much homework to do [exercises].
Key facts about adjectivals

Adjectivals tell you more about a noun. They define. They answer the question Which one(s)?
Which man? The tall one.
Which houses? The new ones across the road.

1 Ways of defining
Single items (usually adjectives): new, tall, afraid, well-known
Phrases: the house across the road
Defining clauses: a woman who lived in a shoe

2 Position
Adjectivals come...
- immediately before a noun:
  a silly mistake; the best computers;
  two new red cotton dresses
- after verbs like be, seem, look, feel:
  I am cold; it seems stupid; she looks happy.
3 Numbers
- The numbers one, two, three, etc. (cardinal numbers) answer the question How many? There are thirty-one days in October.
- The numbers first, second, third, etc. (ordinal numbers) answer the question In what order? Today is the thirty-first of October.

4 Adjectives from names
- Adjectives from the names of countries end in -ese, -n/-an/-ian, -ish, -ch or -i: Chinese, Indian, Spanish, Iraqi
- Adjectives from names of people mostly end in -n/-an/-ian: Victoria—Victorian, Christ—Christian
5 Making comparisons

- Add -er/-est to most one-syllable adjectives, and to two-syllable adjectives ending in -le, -ly, -ow and -er.
  
  big—bigger, simple—simpler, lovely—lovelier

  *The Taj Mahal is older than the Eiffel Tower.*
  *Who is the youngest member of the team?*

- Otherwise (or if you are not sure), use more/most: more difficult, most interesting.
  *Health is more important than money.*
  *She’s the most intelligent person I know.*

These are irregular:
  good—better—best, bad—worse—worst,
  little—less—least, much/many—more—most

Are you sure your oldest player is under eleven?
6 Patterns with adjectives

- With the verb make:
  
  He made me very angry.

- In verb + adjective patterns like:
  fall asleep, go mad, grow old

- In the pattern It is + adjective + to do:
  This puzzle is too difficult for me to solve.

- ending in -ed and -ing:
  What a boring programme!
  Oh, aren’t you interested in football?
7 Defining clauses

- Clauses which define the subject begin with the pronoun that:
  He’s a man that knows everything.
  I have a car that makes a loud noise.

When the clause defines the object of the verb, leave out the pronoun that:
Mary is the girl + I told you about her –
Mary is the girl (that) I told you about.
That is the car + I sold it to Charlie –
That’s the car I sold to Charlie.

- Who (for people) and which (for things) are less commonly used:
  He’s a man who knows everything.
  That’s the car which I sold to Charlie.

- Whose is used to show possession:
  Are you the man whose car was stolen?
8 Adjective order

- Determiners and numbers come first:
  all these big green apples
  my first important assignment

- Order of adjectives is usually:

1. quality  beautiful, dirty, nice
2. size      big, little, small
3. age/heat  old, young, cold
4. shape     square, round
5. colour    blue, red, dark
6. origin    French, Victorian
7. material  metal, plastic, cotton

A big old Victorian house.
A beautiful round red metal ball.
Practice 3

A Put the following in the correct order.
1 school/my/all/old/photos
2 dining/French/several/old/tables
3 wildlife/Mike’s/African/first/safari
4 pretty/Brazilian/young/a lot of/girls
5 tennis/cotton/white/a pair of/shorts

B Make comparisons like the following:
Example: English—Japanese

English is easier than Japanese.

1 Japanese—English [easy]
2 Walking—jogging [difficult]
3 Thirst—hunger [healthy]
4 Health—money [bad]
5 Half a loaf—no loaf at all [important]

C Match verbs and adjectives.
1 fall a) green
2 go b) asleep
3 grow c) sure
4 make d) old
5 stand e) still
6 turn f) mad

D Join the two sentences as in the example.
Example: You bought me a book. This is the book ..... 
This is the book (that) you bought me.

1 You wrote to a girl. I am the girl ..... 
2 I can speak Chinese. I am the only one ..... 
3 She works in a bank. She’s the one ..... 
4 I told you about a man. He’s the man ..... 
5 A cat ate my breakfast. This is the cat .....
Correct the following sentences. There may be more than one mistake in each sentence.

1. × Never wake up an asleep tiger.

2. × It's the most biggest stadium of the world!

3. × Are you the man who's cat ate my breakfast?

4. × I am interesting in football. I go to all the matches.

5. × Today is the twenty-two of June.

6. × Angela is the more intelligent person I know.
Key facts about prepositions

Prepositions go with nouns, pronouns and reflexives to form ‘noun phrases’. These noun phrases provide useful expressions of:

- **place**: into the house, under a tree
- **time**: at 2 o’clock, on Sunday, by Friday, during the day

They express other relationships, such as:

- **purpose**: work for the money, do anything for a friend
- **method**: go by bus, leave by the back door
- **manner**: in a hurry, like a fish, with a smile
- **possession**: a man with a beard, a friend of mine

| She | drinks like a fish. |
• After a preposition, use the -ing form of the verb:
  good at swimming, tired of waiting
• After a preposition, use the object form of the pronoun:
  for them, without her, near us
• Some verbs and adjectives are followed by a particular preposition:
  look for an answer, depend on others,
  talk about the weather, kind to animals
• Prepositions can come at the end of a question or a defining relative clause:
  Is this the book you were referring to?
  What are you talking about?
1 Place

above, across, against, along, among, at, away from, behind, below, between, by, down, from, in, in front of, inside, into, near, next to, off, on, opposite, out of, over, past, round, through, to, towards, under, up

Prepositions of place answer the questions Where? and Where to/from?

I live in an apartment block near the city centre.
We walked from Land’s End to John o’Groats.

in/at

Use in to emphasise a position inside a building or other big space.

It was raining, so we stayed in the hotel all day.
We met at the Court Hotel.
in/into/inside
- Use *into* to make clear the idea of moving and entering:
  *We walked *into* the room; there was nobody *in* the room.*
- *Inside* is more precise than *in* and always refers to an enclosed space:
  *Stay *inside* the car, there are dangerous animals *outside.*

over/under; above/below
- *Over* and *under* describe vertical position:
  *A plane flew *over* the house; we sat *under* a tree.*
- *Above* and *below* simply say that one thing is higher than another:
  *above average height, below sea level*
2 Time

after, at, before, by, during, for, from, in, on,
past, since, to, until (till)

Time prepositions answer the questions When? and How long?

to/at/past

Use to, at and past to tell the time:
quarter to three, half past seven, at six o'clock
Also at night, at the weekend

on

Use on with days and parts of the day and with dates:
on Friday(s), on Monday afternoon, on the fourth of July

in

Use in with parts of the day:
in the morning, in the afternoon, in the evening
(but at night)

by

Use by when you want to say not later than:
If you haven't finished by six o'clock, I'll shoot you!

If he's not here by 11.20, it's all off.
since/for
- Use since to describe the starting point of an action:
  I’ve been waiting since two o’clock.
- Use for to describe the length of time of the action:
  I’ve been waiting for two hours.

until (till)/during
- Until (or till) means up to a point in the future:
  What happened to you? We waited for you until ten o’clock.
- During means after the start and before the finish of an event.
  Passengers are requested to switch off mobile phones during the flight.

Practice 4A

A Choose the correct prepositions.
John walked (1) across/in the road, (2) past/to the church and (3) at/round the corner. Then he went (4) along/up the steps and (5) down/over the bridge. He walked (6) through/over the garden and (7) under/across the grass until he reached the footpath. Then he went (8) through/along the footpath, jumped (9) under/over the gate and went (10) into/at the bank.

B Complete the sentences
1 (It is 12 now! It was 7 when I had breakfast.)
I last ate .... seven o’clock. I haven’t eaten .... seven o’clock. I haven’t eaten .... five hours.
2 I was born .... 1980. I was born .... Friday 7 July at 3 o’clock .... the morning!
These words are used to describe other relationships – of purpose, method, manner and possession.

- about, according to, against, at, by, except, for, from, in spite of, instead of, like, of, than, with, without

3 Purpose

for

- Use for to describe why something is done:  
  This knife is for peeling potatoes.  
  I’ve bought some medicine for your cold.

- Also, use for to describe support:  
  Did you vote for the Republican candidate?

- The opposite of for is against:  
  I am against the idea of closing the street to traffic.

They say scientists have found a cure for apathy, but nobody seems to care.
4 Method
by/with/out

Use by/with/out to describe how something is done:
I opened the window by breaking the glass.
Can you open a bottle with your teeth?
I can do it without any help from you!

Also, use by to describe authorship:
'The Street Lawyer' by John Grisham

5 Manner
like/as

• Use like to compare:
  He fights like a tiger when he is angry.

• Use as with adjectives:
  I’m as hungry as a horse.
6 Possession

of

- Use of to describe possession:
  the symphonies of Mozart, a man of property
- Also, use of to describe materials and quantities:
  made of wood, a glass of water

Note also the following:

Subject matter about/on
  a book about web page design, a lecture
  on Turkish ceramics

Origin from/out of
  This lamp was made from (out of) a bottle.

Comparisons than
  My father is stronger than yours.

This car was made from recycled parts.
Add a preposition to complete these phrases.

1. a present .... your birthday
2. a painting .... Rembrandt
3. a table made .... wood
4. an old man .... a grey beard
5. a car that goes .... the wind
6. a book .... dinosaurs
7. a building taller .... the Eiffel Tower
8. a peace march .... the war
9. I am very proud .... my daughter.
10. He is very good .... football.
11. Did you pay .... the meal?
12. Does this pen belong .... you?
13. Bill looks exactly .... his father!
14. I'm not used .... eating spicy food.
15. Do you believe .... ghosts?

He's not used to eating spicy food!
Review 4

A Correct the mistakes in these sentences.
1 × Please be home until 10 pm at the latest!
2 × I have been waiting since two hours.
3 × John got tired of wait, so he went home.
4 × Our friends were late, so we went without they.
5 × What did you do in the weekend?
6 × 12.50 is the same as ten past one.
7 × We arrived to the hotel after midnight.

B Match the phrases.
1 A hammer is used a) on other people.
2 He started his car b) without moving his lips.
3 John eats c) for driving in nails.
4 She made a model d) by turning the key.
5 I hate to depend e) out of yoghurt cartons.
6 He can talk f) like a horse.
Key facts about verbs

Verbs describe the time of an event and our viewpoint or attitude to the event.

Actions and states
Verbs can describe:

- physical actions – *sleep, live, talk, work, drive*
  *Some people work to live, some live to work!*
- mental actions – *think, dream, worry, wonder*
  *I wonder if there is life on other planets.*
- states – *be, seem, appear*
  *You seem very sad today. Are you all right?*

Time
Verbs describe time (past, present, future):
*I lived in Rio for years; now I live in São Paolo.*
Viewpoint
Verbs show whether the action is finished or unfinished, whether its outcome is certain or uncertain, etc.

- *I've lost my home.*
  (present result of past action)

- *Now I'm living with friends.*
  (an unfinished action)

- *It might rain later.*
  (predicting an action)

- *I'm going to marry a millionaire.*
  (expressing intention)

- *He's stupid.* (permanent state)
  *He's being stupid.* (temporary state)
1 Simple and continuous tenses
(For more information see Grammar file 3)

- There are two simple tenses (present and past)
  - Present: talk (talks with he/she/it)
    Fashions come and go.
    Mary works in Cardiff; she teaches maths.
  - Past: talked
    The movie started half an hour ago.

- The other tenses and forms use the base form talk, the present participle, talking, or the past participle, talked with:
  - Parts of be and have:
    It is raining. It has rained every day this week!
    John has been working hard.
  - Modals, e.g. will, must, can/could, may/might:
    He must leave soon; he could come back later.
2 Forming questions

- Invert subject and verb:
  It is raining – Is it raining?
  He must leave – Must he leave?
  Where have you been?

- Use parts of do in the simple tenses:
  Where do you live? Where does she work?
  What did you do last night? Why didn’t you call?

3 Forming negatives

- Add not (n’t)
  It is not (isn’t) too late to go out.
  I can’t believe it.
  I haven’t done much work today.

- Use parts of do in the simple tenses:
  I eat vegetables – I don’t eat meat.
  He plays soccer – He doesn’t play rugby.
  We drank coffee – We didn’t drink tea.
4 Short forms

- Parts of be, have and modals (e.g. can, must) join with not:
  - is + not = isn’t
  - had + not = hadn’t
  - can + not = can’t

Note: will + not = won’t

- Use short forms in
  - speech and informal writing
  - short answers
  - question tags

Does Carrie live here? No, she doesn’t.

Expecting yes: You’re Harry, aren’t you?
Expecting no: This isn’t right, is it?

5 Irregular verbs

(See Grammar File 3 for list.)

- There are about 140 irregular verbs in English, e.g. speak, spoke, spoken:
  - I speak French. We spoke German at home.
  - I haven’t spoken French for ages.

- The main patterns are:

  ABC where the three parts are different:
  e.g. speak, spoke, spoken (about 55)

  ABB where two parts are the same:
  e.g. find, found, found (about 55)

  AAA where all three parts are the same:
  e.g. put, put, put (about 25)
Practice 5

A Complete the table.

<table>
<thead>
<tr>
<th>speak</th>
<th>spoke</th>
<th>spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>caught</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>fallen</td>
</tr>
<tr>
<td>put</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>saw</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>written</td>
</tr>
<tr>
<td>tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>took</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>met</td>
</tr>
<tr>
<td>cost</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Complete the questions.

1. I went to the movies last night.  
   Where did you go last night?
2. I live in an apartment. Where ....?
3. I had steak for dinner. What ....?
4. I can speak three languages. How many ....?
5. I go to work by car. How ....?
6. I use Word 6. Which program ....?
7. I have done nothing today! What ....?

C How many correct forms can you make from these tables?

<table>
<thead>
<tr>
<th>It</th>
<th>has</th>
<th>move</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>has been</td>
<td>moving</td>
</tr>
<tr>
<td></td>
<td>will</td>
<td>moved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does</th>
<th>she</th>
<th>work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td></td>
<td>works?</td>
</tr>
<tr>
<td>Has</td>
<td></td>
<td>working?</td>
</tr>
<tr>
<td>Is</td>
<td></td>
<td>worked?</td>
</tr>
</tbody>
</table>
Correct the following sentences. There may be more than one mistake in each sentence.

2. ✗ I’m tired: I’ve been work hard.
3. ✗ Must we to stay in?
4. ✗ Why this watch doesn’t works?
5. ✗ You’re a student, isn’t it?
6. ✗ Can you telling me the time, please?
7. ✗ This box is measuring 200cm by 300cm.
Key facts about tenses

This chapter covers the main uses of the simple present, simple past, continuous and perfect verb forms and ways of expressing the future.

1 Simple present
Time: not important, any time
Viewpoint: simply describes the action or the state

*Fish swim, birds fly. I work in an office.*

- Use the present simple:
  - to make general true statements
    *The earth goes round the sun.*
  - with verbs that describe mental states, possession, measurement, appearance:
    *Do you understand? I think she’s crazy. This belongs to me. It looks like a bomb.*
  - to describe timetabled or fixed events:
    *The exams start next Monday.*
2 Simple past
Time: before now
Viewpoint: a completed act
• Use the simple past:
  – to make statements about the past
    The police wanted to know how the fire started.
  – to tell a story
    When I was young, I had a pet alligator that lived under the stairs and ate cornflakes.
  – with verbs that describe mental states, possession, measurement, appearance:
    Did you remember to lock the door?
    I once owned a horse that weighed a ton.

used to
• Use used to to emphasise a past habit:
  I used to like rock, but now I prefer jazz.
3 Continuous tenses

Time: shown by part of be (is/was/has been, etc.)
Viewpoint: an unfinished action, one in progress

- Use a part of be with the -ing form of the verb:
  She’s waiting for her friend to arrive.
  I was leaving when the phone rang.

- The present continuous describes:
  - things happening now or in this period of time:
    I’m not feeling well.
    James is studying to be an accountant.
  - something planned to happen soon:
    We’re all going to a party tomorrow night.
  - a temporary situation:
    Why are you being so difficult?
• The past continuous describes background actions in an account of past events:
The spectators were standing round, chatting and waiting for the race to begin. Suddenly, a man jumped over the fence and ran towards the horses. He was carrying a gun ...

I was sitting in the dentist’s waiting room when I heard a loud scream.

4 Perfect tenses

Time: between a point in the past and now, exact time is not given
Viewpoint: result of the action more important than the time when it happened

• Use has/have + the past participle:
  Look, Anna has left her books behind!
  Have you seen George lately?

• Use the continuous form if
  – the action is still going on:
    I have been waiting here for ages!
  – you can see the results of a recent action:
    It has been raining: the roads are still wet.

• Use had for the past perfect:
  I noticed that Anna had left her books behind.
  If I had left later, I would have missed my bus.
5 Ways of expressing the future

Time: later than now
Viewpoint: fixed, planned, predicted, etc.

- Use will in statements of fact:
  It will snow soon.
  If you sit down, you will be more comfortable.

- Use present simple for a regular planned event:
  The concert starts at 8, and finishes at 10.

- Use present continuous for a planned but not regular event:
  A new supermarket is opening next week.

- Use going to
  - to make personal predictions:
    It's going to snow. Just look at the sky!
  - to emphasise intentions:
    Charlie says he's going to drop out of college.

Practice 6

A Choose the correct form to complete the sentences.

1. What (do you do/are you doing) with a bottle opener? I’m going to open a bottle, silly!
2. What (do you do/are you doing) with a bottle opener? You open bottles, silly!
3. Why (don’t you work/aren’t you working)? It’s my coffee break.
4. Why (don’t you work/aren’t you working)? I don’t need to, I’m rich.
5. This bottle (holds/is holding) 2 litres.
6. We (hold/are holding) a meeting later on.

B Make sentences by matching 1–4 with a–d.

1. Are you coming to the party a) tonight
2. Everybody’s going to the party b) every Friday
3. I go cycling c) on Friday
4. I’m going cycling d) most Fridays
C Match 1–4 with a–d.
1 I wanted to see Ann but
2 You can’t see Ann because
3 I managed to see Ann just as
4 I managed to see Ann just before
   a) she left.
   b) she was leaving.
   c) she has already left.
   d) she had already left.

D Match 1–4 with a–d.
1 Ann has been in bed
2 Ann always used to go to bed
3 Ann was just going to bed
4 Ann never goes to bed
   a) at 9 o’clock.
   b) before setting her alarm clock.
   c) since 9 o’clock.
   d) when the phone rang.
Review 6

Correct the following sentences. There may be more than one mistake in each sentence.

1. ❌ I'm not sure what is the H standing for in $\text{H}_2\text{O}$.

2. ❌ We go to Rome last year and see the Vatican.

3. ❌ I was being a good singer when I was younger.

4. ❌ 'I've lost my purse,' 'What is it looking like?'

5. ❌ When was the Golden Gate bridge erecting?

6. ❌ 'Why we won't go shopping tomorrow?,' 'OK.'

7. ❌ Do you think it rains this evening?

8. ❌ I'm waiting for you since long time.
Key facts about modals

**must/have (got) to**
- Use *must*
  - to express obligation:
    - You *must* say nothing; you *mustn’t* tell anyone!
  - to express a positive logical deduction
    - *He must* be ill; he hasn’t eaten anything.
- Use *have/had (got) to* for other tenses:
  - *We had to* walk to school when I was young.
- Use *don’t have to* (or *don’t need to*)
  - to express no obligation:
    - *You don’t have to* tell me; I already know.

**should/ought to**
- Use *should/ought to*
  - to say you expect something to happen:
    - *If you turn the key, the engine should* start.
  - to say it is better to do/not to do something:
    - *You shouldn’t* eat so much chocolate!
can (past and conditional: could)

- Use can/could
  - to express ability/possibility:
    I could read when I was only three years old.
  - to express a negative logical deduction:
    You can't be serious! You must be joking!
  - to make a polite request:
    Could you pass the salt, please?

may/might

- Use may/might
  - to say you are not certain if something will happen or not (might is less certain than may):
    I may see you tomorrow if I'm not too busy.
    I might see you tomorrow, but it's very unlikely.
  - to express a polite request or ask permission:
    May I have another cake, please?
Key facts about conditionals

A conditional sentence has at least two clauses, one containing a condition and the other containing a consequence.

Tenses in conditional sentences

- Use clauses beginning with if to say how the condition leads to the consequence:
  - in the world as it is: If you kiss me, I’ll scream.
  - in the world as it might be (but isn’t): If I had a million dollars, I would buy a yacht.
  - in the world as it might have been (but wasn’t): If I had gone to university, I would be rich now.

Where if means every time, use the present simple in both parts of the sentence:
If you heat water, it boils.

Key facts about passives

- Use part of be + the past participle:
The road has been blocked by snow.
The car was taken without permission.

- Use the passive:
  - to put the most important element first:
    Several bystanders were killed by gunmen.
    (rather than ‘Gunmen killed several bystanders.’)
  - when the person performing the action is not important, or is not known:
    If it rains, the picnic will be cancelled.

Note how the indirect object can become the subject of a passive sentence:
They never told us the truth – We were never told the truth.
Someone sent him a fax – He was sent a fax.
Key facts about gerunds and infinitives

- Gerunds can be the subject or the object:
  Walking is good for you. I enjoy walking.
Use the gerund:
  - after prepositions
    She’s very good at remembering dates.
  - after certain verbs, e.g. dislike, enjoy, keep on:
    We just kept (on) working.
  - in the expression It’s no use/good.
    It’s no good talking to him. He’s deaf.

- Use the infinitive without to:
  - after modals:
    I must go. I can’t wait any longer.
  - after let and make:
    Please let me go. Don’t make me stay here.
  - with ‘sense’ verbs (feel, hear, see, watch):
    I felt someone touch my shoulder.

- Use the infinitive with to
  - to express intention:
    I work long hours to pay my children’s school fees.
  - after certain verbs, e.g. agree, decide, hope, promise, teach, want, wish:
    I want to learn to drive. Please teach me to drive.

- Some verbs may be followed by the gerund or by the infinitive with a change of meaning:
  We stopped to ask the way. Please stop talking.
  Did you remember to put the cat out? I don’t remember buying this dress!

In other cases there is very little difference of meaning:
I hate writing letters. I hate to say this, but …
It started to rain. It started raining at dawn.
Practice 7

A Use cannot be, must be, cannot have or must have in these sentences.
1 How old is Linda? She has grey hair, so she .... over 40.
2 Who took the file? It .... been Joe, he’s the only one with a key to the filing cabinet.
3 She .... over 40! I’m older than her and I’m only 35.
4 Who took the file? It .... been Alicia. She doesn’t have a key.

B Use mustn’t or don’t have to in these sentences.
1 You .... come with us if you don’t want to.
2 You can look at my toys, but you .... touch anything.
3 It’s a secret, you .... tell anyone else, OK?
4 You .... shout, I’m not deaf!

C Use should/shouldn’t be to say what’s wrong.
1 him There .... a dot over the i.
2 english The word english .... written with a capital letter
3 180kph!!!!! That car .... travelling at 180kph. It’s dangerous.
4 No Smoking Those people .... smoking in here. Can’t they read?

D Choose the correct phrase to complete the sentences.
1 He’s good at .... a) ... playing the guitar
2 Let them ... b) ... to play the guitar
3 Just keep on ... c) ... play the guitar
4 I dislike ...
5 Julia hates ...
6 We enjoy ...
7 You can’t make me ...
8 I’d like ...
Correct the following sentences. There may be more than one mistake in each sentence.

1. ✗ Did you enjoyed to dance with my girlfriend?

2. ✗ If you will not be busy, I might to can see you later.

3. ✗ If you’re very good, I might to let you coming with me.

4. ✗ If there will not be enough enrolments, the course will cancel.

5. ✗ We saw that the door was locked, so we can’t get in.

6. ✗ To us was not told the truth.

7. ✗ I saw the car to crash into a wall.
Key facts about adverbials

- Adverbials say something more about the action or state described by a verb: *run quickly, be in trouble*
- They modify adjectives: *good – very good; nice – quite nice; great – really great*
- They relate to
  - manner: the question *How?*
  - place: the question *Where (to)?*
  - time: the questions *When? How long?*
  - frequency: the question *How often?*
- Adverbials can be:
  - a word (i.e. an adverb) *You should always tell the truth.*
  - a phrase *He spoke in an American accent.*
  - a whole clause *I go to bed when I am tired.*

Comparisons

We usually use *more* and *less* to make comparisons of adverbs:
*You should drive *more carefully* at night.*
*Can you talk a little *less loudly?***

Note: *hard–harder, fast–faster, well–better, badly–worse*
*Tea tastes better if you don’t add sugar.*
1 Manner

- Add -ly to adjectives:
sad—sadly; happy—happily; terrible—terribly
I am happy to tell you/I will happily tell you
Good changes to well; hard and fast do not change:
He’s a good driver; he drives well.
He drives carefully; he never drives fast.

- Avoid putting the adverb between a verb and its object:
She quickly left the room; not She left quickly the room.

- Note the position of the adverb in verbs using parts of have and be or modals:
He has definitely left the building.
They were carefully counting the money.
She will probably make a mistake.
You might easily have missed the bus.

- An adverbial at the beginning of a sentence is like a comment on the whole sentence:
Gently, Sarah picked up the injured bird.
On the whole, I think women are better drivers.
2 Place

| here, there, upstairs, downstairs, next door, upside down, back to front, face to face, side by side, up and down, backwards, forwards |

- The most common adverbials of place are here and there:
  
  * Bring it **here**.
  * **Here** it is!
  * Put it over **there**.
  * **There's** a hole in your shirt.

- Many adverbials of place are phrases:
  
  * Why did you hang mother's picture **upside down**?
  * You've got your T-shirt on **back to front**.

- Words ending in -wards relate to movement:
  
  * The rope swung **backwards** and **forwards**.

3 Time

- Time adverbials can relate to:
  - a point of time:
    
    * See you **tomorrow at six in the morning**.
  - a length of time:
    
    * Will you stay in London **the whole week**?

- The order of time adverbials is usually:
  - from the particular to the general
    
    * I was born **on Friday, the fifth of June, 1985**.
  - how long, how often
    
    * The Board meets **for an hour every morning**.
  - day + time (focus on the time)
    
    * Let's meet **on Friday at 9**.
  - time + day (focus on the day)
    
    * Let's meet **at 9 on Friday**.

The normal order of adverbials is manner, place and time: He went quietly out of the house at midnight.
4 Frequency

- Frequency adverbs range from *never* through *sometimes* and *often* to *always*:
  *I’ve never liked tea; I always drink coffee.*

- The normal position is before the part of the verb that carries the main meaning:
  *You can usually identify a bird by its song.*

- Put adverbs of frequency at the beginning or end of the sentence if you want to draw attention to them:
  *Usually, birds don’t sing in the wintertime (but there are some exceptions!)*
  *She doesn’t lose her temper often (but when she does ... !!!)*

- If you put *seldom* or *rarely* at the beginning of the sentence, invert the verb:
  *I have seldom heard such nonsense, but Seldom have I heard such nonsense!*
A note on adverbial clauses

- Adverbial clauses of place are introduced by: as far as, where, wherever, everywhere
  
  This is as far as I go.
  We will find him wherever he may be.

- Adverbial clauses of time are introduced by: after, as, as long as, as soon as, before,
  now that, once, since, until, when,
  whenever, while
  
  Stay as long as you like. Go before it gets dark.

- Other adverbial clauses are introduced by: although, as far as, as long as (providing),
  as if, because, in case, so that

  You look as if you had seen a ghost!
  Take some water in case you get thirsty.

Practice 8

A Complete the table.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>usefully</td>
</tr>
<tr>
<td>angry</td>
<td>terribly</td>
</tr>
<tr>
<td>real</td>
<td>easily</td>
</tr>
</tbody>
</table>

B Match each verb with an adverb.

1 breathe   a) brightly
2 shine     b) clearly
3 sleep     c) deeply
4 speak     d) patiently
5 wait      e) softly
6 whisper   f) soundly
C Match each verb with an adverb.
1. behave a) angrily
2. eat b) attentively
3. listen c) badly
4. shout d) gently
5. remember e) greedily
6. stroke f) suddenly

D Put the adverbials into these sentences.
1. Haven’t you seen an elephant fly? (ever)
2. Make sure you close the door. (quietly)
3. He doesn’t make such a fuss. (usually)
4. We stay in bed late on Sundays. (always)
5. Where’s Jane? She’s in her study. (probably)
6. John has gone out. (just)

E Choose the correct expression.
1. Take your umbrella (in case/so that) it rains.
2. Let’s go (before/until) he changes his mind!
3. This dog follows me (where/wherever) I go.
4. Are you ill? You look (as if/as) you have flu.
5. Wait here (while/since) I go to the bank.
6. You can stay (as long as/as far as) you like.

F Match the numbers with the letters to make sentences.
1. 1 he has been 2 3
   a) on business  b) apparently  c) abroad
2. She 1 works 2 3
   a) always  b) in the morning  c) much better
3. I 1 sleep 2 3
   a) well  b) in a strange bed  c) never
4. You should 1 park 2 3
   a) after dark  b) without lights  c) never
Review 8

Correct the following sentences. There may be more than one mistake in each sentence.

1. X Barbara speaks fluently French.

2. X Try to think in future more careful before you speak.

3. X John works very hardly; he takes never a holiday.

4. X Have you still finished your homework?

5. X I would go never by car to work.

6. X Be carefully when you ever cross the road.
Q1 What's the difference between make and do?

Make
- Literally, make describes creating or producing something from raw materials: I made a model house out of toothpicks.
- We use make metaphorically in expressions like: make a mistake, make friends, make a noise.

Common expressions with make
make ... a profit/loss, a phone call, a speech, a decision, an impression, a fuss, an appointment, a suggestion, an excuse, a complaint, an offer, a plan, arrangements, changes, progress

Do
- Literally, do describes performing an action on something which already exists: do a crossword, do your hair (i.e. brush it).

Common expressions with do
do ... your hair, your best, your duty, well, someone a favour, business, a good job, harm, the/some shopping; it will do you good

Q2 How do I use get/have something done?

- Use this pattern when you ask or pay someone else to do a job for you:
  I need to get/have the car serviced.
  Where do you get/have your hair done?
- Use the pattern with get for something you will do yourself, but which will take a lot of effort:
  I really must get this essay finished!
- If you name the person, the pattern is:
  I must get Mervyn to service my car
  or (less usual)
  I must have Mervyn service my car.
Q3 What's the difference between say and tell?

- To tell is to inform or to order (include the person who is being told):
  Tell me your name. Tell the children to be quiet.
  Note the expressions: tell a story, tell the time.

- To say is to utter words:
  The children said 'Thank you, grandma!' Grandma said 'I am very proud of you!'

- We can also report what has been said:
  The children said thank you to their grandma, and grandma said that she was very proud of them.
  Note the different pattern:
  I told her (that) I was upset.
  I said to her (that) I was upset.

Q4 What's the difference between still and yet?

They both mean 'up to the present time'.

- Still describes something that has been happening, and may be continuing:
  I still work for IBM.
  Do you still love me?

- Yet describes something that hasn't started (or may not have started) to happen, so it is used only in negative statements and questions:
  The morning post hasn't arrived yet.
  Has the dog been fed yet?

- Use still (with stress) in negative statements to express surprise:
  Unbelievable! The post still hasn't arrived!
Q5 What's the difference between *which*? and *what*?

- Use *which*? to ask *which one(s)*? (from a known set of objects).
  - We've got three kinds of apples. Which (ones) do you want?
  - Which John Grisham novels have you read?
- Use *what*? to ask a general question:
  - What (kind of) novels do you enjoy reading?

Q6 What is the difference between *like doing* and *like to do*?

- *Like doing* focuses on a regular habit:
  - I like reading.
- *Like to do* focuses on each example of the activity:
  - I like to read for an hour before I go to sleep.

Q7 What's the difference between *must* and *have (got) to*?

- *Must* expresses an obligation from within you:
  - I must remember to buy a birthday card for my sister.
- *Have to* expresses an obligation from outside:
  - The teacher says we have to (we've got to) work harder.

Note: *mustn't* expresses an obligation not to do.

Don't have to means there is no obligation to do.

You must be nice to her, but you don't have to like her!

Q8 What's the difference between *ought to* and *should*?

- *Ought* expresses what you feel you owe to other people (*ought* is an old past form of *owe*).
- *Should* expresses what you feel you owe to yourself.
**Q9 When do I use shall?**

- *Shall* is usually used only with *I* or *we*. The most common use is in questions:
  
  Shall I open the window?
  Shall we go now?

**Q10 What’s the difference between very and too?**

- *Very* expresses a higher degree of a quality:
  
  This tea is hot; in fact, it’s very hot.

- *Too* expresses an unacceptable degree:
  
  If it’s very hot, I can still drink it, but if it’s too hot, I can’t drink it.

---

**Common errors**

Now that you have almost completed the book, see how many of these common errors you can correct. There may be more than one mistake in each sentence.

1. × John is teacher.
2. × I fell and broke the leg, so I must to go to hospital.
3. × I go always to the work on bus.
4. × Nobody helped me: I did it all by my own.
5. × I never said nothing to nobody.
6. × What time the bus leaves for Oxford?
7. × Why you don’t get your hair cutting?
8. × She left house without saying me goodbye.
9. × I am waiting since ages! Where you been?
10 X Here’s a picture from a dog and it’s owner.
11 X Are you believing for ghosts?
12 X Alicia: I don’t like people which smokes.
13 X Philip: Neither I do.
14 X You shouldn’t of eaten so much potatoes.
15 X She is the beautifullest girl I am knowing.
16 X If I were you, I would listen your fathers advices.
17 X I made my homeworks in less than an hour!
18 X Jack should be here an hour ago, and he hasn’t still arrived!
19 X I am very interesting in Indian music.
20 X Have another drink: it won’t make you no harm.
## Grammar file 1: Prepositional phrases

### A Verbs followed by particular prepositions

<table>
<thead>
<tr>
<th>Verb</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>account for</td>
<td>come from</td>
</tr>
<tr>
<td>accuse of</td>
<td>congratulate on</td>
</tr>
<tr>
<td>agree with</td>
<td>depend on</td>
</tr>
<tr>
<td>apologise for</td>
<td>escape from</td>
</tr>
<tr>
<td>approve of</td>
<td>get rid of</td>
</tr>
<tr>
<td>arrive at</td>
<td>hope for</td>
</tr>
<tr>
<td>ask for</td>
<td>laugh at</td>
</tr>
<tr>
<td>be/get used to</td>
<td>listen to</td>
</tr>
<tr>
<td>believe in</td>
<td>look after</td>
</tr>
<tr>
<td>belong to</td>
<td>look at</td>
</tr>
<tr>
<td>blame for</td>
<td>look for</td>
</tr>
<tr>
<td>borrow from</td>
<td>look forward to</td>
</tr>
<tr>
<td>look like</td>
<td></td>
</tr>
<tr>
<td>long for</td>
<td></td>
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<tr>
<td>object to</td>
<td></td>
</tr>
<tr>
<td>pay for</td>
<td></td>
</tr>
<tr>
<td>prevent from</td>
<td></td>
</tr>
<tr>
<td>rely on</td>
<td></td>
</tr>
<tr>
<td>reply to</td>
<td></td>
</tr>
<tr>
<td>see to</td>
<td></td>
</tr>
<tr>
<td>stare at</td>
<td></td>
</tr>
<tr>
<td>suffer from</td>
<td></td>
</tr>
<tr>
<td>take after</td>
<td></td>
</tr>
<tr>
<td>wouldn’t</td>
<td></td>
</tr>
<tr>
<td>dream of</td>
<td></td>
</tr>
</tbody>
</table>

Use the **-ing** form of the verb after a preposition:

*I don't believe in getting up early.*

*I wouldn’t dream of doing that!*

### B Adjectives followed by particular prepositions

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>absent from</td>
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</tr>
<tr>
<td>accustomed/used to</td>
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</tr>
<tr>
<td>afraid of</td>
<td></td>
</tr>
<tr>
<td>angry about</td>
<td></td>
</tr>
<tr>
<td>ashamed of</td>
<td></td>
</tr>
<tr>
<td>aware of</td>
<td></td>
</tr>
<tr>
<td>bad at</td>
<td></td>
</tr>
<tr>
<td>close to</td>
<td></td>
</tr>
<tr>
<td>different from/to</td>
<td></td>
</tr>
<tr>
<td>fond of</td>
<td></td>
</tr>
<tr>
<td>full of</td>
<td></td>
</tr>
<tr>
<td>glad about</td>
<td></td>
</tr>
<tr>
<td>good at</td>
<td></td>
</tr>
<tr>
<td>grateful for</td>
<td></td>
</tr>
<tr>
<td>interested in</td>
<td></td>
</tr>
<tr>
<td>jealous of</td>
<td></td>
</tr>
<tr>
<td>keen on</td>
<td></td>
</tr>
<tr>
<td>late for</td>
<td></td>
</tr>
<tr>
<td>mad/crazy about</td>
<td></td>
</tr>
<tr>
<td>pleased with</td>
<td></td>
</tr>
<tr>
<td>proud of</td>
<td></td>
</tr>
<tr>
<td>ready for</td>
<td></td>
</tr>
<tr>
<td>sad about</td>
<td></td>
</tr>
<tr>
<td>serious about</td>
<td></td>
</tr>
<tr>
<td>similar to</td>
<td></td>
</tr>
<tr>
<td>sorry about</td>
<td></td>
</tr>
<tr>
<td>sorry for</td>
<td></td>
</tr>
<tr>
<td>surprised at</td>
<td></td>
</tr>
<tr>
<td>tired of</td>
<td></td>
</tr>
<tr>
<td>worried about</td>
<td></td>
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</tbody>
</table>
# Grammar file 2: Verb patterns

## Simple tenses

<table>
<thead>
<tr>
<th></th>
<th>(don’t)</th>
<th>sing</th>
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</thead>
<tbody>
<tr>
<td>I/we/you/they</td>
<td>(didn’t)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sang</td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>doesn’t</td>
<td>sing</td>
</tr>
<tr>
<td></td>
<td>didn’t</td>
<td></td>
</tr>
</tbody>
</table>

## Perfect tenses

<table>
<thead>
<tr>
<th></th>
<th>have</th>
<th>talked</th>
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</thead>
<tbody>
<tr>
<td>I/we/you/they</td>
<td>had</td>
<td></td>
</tr>
<tr>
<td></td>
<td>has</td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Continuous tenses

<table>
<thead>
<tr>
<th></th>
<th>am</th>
<th>was</th>
<th>have been</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>is</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>was</td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td></td>
<td>has been</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>are</td>
<td></td>
</tr>
<tr>
<td>we/you/they</td>
<td></td>
<td>were</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>have been</td>
<td></td>
</tr>
<tr>
<td>I/he/she/it/</td>
<td></td>
<td>had been</td>
<td></td>
</tr>
<tr>
<td>we/you/they</td>
<td></td>
<td>will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>must (etc.) be</td>
<td></td>
</tr>
</tbody>
</table>
### Grammar file 3: Common irregular verbs

#### Pattern ABC

1. **Changing to -o- in simple past tense**
   - break → broke → broken
   - choose → chose → chosen
   - drive → drove → driven
   - forget → forgot → forgotten
   - freeze → froze → frozen
   - speak → spoke → spoken
   - steal → stole → stolen
   - tear → tore → torn
   - wear → wore → worn

2. **Changing to -oo- in simple past tense**
   - shake → shook → shaken
   - take → took → taken

---

Continuous passives are possible but not common:

*Something is being done.*

*We were being criticised.*
3 Changing to -e- in simple past tense

<table>
<thead>
<tr>
<th>Word</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
</tbody>
</table>

4 Changing to -i- in simple past tense

<table>
<thead>
<tr>
<th>Word</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hidden</td>
</tr>
</tbody>
</table>

5 Changing to -a- in simple past tense

<table>
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<tr>
<th>Word</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>forgive</td>
<td>forgave</td>
<td>forgiven</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
</tbody>
</table>

This verb is also ABC but does not fit any of the above categories:

show showed shown
### Pattern ABB

#### 1 Ending in -d

<table>
<thead>
<tr>
<th>Word</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
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<td>stand</td>
<td>stood</td>
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<tr>
<td>tell</td>
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<td>feed</td>
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<td>lead</td>
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<tr>
<td>read</td>
<td>read</td>
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<tr>
<td>find</td>
<td>found</td>
</tr>
</tbody>
</table>

#### 2 Ending in -t

<table>
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<tr>
<th>Word</th>
<th>Past Participle</th>
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</thead>
<tbody>
<tr>
<td>bend</td>
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</tr>
<tr>
<td>build</td>
<td>built</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
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<td>leave</td>
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<td>lend</td>
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<td>lose</td>
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<td>mean</td>
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<td>meet</td>
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<td>send</td>
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<tr>
<td>shoot</td>
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<td>sit</td>
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<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
</tr>
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</table>
3 Ending in -ought/-aught

<table>
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<th>Verb</th>
<th>Verb</th>
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</thead>
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<td>bring</td>
<td>brought</td>
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<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
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<tr>
<td>catch</td>
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<tr>
<td>fight</td>
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<td>taught</td>
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<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
</tbody>
</table>

4 Vowel change -i/-a to -u/-o

<table>
<thead>
<tr>
<th>Word</th>
<th>Verb</th>
<th>Verb</th>
</tr>
</thead>
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<td>dig</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>hang</td>
<td>hung</td>
<td>hung</td>
</tr>
<tr>
<td>stick</td>
<td>stuck</td>
<td>stuck</td>
</tr>
<tr>
<td>strike</td>
<td>struck</td>
<td>struck</td>
</tr>
<tr>
<td>shine</td>
<td>shone</td>
<td>shone</td>
</tr>
<tr>
<td>win</td>
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</tbody>
</table>

Pattern AAA

<table>
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<th>Word</th>
<th>Verbal Form</th>
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<tr>
<td>bet</td>
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<tr>
<td>bet</td>
<td>cost</td>
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<tr>
<td>bet</td>
<td>cut</td>
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<td>bet</td>
<td>hit</td>
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<td>bet</td>
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<td>bet</td>
<td>spread</td>
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</table>

Other patterns

<table>
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<th>Word</th>
<th>Verbal Form</th>
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<tr>
<td>become</td>
<td>became</td>
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<tr>
<td>come</td>
<td>came</td>
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<tr>
<td>run</td>
<td>ran</td>
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<tr>
<td>beat</td>
<td>beat</td>
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<tr>
<td>become</td>
<td>become</td>
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<td>become</td>
<td>come</td>
</tr>
<tr>
<td>run</td>
<td>run</td>
</tr>
<tr>
<td>beaten</td>
<td></td>
</tr>
</tbody>
</table>
Answers

1 Nouns and pronouns
Practice: 1A
A 1 woman 2 lives 3 foot 4 children 5 days 6 lady
7 matches 8 books 9 tax 10 trees
B 1 are 2 costs 3 is 4 looks 5 have
C 1 armchair 2 bottle opener 3 greenhouse
4 matchstick 5 police car 6 post office 7 screwdriver
8 telephone directory 9 wristwatch

Practice: 1B
A
I me my mine myself
you you your yours yourself/yourselves
he him his his himself
she her her hers herself
it it its its itself
we us our ours ourselves
they them their theirs themselves
B 1 my 2 her 3 ourselves 4 their 5 me 6 yours

Review 1
1 Did she go to the party on her own/by herself? 2 It's/It is
time to give the cat its dinner. 3 Look after yourselves,
children! 4 Explain to me the difference between if and
when. 5 Is this your hairbrush? 6 There's not/There isn't
much bread left. 7 Did Kate tell you/Did Kate say where she
was going? 8 Your house is bigger than ours.

2 Determiners
Practice 2
A 1 French people shake hands more often than the
English do/than English people do. 2 The Moon goes
round the Earth. 3 Let me give you a piece of advice: don't
accept sweets from strange men! 4 When I was a boy, we
always had eggs for breakfast. 5 What time do you leave
home in the morning? 6 If is a poem by an English writer.
B 1 There's no point in telling me; I can't do anything
about it. 2 Somebody's been smoking! I can smell it!
3 I have coffee but no milk, so you'll have to drink it black.
4 Shall I make some more popcorn for you? 5 I know
hardly anybody at this party.

Review 2
A 1 Is this money yours? 2 There aren't any cakes/There
are no cakes left. The cat has eaten them all/all of them.
3 We do some shopping every weekend. 4 I have three sons and they are all crazy. 5 Have you lived here all your life? 6 Why do the French/Why do French people always shake hands when they meet?

B 1 I need a little more time. 2 You should eat less bread. 3 There isn't much furniture in here. 4 I haven't many exercises to do.

3 Adjectivals

Practice 3

A 1 all my old school photos 2 several old French dining tables 3 Mike's first African wildlife safari 4 a lot of pretty young Brazilian girls 5 a pair of white cotton tennis shorts

B (Sample answers) 1 Japanese is more difficult than English. 2 Walking is healthier than jogging. 3 Thirst is worse than hunger. 4 Health is more important than money. 5 Half a loaf is better than no loaf at all.

C 1 fall asleep 2 go mad 3 grow old 4 make sure 5 stand still 6 turn green

D 1 I am the girl (that) you wrote to. 2 I am the only one who/that can speak Chinese. 3 She's the one who/that works in a bank. 4 He's the man (that) I told you about. 5 This is the cat that/which ate my breakfast.

Review 3

1 Never wake up a sleeping tiger (a tiger that is asleep). 2 It's the biggest stadium in the world! 3 Are you the man whose cat ate my breakfast? 4 I am interested in football. I go to all the matches. 5 Today is the twenty-second of June. 6 Angela is the most intelligent person I know.

4 Prepositions

Practice 4A

A 1 across 2 past 3 round 4 up 5 over 6 through 7 across 8 along 9 over 10 into

B 1 I last ate at seven o'clock. I haven't eaten since seven o'clock. I haven't eaten for five hours. 2 I was born in 1980. I was born on Friday 7 July at 3 o'clock in the morning!

Practice 4B

1 a present for/on your birthday 2 a painting by Rembrandt 3 a table made of/from wood 4 an old man with a grey beard 5 a car that goes like the wind 6 a book about dinosaurs 7 a building taller than the Eiffel Tower 8 a peace march against the war 9 I am very proud of my daughter. 10 He is very good at football. 11 Did you pay for the meal? 12 Does this pen belong to you? 13 Bill looks exactly like his father! 14 I'm not used to eating spicy food. 15 Do you believe in ghosts?
Review 4
A 1 Please be home by 10 pm at the latest! 2 I have been waiting for two hours. 3 John got tired of waiting, so he went home. 4 Our friends were late, so we went without them. 5 What did you do at the weekend? 6 12.50 is the same as ten to one. 7 We arrived at the hotel after midnight.
B 1c 2d 3f 4e 5a 6b

5 Verbs 1: Form
Practice 5
A
1 find found found
2 catch caught caught
3 fall fell fallen
4 put put put
5 see saw seen
6 write wrote written
7 tell told told
8 take took taken
9 meet met met
10 cost cost cost

B 1 Where did you go last night? 2 Where do you live?
3 What did you have for dinner? 4 How many languages can you speak? 5 How do you go to work? 6 Which

program do you use? 7 What have you done today?
C 1 It has moved – It has been moved – It has been moving – It will move 2 Does she work? – Did she work? – Has she worked? – Is she working?

Review 5
1 What does John do? He teaches physics. 2 I’m tired: I’ve been working hard. 3 Must we stay in? 4 Why doesn’t this watch work? 5 You’re a student, aren’t you?
6 Can you tell me the time, please? 7 This box measures 200cm by 300cm. 8 Do you live here? Yes, I do.

6 Verbs 2: Tenses
Practice 6
A 1 are you doing 2 do you do 3 aren’t you working
4 don’t you work 5 holds 6 are holding
B 1 + a/c 2 + a/c 3 + b/d 4 + a/c
C 1d 2c 3b 4a
D 1c 2a 3d 4b (a is also correct)

Review 6
1 I’m not sure what the H stands for in H₂O. 2 We went to Rome last year and saw the Vatican. 3 I was a good singer when I was younger. 4 I’ve lost my purse. ‘What does it look like?’ 5 When was the Golden Gate Bridge
erected? 6 ‘Why don’t we go shopping tomorrow?’ ‘OK.’
7 Do you think it will rain/it’s going to rain this evening?
8 I’ve been waiting for you (for) a long time.

**7 Verbs 3: Other forms**

**Practice 7**

A 1 must be 2 must have 3 can’t be 4 can’t have
B 1 don’t have to 2 mustn’t 3 mustn’t 4 don’t have to
C 1 should be 2 should be 3 shouldn’t be 4 shouldn’t be
D 1a 2c 3a 4a 5a or b 6a 7c 8b

**Review 7**

1 Did you enjoy dancing with my girlfriend?
2 If you are/you’re not busy, I might be able to see you later.
3 If you’re very good, I might let you come with me.
4 If there aren’t enough enrolments, the course will be cancelled.
5 We saw that the door was locked, so we couldn’t get in.
6 We were not told the truth.
7 I saw the car crash into a wall.

**8 Adverbials**

**Practice 8**

A 1 nicely 2 useful 3 angrily 4 terrible 5 really 6 easy
B 1c 2a 3f 4b (e also fits) 5d 6e
C 1c 2e 3b 4a 5f 6d

**9 Frequently asked questions**

**Common errors**

1 John is a teacher.
2 I fell and broke my leg, so I must go to hospital.
3 I always go to work by bus/on the bus.
4 Nobody helped me. I did it all by myself/on my own.
5 I never said anything to anybody. 6 What time does the bus leave for Oxford? 7 Why don’t you get your hair cut? 8 She left the house without saying goodbye to me. 9 I have been waiting for ages! Where have you been? 10 Here’s a picture of a dog and its owner. 11 Do you believe in ghosts? 12 Alicia: I don’t like people who/smoke. 13 Philip: Neither do I. 14 You shouldn’t have eaten so many potatoes. 15 She is the most beautiful girl I know. 16 If I were you, I would listen to your father’s advice. 17 I did my homework in less than an hour! 18 Jack should have been here an hour ago, and he still hasn’t arrived! 19 I am very interested in Indian music. 20 Have another drink: it won’t do you any harm.
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