

Use of English

Grammar practice activities for
intermediate and upper-intermediate
students

Student's Book

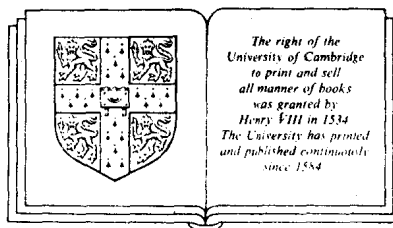
Leo Jones

Use of English

Grammar practice activities for
intermediate and upper-intermediate
students

Student's Book

Leo Jones



Cambridge University Press
Cambridge
London New York New Rochelle
Melbourne Sydney

Contents

To the student	1
1 QUESTIONS: <i>Wh-</i> and <i>Yes/No</i> questions	2
2 QUESTIONS: <i>Isn't it</i> questions	4
3 THE PAST: What happened?	6
4 THE PAST: What was happening?	8
5 PAST, PRESENT AND FUTURE	10
6 SPELLING AND PRONUNCIATION	12
7 PUNCTUATION	14
8 POSITION: Place	16
9 POSITION: Direction and motion	18
10 DOING THINGS: Requests and obligation	20
11 DOING THINGS: Ability	22
12 DOING THINGS: Advice and suggestions	24
13 VERB + VERB: <i>-ing</i> and <i>to...</i>	
14 VERB + VERB: <i>-ing</i> , <i>to ...</i> and <i>that ...</i>	
15 VERB + VERB: <i>-ing</i> or <i>to ...</i> ?	30
16 THE FUTURE: Plans and intentions	32
17 PROBABILITY	34
18 COMPARISON	36
19 REPORTED SPEECH: Statements	38
20 REPORTED SPEECH: Questions and requests	40
21 PREPOSITIONAL PHRASES I	42
22 PREPOSITIONAL PHRASES II	44
23 ARTICLES: <i>a</i> , <i>the</i> or \emptyset ?	46
24 <i>If</i> SENTENCES: Types 1 and 2	48
25 <i>If</i> SENTENCES: Type 3	50
26 RELATIVE CLAUSES	52
27 ADJECTIVES AND VERBS + PREPOSITION I	54
28 ADJECTIVES AND VERBS + PREPOSITION II	56
29 THE PASSIVE	58
30 WORD FORMATION: Adjectives and adverbs	60
31 WORD FORMATION: Verbs	62
32 WORD FORMATION: Abstract nouns	64
33 WORD FORMATION: Opposites	66
34 QUANTITY AND NUMBERS	68
35 JOINING SENTENCES I	70
36 JOINING SENTENCES II	72
37 JOINING SENTENCES III: Links between sentences	74
38 PHRASAL AND PREPOSITIONAL VERBS I	76
39 PHRASAL AND PREPOSITIONAL VERBS II	78
40 WORD ORDER	80
Grammar summaries	82
Communication activities	99
Thanks	120

To the student

Use of English is a book of activities and exercises for intermediate and upper-intermediate students who still make grammatical errors, who aren't fully confident about using English and who need to improve their accuracy in speech and in writing.


The exercises in this book will help you to:


- use English more confidently and fluently
- speak and write more accurately
- make fewer mistakes
- revise English grammar in an entertaining and interesting way
- learn how to express your ideas more exactly
- develop the ability to correct your own mistakes and depend less on having a teacher with you to help you all the time.

You'll be doing many of the exercises in groups or in pairs, so that everyone in the class has an equal chance to speak, express their ideas and share their opinions. While this is happening, your teacher can't be everywhere at the same time and correct all the mistakes everyone makes. 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 you're doing: these are mistakes connected with the theme of the unit.

You can't be *taught* to speak and write better English, you have to *learn* it. It's what you want to learn that you'll remember and not what I have written down in this book and not what your teacher tells you. You are the one who has the most important part to play in the learning process. If you want to know whether something is correct, or the meaning of a word or a better way of saying something, then it's up to you to find out – by asking your teacher, using a dictionary or by asking one of your partners.

Because many of the exercises are communicative, you'll probably find that many of them are 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. So, use the freedom you're given in the exercises to experiment with English and to find the words and structures that best express your *own* ideas and beliefs!

Activities shown with the symbol  should be done in writing. Your teacher will tell you whether you should do these with a partner or alone in class, or as homework.

Activities shown with the symbol  are communication activities, where you and a partner are given different information which you must communicate to each other. This information is given in 57 different sections at the end of the book, starting on page 99.

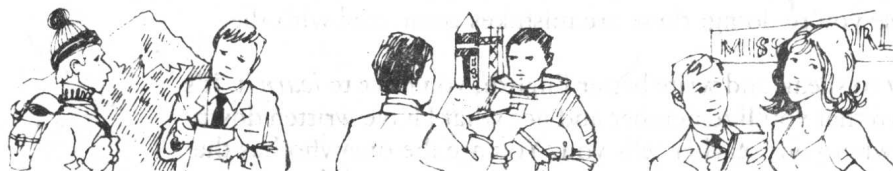
There are Grammar summaries which show the main points covered in each unit, starting on page 82. These are for you to use for reference and for revision.

1 QUESTIONS: *Wh-* and *Yes/No* questions

Space invader



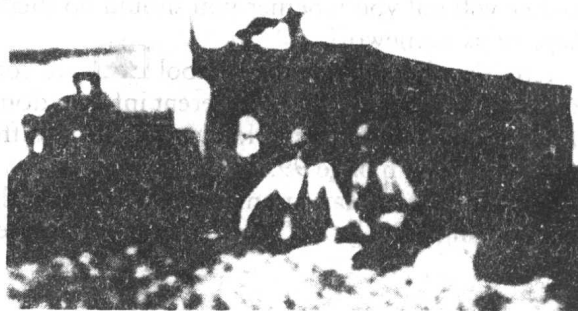
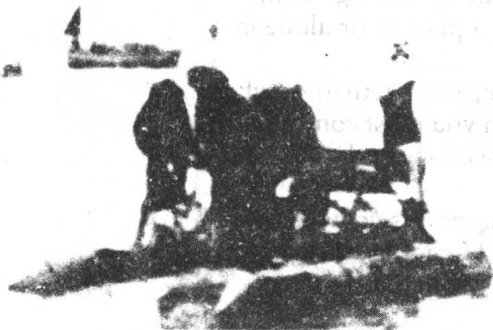
- 1 What questions are the reporters asking? What answers do you think the space invader might give?
- 2 Work in pairs. Decide what questions the reporters are asking in each of the interviews below. Write down your best questions. Then give your list of questions to another pair to answer.



- 3 Role-play the interviews with a different partner.

It's not very clear

Work in pairs. Each of these photos is out of focus, as you can see. If one of you looks at communication activity 1 and the other at activity 6, you'll see the original photos which are clear and in focus. But *don't look* at each other's photos! Ask each other questions to find out more about each of the photos. (Activity 1 is on p.99, activity 6 on p.101.)



Yes or No?

Work in pairs. Think of three or four famous people, living or dead. Ask your partner questions to find out who each of the people he or she has in mind are.

The only answers your partner can give are: *Yes* or *Yes, in a way*
No or *Not exactly*

I'd like to know...



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

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

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

- 2 Imagine you're an inexperienced young reporter interviewing a famous politician or entertainer. Role-play the interview with a partner, being as polite as possible to the great man or woman.
-

Where were you on the night of 13 May?



Complete the questions in this interrogation in writing.

Detective: Where

Suspect: At the cinema.

Detective: What

Suspect: I don't remember the name, I'm afraid.

Detective: When

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

Detective: Who

Suspect: No one, I went alone.

Detective: Where

Suspect: I went straight home then.

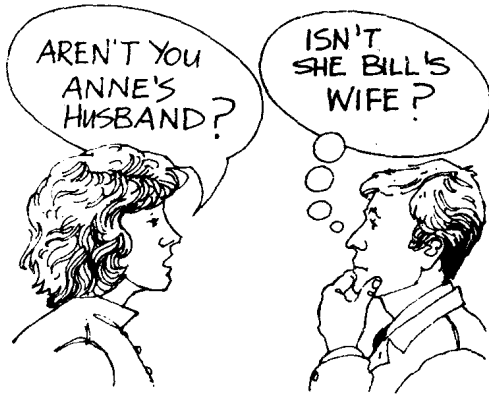
Detective: What

Suspect: At midnight.

What other questions might the detective have asked, do you think?

2 QUESTIONS: *Isn't it questions*

Making sure



Didn't we meet at Bruce's party?
Wasn't it Bruce who introduced us?
Aren't you the one who plays the piano?
Haven't..... you changed your hairstyle?
..... you use to have long hair?
..... you wearing a blue pullover?
..... your car damaged or something?
..... you have to leave suddenly?

Didn't you go to the cinema?

- 1 Find out quickly from your partner what he or she did on each day last week. Try to remember what you're told.
- 2 Separate from your partner and make brief notes of what you found out.
- 3 Talk to your partner again and make sure your notes were correct.
Your conversation might begin like this:
A: Didn't you go to the cinema on Sunday afternoon?
B: No, that was Monday. Didn't you play tennis on Monday morning?
A: That's right and didn't you...?

Finding out



You didn't come here by bus, did you?
You came in a flying saucer, didn't you?
You come from outer space,
That isn't very near here,
It was a long, tiring journey,
We look different from each other,
You've got three eyes,
You're not wearing a hat,
There's no hair on your head,
You can understand what I say,
I'm speaking slowly enough for you,
You'll come and have some tea with me,

Getting agreement

1 Begin by filling in the missing information below. Work alone.

The capital of the USA is	The opposite of <i>asleep</i> is
Queen Victoria reigned in the century.	You can't enter the UK without a
We're not allowed to in this room.	Yesterday was
Snakes, lizards and crocodiles are	All cats like to
The nicest country in the world is	The lesson ends at
Our teacher comes from	Computers weren't common until
<i>Wonderful</i> means the same as	Learning English is

2 Now work with a partner and make sure the information you've given agrees with your partner's ideas. Your conversation might begin like this:

A: Washington's the capital of the USA, isn't it?

B: Yes, and the opposite of asleep is...

Your favourite colour's red, isn't it?

Work in groups of three. One of you should look at communication activity 3, another at 9, and the third at 12. These are all at the back of the book. You'll be finding out some personal information about each other.

You're John Brown, aren't you?

Fill in the gaps in this conversation.

Interviewer: Good morning. ?

Brown: No, I'm James Brown, not John Brown.

Interviewer: I see, ?

Brown: No, I've come about the job as a mechanic, not salesman.

Interviewer: Mechanic, eh?

Brown: No, actually I saw the advertisement in the Times, not the Echo.

Interviewer: The Times? Well, well. ?

Brown: No, my present employers are Acme Engineering.

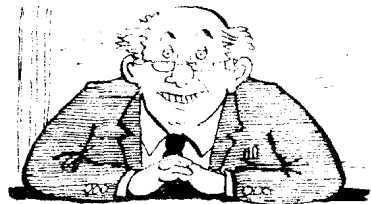
Interviewer: Good firm!

Brown: No, they're the ones in Castle Lane, not Tower Street.

Interviewer: Of course. ?

Brown: Yes, I have. For just over three years now.

Interviewer: Good, good. Tell me about yourself, Mr.. er.. Mr...



3 THE PAST: What happened?

Have you ever...?



Have you ever ridden a horse?
 Yes I have.
 When was that?
 I rode a horse last summer.
 What was it like?
 Oh, terribly difficult.
 Why, what happened?
 I fell off and hurt my foot.
 What about you, have you ever ... ?



Work in pairs. One of you should look at communication activity 5 while the other looks at activity 15. You'll find both of these at the back of the book. You'll be finding out about some of your partner's achievements.

go – went – gone

1 Work in pairs. Fill in the gaps in this table of verb forms:

.....	beat	.....	lay	.....	.....
bite	.....	bitten	.....	lay	.....
.....	.....	blown	.....	lied	.....
choose	.....	.....	.....	led	.....
.....	dealt	.....	.....	left	.....
drive	.....	.....	live	.....	.....
eat	.....	.....	lose	.....	.....
.....	.....	flown	.....	rose	.....
feel	.....	.....	steal	.....	.....
.....	fell	.....	.....	.....	torn
.....	hid	.....	.....	.....	thrown
.....	.....	held	wear	.....	.....

2 Write sentences using the 10 verbs you found most difficult to remember.

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 and slimy crawling up her leg.
 I've lost my front door key. Have you ever felt lonely?

Famous men

Work in pairs. One of you should look at activity 18 while the other looks at activity 26. You will be talking about some famous people of the past who are well-known all over the world.

'My life'

1 Work in pairs. Find out about each year of your partner's life. Start with last year, then the year before that, and so on until you get back to the year he or she was born. Like this:

A: How old were you in 1984?

B: I was 24.

A: And what happened to you in that year/when you were 24?

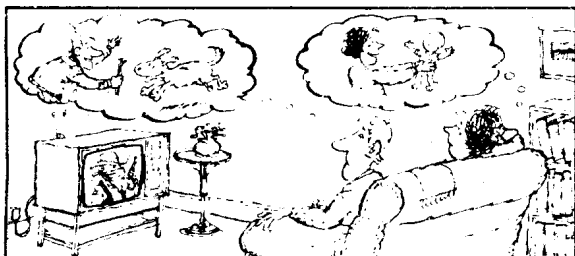
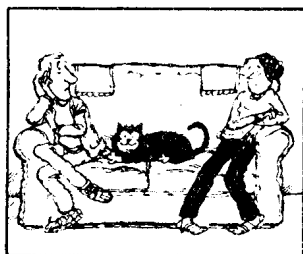
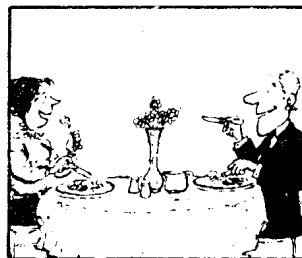
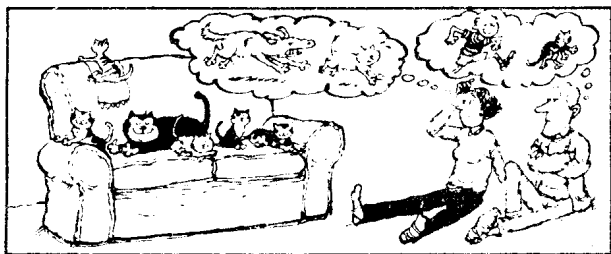
B: I moved to a new flat and I changed my job. What about you? How old were you in 1984?



2 Form a pair with a different partner. Tell your new partner what you discovered about your first partner's life, but this time begin at the *beginning* of your previous partner's life.

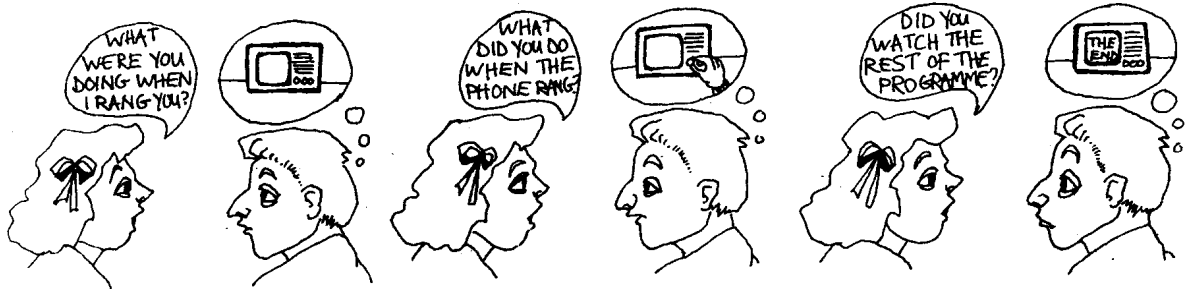
One fine day...

Work in small groups. This cartoon strip has been printed in the wrong sequence. Can you rearrange the pictures to make a complete story? When you've done this, tell your group's version of the story to a member of a different group. Then write the story.



4 THE PAST: What was happening?

What were you doing?



- 1 What answers did the man give, do you think?
What's the difference in meaning between each of the sentences below?

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

He went to the shops when the sun came out.
He'd been to the shops when the sun came out.
He was going to the shops when the sun came out.

- 2 Fill in the gaps in these sentences:

He three cups of coffee when I arrived.
She the door when she found her key.
I along slowly when a dog ran into the road.
He nearly half the book when he fell asleep.
He the baby when his wife got home.
I a cup of tea when the doorbell rang.

Yesterday

- 1 Fill in the gaps below showing what time you did the things listed.

Yesterday I got up at, started breakfast at and finished at

I left home at, went to and arrived there at

During the morning I and

I started lunch at and finished at

After lunch I and

I arrived home again at and had a meal from to

After eating I and then

Finally I went to bed at and fell asleep at

2 Work in pairs or small groups. Find out from each other what your partner(s) were doing at each of the times you've noted above. Your conversation might begin like this:

A: What were you doing at 7 o'clock yesterday morning?

B: I was still asleep. What about you?

A: Oh, I got up at 7 and had breakfast at about 7.30.

B: I was still lying in bed then. I didn't get up till after 8.

When the phone rang...

Write sentences describing what was going on when each of the events below happened. Use the words in italics in each sentence. Look at the example first:

When the phone rang ... *window/view*

When the phone rang, I was looking out of the window admiring the view.

When the doorbell rang ... *home/TV*

When the lights went out... *armchair/book*

When the alarm clock went off... *bed/summer holidays*

When my guests arrived... *kitchen/meal*

When I met my old friend... *park/flowers*

When the rain started... *beach/sunshine*

When they called me for lunch... *desk/working*

I opened the curtains and...

Imagine that this was the view from your window when you got up this morning. Write a paragraph describing what was going on outside at the time.



5 PAST, PRESENT AND FUTURE

A woman alone



Work in small groups. Look at the picture and decide together

- what has just happened
- what is going to happen next.

What's going on?



Work in pairs. One of you should look at activity 22 while the other looks at 32. You'll be looking at a scene which you'll have to describe.

What's happened?

What do you think has happened to each of the people shown here? And what do you think is going to happen next?



Those were the days



Work in pairs. Imagine that you're two old friends who haven't seen each other for five years. Talk about the following activities you used to do:

- | | | | |
|---------------------------|--------------------|---------------------------|------------------|
| A | | B | |
| play the piano | drink milk shakes | play the guitar | drink Guinness |
| go running | go to the theatre | go for long walks | go to the cinema |
| be a teacher | play tennis | be a civil servant | play basketball |
| go out with Pat | ride a racing bike | go out with Viv | ride a motorbike |
| listen to rock music | have private | listen to classical music | attend English |
| spend holidays in Florida | English lessons | spend holidays in Spain | classes |

Before TV

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?



1 Work in groups. Try answering similar questions about the following inventions and discoveries we now depend on:

- | | | | |
|-----------------|----------------|-----------|-------------|
| planes | tape recorders | plastics | microchips |
| electric lights | cars | computers | vaccination |

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

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

6 SPELLING AND PRONUNCIATION

What's in a name?



Edson Arantes do Nascimento

Norma Jean Baker

Michel Shalhoub

Work in pairs. One of you should look at activity 17 while the other looks at 21. Listen carefully while your partner spells some more unfamiliar names to you and write them down. See if you can guess who each person is better known as.

Did you say 'court' or 'caught'?

Each of the words below is pronounced the same as another familiar word with a different spelling. Can you find each word's 'twin'?

brake	meet	seen	wait
dew	nose	shore	waste
flew	right	steel	weather
guessed	root	tale	week
hole	peace	threw	wore



AEIOU

/i:/	/ɪ/	/æ/	/e/	/a:/	/ɒ/	/ʌ/	/ɔ:/	/u:/	/ɜ:/	/ʊ/
sheep	ship	man	men	march	collar	colour	caller	pool	pearl	pull
queen	which	match	head	laugh	cough	funny	short	lose	girl	book
ceiling	guilty	hand	says	drama	wash	flood	sure	true	turn	push

Work in pairs. One of you should look at activity 4 while the other looks at 20. You'll be dictating words to your partner and checking his or her spelling.

'ei' or 'ie'?

/i:/	/i:/	/eɪ/	/aɪ/	/e/	/ə/	/eə/
believe	ceiling	eight	die	friend	foreign	their
field	receive	beige	either	Leicester		heir
grief	deceive					

Choose the correct spelling of the words below and add them to the appropriate columns above:

height–hieght receipt–reciept leisure–liesure seize–sieve neighbour–nieghbour
 theif–thief releif–relief weight–wieght cheif–chief neither–niether

Eh?.. Oh!.. Ow!

/eɪ/	/əʊ/	/aʊ/	/eə/	/aɪ/	/iə/	/ɔɪ/
Eh?	Oh!	Ow!	air	eye	ear	
tray	go	how	bear	high	beer	toy
bay	know	plough	share	buy	hear	boy
eight	comb	cow	hair	die	clear	point



Work in pairs. One of you should look at activity 10 while the other looks at 24. You'll be dictating some more words to your partner.

Hoping or hopping?

Add -ing to each of these verbs, changing the spelling as necessary:

hope hop shop travel refer begin visit let
 upset quarrel run keep offer fit benefit kidnap

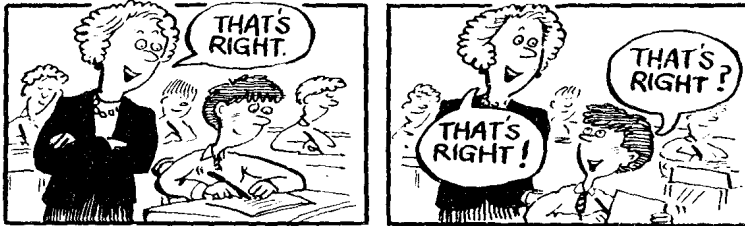
Correct the mistakes

In the following story there are 20 spelling mistakes. Can you find them *and* correct them all?

Whenever I'm not smiling, people allways ask me wether I'm feelling depressed or just a miserable sort of person. It's an awful nuisance becace no one can walk round grining on every occasion and I don't beleive that basicly other people are any happier than me. Psycholgists (or do I mean psyhyatrists ?) would probabley say that I'm lieing to myself but I sincerely believe it's true. Althrough I try to practice smiling in front of the mirror, it doesn't seem to have any affect. My friends and aquaintances say, 'Come on, cheer up. It's not that bad!'

7 PUNCTUATION

Say it aloud



1 How would you say each of these punctuation marks aloud in English?

? ! . , : ; ' () " " - -

2 Decide with a partner which of the sentences below are punctuated correctly and which contain mistakes.

Its' nice today, is'nt it?

Our cat's hurt its paw.

He's a tall, dark, handsome man.

She told me, that she was sixteen.

If you want to see him make an appointment.

Make an appointment if you want to see him.

The person who phoned left this message.

My mum, who is 62, never eats sweets.

My dad, on the other hand, has a sweet tooth.

That's right! he said. "That's right!" he said.

It's nice today, isn't it?

Our cats hurt it's paw.

He's a tall dark handsome man.

She told me that she was sixteen.

If you want to see him, make an appointment.

Make an appointment, if you want to see him.

The person, who phoned, left this message.

My mum who is 62 never eats sweets.

My dad on the other hand has a sweet tooth.

"That's right," he said.

Excuse me, please!



Rewrite this dialogue, putting in the correct punctuation.

Man: Excuse me please

Woman: Yes can I help you sir

Man: Id like to know when the Paris flight gets here

Woman: Which flight do you mean the British Airways flight or the Air France one

Man: Its the British Airways I think because the flight number is BA 144

Woman: OK Ill check for you if youd just wait a moment Yes the scheduled arrival time is 1900 but theres a delay of 30 minutes

Man: Oh I see fine thank you Is there likely to be any further delay do you think

Woman: No the planes already on its way so unless theres a headwind or something its probably going to land at about 1930

Man: Right thanks very much for your help

Woman: Youre welcome sir Goodbye

Man: Bye