Oxford Practice Grammar
Basic
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>IX</td>
</tr>
<tr>
<td>Key to symbols</td>
<td>IX</td>
</tr>
<tr>
<td><strong>Tenses: present</strong></td>
<td></td>
</tr>
<tr>
<td>1 Be: Present Simple (1)</td>
<td>2</td>
</tr>
<tr>
<td>2 Be: Present Simple (2)</td>
<td>4</td>
</tr>
<tr>
<td>3 Present Simple (1)</td>
<td>6</td>
</tr>
<tr>
<td>4 Present Simple (2)</td>
<td>8</td>
</tr>
<tr>
<td>5 Present Continuous (1)</td>
<td>10</td>
</tr>
<tr>
<td>6 Present Continuous (2)</td>
<td>12</td>
</tr>
<tr>
<td>7 Present Simple or Present Continuous</td>
<td>14</td>
</tr>
<tr>
<td>8 Imperative</td>
<td>16</td>
</tr>
<tr>
<td><strong>Test A</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Tenses: past</strong></td>
<td></td>
</tr>
<tr>
<td>9 Be: Past Simple</td>
<td>20</td>
</tr>
<tr>
<td>10 Past Simple</td>
<td>22</td>
</tr>
<tr>
<td>11 Past Continuous</td>
<td>24</td>
</tr>
<tr>
<td>12 Past Simple or Past Continuous</td>
<td>26</td>
</tr>
<tr>
<td>13 Present Perfect (1)</td>
<td>28</td>
</tr>
<tr>
<td>14 Present Perfect (2)</td>
<td>30</td>
</tr>
<tr>
<td>15 Present Perfect (3)</td>
<td>32</td>
</tr>
<tr>
<td>16 Past Simple or Present Perfect</td>
<td>34</td>
</tr>
<tr>
<td>17 Present Perfect Continuous</td>
<td>36</td>
</tr>
<tr>
<td>18 Present Perfect Simple or Continuous</td>
<td>38</td>
</tr>
<tr>
<td>19 Past Perfect</td>
<td>40</td>
</tr>
<tr>
<td>20 Used to</td>
<td>42</td>
</tr>
<tr>
<td><strong>Test B</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>Tenses: future</strong></td>
<td></td>
</tr>
<tr>
<td>21 Be going to</td>
<td>46</td>
</tr>
<tr>
<td>22 Will and shall</td>
<td>48</td>
</tr>
<tr>
<td>23 Will or be going to</td>
<td>50</td>
</tr>
<tr>
<td>24 Present Continuous for the future</td>
<td>52</td>
</tr>
<tr>
<td>25 Present tense: when, before, after, until, etc.</td>
<td>54</td>
</tr>
<tr>
<td>26 Future</td>
<td>56</td>
</tr>
<tr>
<td><strong>Test C</strong></td>
<td>58</td>
</tr>
<tr>
<td><strong>Sentences and questions</strong></td>
<td></td>
</tr>
<tr>
<td>27 Nouns, verbs, adjectives, etc.</td>
<td>60</td>
</tr>
<tr>
<td>28 Word order: subject, verb, object</td>
<td>62</td>
</tr>
<tr>
<td>29 ‘Yes/no’ questions</td>
<td>64</td>
</tr>
<tr>
<td>30 Where, when, why, how</td>
<td>66</td>
</tr>
<tr>
<td>Page</td>
<td>Contents</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>31</td>
<td>Who, what, which</td>
</tr>
<tr>
<td>32</td>
<td>How long/far/often ...?</td>
</tr>
<tr>
<td>33</td>
<td>What ... like?</td>
</tr>
<tr>
<td>34</td>
<td>Who and what: subject and object</td>
</tr>
<tr>
<td>35</td>
<td>Whose is this? – It’s John’s.</td>
</tr>
<tr>
<td>36</td>
<td>Question tags</td>
</tr>
<tr>
<td>37</td>
<td>Short answers</td>
</tr>
<tr>
<td>38</td>
<td>So am I, I am too, Neither am I, etc.</td>
</tr>
<tr>
<td></td>
<td><strong>Test D</strong></td>
</tr>
<tr>
<td>39</td>
<td><strong>Modal verbs</strong></td>
</tr>
<tr>
<td>40</td>
<td>Ability: can, can’t, could, couldn’t</td>
</tr>
<tr>
<td>42</td>
<td>Must, mustn’t</td>
</tr>
<tr>
<td>43</td>
<td>Have to</td>
</tr>
<tr>
<td>44</td>
<td>Must/have to, mustn’t/don’t have to</td>
</tr>
<tr>
<td>45</td>
<td>Should, shouldn’t</td>
</tr>
<tr>
<td>46</td>
<td>Should, ought to, had better</td>
</tr>
<tr>
<td>47</td>
<td>Need, needn’t, needn’t have</td>
</tr>
<tr>
<td>48</td>
<td>Had to do/go, should have done/gone</td>
</tr>
<tr>
<td></td>
<td><strong>Test E</strong></td>
</tr>
<tr>
<td>49</td>
<td><strong>Articles, nouns, pronouns, etc.</strong></td>
</tr>
<tr>
<td>50</td>
<td>Articles (1): a, an or the</td>
</tr>
<tr>
<td>51</td>
<td>Articles (2): a/an, the or no article</td>
</tr>
<tr>
<td>52</td>
<td>Plural nouns; one and ones</td>
</tr>
<tr>
<td>53</td>
<td>This, that, these, those</td>
</tr>
<tr>
<td>54</td>
<td>Countable and uncountable nouns</td>
</tr>
<tr>
<td>55</td>
<td>A, some, any, no</td>
</tr>
<tr>
<td>56</td>
<td>I and me (subject and object pronouns)</td>
</tr>
<tr>
<td>57</td>
<td>There or it/they</td>
</tr>
<tr>
<td>58</td>
<td>My, your; mine, yours</td>
</tr>
<tr>
<td>59</td>
<td>Myself, yourself, etc.; each other</td>
</tr>
<tr>
<td>60</td>
<td>Direct and indirect objects</td>
</tr>
<tr>
<td>61</td>
<td>Much, many; how much/many; more</td>
</tr>
<tr>
<td>62</td>
<td>A lot of, lots of, a little, a few</td>
</tr>
<tr>
<td>63</td>
<td>Something, anybody, nothing, etc.</td>
</tr>
<tr>
<td>64</td>
<td>All, most, some, none</td>
</tr>
<tr>
<td></td>
<td><strong>Test F</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CONTENTS</strong></td>
</tr>
</tbody>
</table>
Conditionals and reported speech

97 Zero Conditional and First Conditional 212
98 Second Conditional 214
99 Third Conditional 216
100 Reported speech (1) 218
101 Reported speech (2) 220
102 Reported questions 222

Test J 224

Building sentences

103 And, but, so, both … and, either, etc. 226
104 Because, in case, so, so that 228
105 Since, as, for 230
106 Although, while, however, despite, etc. 232
107 Relative clauses (1) 234
108 Relative clauses (2) 236
109 Relative clauses (3) 238

Test K 240

Appendices

1 Nouns 242
2 Regular verbs 243
3 Irregular verbs 244
4 Adjectives and adverbs 245

Exit test 247

Index 255
Introduction

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

The books are divided into units, each of which covers an important grammar topic. Each unit starts with an explanation of the grammar and this is followed by a set of practice exercises. Tests at the end of each unit or section of units give the opportunity for more practice and enable you to assess how much you have learned.

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

Exam practice

The first level in the series is *Oxford Practice Grammar – Basic*. This is suitable for elementary to pre-intermediate students of English. Grammar topics are explained simply and clearly and you are given lots of opportunity to practise.

Each new topic is presented on a left-hand page and the practice section follows on the same page or the facing page. You can therefore look across to the explanation while you are working through the exercises.

Appendices at the back of the book summarize how to form plurals of nouns, verb endings, comparative forms of adjectives, and adverbs. They also include a table of irregular verbs.

An exit test provides an opportunity for more practice, and prepares you for *Oxford Practice Grammar – Intermediate*.

There is an interactive *Oxford Practice Grammar* website at www.oup.com/elt/practicegrammar.

Key to symbols

The symbol / (oblique stroke) between two words means that either word is possible. *We put does before he/she/it* means that *We put does before he, We put does before she and We put does before it* are all possible. In exercise questions this symbol is also used to separate words or phrases which are possible answers.

Brackets ( ) around a word or phrase in the middle of a sentence mean that it can be left out. *She said (that) she lived in a small flat* means that there are two possible sentences: *She said that she lived in a small flat and She said she lived in a small flat*.

The symbol ~ means that there is a change of speaker. In the example *When did Jane go to India? ~ In June*, the question and answer are spoken by different people.

The symbol ▶ in an exercise indicates that a sample answer is given.
1 Here are some examples of be in the Present Simple:

This is my brother. He's ten years old.
I'm a student. These are my books.
They aren't at home. They're at the theatre.

2 We form the Present Simple of be like this:

<table>
<thead>
<tr>
<th></th>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I am</td>
<td>I'm</td>
</tr>
<tr>
<td></td>
<td>you are</td>
<td>you're</td>
</tr>
<tr>
<td></td>
<td>he/she/it is</td>
<td>he/she/it's</td>
</tr>
<tr>
<td>Plural</td>
<td>we are</td>
<td>we're</td>
</tr>
<tr>
<td></td>
<td>you are</td>
<td>you're</td>
</tr>
<tr>
<td></td>
<td>they are</td>
<td>they're</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I am not</td>
<td>I'm not</td>
</tr>
<tr>
<td></td>
<td>you are not</td>
<td>you aren't</td>
</tr>
<tr>
<td></td>
<td>he/she/it is not</td>
<td>he/she/it isn't</td>
</tr>
<tr>
<td>Plural</td>
<td>we are not</td>
<td>we aren't</td>
</tr>
<tr>
<td></td>
<td>you are not</td>
<td>you aren't</td>
</tr>
<tr>
<td></td>
<td>they are not</td>
<td>they aren't</td>
</tr>
</tbody>
</table>

3 In speech, we usually use the short forms:

She's my sister. He's my brother.
I'm from Italy. They're German.

4 We use be:

▸ to say who we are:

I'm Steve and this is my friend Bill. We're from Scotland.

I'm Janet and these are my sisters. This is Sandra and this is Patricia. Sandra and Patricia are doctors.

▸ to talk about the weather:

It's cold today.
It's a beautiful day.
It's usually hot here
It isn't very warm today.

▸ to talk about the time:

It's ten o'clock.
It's half past four.
You're late!

▸ to talk about places:

Milan is in the north of Italy.
John and Mary are in Yorkshire.

▸ to talk about people's ages:

My sister is six years old.

Practice

A Maria is from Brazil. She is writing about herself and her family. Put full forms of be in the gaps.

▸ I am a student from Brazil.
▸ My parents are not (not) rich.
1 My father a teacher.
2 My mother (not) Brazilian.
3 She from America.
4 I twenty years old.
5 My little brother two.
6 My older brothers (not) students.
7 They in the army.
8 It often very hot in Brazil.
B Now fill these gaps. This time, use short forms of be, as in the examples.

1 She (not) a teacher.
2 He a student.
3 They (not) at home.
4 They (not) in the park.
5 It (not) cold today.
6 It eight o’clock.
7 We from Paris.
8 We (not) from Bordeaux.
9 You (not) twenty-one.
10 I twenty-four.

C Choose words from the box to put in the gaps.

He’s She’s They’re It’s (x2) are is We isn’t

1 New York in England. in America.
2 Paul from Germany. German.
3 My sister is a doctor. thirty years old.
4 six o’clock! are late.
5 Look at the time! Chris and Mary late.

D Look at these pictures. These people are saying who they are. Write sentences, choosing the correct jobs from the box, as in the example.

(names: names: names: names: names:)
(nationality: nationality: nationality: nationality: nationality:)
(jobs: jobs: jobs: jobs: jobs:)

1 I’m Paolo and this is Federico.
We’re from Italy.
I’m a policeman and Federico is a footballer.

3

4

5

TENSES: PRESENT • PAGE 3
2 Be: Present Simple (2)

1 We use be:
   - to talk about how we feel:
     - I’m happy.
     - They’re sad.
     - They’re bored.
     - She’s tired.
     - We’re hungry.
     - I’m thirsty.
     - He isn’t afraid.
     - They’re cold.

   - to greet people:
     - Bill: Hello. How are you?
     - Jane: I’m fine thanks. How are you?

   - to apologize:
     - I’m sorry I’m late.

   - to describe things:
     - It isn’t expensive. It’s cheap.
     - It’s an old film. It isn’t very good.
     - These photos are bad!

(For other uses of be, see Unit 1.)

2 We use there + be to talk about the existence of something. There + be can be used to talk about where things are:

**SINGULAR:** There’s a supermarket in this street.
There is a telephone in the flat.

**PLURAL:** There are some good cafes in the centre of the town.

We also use there + be to talk about when things happen:
- There is a bus to London at six o’clock.
- There are taxis, but there aren’t any buses on Sunday.
- There isn’t another train to Manchester today.

3 We form questions with be in the Present Simple like this:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I late?</td>
<td>Are I</td>
<td></td>
</tr>
<tr>
<td>Are you</td>
<td>Are we</td>
<td></td>
</tr>
<tr>
<td>Is he/she/it</td>
<td>Are you</td>
<td></td>
</tr>
<tr>
<td>Am I late?</td>
<td>Are they</td>
<td></td>
</tr>
</tbody>
</table>

Here are some examples of questions using all the forms of be:
- Am I late for the film?
- Are you twenty years old?
- Is he at home now?
- Is she French or Italian?
- Is it time to go home?
- Are we ready to leave?
- Are you both at university?
- Are they in London today?

Practice

A Make sentences about the pictures using the words in the box. Use He/She/They and the Present Simple of be.

- She’s thirsty.
- He .................
- They .................
- ........................
- ........................
- ........................
B Use *there* + the correct form of *be* to say what we can and cannot find in the town of Smallwood.

- (a cinema: ✓) There's a cinema.
- (a river) There isn't a river.
- (restaurants: 10) There are ten restaurants.
- 1 (a castle: ✓) a castle.
- 2 (baker's shops: 2) two baker's shops.
- 3 (a zoo: ✓) a zoo.
- 4 (banks: 6) six banks.
- 5 (a luxury hotel: ✓) a luxury hotel.
- 6 (a theatre) a theatre.
- 7 (newsagents: 6) six newsagents.
- 8 (many tourists) many tourists.

C Write questions by putting the words in brackets ( ) in the correct order.

- (thirsty – you – are) Are you thirsty?
- 1 (a teacher – you – are) Are you a teacher?
- 2 (they – bored – are) Are they bored?
- 3 (is – afraid – he) Is he afraid?
- 4 (she – tired – is) Is she tired?
- 5 (are – you – how) How are you?
- 6 (cold today – it – is) Is it cold today?
- 7 (she – Spanish – is) Is she Spanish?
- 8 (they – from London – are) Are they from London?

D Put forms of *be* in these conversations.

Steve: This (✓) is Joan, my sister.
Tom: Hello, Joan. (1) you a student?
Joan: No, I (2) a dentist. I work in Brighton.

Mike: How are you, Sally?
Sally: I (3) fine, thanks.
Mike: (4) you hungry?
Sally: Yes. (5) there a good restaurant near here?
Mike: Yes. There (6) a good, and cheap, restaurant in Wellington Street.

E Write questions using the words in brackets ( ) and a form of *be*.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(you/Spanish)? Are you Spanish?</td>
<td>~ No, I'm French.</td>
</tr>
<tr>
<td>1 (you/hungry)?</td>
<td>~ No, I’m thirsty.</td>
</tr>
<tr>
<td>2 (she/your sister)?</td>
<td>~ No, she’s my mother.</td>
</tr>
<tr>
<td>3 (I/late)?</td>
<td>~ No, you’re on time.</td>
</tr>
<tr>
<td>4 (they/from America)?</td>
<td>~ No, they’re from Canada.</td>
</tr>
<tr>
<td>5 (he/a tennis player)?</td>
<td>~ No, he’s a footballer.</td>
</tr>
<tr>
<td>6 (you/happy)?</td>
<td>~ No, I’m sad.</td>
</tr>
<tr>
<td>7 (she/at home)?</td>
<td>~ No, she’s at work.</td>
</tr>
<tr>
<td>8 (he/twenty)?</td>
<td>~ No, he’s eighteen years old.</td>
</tr>
</tbody>
</table>

TENSES: PRESENT • PAGE 5
We form the Present Simple like this:

**POSITIVE**

**Singular**
- I know
- you know
- he/she/it knows

**Plural**
- we know
- you know
- they know

I know the answer.
She starts work at 9.30.

We add -s after he/she/it:

I start ➞ he starts  I live ➞ she lives

If a verb ends in -ch, -o, -sh or -ss, we add -es after he/she/it:

I watch ➞ he watches  you do ➞ he does
they go ➞ it goes  we wash ➞ she washes

If a verb ends in a consonant (b, c, etc.) + y (e.g. study), we use -ies after he/she/it:

I study ➞ he studies  I fly ➞ it flies

(For more examples, see Appendix 2, page 243.)

Now look at these examples of the negative:

**NEGATIVE**

**FULL FORM**
- I do not know.
- You do not know.
- He/She/It does not know.
- We do not know.
- You do not know.
- They do not know.

**SHORT FORM**
- I don’t know.
- You don’t know.
- He doesn’t know.
- We don’t know.
- You don’t know.
- They don’t know.

Note that we say:

He does not know. (NOT He do not know.)

We use the Present Simple:

- to talk about things that happen regularly:
  He plays golf every day.

- to talk about facts:
  She comes from France.
  (= She is French.)
  Greengrocers sell vegetables.
  I don’t speak Chinese.

Practice

**A** Add -s or -es to the verbs in the sentences if it is necessary. If it is not necessary, put a tick (✓) in the gap.

- He work... in a bank.
- They live ... in France.
1 I watch ... TV every day. 5 They go ... on holiday in August.
2 She go ... to work by car. 6 He speak ... Italian and French.
3 The film finish ... at ten o’clock. 7 She do ... her homework every night.
4 We play ... tennis every weekend. 8 We start ... work at half past eight.

**B** Now finish these sentences using a verb from the box. Use each verb once. Remember to add -s or -es if necessary.

fly study finish eat sell smoke drink live

- He ... toast for breakfast.
  1 I ... coffee three times a day.
  2 My father ... a new language every year.
  3 She ... to New York once a month.
4 He ... ten cigarettes a day.
5 They ... in Ireland.
6 He ... work at six o’clock.
7 I ... fruit in a shop.
**C** Write these sentences, using the negative form of the Present Simple.

1. (He/not/live/in Mexico) He doesn’t live in Mexico.
2. (She/not/work/in a bank) She doesn’t work in a bank.
3. (I/not/play/golf) I don’t play golf.
4. (Paul/not/listen/to the radio) Paul doesn’t listen to the radio.
5. (We/not/speak/French) We don’t speak French.
6. (You/not/listen/to me!) You don’t listen to me!
7. (My car/not/work) My car doesn’t work.
8. (Sheila/not/eat/meat) Sheila doesn’t eat meat.
9. (I/not/understand/you) I don’t understand you.

**D** Put in the verbs from the box, in the Present Simple. Use each verb once.

```
leave start arrive get watch work brush
eat have like drink go stop
```

Interviewer: How do you start the day, Jim?
Jim: Well, I (get) up at six o’clock. I get washed and dressed, and I (have) breakfast at seven o’clock. After breakfast, I (brush) my teeth. I (start) to work at eight.

Interviewer: When do you get to work?
Jim: I usually (go) at my office at about half past eight. First, I (drink) a cup of coffee, and then I (work) work at 8.45 a.m.

Interviewer: Where do you work?
Jim: I (work) in a bank. I am a computer operator. I (like) my job. It’s very interesting.

Interviewer: When do you eat lunch?
Jim: I (eat) work and I have lunch at one o’clock. I (stop) work at half past three.

Interviewer: When do you finish work?
Jim: I (stop) the office at six o’clock. I eat dinner when I get home. Then I (watch) TV for an hour or two.

**E** Use the table to write facts about Joan. A tick (✓) means that something is true. A cross (✗) means that something is not true. Use the verbs in brackets ( ).

```
<table>
<thead>
<tr>
<th>from Scotland ✓</th>
<th>in a bank X</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>from England X</td>
<td>in a shop ✓</td>
<td>X</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>
```

1. (come) She comes from Scotland.
2. (work) She doesn’t work in a shop.
3. (live) She lives in a house.
4. (speak) She speaks French.
5. (like) She likes new films.
6. (like) She doesn’t like Italian films.
1 We use the Present Simple:
   ▶ to talk about feelings and opinions:
     
     I like pop music. I don’t like classical music.  
     She loves football!  
     Philip wants a new car.  
     I don’t want a cup of tea, thanks.  
     He feels sick.  
   
   ▶ to talk about thoughts:
     
     I don’t think she likes her new job.  
     I don’t know the answer.  
     He doesn’t understand me.

For other uses of the Present Simple, see Unit 3.

2 We form Present Simple questions like this:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I / you</td>
<td>Do</td>
</tr>
<tr>
<td>Does</td>
<td>he / she / it</td>
<td>do</td>
</tr>
</tbody>
</table>

Note that we put do before I / you / we / they:

Do you speak Spanish?  
Do you work in the town centre?  
Do they know the answer?

We put does before he / she / it:

Does he walk to work?  
Does Steve enjoy his job?  
Does she play the piano?

Note that we say:  
Does he walk? (NOT Does he walks?)

Practice

A Put in the words from the box in the correct form. Use the Present Simple. Use each verb once.

<table>
<thead>
<tr>
<th>like</th>
<th>not know</th>
<th>love</th>
<th>feel</th>
<th>think</th>
<th>not like</th>
<th>want</th>
<th>not understand</th>
</tr>
</thead>
</table>

1 I ………………… sick. Can I have a glass of water please?
2 I don’t know the answer because I ………………… the question.
3 I ………………… he’s tired. He works too hard.
4 We ………………… that new painting. We think it’s terrible!
5 I want to telephone Jane, but I ………………… her phone number.
6 They’re thirsty. They ………………… something to drink.
7 I ………………… your new car. It’s very nice. Was it expensive?

B Write sentences about Peter. (√ = like, √√ = love, X = not like, XX = hate)

| (tennis X) | He doesn’t like tennis. |
| (music √√) | He loves music. |
| 1 (coffee √) | He …………………………………………………. |
| 2 (films X) | He …………………………………………………. |
| 3 (his job √√) | …………………………………………………. |
| 4 (fish XX) | …………………………………………………. |
| 5 (holidays √√) | …………………………………………………. |
| 6 (golf X) | …………………………………………………. |
C This is an interview with Mary Woods about herself and her husband, John. Write the questions, using the ideas from the box.

<table>
<thead>
<tr>
<th>like films</th>
<th>read books</th>
<th>listen to the radio</th>
<th>play golf</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch TV</td>
<td>play a musical instrument</td>
<td>smoke</td>
<td>go to the theatre</td>
</tr>
<tr>
<td>drive a car</td>
<td>like pop music</td>
<td>drink coffee</td>
<td>live in London</td>
</tr>
<tr>
<td>like dogs</td>
<td>speak any foreign languages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QUESTIONS**

1. Do you live in London?
2. Does John play golf?
3. Do you stop at the railway station?
4. Does the sports centre finish before eleven p.m.?
5. Do all the banks start here?
6. Does the number 38 bus sell maps of the city?
7. Do the restaurants change tourists’ money into pounds?
8. Does the concert sell souvenirs?
9. Does the sightseeing tour have a swimming pool?
10. Does the museum serve typical English food?

**ANSWERS**

2. ~ No, but he plays tennis.
3. ~ Yes, I speak French.
4. ~ Yes, I like all the programmes on TV.
5. ~ Yes, he listens to the radio in the morning.
6. ~ No, but he loves cats.
7. ~ No, I don’t like films.
8. ~ Yes, he has two cups in the morning.
9. ~ No, but I have a bicycle.
10. ~ Yes, I play the piano.
11. ~ No, I prefer classical music.
12. ~ Yes, I love musicals.
14. ~ No, he doesn’t like cigarettes.

D You are on holiday, and you are in a Tourist Information Centre. Ask questions using the table below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you stop at the railway station?</td>
<td>the sports centre</td>
<td>start here?</td>
</tr>
<tr>
<td>Does finish before eleven p.m.?</td>
<td>all the banks</td>
<td>sell maps of the city?</td>
</tr>
<tr>
<td>Does sell maps of the city?</td>
<td>the number 38 bus</td>
<td>change tourists’ money into pounds?</td>
</tr>
<tr>
<td>Does change tourists’ money into pounds?</td>
<td>the restaurants</td>
<td>sell souvenirs?</td>
</tr>
<tr>
<td>Does sell souvenirs?</td>
<td>the concert</td>
<td>have a swimming pool?</td>
</tr>
<tr>
<td>Does have a swimming pool?</td>
<td>the sightseeing tour</td>
<td>serve typical English food?</td>
</tr>
<tr>
<td>Does serve typical English food?</td>
<td>the museum</td>
<td></td>
</tr>
</tbody>
</table>

> Do you sell maps of the city?

1. ~ Yes, I sell maps of the city.
2. ~ No, we don’t sell maps of the city.
3. ~ Yes, we sell maps of the city.
4. ~ No, we don’t sell maps of the city.
5. ~ Yes, we sell maps of the city.
6. ~ No, we don’t sell maps of the city.
7. ~ Yes, we sell maps of the city.
Present Continuous (1)

1. We form the Present Continuous like this:
   \[ \text{be + -ing form} \]
   \[ \text{I am eating.} \]

   Here are the forms of the Present Continuous:

   **POSITIVE**
   
<table>
<thead>
<tr>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am eating.</td>
<td>I'm eating.</td>
</tr>
<tr>
<td>You are eating.</td>
<td>You're eating.</td>
</tr>
<tr>
<td>He/She/It is eating.</td>
<td>He's eating.</td>
</tr>
<tr>
<td>We are eating.</td>
<td>We're eating.</td>
</tr>
<tr>
<td>You are eating.</td>
<td>You're eating.</td>
</tr>
<tr>
<td>They are eating.</td>
<td>They're eating.</td>
</tr>
</tbody>
</table>

   **NEGATIVE**
   
<table>
<thead>
<tr>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not eating.</td>
<td>I'm not eating.</td>
</tr>
<tr>
<td>You are not eating.</td>
<td>You aren't eating.</td>
</tr>
<tr>
<td>He/She/It is not eating.</td>
<td>He isn't eating.</td>
</tr>
<tr>
<td>We are not eating.</td>
<td>We aren't eating.</td>
</tr>
<tr>
<td>You are not eating.</td>
<td>You aren't eating.</td>
</tr>
<tr>
<td>They are not eating.</td>
<td>They aren't eating.</td>
</tr>
</tbody>
</table>

2. To make the -ing form, we add -ing to the verb:
   
   | listen | listening |
   | play   | playing   |
   | work   | working   |
   | read   | reading   |

3. But notice these irregular spellings:
   
   | win      | winning    |
   | shop     | shopping   |
   | swim     | swimming   |
   | dance    | dancing    |
   | travel   | travelling |
   | write    | writing    |

(For more details on the spelling of the -ing form, see Appendix 2, page 243.)

4. We use the Present Continuous:
   
   - to talk about actions and situations in progress now:
   - to talk about actions and situations in progress around now, but not exactly at the moment we speak:

Practice

A. Look at these pictures.

1. Decide what is happening (✓) and what isn't happening (✗) in each picture, and then write positive or negative sentences.

   - (George/eat/breakfast)
   - (George/sleep)
   - (They/work)
   - (They/sit/in the garden)
   - (I/study/music)
   - (I/learn/Japanese)

   \[ ✓ \]
   \[ ✗ \]

   George is eating breakfast.
   George isn't eating breakfast.
   George is sleeping.
   George isn't sleeping.
   They are working.
   They aren't working.
   They are sitting in the garden.
   They aren't sitting in the garden.
   I am studying music.
   I am not studying music.
   I am learning Japanese.
   I am not learning Japanese.
3 (He/play/tennis)  ...... ………………………………………
(She/win) ...... ………………………………………
4 (We/spend/a day at the seaside) ...... ………………………………………
(The sun/shine) ...... ………………………………………

B Finish the postcard using the words in brackets ( ) in the Present Continuous.
Use full forms (e.g. is sitting).

Dear Peter,

Jenny and I (are staying) (stay) here for a week.
The sun (is shining) (shine) and it’s very hot.
We (are sitting) (sit) on the beach and I
(drink) an orange juice.
We (are not swimming) (not/swim) because we’re
both tired. We (are watching) (watch) the boats on
the sea at the moment. They (are travelling) (travel) fast,
but I can see fifteen or sixteen. Jenny (is reading)
her book, and I (am writing) (write) all the postcards!

Jim and Jenny

C Match the two halves of the sentences. Then put in the correct form of the verb in
brackets ( ).

1 I (go) to work by bike this week
2 My father (take) some medicine
3 Anna is not in the office this week
4 Pauline needs some exercise
5 We (eat) in a restaurant this week
6 Jill doesn’t feel well
7 Tom (study) more now

► My aunt is staying with us this week
a so he can’t drink beer at the moment.
b because she (work) at home.
c so she (stay) at home today.
d so I am sleeping (sleep) in the living room.
e because our oven is broken.
f because he wants to get a good mark.
g because I haven’t got money for petrol.
h so she (walk) to school this week.

► 1 2 3 4 5 6 7
Look at these questions:

*Are you enjoying that drink, Ann?*
*Is he watching TV at the moment?*
*Are they working hard?*

We form Present Continuous questions like this:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Here are three common Present Continuous questions. They all mean ‘How are you?’:

*How’s it going?*
*How are you getting on?*
*How are you doing?*

We do not usually use the Present Continuous to talk about opinions or thoughts:

*I like tennis. I know your sister.*

We do not usually use these verbs in the Present Continuous:

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
</tr>
<tr>
<td>know</td>
</tr>
<tr>
<td>understand</td>
</tr>
<tr>
<td>hate</td>
</tr>
<tr>
<td>love</td>
</tr>
<tr>
<td>believe</td>
</tr>
<tr>
<td>mean</td>
</tr>
<tr>
<td>remember</td>
</tr>
<tr>
<td>want</td>
</tr>
</tbody>
</table>

**think and have:**

▶ we cannot use *think* in the Present Continuous to express opinions: *I think he’s nice.*

▶ we can use *think* in the Present Continuous to talk about an action: *She’s thinking about the film.*

▶ we cannot use *have* in the Present Continuous to talk about possessions: *I have a ticket.*

▶ we can use it to talk about actions: *I’m having breakfast. He’s having fun.*

### Practice

**A** Make questions by putting the words in brackets ( ) in the right order.

1. *(enjoying – your work – you – are – ?)*  
   *Are you enjoying your work?*

2. *(she – having lunch – is – ?)*

3. *(playing football – are – they – ?)*

4. *(the cat – sleeping – is – ?)*

5. *(you – are – coming – to the cinema – ?)*

6. *(listening – are – they – ?)*

7. *(eating – at the moment – she – is – ?)*

8. *(it – raining hard – is – ?)*

9. *(I – getting better – at tennis – am – ?)*

10. *(are – winning the match – we – ?)*
B Make questions and answers. Use the Present Continuous.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(she/work/in Peru this year?)</td>
<td>~ (No, she/study/in Mexico)</td>
</tr>
<tr>
<td>(Is she working in Peru this year?)</td>
<td>~ No, she’s studying in Mexico</td>
</tr>
<tr>
<td>1 (you/study/English at the moment?)</td>
<td>~ (Yes, I/work/hard)</td>
</tr>
<tr>
<td>2 (they/listen/to the radio?)</td>
<td>~ (No, they/play/CDs)</td>
</tr>
<tr>
<td>3 (Peter/wash/now?)</td>
<td>~ (Yes, he/have/a bath)</td>
</tr>
<tr>
<td>4 (they/live/in Madrid at the moment?)</td>
<td>~ (Yes, they/learn/Spanish)</td>
</tr>
<tr>
<td>5 (David/sing/in a group this year?)</td>
<td>~ (No, he/work/in a restaurant)</td>
</tr>
</tbody>
</table>

C Put a tick (✓) next to a correct sentence, and a cross (✗) next to a wrong sentence.

1 They’re enjoying the film. ✓
2 We’re loving ice-cream. ✓
3 She’s believing he’s right. ✗
4 John’s thinking about my idea. ✓
5 He’s having lunch at the moment. ✓
6 She’s eating a banana. ✗
7 He thinks it’s a good idea. ✓
8 ‘Huge’ is meaning ‘very big’. ✓
9 Mick is knowing Jane. ✗
10 She’s hating classical music. ✗

D Complete this conversation. Use the verbs in brackets ( ) in the Present Continuous.

Paul: Hi Steve! What are you doing?
Steve: (►) I’m going (I/go) to the bank. What are you doing?
Paul: (1) (I/shop). (2) (I/look) for a new tennis racquet. (3) (I/play) a lot of tennis at the moment, and I need a new racquet.

Steve: Where is Jackie? Do you know?
Paul: Yes. She isn’t in England at the moment. (4) (She/work) in France for a month.

Steve: What (5) (she/do) in France?
Paul: (6) (She/sing) in a night-club.

Steve: Really? What about Fred and Sue? What (7) (they/do)?
Paul: (8) (They/study) for an exam. They’re always in the library at the moment.

Steve: How is your sister? Is she all right?
Paul: Yes, she’s fine, but she’s tired. (9) (We/paint) the living-room. It’s hard work.

Steve: Can I help you?
Paul: No, it’s OK. My father (10) (help).
Compare the Present Simple and the Present Continuous:

1. We use the Present Simple to talk about facts (things which are true at any time):
   - Anna speaks good Spanish.
   - Journalists write newspaper articles.
   - I come from Norway. (= I am Norwegian).

2. We use the Present Simple for situations that exist over a long time, and for actions that are repeated (e.g. people’s habits, or events on a timetable):
   - Mike works for an advertising company. He lives in Paris. (= His home is in Paris.)
   - Jane travels a lot in her job. I do a lot of sport.
   - We can use words like usually, often, every:
     - We usually go out to dinner at weekends.
     - I often go to football matches on Sundays.
     - The buses leave every hour.

3. We use the Present Simple with thinking and feeling verbs (e.g. know, forget, notice, understand, recognise, remember, like, love, hate, want, prefer, need):
   - I don’t know which train to catch.
   - We do not usually use the Present Continuous with thinking and feeling verbs:
     - not I’m knowing someone who lives in Venice.

4. We use have in the Present Simple to talk about possession:
   - I have a new car.
   - We use think in the Present Simple to express opinions:
     - I think she’s interesting.
   - We use have and think in the Present Continuous to talk about actions:
     - I’m having fun.
     - He can’t come, he’s having dinner at the moment. I am thinking about my work.

Practice

A. Complete the sentences with the Present Simple (I do) or the Present Continuous (I am doing).

1. I leave ..................... (leave) home at 7 o’clock every morning.
2. She usually ..................... (work) in the Sales Department in London, but at the moment she ..................... (do) a training course in Bristol.
3. Linda ..................... (wash) her hair every day.
4. He ..................... (try) very hard in every game that he ..................... (play).
5. Excuse me. I think that you ..................... (sit) in my seat.
5 (you/listen) to the radio very often?
6 Don’t talk to me now. I (write) an important letter.
7 Why (they/drive) on the left in Britain?
8 It (not/get) dark at this time of year until about 10 o’clock.
9 It usually (rain) here a lot, but it (not/rain) now.
10 A: What are you doing?
   B: I (bake) a cake. Why (you/smile)?
   ................. (I/do) something wrong?

B This is Anna’s first letter in English to David. There are some mistakes in it. Cross out the incorrect forms and write in the correct form. Put a tick (✓) if the form of the verb is correct.

   Dear David,
   I live (/H17075 in a large flat in Rome. I’m having (/H17075 two sisters. They are called Rosa and Maria. We are getting up (1) at seven o’clock every morning, and we have (2) coffee and a small breakfast. I leave (3) the flat at eight and walk to the university. I am finishing (4) classes at five every day, and I arrive (5) home at six. This month I work (6) very hard for my first exams.
   At the moment, I eat (7) breakfast in the kitchen of our flat: my mother drinks (8) coffee, and my sisters are reading (9) magazines.
   On Saturday afternoons I am playing (10) tennis with my friends, or I go (11) to the cinema. Today, I’m going to see a new English film! Sometimes I am watching (12) American films on TV, but I’m not understanding (13) the words! Are you liking (14) films?

   With best wishes,
   Anna

C Write the sentences using the Present Simple or the Present Continuous.

   ★ (Usually she/work/at the office, but this week she/work/at home)
   Usually she works at the office, but this week she’s working at home.

   1 (You/not/eat/very much at the moment. Are you ill?)
   ...........................................................

   2 (She/know/three words in Italian!)
   ...........................................................

   3 (I/take/the bus to work this week, but usually I/walk.)
   ...........................................................

   4 (I/study/Japanese this year. It’s very difficult.)
   ...........................................................

   5 (you/watch/the television at the moment?)
   ...........................................................

   6 (I/not/remember/the name of the hotel.)
   ...........................................................

   7 (She/speak/three languages.)
   ...........................................................

   8 (The sun/shine/. It’s a beautiful day!)
   ...........................................................
These are imperatives:


We use the imperative like this:

Come in! Have a cup of tea.
Turn left at the post office.
Don’t touch! It’s hot.

Note that sometimes the imperative is one word, but often we give more information:

Help!
Help me!
Help me with my suitcase.

We can say please after an imperative to be more polite:

Help me with my suitcase, please.
Hurry up, please. We’re late.
Come here, please.
Listen to me, please.

We form the negative like this:

Don’t be late.
Don’t forget your books!
Don’t wait for me.

We normally use the short form Don’t.

3 We use the imperative:

► to give instructions:
  Turn right at the corner.
  Don’t forget your passport.

► to give warnings:
  Look out! There’s a car coming.
  Be careful! That box is very heavy.

► to give advice:
  Have a rest. You look tired.
  Take a coat. It’s cold today.
  Don’t see that film. It’s terrible!

► to ask people to do things:
  Come in please, and sit down.
  Listen to this song. It’s wonderful.
  Pass the butter, please.

► to make offers:
  Have another orange juice.
  Make yourself a cup of coffee.

► to ‘wish’ things:
  Have a good trip!
  Have a nice holiday!

Practice

A Make complete sentences by filling the gaps with phrases from the box. Use each phrase once.

<table>
<thead>
<tr>
<th>Turn left</th>
<th>Come in</th>
<th>Don’t wait</th>
<th>Don’t forget</th>
<th>Stop the car!</th>
<th>Help me!</th>
<th>Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t listen</td>
<td>Pass</td>
<td>Don’t be late!</td>
<td>Open</td>
<td>Come</td>
<td>Catch</td>
<td>Take</td>
</tr>
</tbody>
</table>

1 Don’t wait for me. I’m not coming tonight.
2 an umbrella with you. It’s raining.
3 a rest. You look tired.
4 I can’t swim!
5 to take your passport.
6 There’s a cat in the road.
7 to my party, please.
8 your books at page 84.
9 the salt, please.
10 to that record. It’s terrible.
11 The bus leaves at 9 o’clock.
12 and have a glass of lemonade.
13 the first train in the morning.
B  Steven is writing a letter to a friend. Put the verbs in the box into the gaps.

Dear Paul,

Come and see me next weekend. I'm staying in a house by the sea. Don't forget to bring your swimming costume with you! It isn't difficult to find the house. When you get to the crossroads in the town, turn right and drive to the end of the road. Be careful because it is a dangerous road! Bring some warm clothes with you because it is cold in the evenings here. If I am not at home when you arrive, don't wait for me. The key to the house is under the big white stone in the garden. Open the front door and make yourself a cup of tea in the kitchen! Have a good journey!

Best wishes,
Steven

C  What are these people saying? Look at the pictures and match the words in the box to make imperatives.

1. Help me!
2. Pass me!
3. Listen to me!
4. Help your umbrella.
5. Don't forget to me!
6. Look at the milk, please.
7. Turn an orange juice.
8. Have out!

Come  right.
Have  out!
Pass  me!
Turn  an orange juice.
Help  your umbrella.
Don't  in.
Don't forget  to me!
Listen  the milk, please.
Look  touch it!
Test A: Tenses – present

A  Katy and Sandra are talking about their daily lives. Write the correct forms of the Present Simple. Use short forms if you can.

Katy: Do you get up ............... (you/get/up) early?
Sandra: No, not really. (1) ...................... (My sister/go) to the bathroom first at about eight o’clock. (2) ...................... (not/get up) until about eight thirty. What about you?
Katy: Well, (3) ...................... (Mike/try) to get me up at about seven, but (4) ...................... (he/not/usually/succeed)!
Sandra: (5) ...................... (I/be/not) very hungry in the morning. What about you?
Katy: (6) ...................... (you/eat) much for breakfast?
Sandra: (7) ...................... (I/not/usually/like) to eat much, but (8) ...................... (Mike/study) for an hour before breakfast, so (9) ...................... (he/eat) quite a lot.
Katy: (10) ...................... (he/have) a big lunch as well?
Sandra: Well, (11) ...................... (I/not/know). (12) ...................... (He/not/tell) me!
Katy: Yes. (13) ...................... (there/not/be) any buses. What about you?
Sandra: Well, (14) ...................... (my sister/want) to buy a new car, but at the moment, (15) ...................... (we/both/walk).

B  Felix is on holiday in Portugal with his wife, Jilly, and their children, Tom and Sally. He’s emailing their oldest child, Simon, who is at home in England. If the Present Continuous form is correct, put a tick (✓). If it’s wrong, either change the spelling or change it to the Present Simple as necessary.

‘How are you geting ................................ on, Simon? We’re thinking ................................ it’s great here. Everyone is having ................................ a good time. I’m siting (1) ...................... in the hotel Business Centre. Tom is swiming (2) ...................... in the pool. Sally is lying (3) ...................... on the beach, and Jilly is shoping!
(4) ...................... . We’re liking (5) ...................... Portugal. We’re all relaxing.
(6) ...................... . What are you doing? Are you working hard (7) ...................... at the moment? I’m knowing (8) ...................... your exams start tomorrow. Good luck! Is it raining (9) ...................... in England? The sun is shineing (10) ...................... here, of course! I’m learning (11) ...................... a bit of Portuguese, but not very much. I’m understanding (12) ...................... some of the things that people say, but only if the words are similar to English. Hope to hear from you soon!’
C Hazel and Jeremy are on the phone. Complete their conversation using either the Present Simple or Present Continuous. Use short forms if you can.

Jeremy: Are you working? (you/work?)
Hazel: Yes. (I/finish) a piece of homework for tomorrow. Why? What are you doing?
Jeremy: Well, (I/think) about my homework, but I’m afraid (I/not/actually/do) it at the moment. I’m tired and bored. (you/want) to go out?
Hazel: No. Look at the weather. (it/rain). (I/never/go out) in the rain. By the way, (you/know) the new girl in our class, the one with glasses? (I/think) (she/come) from Venezuela. Anyway, (she/stay) with Peter’s family this month.
Jeremy: Yes, I know. (she/do/well) at school, isn’t she? Peter says (she/speak) three languages: Spanish, English and French. (I/not/speak/any languages)!
Hazel: Tired, bored and stupid! Why would I want to go out with you, anyway?

D This is the opening part of a book. One unnecessary word has been crossed out already as an example. Find twenty-one more, and cross them out.

Today is the 1 June 1964. The sun shines and the birds sing. What is everyone doing? Well, Mrs Green is reading a newspaper. She is reading every day before breakfast. Her husband, Mr Green, is dancing in the garden. He likes dancing in the morning.
‘Have you another cup of coffee, darling’, says Mr Green.
‘But I’m still drinking my first cup, dear’, replies Mrs Green, ‘and anyway, where’s our daughter today? She is usually bringing me my coffee.’
‘Mary,’ says Mr Green (but he doesn’t stop dancing), ‘she’s working in London this week. Don’t you remember?’
‘Stopping dancing and listening to me. I never forget forgetting anything. I was just giving you a little test. Anyway, it’s time for work.’
‘Alright, darling, but don’t forget your briefcase.’
‘Thank you, dear. Don’t dancing too hard!’

E Use the words in the box to complete the list for new students.

<table>
<thead>
<tr>
<th>leave (X)</th>
<th>show (✓)</th>
<th>smoke (X)</th>
<th>work (✓)</th>
<th>check (✓)</th>
<th>give (X)</th>
<th>copy (X)</th>
</tr>
</thead>
</table>

1 Work hard, but take a break now and again!
2 Don’t leave your bags or coats in the lecture hall.
3 That you know all the examination dates.
4 Your computer password to another student.
5 Your ID card when you enter the building.
6 In the lecture halls or classrooms.
7 Your essays from the Internet!