

New

ENTERPRISE



Grammar Book

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The passive / Strona bierna

Tworzenie

- Stronę bierną tworzymy za pomocą odpowiedniej formy czasownika **to be** oraz imiesłowu biernego czasownika głównego.
- Przeanalizuj przykłady tworzenia strony biernej w różnych czasach:

Czas	Strona czynna	Strona bierna
Present simple	<i>They make pies here.</i>	<i>Pies are made here.</i>
Present continuous	<i>They are making a pie now.</i>	<i>A pie is being made now.</i>
Past simple	<i>They made this pie yesterday.</i>	<i>This pie was made yesterday.</i>
Past continuous	<i>They were making a pie when I arrived.</i>	<i>A pie was being made when I arrived.</i>
Present perfect	<i>They have already made ten pies.</i>	<i>Ten pies have already been made.</i>
Past perfect	<i>They had made fifty pies by two o'clock.</i>	<i>Fifty pies had been made by two o'clock.</i>
Future simple	<i>They will make the pie tomorrow.</i>	<i>The pie will be made tomorrow.</i>
Infinitive	<i>They need to make a pie.</i>	<i>A pie needs to be made.</i>
Conditionals	<i>They would make the pie if they had time.</i>	<i>The pie would be made if they had time.</i>
Modals	<i>They must make the pie by noon.</i>	<i>The pie must be made by noon.</i>

Uwaga: Czasów *present perfect continuous*, *future continuous* i *past perfect continuous* zwykle nie stosuje się w stronie biernej.

W potocznym języku czasownik **be** można zastąpić czasownikiem **get**, gdy mowa jest o wydarzeniu przypadkowym lub niespodziewanym.

*Alex **got hit** by a bus while he was cycling down the street.* (= Alex was hit ...)

Zastosowanie

Strony biernej używamy, gdy:

- wykonawca czynności jest nieznan, nieistotny lub oczywisty w danym kontekście.

*My car **was stolen** last night.* (Nie wiemy, kto ukradł samochód.)

*The plants **are watered** every evening.* (Nieważne, kto to robi.)

*The house **was burgled**.* (Oczywiste, że zrobił to włamywacz.)

- sama czynność jest ważniejsza niż jej wykonawca, dlatego strona bierna jest często stosowana w nagłówkach programów informacyjnych i artykułów prasowych, oficjalnych ogłoszeniach, reklamach, instrukcjach itp.

*The hospital **was opened** by the President yesterday morning.*

- chcemy podkreślić wykonawcę czynności.

*The town library **was built** by my great-great-grandfather in 1874.*

- chcemy nadać wypowiedzi bardziej kurtuazyjny lub oficjalny charakter.

*You **will be picked up** from the airport.* (uprzejmie niż: *Somebody will pick you up from the airport.*)

- chcemy uniknąć odpowiedzialności za to, co się wydarzyło, albo nie chcemy wymieniać sprawcy lub przyczyny nieprzyjemnego zdarzenia.

*The painting **has been damaged**.*

Changing from active to passive / Przekształcanie strony czynnej na bierną

- Dopełnienie zdania w stronie czynnej staje się podmiotem zdania w stronie biernej.
- Czasownik ze zdania w stronie czynnej zmienia formę na bierną.
- Podmiot zdania w stronie czynnej jest wymieniany jako wykonawca czynności w stronie biernej po przyimku **by** albo pomijany.
- Tylko zdanie z czasownikiem przechodnym (takim, który występuje z dopełnieniem) może zostać przekształcone na stronę bierną.

Strona czynna: *Steve **wrote** a letter.* (czasownik przechodni)

Strona bierna: *A letter **was written** by Steve.* **ALE** *She **came** home late last night.* (Czasownik *come* jest nieprzechodni, więc nie można przekształcić zdania w stronie czynnej na stronę bierną.)

STRONA CZYNNA	podmiot	czasownik	dopełnienie
	Lisa	fed	the cat.

STRONA BIERNA	podmiot	czasownik	wykonawca
	The cat	was fed	by Lisa.

- Przyimka **by** używamy, mówiąc o wykonawcy czynności lub przyczynie wydarzenia. *The old lady **was rescued** by a firefighter.*
- Konstrukcja **by + wykonawca czynności** jest pomijana, gdy wykonawca jest nieznan, nieistotny lub oczywisty w danym kontekście. Nie jest także używana, gdy podmiotem zdania w stronie czynnej jest wyraz *someone, people, I, you* itp. *Someone **has broken** the lock.* → *The lock **has been broken**.*

- Wykonawcy czynności nie pomijamy, jeśli jest to konkretna albo znacząca osoba, albo gdy jest to ważne dla znaczenia zdania.

*'Hamlet' **was written** by William Shakespeare.*

- Konstrukcję **with + nazwa narzędzia/materiału/składnika** stosujemy, mówiąc o tym, czego użył wykonawca czynności, lub po imiesłowach biernych czasowników takich jak: *coloured, crowded, filled, packed* itd. *The omelette **was made with** eggs, milk and cheese. The bucket **was filled with** water.*

- W przypadku czasowników z dwoma dopełnieniami (*give, offer, tell, take* itp.) stronę bierną można tworzyć na dwa sposoby:

Mary told Kevin a secret. → **1) Kevin **was told** a secret by Mary.**

2) A secret **was told to Kevin by Mary.**

- Jeśli w zdaniu w stronie czynnej czasownik występuje z przyimkiem, w stronie biernej stawiamy ten przyimek bezpośrednio po czasowniku. *Dave turned the radio off.* → *The radio **was turned off** by Dave.*

- Czasownik **let** przyjmuje formę **be allowed to** w stronie biernej. *Mum let us watch TV.* → *We **were allowed to** watch TV.*

- Po czasownikach **hear, help, see** i **make** w stronie czynnej występuje bezokolicznik bez *to*. *Mum made me tidy my room.* Jednakże w stronie biernej po tych czasownikach stawiamy bezokolicznik z *to*. *I **was made to tidy** my room by Mum.*

- Niektóre czasowniki przechodnie (*have, fit* [= być we właściwym rozmiarze], *suit, resemble* itd.) nie posiadają formy strony biernej. *That top really suits you.* (NIE: ~~*You are really suited by that top.*~~)

Questions in the passive / Pytania w stronie biernej

- Pytania w stronie biernej tworzymy według tych samych zasad, co w stronie czynnej. Czasownik przybiera w nich formę pytającą.
Has Anne walked the dog? → Has the dog been walked (by Anne)?

- Jeżeli pytanie w stronie biernej zaczyna się od słowa **who, whom** lub **which**, nie można pominąć przyimka **by**.
Who painted the fence? → Who was the fence painted by?

1 Put the verbs in brackets into a suitable *passive* tense, as in the example.

- Two men *were seen* (**see**) running out of the bank yesterday morning.
- The flowers
(**already/water**).
- The Smiths' house
(**paint**) at the moment.
- The rubbish
..... (**already/collect**) when I left for work.
- The note (**could/not/read**)
because the handwriting was very messy.
- Our lawn (**cut**) at
11 o'clock yesterday morning.
- His car (**wash**)
every Saturday.
- The window (**break**)
before the children arrived.
- The house
(**would/sell**) if it wasn't so expensive.
- Mary (**invite**) to the
party but unfortunately she couldn't make it.

2 Rewrite the sentences in the *passive* where possible, as in the examples.

- Andrew cooked dinner.
Dinner was cooked by Andrew.
- She didn't go to school yesterday.
It cannot be changed.
- Sue has painted a lovely picture.
.....
- Those shoes fit me perfectly.
.....
- Melanie has to post a letter.
.....
- Bob made a fantastic puppet.
.....
- Jane had left work before 8 pm last night.
.....
- Joseph is cleaning the fish bowl.
.....

3 Fill in the gaps with *by* or *with*, as in the example.

- The film was directed *by* my favourite director.
- The sauce was made mushrooms and onions.
- The child was stung a bee.
- The window was broken a piece of wood.
- The glass bowl is filled fruit.
- The dog was saved a neighbour.
- The apple pie contest was won Mrs Jones.
- He was shot a rifle, but luckily he survived.
- They were scared the thunder.
- The fingerprints on the table had been wiped off a towel.
- These curtains were made my grandmother.
- The cake was cut a knife.
- Dan was laughed at his friends.
- The house has been decorated balloons.
- The stadium will be opened the President.

4 Rewrite the following in the *passive*, as in the example.

- Who invented the telephone?
Who was the telephone invented by?
- The thief stole all the money in the till.
.....
- Who has written this poem?
.....
- When will they hold the annual dance?
.....
- Many tourists visit the Eiffel Tower every year.
.....
- Did you give the parcel to Susie?
.....
- Someone needs to move that table.
.....
- Has Victoria sent out the invitations?
.....

5 Put the verbs in brackets into the correct *passive* form, as in the example.

- 1 A: Did you have a nice time in Bali?
B: Oh, yes. We *were taken* (**take**) to some of the most amazing beaches I'd ever seen and we ate some delicious seafood.
- 2 A: Did they paint their house themselves?
B: No, it (**paint**) by the time they moved in.
- 3 A: Where's your bicycle?
B: It (**repair**) at the moment.
- 4 A: What did Grandma give you last night?
B: I (**give**) the most beautiful pair of earrings I've ever seen.
- 5 A: This bread tastes wonderful.
B: Thanks. It (**make**) by my mother.
- 6 A: When can I pick up my photos?
B: They (**develop**) tomorrow morning, so any time after lunch.
- 7 A: Where did you get those flowers?
B: They (**hand**) to me when we arrived at the hotel.
- 8 A: When will your car be ready?
B: I don't know. It (**still/fix**) when I went to the garage this morning.
- 9 A: Did you reserve a plane ticket?
B: No, unfortunately the flight (**fully/book**) by the time I got to the travel agent's.
- 10 A: How often should I feed the fish?
B: They (**must/feed**) once a day.
- 11 A: A new hospital (**build**) in our town at the moment.
B: Yes, I know. It (**open**) by the mayor when it's finished.
- 12 A: What's going on?
B: A boy (**trap**) in the lift and the firefighters are trying to get him out.
- 13 A: That was a terrible storm last night!
B: I know. Many houses (**flood**).
- 14 A: When (**report/finish**)?
B: Hopefully by next week.

6 Rewrite the newspaper headlines as complete sentences, as in the example.

① FIVE-DAY STRIKE TO BE HELD BY CUSTOMS OFFICERS

② **Sports Centre to be Opened by Town Mayor Tomorrow**

③ ELDERLY COUPLE RESCUED FROM BURNING HOUSE LAST NIGHT

④ Decision Already Made about New Speeding Fines

1 *A five-day strike will be held by customs officers.*

2

3

4

7 Rewrite the following passages (A & B) in the *active* or *passive* accordingly.

- A Rosemary Hills train station was built by Sean Carlton and his wife Sharon in 1894. To build the waiting room, red brick had been imported from England by the Carltons. The station was opened in 1896 by the President himself. That year, Rosemary Hills was visited by a steam locomotive for the first time. It was pumping clouds of white smoke and giving out such loud whistles that it could be heard by all the townspeople.

Sean Carlton and his wife Sharon built Rosemary Hills train station in 1894.

.....

.....

.....

.....

.....

.....

.....

.....

.....

B The police are looking for a man who broke into the National Bank. The thief cut the wires of the alarm and then broke into the bank's city centre branch some time late last night. The thief stole £500,000 from the bank. The police are searching the city centre as the thief may still be in the area.

.....

8 Write questions and answers, as in the example.

- | A | | B | |
|---|------------------------------------------------------------------------------|---|-------------------|
| 1 | <input checked="" type="checkbox"/> who/ <i>The Lord of the Rings</i> /write | a | Galileo |
| 2 | <input type="checkbox"/> where/2004 Summer Olympic Games/hold | b | in South America |
| 3 | <input type="checkbox"/> who/telescope/invent | c | Alexander Fleming |
| 4 | <input type="checkbox"/> when/ <i>Zootopia</i> /release | d | J. R. R. Tolkien |
| 5 | <input type="checkbox"/> where/Colosseum/locate | e | in Athens |
| 6 | <input type="checkbox"/> when/Vivaldi's <i>Four Seasons</i> /first perform | f | in 2016 |
| 7 | <input type="checkbox"/> where/chocolate/first make | g | in 1725 |
| 8 | <input type="checkbox"/> who/penicillin/discover | h | in Rome |

1 *Who was 'The Lord of the Rings' written by? 'The Lord of the Rings' was written by J. R. R. Tolkien.*

2

 3

 4

 5

 6

 7

 8

9 Underline the correct item, as in the example.



- A:** How was your first day in your new job?
B: Quite good, though I arrived a bit late. The main road near my office 1) is being repaired/is repaired these days, so there was heavy traffic.
A: Oh no! 2) Were you given/Had you been given a warning about that when you arrived?
B: Not really, but that's OK. Actually, everyone was really friendly. First, I 3) am introduced/was introduced to everyone and then I 4) was shown/was being shown my office. It 5) was being repainted/had been repainted before I arrived, so it looks really nice!
A: And 6) have you been given/were you given a project to do yet?
B: Yes, I have, and I 7) was asked submit/was asked to submit it by the end of the day, so I was really busy! Tomorrow, I think I 8) would be told/will be told to go to some training seminars.
A: Well, I'll be in the centre at 2 pm tomorrow if you want to have lunch together.
B: I can't. Our break is 9) taken/being taken at 1:30. I don't think we are 10) allowed to go/let go on break whenever we want.
A: OK, maybe another time, then.

10 Rewrite the people's words in the *passive*, as in the example.

Experts had predicted the eruption weeks before.

1 *The eruption had been predicted weeks before.*

Ten metres of snow buried a village north of Montreal.

2

.....

.....

Rescue workers have pulled out three people from under the rubble.

3

.....

.....

.....

Violent winds destroy many houses in the area each year.

4

.....

.....

.....

It will burn hundreds of acres of forest.

5

.....

.....

.....

They are sending tents to shelter people because the water has swept their houses away.

6

.....

.....

.....

11 Rewrite the following passage in the *passive*, as in the example.

Late last night, two men broke into the Lots and Lots of Toys shop on Park Avenue. An employee had left a small window open. Police tell us that the men climbed in through the window. They stole £2,500 worth of toys. The police have not found the men yet.

Late last night, the Lots and Lots of Toys shop on Park Avenue was broken into by two men.

.....

.....

.....

.....

.....

12 Put the verbs in brackets into the correct *active* or *passive* tense, as in the example.



Ice cream, one of the world's most favourite desserts, 1) *was introduced* (introduce) to Europe from the East. In 1670, Francisco Procopio opened a café in Paris, serving ices and sherbets. The ices and sherbets 2) (become) so popular that by 1676 there 3) (be) 250 ice makers in Paris. However, cream ices, or ice creams, 4) (invent) by another café owner in Paris in the late 18th century, Giuseppe Tortoni.

The main ingredients which 5) (use) to make ice cream 6) (be) milk, cream, sugar and eggs. These ingredients 7) (combine) to make a mixture which 8) (put) in a large container and 9) (refrigerate) for several hours. Then, chopped nuts or chocolate pieces 10) (add) to make different flavours. After that, the ice cream 11) (package) individually and finally it 12) (freeze).

People of all ages 13) (love) eating ice cream. It 14) (be) a wonderful treat, especially when it 15) (top) with delicious syrups and whipped cream!

13 **ICT** Collect information about how paper is recycled. Tell the class. Use the passive.

Reflexive and emphatic pronouns / Zaimki zwrotne i emfaticzne

Zaimków zwrotnych używamy:

- z takimi czasownikami jak: **burn, cut, enjoy, hurt, introduce, kill, look at, teach** itp. albo z przymykami, jeśli podmiotem zdania i jego dopełnieniem jest ta sama osoba.

Lesley *has cut* **herself.**

↓
(podmiot)

↓
(dopełnienie)

- z przymikiem **by** w znaczeniu **samodzielnie/sam/bez pomocy/bez towarzystwa innych**.

Helen mended the fence by herself. (= Sama naprawiła płot. Nikt jej w tym nie pomagał.)

- w następujących wyrażeniach: **by yourself** (= sam, bez pomocy), **enjoy yourself** (= baw się dobrze), **behave yourself** (= zachowuj się grzecznie), **help yourself** (= poczęstuj się).

Behave yourself at school.

Zaimków emfaticznych używamy:

- aby zaakcentować podmiot lub dopełnienie zdania.
I myself painted the entire house. (= To ja sam pomalowałem cały dom. Nikt tego za mnie nie zrobił.)

Liczbą pojedynczą			Liczbą mnoga		
I	→	myself	we	→	ourselves
you	→	yourself	you	→	yourselves
he	→	himself	they	→	themselves
she	→	herself			
it	→	itself			

Uwaga:

- Zaimków zwrotnych zazwyczaj nie używamy z czasownikami **concentrate, feel, meet** i **relax**.

You need to relax. (NIE: *You need to relax yourself.*)

- Po czasownikach **dress, wash** i **shave** zwykle nie występuje zaimek zwrotny. *First, I shaved and then I dressed.*

Możemy go jednak użyć, jeśli chcemy podkreślić, że ktoś wykonał daną czynność z pewnym wysiłkiem.

Although Steve is only two years old, he can wash himself.

(= Choć ma zaledwie dwa lata, potrafi sam się umyć.)

ALE zawsze mówimy **dry myself**. *I dried myself with a towel when I got out of the pool.*

14 Fill in the appropriate reflexive/emphatic pronoun, as in the example.

- A: Shall I iron your shirt?
B: No, that's alright. I'll iron it *myself*.
- A: So, how was the show last night?
B: Fantastic! We really enjoyed
- A: Please help to more tea.
B: Thank you.
- A: Did the Smiths have the cake made by the local bakery?
B: No, they made it.
- A: Did you buy those books for Don?
B: No, I bought them for
- A: Why is Sam wearing a bandage on his finger?
B: He cut on a piece of broken glass.
- A: Your daughter is very clever, isn't she?
B: She is. She has taught to speak Japanese.
- A: Who helped you put up the decorations?
B: Nobody. We put them all up by
- A: Did you take your car to the garage?
B: No, I managed to fix it
- A: The plates are hot so don't burn
- B: OK, we'll be careful.

15 Look at the pictures and fill in the gaps with the correct reflexive/emphatic pronoun, as in the example.



- The little boy built the sandcastle by *himself*.
- He has hurt
- They fixed the engine
- She is sitting by
- He is building his house.
- She bought a bicycle for

16 Choose the correct item, as in the example.



- Do you like this painting? I painted it
A itself **B myself** C yourself
- Why don't you relax for a while?
A – B myself C yourself
- Please help to more tea.
A myself B ourselves C yourself
- The boy burnt on the cooker.
A herself B – C himself
- Children, I'd like you to concentrate on the lesson.
A – C yourself
B yourselves

17 Complete the following sentences using a word from the list below and a *reflexive/emphatic pronoun*.

• made • design • poured • cut • serve



- This is a self-service restaurant. You have to *serve yourself/ yourselves*.
- We were hungry so we some sandwiches.
- I while I was slicing some bread.
- Did Deborah her dress ?
- He got up and a glass of water.

as – like

Konstrukcji **as + rzeczownik** używamy, aby powiedzieć, jaką rolę lub funkcję ktoś albo coś pełni.

He works as a mechanic at Ben's Garage. (= Pracuje jako mechanik.)

Słowo **like** stosujemy do konstruowania porównań:

- w wyrażeniach złożonych z czasownika **feel, look, smell** lub **taste** i rzeczownika. *It feels like silk.* (= W dotyku jest jak jedwab.)
- z rzeczownikami, zaimkami oraz formą-**ing** czasownika. *He's walking like a crab. No one can cook like her.*
This bread is tasteless. It's like eating cardboard.

18 Fill in the gaps with *as* or *like*, as in the example.

- The clouds in the sky look *like* cotton.
- He's just repeating what I say a parrot.
- Paula would like to find a job a newspaper journalist.
- Henry works a professor at Yale University.
- Mary and her sister fight cats and dogs.
- She has been working a vet for a year.
- What are you cooking? It smells fish.
- Sammy, you're a big boy now. Stop acting a baby!
- Mrs Madison was offered a job a sales assistant in a boutique.
- Mr Petroni is looking for a job a chef in an Italian restaurant.
- Carol has got a mobile phone mine.
- The news came a complete surprise to everyone.
- "The sky is very dark."
"Yes, it looks rain."
- That child behaves an angel.
- Please accept this gift a way to say 'thank you'.