

3

ENGLISH GRAMMAR BOOK



Grammarway

Jenny Dooley - Virginia Evans

with answers



Express Publishing

Grammarway **3** with answers

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Introduction

Grammarway 3 is the third book in a four-level grammar series presented in full colour for learners of the English language at intermediate level. The book is available in two editions - with or without answers - and is suitable for self-study or classroom use as a supplement to any course at this level.

The aim of the book is to help learners understand English grammar structures through comprehensive theory tables and functional examples, accompanied by a wealth of attractive photographs and illustrations.

The book adheres to the principle that every structure should first be heard, then practised in oral and, finally, in written form. Based on the use of full-colour visual stimuli, the book encourages learners to speak before writing, and allows them to practise English structures through a variety of enjoyable and useful activities.

The book consists of **16 units**, each focusing on a particular grammar topic.

A typical unit contains:

- presentation of grammar structures by means of visual prompts
- simple, concise explanations of the grammar structures
- examples in everyday conversational English, together with a few expressions showing slightly more formal use
- exercises practising the new structures, to help learners use correct, appropriate patterns in everyday situations
- speaking and writing activities to practise the new structures in oral and written form
- a revision box in each unit

A **revision unit** follows every five units to consolidate material presented in previous units.

Eight Progress Tests, each covering two consecutive units, are included at the end of the book. They may be used to assess students' progress before the main class test.

The Student's Book is accompanied by a **Teacher's Book** containing:

- guidance on presenting the theory of each unit, with or without Picture Flashcards
- a full key to the exercises in the Student's Book
- four tests in two separate versions each

The **Picture Flashcards** which accompany this book can be used for lively, motivating presentation of the target grammar structures.

Thanks

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UNIT 1

Present Forms

Present Simple

FORM

I / You **work**. – He / She / It **works**.
 Do you **work**? – Does he **work**? Yes, I **do**./No, he **doesn't**.
 I **do not (don't) work**. – He **does not (doesn't) work**.

Use

The **present simple** is used:

- ◆ for permanent states, repeated actions and daily routines.

*He **works** at a hotel.*
(permanent state)
*He **lays** the tables and **serves** dinner every day.*
(daily routine/repeated actions)



- ◆ for general truths and laws of nature.

*It rarely **rains** in the desert.*



- ◆ for timetables (trains, planes, etc.) and programmes.

*The plane to London **takes off** at 6:50 am.*



- ◆ for sports commentaries, reviews and narration.

- Hill **kicks** the ball and **passes** it to Dawson.*
(sports commentary)
- Laura Hunt **acts** superbly in the film.*
(review)
- So, the prince **tells** her ... (narration)*



The **present simple** is used with the following **time expressions**: *always, usually, etc., every day/week/month/year, etc., on Mondays/Tuesdays, etc., in the morning/afternoon/evening, at night/the weekend, etc.*

Present Continuous

FORM

I **am ('m)** / You **are ('re)** / He **is ('s)** **working**.
 Are you / Is he **working**? Yes, I **am**./No, he **isn't**.
 I **am ('m) not** / He **is not (isn't)** / They **are not (aren't)** **working**.

The **present continuous** is used:

- ◆ for actions taking place now, at the moment of speaking, or for temporary actions; that is actions that are going on around now, but not at the actual moment of speaking.

*Helen **is working** hard these days. Right now she's **reading** a newspaper.*
(She is not working at the moment of speaking.)



- ◆ with *always* when we want to express our irritation at actions which happen too often.

*You're **always forgetting** to pay the bills.*



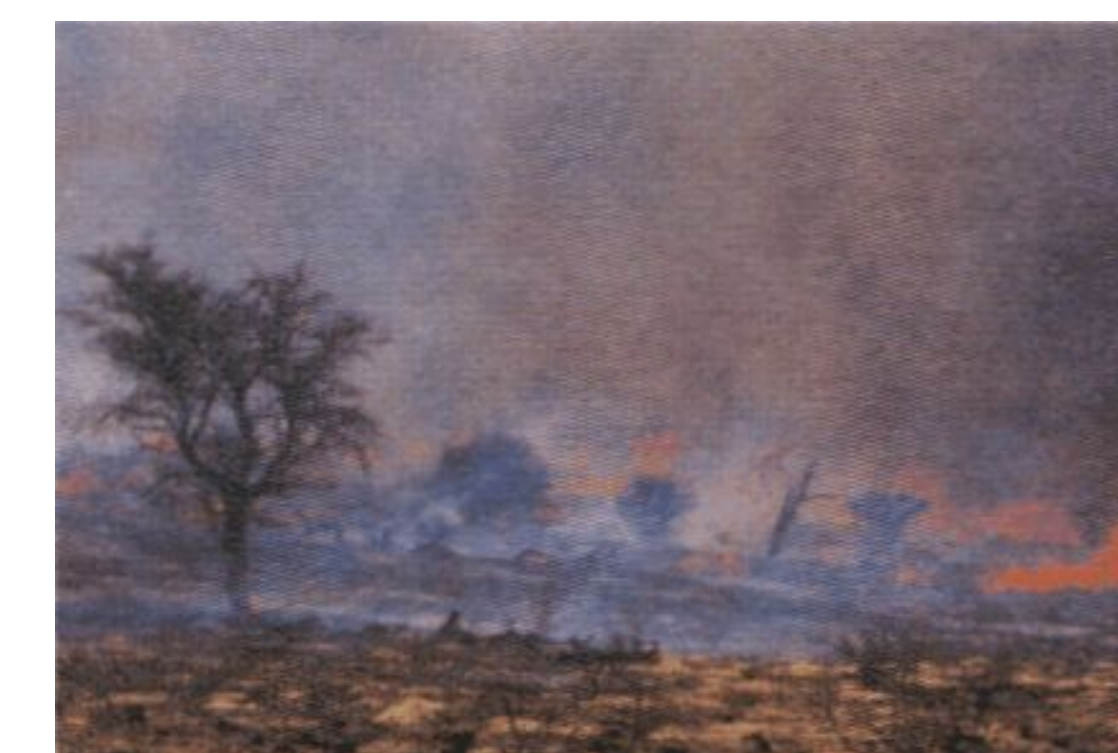
- ◆ for actions that we have already arranged to do in the near future, especially when the time and place have been decided.

*Melanie **is getting** married at 3 this afternoon.*
(The time and the place for the wedding ceremony have been decided.)



- ◆ for changing or developing situations.

*More and more forests **are disappearing** because of fires.*



The **present continuous** is used with the following **time expressions**: *now, at the moment, these days, at present, tonight, nowadays, still, etc.*

1 Look at Appendix 1 and put the following verbs into the correct box in the 3rd person singular.

scratch, say, try, set, play, do, stop, miss, stay, fry, drive, fix, cry, freeze, teach, pray, crash, fly, type

+s	sets
ss, sh, ch, x, o, + es	scratches
vowel + y + s	says
consonant + x → ies	tries

2 Look at Appendix 1, add *-ing* to the following verbs and put them into the correct box.

draw, lie, dive, put, drink, run, tie, write, type, throw, die, apply, cancel, sit




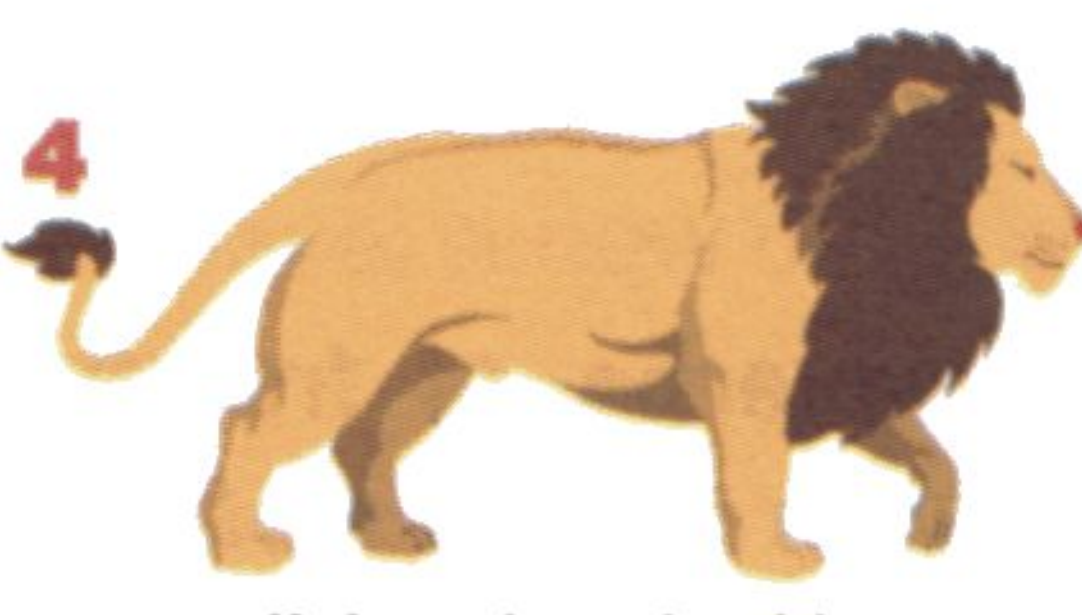

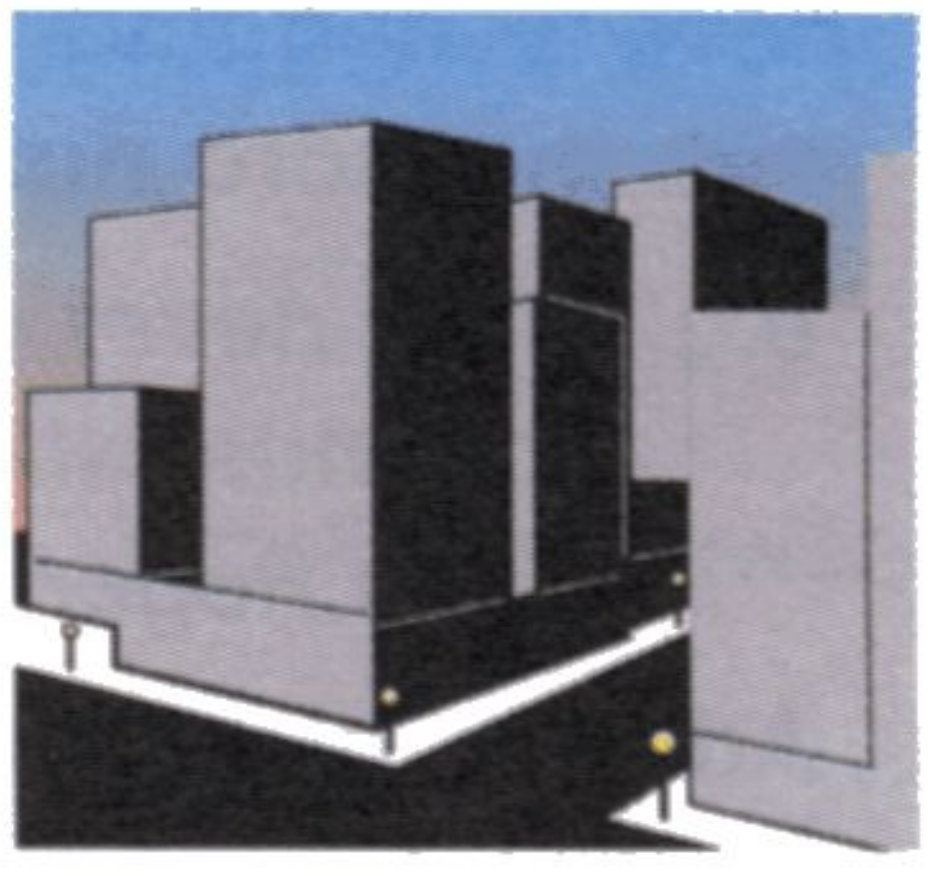
+ ing	drawing
ie → y + ing	lying
e → ing	diving
double consonant + ing	putting

3 Expand the following into sentences in order to make true statements with *doesn't* or *don't* where necessary.

- water / boil / at 100°C
Water boils at 100°C.
- rice / grow / on trees
Rice doesn't grow on trees.
- chicks / hatch / from eggs
- kangaroos / live / in Spain
- plants / need / water to grow
- rain / fall / from clouds
- astronauts / travel / in submarines
- cows / lay / eggs
- pandas / live / in Italy
- elephants / eat / meat
- fish / walk / on land
- the sun / set / in the east
- bees / give milk
- caterpillars / turn / into butterflies
- wool / come / from sheep

4 How is our world changing? Look at the pictures and the prompts and make sentences using the present continuous.

e.g. *More people are recycling rubbish nowadays.*

<p>1 </p> <p>more people / recycle / rubbish nowadays</p>	<p>2 </p> <p>the climate / get / warmer every year</p>
<p>3 </p> <p>more young people / buy / cars nowadays</p>	<p>4 </p> <p>more wild animals / become / extinct these days</p>
<p>5 </p> <p>computers / become / faster every year</p>	<p>6 </p> <p>cities / grow / bigger every year</p>

5 Read the following extracts and put the verbs in brackets into the present simple or the present continuous. Then, say what use of these tenses each extract shows.

- A** These days, it seems everything 1) *...is changing...* (change). Cities 2) (become) bigger and busier every year, technology 3) (develop) faster than ever before, and scientists 4) (learn) more about the way things work.
- B** Water 1) (boil) at 100°C and 2) (freeze) when the temperature 3) (drop) below 0°C. Salt water 4) (be) different, however.
- C** This film 1) (be) great! It 2) (have) an all-star cast and the script 3) (be) very funny. The action 4) (begin) when two young men 5) (try) to rob a bank....
- D** ... Rogers 1) (kick) the ball and 2) (pass) it to Jones. Jones 3) (run) down the pitch. He 4) (pass) the ball to Smith who 5) (shoot) and 6) (score)!

UNIT 1

Present Forms

Adverbs of Frequency

- ◆ The present simple is often used with adverbs of frequency (always, usually, often, sometimes, seldom/rarely, never, etc.) to show how often something happens. The adverbs of frequency answer the question **How often...?**

e.g. *How often do you go to bed early?*
*I **always/ usually** go to bed early.*

100%	75%	50%	25%	10%	0%
always	usually	often	sometimes	rarely/ seldom	never

- ◆ Adverbs of frequency come before the main verb (*listen, watch, etc.*), but after the verb to be and auxiliary or modal verbs, such as *do, can, must, etc.* The adverbs **rarely, seldom** and **never** have a negative meaning and are never used with the word **not**.

e.g. *Emily **never** watches horror films.*
*You **must always** behave yourself at school.*
*Does Roger **often** call you during the week?*

Adverbs of frequency always go before the auxiliary verb in short answers.

e.g. *Do you buy expensive clothes? No, I **never** do.*

6 In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Do you often go to the cinema?*
 SB: *Yes, I do. I usually go to the cinema at the weekend.*


- | | |
|--------------------|-----------------------|
| 1 go to the cinema | 4 listen to the radio |
| 2 buy magazines | 5 phone your friends |
| 3 watch quiz shows | 6 play computer games |

7 Put the adverbs of frequency in the correct position.

- A: Do you often go to parties, Keith?
 B: Yes, I go to parties at the weekend. (often)
Yes, I often go to parties at the weekend.
- A: Do you wear sports clothes at work?
 B: No, I do. (never)
- A: Jack is late again!
 B: I know. He arrives on time. (never)
- A: When do you go shopping?
 B: I do my shopping on Fridays. (usually)
- A: Does your boss often ask you to work overtime?
 B: No, he does. (seldom)
- A: You should listen to your parents' advice. (always)
 B: That's exactly what I do.

8 Read about Celine's daily routine and make sentences, as in the example. Then, talk about your daily routine using adverbs of frequency.

S1: *Celine usually wakes up at 7 in the morning.*
 S2: *She always drives to work in the morning.*



morning	evening
<ul style="list-style-type: none"> usually wake up at 7 always drive to work normally get to work by 9 	<ul style="list-style-type: none"> usually have dinner at 6 often watch TV never go to bed before 11


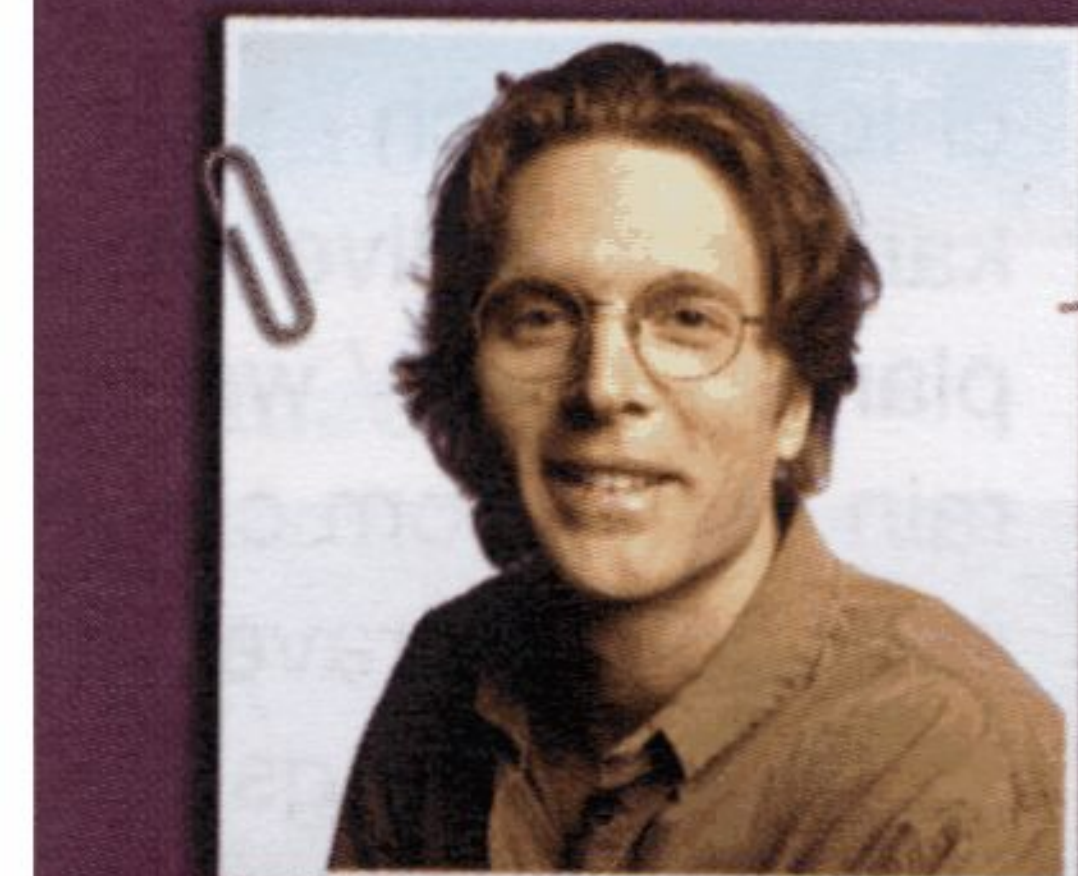
S1: *I always wake up at 7:30 in the morning.*
 S2: *I usually go to school on foot in the morning.*

9 Michael McIntosh is a politician. Read the text and put the verbs in brackets into the present simple or the present continuous.

Michael McIntosh 1) *...is...* (be) a very busy man. Every morning, he 2) (leave) home at 8 o'clock, and 3) (go) to his office. He 4) (usually/have) meetings until lunchtime, and in the afternoon, he 5) (often/visit) the people of Madewell. He really 6) (enjoy) talking to people. At the moment, he and his team 7) (organise) his election campaign. There are elections in June and he 8) (hope) to persuade lots of people to vote for him. Next month, he 9) (go) to London to meet the Prime Minister. They 10) (have) a meeting to discuss future plans for Madewell.

10 Read the information about the people and make sentences, as in the example.

S1: *Alex is a photographer.* S2: *He works from 9 to 5.*

<ul style="list-style-type: none"> Alex, photographer work from 9 to 5 have lunch at studio work outdoors at the moment fly to Milan on Saturday 	<ul style="list-style-type: none"> Philip, teacher work from 9 to 6 have lunch at school practise a new play with students at the moment get married next month
---	--

State Verbs

State verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action. These include:

◆ **verbs which express likes and dislikes:** *like, love, hate, dislike, enjoy, prefer, etc.*
e.g. Cathy **likes** romantic films.

◆ **verbs of perception:** *believe, know, notice, remember, forget, recognise, understand, realise, seem, think, etc.* e.g. I **don't believe** a word he's saying.

◆ **verbs of the senses:** *see, hear, feel, taste, look, smell, sound.* We often use **can** or **could** with these verbs when we refer to what we see, hear, etc. at the moment of speaking.
e.g. The soup **tastes** delicious.
John **must be** in the attic. I **can hear** his footsteps.

◆ **some other verbs:** *be, contain, fit, include, matter, need, belong, cost, owe, mean, own, appear, want, have (=possess), etc.*
e.g. This book **is** mine. It **belongs** to me.

Some state verbs have continuous tenses, but there is a difference in meaning.

Study the following examples:

- 1) I **think** she's Italian. (=believe)
I'm **thinking about** my holiday.
(=am considering)
- 2) The soup **tastes** awful. (=has an awful flavour)
She's **tasting** the soup. (=is testing the flavour of)
- 3) I **can see** an aeroplane in the sky. (=perceive with my eyes)
I'm **seeing** Jill tonight. (=am meeting)
- 4) Susan **looks** tired. (=appears)
Susan **is looking** at some photos. (=is studying)
- 5) The room **smells** of perfume. (=has the smell)
The cat **is smelling** its food. (=is sniffing)
- 6) This towel **feels** soft. (=has a soft texture)
Jill **is feeling** her son's forehead. (=is touching)
- 7) He **is** selfish. (character – permanent state)
He **is being** selfish. (behaviour – temporary situation)
- 8) He **has** a sports car. (=possesses)
He's **having lunch** now. (=is eating – idiom)

Some idioms with **have** include:

have	breakfast / lunch / dinner, etc.
	a bath / shower / swim / party, etc.
	a(n) accident / experience / dream, etc.
	a baby
	difficulty / fun / trouble, etc.

11

Put the verbs in brackets into the present simple or the present continuous.

- 1 A: ...*Do you know*... (you/know) that man over there?
B: Actually, I do. He's Muriel's husband.
- 2 A: Are you doing anything tomorrow evening?
B: Yes. I (see) Jack at nine o'clock.
- 3 A: I (see) you're feeling better.
B: Yes, I am, thank you.
- 4 A: What's that noise?
B: The people next door (have) a party.
- 5 A: Graham (have) a new computer.
B: I know. I've already seen it.
- 6 A: This dress (not/fit) me any more.
B: Why don't you buy a new one?
- 7 A: Your perfume (smell) nice. What is it?
B: It's a new perfume called Sunshine.
- 8 A: What is Jane doing?
B: She (smell) the flowers in the garden.
- 9 A: What (you/look) at?
B: Some photos I took during my holidays. They aren't very good, though.
- 10 A: You (look) very pretty today.
B: Thank you. I've just had my hair cut.
- 11 A: I (think) we're being followed.
B: Don't be silly! It's just your imagination.
- 12 A: Is anything wrong?
B: No. I (just/think) about the party tonight.
- 13 A: This fabric (feel) like silk.
B: It is silk, and it was very expensive.
- 14 A: What are you doing?
B: I (feel) the radiator to see if it's getting warm.
- 15 A: She (be) generous, isn't she?
B: Yes, she has never been a mean person.
- 16 A: He (be) very quiet today, isn't he?
B: Yes, I think he has some problems.
- 17 A: Would you like some cherries?
B: Yes, please. I (love) cherries. They're my favourite fruit.
- 18 A: I'm sorry, but I (not understand) what you mean.
B: Shall I explain it again?
- 19 A: The children are making lots of noise today.
B: I know, but they (have) fun.
- 20 A: This cake (taste) awful.
B: I think I forgot to put the sugar in it!

UNIT 1

Present Forms

Present Perfect

FORM

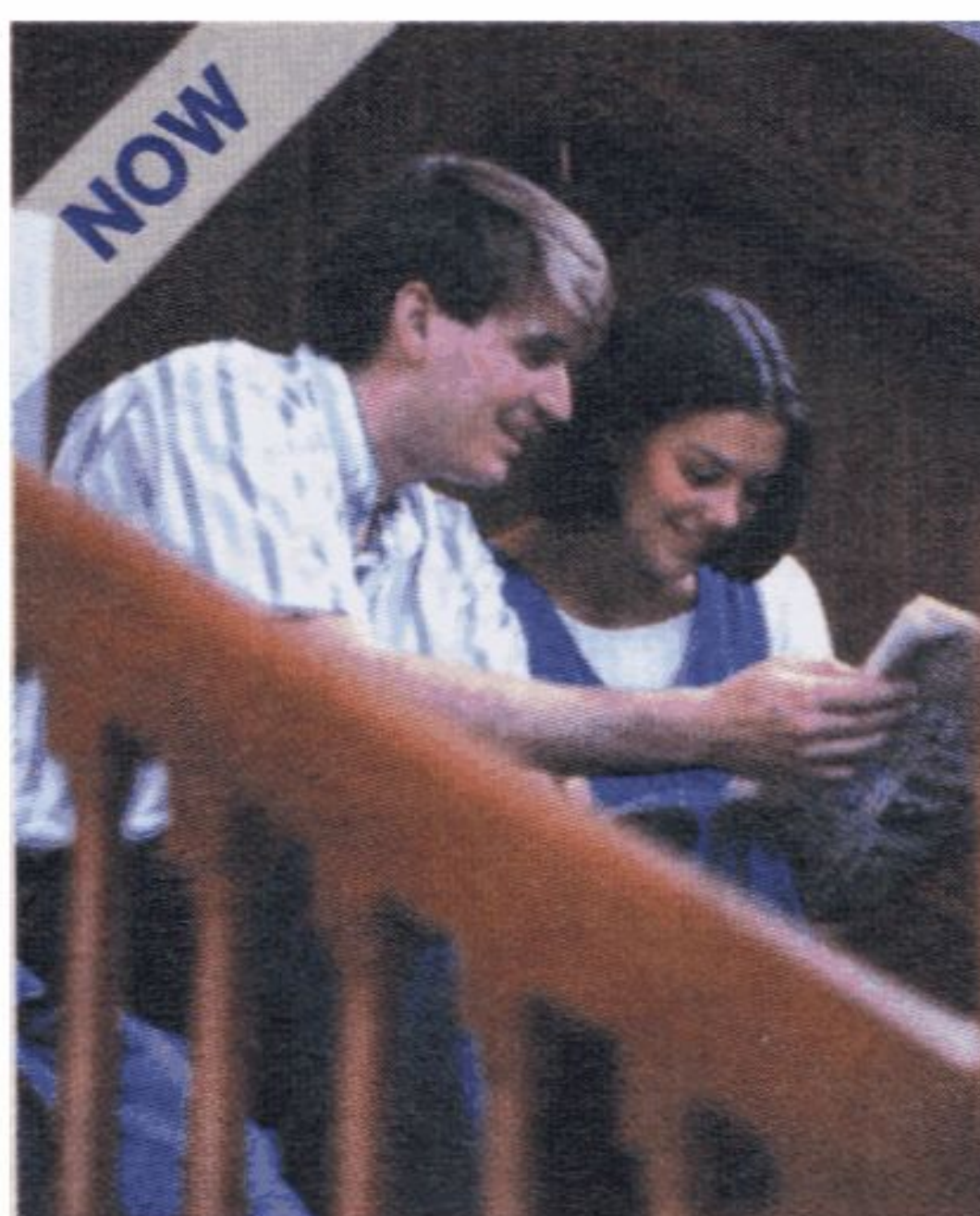
I/You **have ('ve)** left/arrived.
 He/She/It **has ('s)** left/arrived.
Have you left/arrived? Yes, I have./No, I haven't.
 You **have not (haven't)** left/arrived.
 He/She/It **has not (hasn't)** left/arrived.

Use

The present perfect and the present perfect continuous connect the past and the present. That is, they describe actions which started in the past and continue up to the present or actions which were completed in the past but whose results affect the present.

- ◆ The **present perfect** is used to describe an action which started in the past and continues up to the present, especially with **state verbs** such as *have, like, know, be*, etc. In this case, we often use *for* and *since*.

*They **have been** friends **for** twenty years. (They met each other twenty years ago and they are still friends.)*



- ◆ The **present perfect** is also used for an action which has recently finished and whose result is visible in the present.

*She **has picked** a lot of apples. (The apples are in the basket, so the action has finished.)*



Present Perfect Continuous

FORM

I/You **have ('ve) been** reading.
 He/She/It **has ('s) been** reading.
Have you been reading? Yes, I have./No, I haven't.
Has he/she been reading?
 You **have not (haven't) been** reading.
 He/She/It **has not (hasn't) been** reading.

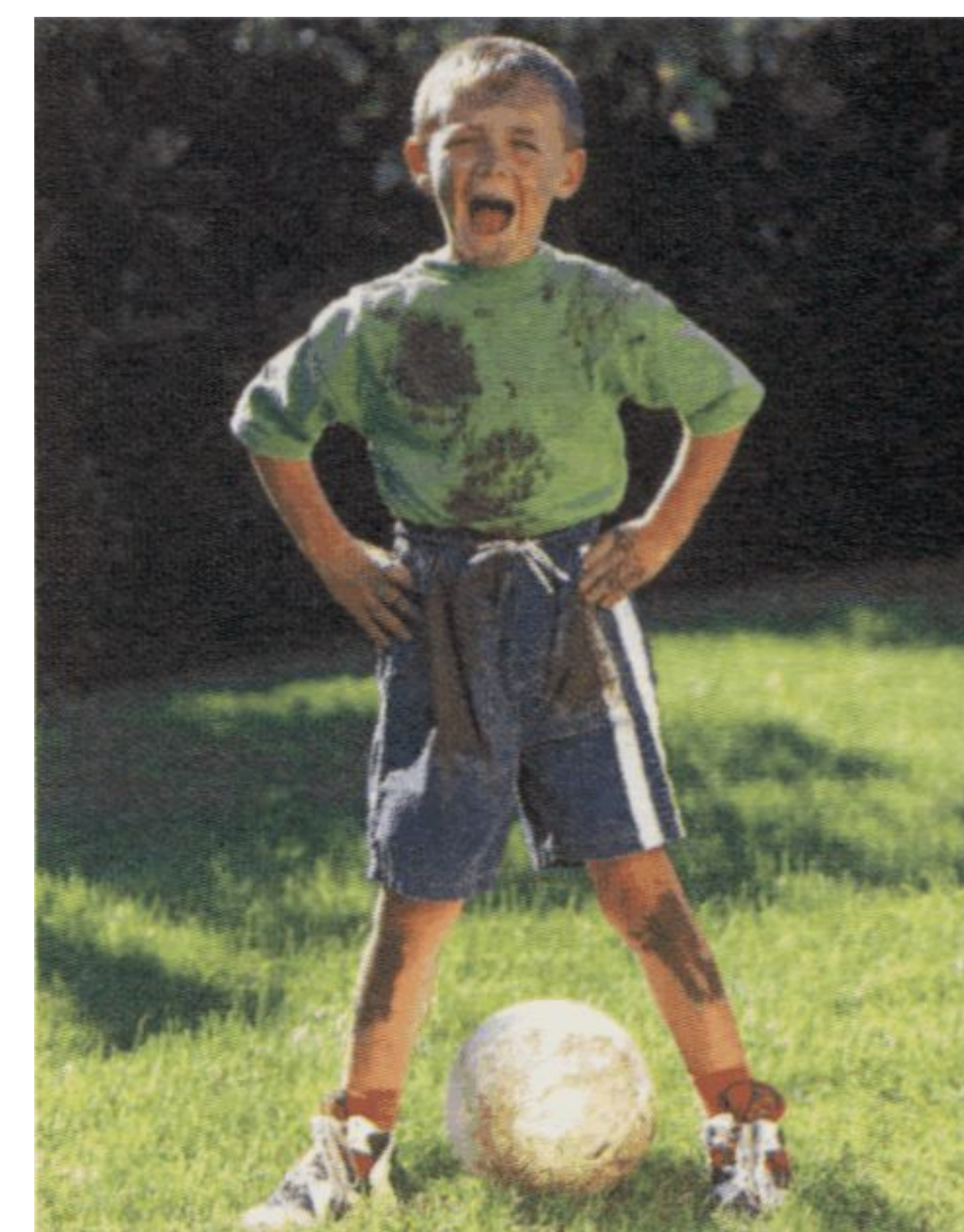
- ◆ The **present perfect continuous** is used to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning/day/week, etc.*

*Sarah **has been picking** vegetables for two hours. (She started picking vegetables two hours ago and she is still picking them now.)*



- ◆ The **present perfect continuous** is also used for an action which started and finished in the past and lasted for some time. The result of the action is visible in the present.

*He is dirty. He **has been playing** football. (He is no longer playing football, but the fact that his clothes are dirty is visible now.)*



Note: With the verbs *feel* (have a particular emotion), *live, work* and *teach* we can use the present perfect or present perfect continuous with no difference in meaning.

*e.g. He **has felt/has been feeling** unwell all morning.*