Developing Grammar in Context

intermediate with answers

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Getting started

1 Read the text below, How to use this book, and answer the questions.

a) How many sections does each unit of the book have?

b) Why is Exercise 1 in Getting it right important?

c) Where can you find different grammar points in the same exercise?

How to use this book

Each unit of the book begins with a section called Getting started. In this, you read a short text and answer some questions about it. The text has examples of the new grammar in the unit. Then the Looking at language section explains the new grammar and has some short exercises. The Getting it right section provides four exercises. You should always start with Exercise 1 which has a \( \Rightarrow \) sign. This exercise checks you understand the grammar points in the unit. Then Exercises 2–4 of Getting it right give you practice in using the grammar. These exercises have a \( \Rightarrow \) sign to show that you can choose which ones to do. You can use the last section, Classwork, in class. Here you can practise the grammar by speaking to other students.

There are 50 units in the book and five Review units. The Review units revise the grammar points in the previous group of units and let you practise different grammar points in the same exercise.

2 Look at this sentence from the text:
You read a short text and answer some questions about it.

Find an example of the following in the sentence:

a) a plural noun ..................... c) an article ..................... e) an adjective .....................
b) a verb ..................... d) a pronoun .....................
Looking at language

Here is a list of some of the grammatical terms used in the book. How many do you know?

Nouns and related words

<table>
<thead>
<tr>
<th>Noun</th>
<th>This is usually the name of a thing, place or person: table, furniture, London, Sue. Nouns can be countable with a singular and a plural (table, tables) or uncountable (furniture).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article</td>
<td>the, a, an</td>
</tr>
<tr>
<td>Possessive</td>
<td>A word which shows possession: my, your, his, her, its, their, our (house, car etc.)</td>
</tr>
<tr>
<td>Pronoun</td>
<td>A word which can replace a noun: I, you, he, she, it, they, we, him, us, which, that, mine, ours.</td>
</tr>
<tr>
<td>Adjective</td>
<td>A word which describes a noun: lovely, bad, big, exciting.</td>
</tr>
</tbody>
</table>

Verbs and related words

<table>
<thead>
<tr>
<th>Main verb</th>
<th>A verb which usually shows actions and situations: She went to bed early last night. I live in London.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary verb</td>
<td>(be, do, have) A verb which is used with a main verb to give short answers and to express negatives, questions, the passive and some tenses: This song was written ten years ago. We’re having breakfast at the moment. Do you like sport? Yes, I do. Jamie doesn’t eat meat. They’ve travelled all over the world.</td>
</tr>
<tr>
<td>Modal verb</td>
<td>(will, would, can, could, may, might, must, should etc.) A verb which is used with a main verb to add extra meaning. Modal verbs express, for example, ability, possibility and obligation: I can speak English. They might have some tickets. You should buy your mother a birthday present.</td>
</tr>
<tr>
<td>Active verb</td>
<td>This is used when we want to focus on the person or thing doing the action: Susie opened the parcel. Three cars blocked the road.</td>
</tr>
<tr>
<td>Passive verb</td>
<td>This is used when we want to focus on the person or the thing affected by the action: The parcel was sent three days ago. The road was blocked.</td>
</tr>
<tr>
<td>Infinitive</td>
<td>A form of the verb: (to) go, (to) eat, (to) write, (to) like.</td>
</tr>
<tr>
<td>Imperative</td>
<td>A verb form that looks like the infinitive without to and is used to give orders and instructions: Come here. Take the top off the bottle.</td>
</tr>
<tr>
<td>Adverb</td>
<td>A word which describes verbs, adjectives or other adverbs. Adverbs often end with -ly: easily, nicely.</td>
</tr>
<tr>
<td>Tag question</td>
<td>A phrase added at the end of a sentence to make a question: It’s good, isn’t it?</td>
</tr>
</tbody>
</table>

1 Write the grammatical term for each underlined word in the story below.

Edgar Lunden was easily caught and arrested after he stole six pounds of potatoes from a supermarket. One reason for his quick arrest was that Edgar Lunden had his full name tattooed across his forehead.

1 was .................. 3 he .................. 5 supermarket .................. 7 his .................. 2 easily .................. 4 a .................. 6 quick ..................
Words about sentence structure

<table>
<thead>
<tr>
<th>Subject</th>
<th>A noun (or pronoun) which normally comes before the main verb: Sue is busy at the moment. Tigers live in the jungle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>A noun (or pronoun) affected by the action of a verb: He watched a film.</td>
</tr>
<tr>
<td>Clause</td>
<td>A group of words which contains a subject and main verb. Sentences can have one or more clauses: The plane took off (clause 1) and we were on our way (clause 2).</td>
</tr>
<tr>
<td>Phrase</td>
<td>A group of words together: very quickly, at the moment, with long hair.</td>
</tr>
</tbody>
</table>

Other words about grammar

<table>
<thead>
<tr>
<th>Comparative</th>
<th>A word used to compare two things: bigger, easier, more comfortable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunction</td>
<td>A word which joins two phrases or clauses together: and, but, when etc.</td>
</tr>
<tr>
<td>Contraction</td>
<td>This happens when a verb is shortened and joined with the previous word: I’ll, I’d, I’m, we’re, you’re, it’s.</td>
</tr>
<tr>
<td>Preposition</td>
<td>A word usually placed before a noun to express a relationship such as time or place: I’ll see you at eight o’clock. It’s in the house.</td>
</tr>
<tr>
<td>Reported speech</td>
<td>This is used to report what someone said: He said that he would like to be president. He invited me to his house.</td>
</tr>
<tr>
<td>Superlative</td>
<td>Words used to compare one thing with a group of other things: the biggest, the most comfortable.</td>
</tr>
</tbody>
</table>

2 Draw lines to match each word and phrase to a grammatical term.
1 the easiest 2 on 3 they’re 4 faster 5 She told me to go. 6 He’s nice, isn’t he?
reported speech contraction preposition tag question superlative comparative

Getting it right

Exercise 1 How we learn grammar

a) You try to use the new grammar, but make some mistakes. ..... 
b) You notice some new grammar that you haven’t seen before. ..... 
c) You read about the grammar again to understand it better, and then you can use it correctly! ..... 
d) You try to understand the meaning of the new grammar. ..... 

B Now match the underlined words in sentences a)–d) to the grammatical terms below.

Example: adjective .......... new .......... 
1 adverb ....................... 4 contraction ....................... 7 plural noun ....................... 
2 article ....................... 5 infinitive ....................... 
3 comparative .................... 6 modal verb ....................... 

Getting it right
Exercise 2 What is grammar?

A Look at the pairs of sentences and put a cross (✘) next to those which are not correct.

Example: a) Give Sally the flowers. She love flowers. ....✘...
          b) Give Sally the flowers. She loves flowers. ....

1 a) I've been to New York in 1999. ....
    b) I went to New York in 1999. ....

2 a) She used to live in a big old house in the country. ....
    b) She would live in a big old house in the country. ....

3 a) He told me he couldn't come with us. ....
    b) He said me he couldn't come with us. ....

4 a) There were too many people in the room and it got very hot. ....
    b) There were too much people in the room and it got very hot. ....

5 a) While I was thinking, I walked into a garden. ....
    b) While I was thinking, I walked into the garden. ....

6 a) I love Italian food. This is wonderful. ....
    b) I do love Italian food. This is wonderful. ....

7 a) Do you think you could pass me that pen? ....
    b) Can you pass me that pen? ....

8 a) If I can, I'll get that book for you. ....
    b) If I could, I'd get that book for you. ....

B Look at these two statements about learning grammar:

a) Learning grammar is learning what is right and wrong.

b) Learning grammar is choosing the best form for a particular situation.

Look back at sentences 1–4 and 5–8 and answer the questions.
1 Which group, 1–4 or 5–8, shows us that statement a) is true? ....
2 Which group shows us that statement b) is true? ....

From your answers you can see that learning grammar is learning the correct form and choosing the best form for a particular situation.
Exercise 3 Learning from learners

Look at the corrected mistakes in these examples from learners’ writing. Suggest a unit of this book that will help them avoid this mistake again.

Example: At the moment I am taking a short course at a language school near my home.

Unit 3 The present continuous

1 In my spare time I enjoy listening to music and reading storybooks.

2 When I was a child I lived in Bucharest.

3 You put the card in the machine and the money comes out here.

4 People need a stadium for sport. It can also be used for entertainment.

5 I was born in Singapore, but I have lived in Kuala Lumpur since I started work.

6 I have not been to a single-sex school, but I feel that it is more easier for a teacher to teach in a single-sex school.

7 The party was really exciting.

8 My teacher said she told me I needed to work harder.

Exercise 4 Choosing what to do

You should always do Exercise 1 in Getting it right. After that try to choose the most useful exercises for you.

Look at Exercises 2, 3, 4 and Classwork from Unit 2, and choose the most useful exercise(s) for learners 1–5.

Example: I have problems making questions. Exercise 2 and Classwork

Learner 1 I learn best when I can talk to other students and practise my spoken English.

Learner 2 I think I can improve my grammar by writing in English.

Learner 3 I’m sure I learn best from seeing mistakes and trying to work out how to correct them.

Learner 4 I like to do all kinds of grammar exercises as well as practising my writing and speaking.

Learner 5 I’m not sure about question forms and I also need to try more writing in English.