

剑桥英语 看图练语法 (英文版)

COMMUNICATIVE

GRAMMAR

PRACTICE

Activities for intermediate
students of English

Leo Jones

STUDENT'S BOOK

Licensed Edition For Sale in the People's Republic
of China Only. Not For Export Elsewhere.

北京大学出版社 剑桥大学出版社
Peking University Press Cambridge University Press

看图练语法(英文版)

Communicative Grammar Practice

Activities for intermediate
students of English

Student's Book

Leo Jones

Peking University Press
Cambridge University Press

著作权合同登记 图字:01-96-1054

© Cambridge University Press 1992

Published by Peking University Press, Beijing, China

All rights reserved. no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means; electronic, electrostatic, magnetic tape, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

Licensed edition for sale in the People's Republic of China only.
Not for export elsewhere.

This edition of Communicative Grammar Practice by Leo Jones is published by arrangement with the Syndicate of the Press of the University of Cambridge, Cambridge, England.

由 Leo Jones 所著 Communicative Grammar Practice
在英国剑桥大学出版社安排下出版。

Printed in Beijing by Printing House of Peking University

书 名:看图练语法(英文版)

著作责任者:[英]里奥·琼斯

标准书号:ISBN 7-301-02326-x/G·0227

出 版 者:北京大学出版社

地 址:北京市海淀区中关村北京大学校内 100871

电 话:出版部 62752015 发行部 62559712 编辑部 62752032

印 刷 者:北京大学印刷厂

发 行 者:北京大学出版社

经 销 者:新华书店

850×1168毫米 16开本 6.875印张 170千字

1996年10月第一版1996年10月第一次印刷

定 价:13.10 元

COMMUNICATIVE GRAMMAR PRACTICE

Activities for intermediate students of English

Intermediate-level students who have studied the basics of English grammar often make grammatical errors in everyday speech and writing. *Communicative Grammar Practice* is designed to help those students improve their accuracy, use English more creatively, and extend their range of expression.

The book covers the main “problem areas” of English grammar and usage that intermediate students encounter. Each unit includes a variety of enjoyable and interesting practice activities, some closely controlled and others more open-ended. Grammar summaries for each unit review the grammar points covered, and a clear table of contents and index make grammar points easy to find. High-interest topics make *Communicative Grammar Practice* enjoyable to use, and many of the activities give students the opportunity to express their own ideas and opinions. Students engage in specially designed “communication activities” in which each participant is given different information so that there is a realistic “information gap.”

The Teacher's Manual provides detailed teaching suggestions, ideas for warm-up and optional activities, and suggested answers.

ISBN 7-301-02326-X



ISBN 7-301-02326-X/G·0227
定价: 13.10 元

H31
104

Contents

Welcome!	1
1 Yes/No questions	2
2 Wh- questions	4
3 The past: <i>What happened?</i>	
The present perfect: <i>What has happened?</i>	6
4 The past continuous: <i>What was happening?</i>	
The present perfect continuous: <i>What has been happening?</i>	8
5 Past, present, and future	10
6 Quantity	12
7 Articles – I	14
8 Articles – II	16
9 Comparison	18
10 Requests and obligation	20
11 Ability	22
12 Advice and suggestions	24
13 <i>Doing</i> or <i>to do?</i> – I	26
14 <i>Doing</i> or <i>to do?</i> – II	28
15 Prepositions – I	30
16 Prepositions – II	32
17 The future	34
18 Possibility and probability	36
19 Verbs + prepositions	38
20 Phrasal verbs	40
21 <i>If . . .</i> sentences – I	42
22 <i>If . . .</i> sentences – II	44

23	The passive – I	46
24	The passive – II	48
25	Prepositional phrases – I	50
26	Prepositional phrases – II	52
27	Reported speech: statements	54
28	Reported speech: questions and requests	56
29	Relative clauses	58
30	Joining sentences – I	60
31	Joining sentences – II	62
32	Word order	64
	Grammar Summaries	66
	Communication Activities	81
	Acknowledgments	101
	Index	103

Welcome!

Communicative Grammar Practice is a book of activities and exercises. It is for students who have difficulty with English grammar and who make mistakes when they're speaking or writing. The activities and exercises in this book will help you to:

- use English more confidently
- speak and write more accurately
- make fewer mistakes
- review English grammar in an entertaining and interesting way
- express your ideas more clearly
- develop the ability to correct your own mistakes, so that you depend less on being corrected by a teacher

You can't be "taught" to speak and write better English -- you have to *learn* it. You can only remember what *you* want to learn, not what I have written in this book or what your teacher tells you. *You* are the most important person in the learning process. If you want to know if something is correct, or if you don't know the meaning of a word, it's up to *you* to find out – by asking your teacher, using a dictionary, or asking a classmate.

Many of the exercises are communicative. They may be more open-ended and less controlled than the grammar exercises or drills you've done before. In English – as in any language – there is rarely just *one* correct way of saying something. Try to experiment with English as you express your ideas and opinions. Don't be afraid to make mistakes – learn from them!

Pair work and Group work Doing exercises in groups or in pairs gives everyone in the class a chance to express ideas and share opinions. While this is happening, your teacher can't hear every mistake you make. This means that *you* must pay attention to what your partners are saying, and be ready to suggest corrections. There's no need to correct every little error you notice – only the ones that are *relevant* to the exercise: in other words, mistakes that are connected with the theme of the unit.

Communication activities The communication activities at the back of the book (starting on page 81) give different information to each person in a pair or group. There is an "information gap" between you: Your purpose is to find out what your partner knows and to tell your partner what you know. Related communication activities are on different pages so that you can't see each other's information. The instructions in each unit tell you which activity to turn to at the back of the book.

Grammar summaries These show the main points in each unit, and start on page 66. You can use the summaries for quick reference and review.

I hope you like using *Communicative Grammar Practice*!

1 Yes / No questions

1.1 Do you like ... ?

A Work alone. Write two of your favorites (✓) and one thing that you don't like (X) in each category. A few examples are given.

Breakfast	French toast ✓	fresh orange juice ✓	strong black coffee X
Snacks	potato chips ✓	vanilla ice cream ✓	cheese and crackers X
Meals	pasta ✓	pizza ✓	
Movies			
Books			
Pieces of music or songs			
Cities			
		Drinks	
		Movie stars	
		Colors	
		Musicians or groups	
		Sports	

B Group work Ask questions to find out about the likes and dislikes of the members of your group. For example, your conversation might start like this:

Student A: *Do you like potato chips?*

Student B: *No, I don't. Are potato chips one of your favorite snacks?*

Student C: *Yes they are. I love them. And I like vanilla ice cream too. How about you?*

Student D: *Not really, but I like strawberry. Do you like strawberry too?*

1.2 In the news

A What questions are the reporters asking in these interviews?



B Pair work Write ten questions the reporters might ask, beginning with each of these words:

Do ... ? Does ... ? Have ... ? Has ... ? Are ... ? Is ... ?

Can ... ? Will ... ? Was ... ? Were ... ?

For example: *Do you feel proud? Have you done this before?*

C Now write five more questions beginning with *Did ... ?* Then exchange your list with another pair to compare questions.

D Change partners and role-play the interviews. Take turns being the reporter.

1.3 Yes or No?

Pair work Think of four famous people, living or dead – but don't tell your partner who they are.

Now take turns and ask each other questions to find out who each person is.

The only answers you can give are: *Yes* or *Yes, in a way.*

No or *Not exactly.*

1.4 Communication activity: Photographs

Group work Student A should look at Activity 1 on page 81. Student B looks at Activity 5 on page 82. Student C looks at Activity 12 on page 85.

Each of you has a different photograph. *Don't* look at each other's pictures. Ask each other *Yes/No* questions to find out about the other pictures.

1.5 Making sure

Look at these examples and then fill in the blanks.



1. Didn't we meet at Jack's party?
2. Wasn't it Jack who introduced us?
3. Aren't you the one who plays the piano?
4. you changed your hairstyle?
5. you use to have long hair?
6. you wearing a blue sweater that night?
7. your car damaged or something?
8. you have to leave suddenly?

1.6 Didn't you go to the movies?

A Pair work Find out quickly what your partner did each day last week. Don't write anything yet. Try to remember what your partner tells you.

B Now work alone. Make brief notes of what you found out.

C Pair work Talk to your partner and make sure your notes were correct. For example:

You: *Didn't you go to the movies on Sunday afternoon?*

Your partner: *No, that was Monday. Didn't you play tennis on Monday morning?*

You: *That's right. And didn't you ... ?*

2

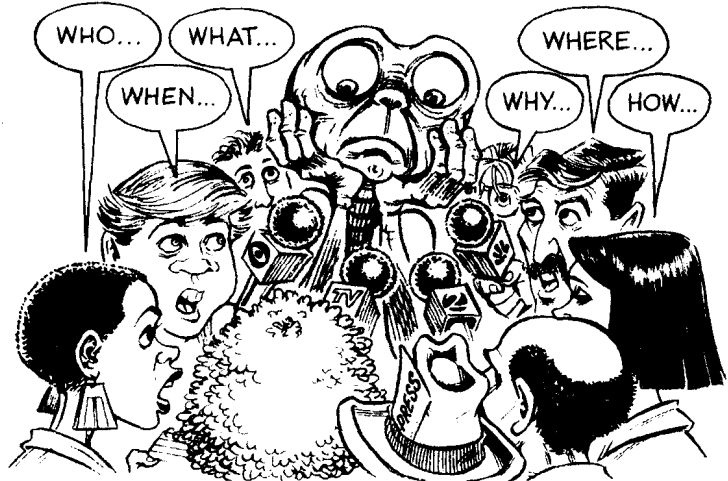
Wh- questions

2.1 Welcome to Earth!

A Pair work What questions are the reporters asking?

Examples: *What planet are you from?*
Why did you come to Earth?

B What answers do you think the visitor from outer space might give?



2.2 What did you say?

A Imagine that you are talking on the phone to a friend. Unfortunately it's a bad connection, so you can't hear everything your friend says.

Write down the questions you need to ask your friend whenever you miss some information. For example:

My plane arrives at _____ p.m.

Question: *What time/when does your plane arrive?*



Hi! Listen: next month I'm going to _____. Well, I wrote to _____ and she asked me to visit her. The only problem is that I have to be back home on _____. The ticket's really cheap: it only costs _____ round trip! _____ said she'd meet me at the airport. While I'm there I'd like to go to _____. I've always wanted to go there because _____.

According to the airline, there are still _____ seats left. The flight leaves on the _____ and the return flight is on the _____. If you can come, you could bring _____ with you.

B Use a pencil, not a pen. Write down six sentences about things that happened yesterday. Then erase one piece of information from each sentence.

For example: I left home at _____ in the morning.

C Pair work Ask each other questions to find out the missing information.

2.3 I'd like to ask you ...

I'd like to ask you ... how old you are.
Could you tell me ... when you were born?
Would you mind telling me ... what you enjoy doing?



A Why isn't the interviewer simply asking:
How old are you?
When were you born?
What do you enjoy doing?

Write down five more questions the polite young interviewer might ask.

B Imagine that you're an inexperienced reporter interviewing a famous person. Role-play the interview with a partner. Be very polite.

2.4 Where were you ...?

A Complete the questions below in writing.



Detective: Where ... were you on the night of May 13th?

Suspect: At the movies.

Detective: What

Suspect: I don't remember the title.

Detective: When

Suspect: Oh, about 11 o'clock, I guess.

Detective: Who

Suspect: No one. I went alone.

Detective: Where

Suspect: I went right home.

Detective: What

Suspect: At midnight.

B Write four more questions the detective should ask.

3

The past: What happened?

The present perfect: What has happened?

3.1 Communication activity: Have you ever...?



Have you ever ridden a horse?

Yes, I have.

When was that?

I rode one last summer.

What was it like?

Oh, it was awful.

Why? What happened?

I fell off and hurt my back. What about you? Have you ever...

Pair work Student A should look at Activity 3, while Student B looks at Activity 9. Both activities are at the back of the book. You'll be finding out about some of your partner's achievements.

3.2 Go-went-gone

A Pair work Fill in the blanks in this table of regular and irregular verbs:

Base form	Past tense	Past participle	Base form	Past tense	Past participle
beat	beat	beaten	lay		
bite		bitten		lay	
		blown		lied	
	caught			led	
choose				left	
drive			live		
eat			lose		
	fell			rose	
feel			steal		
		flown			torn
	hid				thrown
		held	wear		

B Write sentences using 10 of the verbs above. Use each one in three different ways, like this:

*She often **loses** her temper.*

*He sometimes **feels** embarrassed.*

*He **lost** his way in the dark.*

*She **felt** something cold crawling up her leg.*

*I've **lost** my front door key.*

***Have you ever felt** lonesome?*

3.3 Have you done that yet?

A Pair work Look at this list of things that your friend Tony was planning to do today. He's checked (✓) the things he's done so far. Talk about the things he's already done and the things he hasn't done yet. For example:

"He hasn't called the travel agency yet." "He's already bought some bread."

call the travel agency
arrange to meet Sandy for dinner✓
do yesterday's homework✓
wash the car
write to parents
read today's newspaper✓

buy some bread✓
make dinner reservations
do today's homework
fill the car with gas✓
buy birthday card for Mom✓
watch the news on TV

B Pair work Tell your partner about the things you have already done today and some things you haven't done yet. Find out what time your partner did each of the things. For example:

Your partner: *I've already had breakfast, but I haven't had lunch yet.*

You: *What time did you have breakfast?*

3.4 Communication activity: Famous people

Pair work Student A should look at Activity 2, and Student B at Activity 15. You will be talking about some famous people of the past.

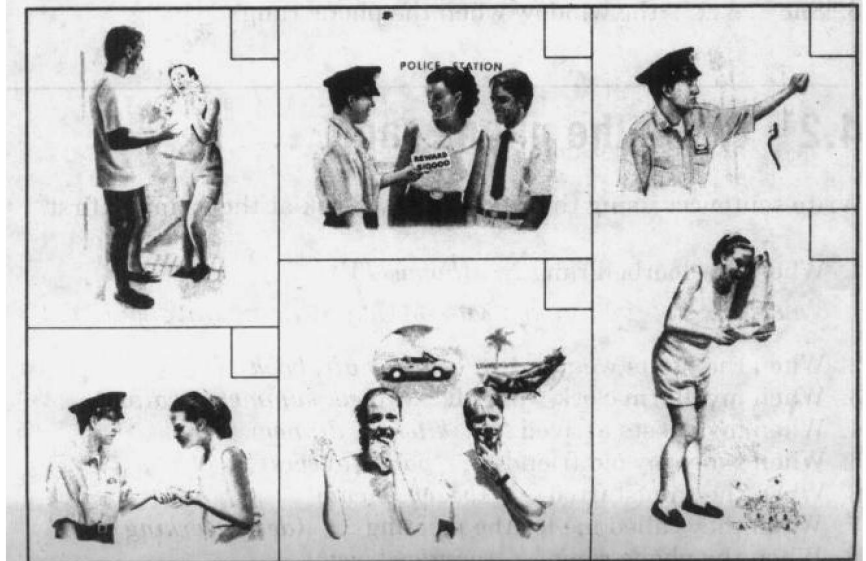
3.5 One fine day

A Group work

The pictures in this cartoon strip are printed in the wrong order. Decide how to rearrange them to make a complete story.

B Pair work Tell your story to a member of a different group.

C Write your version of the story.



4

The past continuous: What was happening? The present perfect continuous: What has been happening?

4.1 What were you doing?

A What answers do you think the man gave in the cartoons on the right?

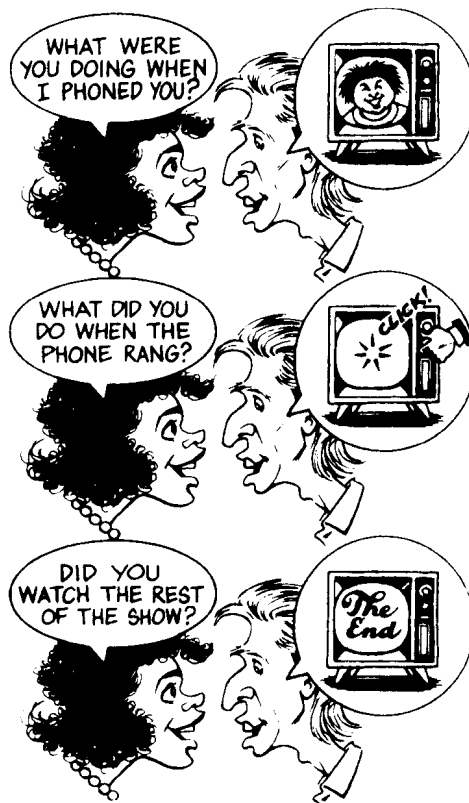
B What's the difference in meaning between each of these sentences:

She was having dinner when her husband came home.
She had dinner when her husband came home.
She had already had dinner when her husband came home.

He went to the store when the sun came out.
He was going to the store when the sun came out.
He had already been to the store when the sun came out.

C Fill in the blanks, using your own ideas:

1. We on the patio when it started to rain.
2. They along slowly when a deer ran across the road.
3. She the book when she fell asleep.
4. He the letter when his wife came into the room.
5. I some coffee when the lights went out.
6. She the window when the phone rang.



4.2 When the phone rang ...

Write sentences using the words below. Look at the example first.

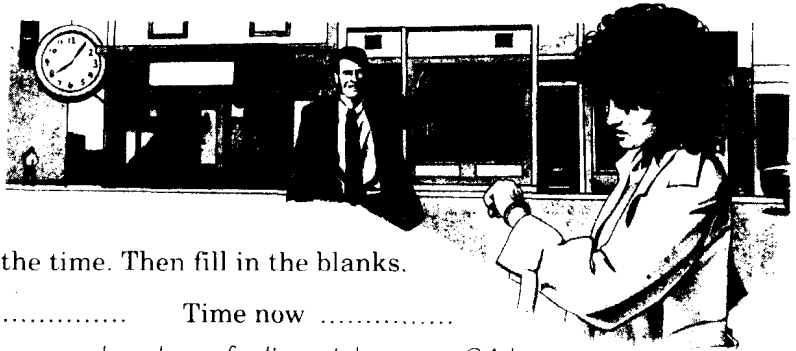
1. When the doorbell rang ... (home, TV)
When the doorbell rang, I was sitting at home watching TV.
2. When the lights went out ... (armchair, book)
3. When my alarm clock went off ... (bed, summer vacation)
4. When my guests arrived ... (kitchen, dinner)
5. When I met my old friend ... (park, flowers)
6. When the rain started ... (beach, picnic)
7. When they called me for the meeting ... (desk, working)
8. When the phone rang ... (window, view)

4.3 How long have you been ... ?

I guess I'm a little late. Have you been waiting long?

Yes. I've been waiting here since 7:00.

That means you've been waiting for over an hour! I'm really sorry!



A First write down today's date and the time. Then fill in the blanks.

Today's date Time now

1. Amy started feeling sick yesterday, so she has been feeling sick for 24 hours.
2. Bill started English classes five years ago, so he is been studying English since
3. Peter first moved into his apartment four years ago. That means he since
4. Maria passed her driving test in January, so she for months.
5. Ed began work in this company two months ago, so he since
6. It started raining at about 9 a.m., so it for hours.
7. We all sat down at the beginning of the class, so we for minutes.
8. They started work on the project on Sunday, so now they for days.

B Work alone. Write down five questions beginning "How long have you been ... ?" Then form a pair and ask your partner the questions. For example:

You: *How long have you been living at your present address?*

Your partner: *Oh, let me think ... we moved there about five years ago.*

You: *So you've been living there since ...*

4.4 I looked out the window...

Imagine that this was the view from your window when you got up this morning. Write a paragraph describing all the things that were happening.



5

Past, present, and future

5.1 A woman alone

Group work Look at the picture and decide together what has just happened – and what is going to happen next.



5.2 Communication activity: What's going on?

Pair work Student A should look at Activity 20, and Student B at 31. You'll be describing a scene to your partner.

5.3 What has happened?

Pair work What do you think has happened to each person shown here? What do you think is going to happen next?



5.4 Communication activity: Those were the days!

*Do you still go jogging?
Didn't you use to smoke a lot?*



*I don't smoke anymore.
I used to see a lot of Mary.
I haven't seen her since 1989.
I haven't had a beard for four years.*



Pair work Imagine that you and your partner are old friends. You haven't seen each other for five years. Student A should look at Activity 35, and Student B at 48. You'll be talking about the things you used to do.

5.5 Before TV

A Group work Discuss these questions:

What did people use to do before they had television?
How did they spend their free time?
How has TV changed people's lives?
Without TV, how would your own life be different?
How will TV continue to change people's lives in the future?



B Group work Ask and answer similar questions about the following inventions and discoveries we now depend on:

airplanes	tape recorders	plastic	microwave ovens
electric lights	cars	computers	vaccinations

Think of some other inventions and discoveries we now take for granted.

C Write a paragraph describing the most interesting points that were made in your group.