



Advanced

Oxford Practice Grammar

with answers

George Yule

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Introduction

The *Oxford Practice Grammar* series

Oxford Practice Grammar is a series of three books, each written at the right level for you at each stage in your study of English. The series is intended for your use either in a classroom or when working independently in your own time.

The books are divided into units, each of which covers an important grammar topic. Each unit starts with an explanation of the grammar and this is followed by a set of practice exercises. Tests at the end of each unit or section of units give the opportunity for more practice and enable you to assess how much you have learned. Answers to the exercises and the tests are given at the back of the book.

You may want to choose the order in which you study the grammar topics, perhaps going first to those giving you problems. (Topics are listed in the Contents page at the front of each book and in the Index at the back.) Alternatively you may choose to start at the beginning of each book and work through to the end.

Exam practice

The first level in the series is *Oxford Practice Grammar – Basic*. This is suitable for elementary to pre-intermediate learners, and those working for the Oxford Test of English, A2 Key and B1 Preliminary exams. The second is *Oxford Practice Grammar – Intermediate*, for students who are no longer beginners but are not yet advanced in their use of English. It is suitable for those studying for the Oxford Test of English and B2 First exam. *Oxford Practice Grammar – Advanced* is for those who have progressed beyond the intermediate level and who wish to increase their knowledge of English grammar and become more confident when using it. It helps students prepare for the C1 Advanced, C2 Proficiency, IELTS, TOEFL, and other advanced-level exams.

Oxford Practice Grammar – Advanced is for more advanced students who have already studied English grammar at the intermediate level. It can be used by students working alone, in study groups, or while attending classes.

The book consists of 17 units, providing a complete review of the grammar of contemporary English. Within each unit there are separate sections on specific features (e.g. 'The uses of the passive') and problem areas (e.g. 'Present Perfect or Past Simple?'). Each section consists of explanations of grammar points, with examples, plus a number of exercises on the same page or the facing page. At the end of each unit there is a two-page test. Answers for all the exercises and tests are provided in the Answer key (page 220). There is also a Glossary (page 261) explaining the meaning of all grammatical terms used.

Using this book

This book can be used in a number of ways.

- You can use it as a reference guide for clear and concise explanations of particular points of English grammar. Each explanation is followed by examples of correct use in context, with advice on common errors to avoid. For easy reference, each separate topic is presented in a heading at the top of the page. All unit and section topics are listed in the Contents (page iii) and in the Index (page 269).
- You can use the book as a workbook in which you write answers to complete the exercises. You can then check in the Answer key to see whether your answers are correct. If you find you have an incorrect answer, you can look at the relevant grammatical point on the accompanying page for an explanation, with examples of what is correct.
- You can use the book as a textbook, beginning on the first page and working at your own pace to the end. This allows you to treat each topic as equally important in a comprehensive review of English grammar. The unit topics are not presented in order of difficulty, but follow a sequence similar to that used in many textbooks.
- You can also use the book to create your own grammar course, working through all or part of a section or unit and completing selected exercises or tests. You can use the cross-references at the bottom of each page of explanation to guide you to other relevant sections. Because the grammar topics are not presented in order of difficulty, you can work on the topics in any order you choose.

Special features

In addition to traditional types of exercises, there are a number of innovative grammar exercises in this book, specifically designed for students who are becoming more advanced in English.

- In the **summary exercises**, you choose appropriate grammatical forms from a longer text in order to complete a short summary of that text. These exercises help you to improve your ability to create grammatically accurate reports of what you have read (page 2, Exercise B).
- In the **dictionary exercises**, you choose appropriate grammatical forms to complete definitions of words and phrases. These exercises expand your vocabulary and help to develop your ability to create clear and grammatically accurate descriptions (page 7, Exercise H).
- In the **matching exercises**, you add appropriate grammatical forms to a sentence, part of a sentence, or a question, in order to create a meaningful connection with another sentence. These exercises improve your ability to produce more complex spoken and written English while ensuring that it is grammatically accurate (page 7, Exercise I).
- In the **editing exercises**, you read through a paragraph, checking for grammatical mistakes and providing corrections where necessary. These exercises help to develop your ability to write longer texts in English with increased grammatical accuracy (page 9, Exercise M).
- In the **numbering exercises**, you complete the connection between explanation and example by choosing the number of the example that best illustrates the explanation. These exercises provide an opportunity to take a more interactive role in creating a connection between your ability to understand English and your knowledge of the grammatical rules of English (page 12, Exercise Q).

In the test exercises, you provide answers in a range of different formats used in examinations such as IELTS, the Michigan English Test, and the C2 Proficiency. These exercises allow you to become more familiar with examinations at the advanced level and to work with authentic texts from newspapers and journals, and by authors such as Bruce Chatwin, T.S. Eliot, Magnus Mills, and many others.

1 Sentences

We can form simple sentences with a subject and a verb in a single clause (*Jenny laughed*). We can include auxiliary verbs (*be, do, have* and modals) as part of the verb phrase and an adverbial after the verb (*She was sitting at the table*). We can use verbs with an object (*She was drawing a picture*), without an object (*She giggled*) or with two objects (*She showed me the picture*). We can also use linking verbs with complements (*It looked very silly*).

We form compound sentences with clauses joined by the coordinating conjunctions **and, but** and **or** (*I made some coffee, but Jenny wanted orange juice*). We form complex sentences with clauses joined by subordinating conjunctions such as **after, because, if** and **while** (*We chatted in the kitchen while I cooked breakfast*).

A Read through this newspaper report and find:

- 1 another simple sentence
- 2 a complex sentence with two conjunctions

A young English teacher saved the lives of 30 students when he took control of a bus after its driver suffered a fatal heart attack. Guy Harvold, 24, had collected the students and three course leaders from Gatwick airport and they were travelling to Bournemouth to meet their host families. They were going to start a course at the International Language Academy in Bournemouth where Harvold works as a teacher.

Harvold, who has not passed his driving test, said, 'I realized the bus was out of control when I was speaking to the students on the microphone.' The bus collided with trees at the side of the road and he noticed the driver was slumped over the wheel. The driver didn't move. He was unconscious.

'We hit a barrier and swerved to the other side of the road and I grabbed the wheel,' Harvold explained. 'The driver's legs were over the pedals and I had difficulty reaching

the brake. We hit a lamp post and it shattered the glass on the front door before I managed to bring the bus to a halt.' Police praised the young teacher's quick thinking. If he hadn't reacted quickly, there could have been a terrible accident.

The bus driver never regained consciousness. He was later pronounced dead at East Surrey hospital. He had worked regularly with the school and was very well regarded by staff. Harvold said, 'I was so relieved that no one else was hurt, but I hoped the driver would survive. It was only later I heard he had died. That's a terrible tragedy.'

The Language Academy's principal told the Gazette that the school is going to send Harvold on a weekend trip to Dublin with a friend, as a gesture of thanks for his bravery. A local driving school has also offered him six free driving lessons.

B Using verbs and conjunctions from the newspaper report above, complete this summary.

English teacher Guy Harvold, 24, ¹ saved the lives of 30 students on a bus from Gatwick to Bournemouth ² the driver ³ a heart attack. The bus went out of control. It ⁴ trees, a barrier and a lamp post ⁵ Harvold could stop it. The driver ⁶ no-one else ⁷ hurt. Harvold, who hasn't passed his driving test, was ⁸ by police ⁹ was ¹⁰ free driving lessons by a local driving school.

Simple sentences and verbs

1 Simple sentences

A simple sentence is a single clause with a subject and a verb.

- 1 *Mary sneezed. • Somebody coughed. • The train didn't come. • People were waiting.*

Simple sentences can also have an object (2) and/or an adverbial, such as an adverb (3) or a prepositional phrase (4).

- 2 *Mr Owen made lunch. • I brought some cakes. • We drank tea. • Everyone enjoyed it.*
 3 *Suddenly the weather changed. • We quickly closed the windows. • It often rains there.*
 4 *Shakespeare married Anne Hathaway in 1582. He moved to London in 1588.*

Simple sentences with linking verbs, such as **be** or **look**, have complements that describe the subject.

- 5 *Cathy is a nurse. • She wasn't ready. • Her hair looked wet. • The room felt like an oven.*

2 Verbs

Most verbs are action verbs, used to describe actions (what we do) and events (what happens).

- 6 *Richard eats a lot of pasta. It gives him energy. He runs every night. I saw him in the park.*

Some verbs are state verbs rather than action verbs. They are used to describe states: what we think (7), how we feel (8) and relationships, especially those concerned with inclusion and possession (9).

- 7 *I know what you mean. • My parents understood everything. • They believe in fate.*
 8 *I appreciate all your help. • Some people hate cucumber in sandwiches.*
 9 *The city guide contains useful information. • That old suitcase belongs to me.*

We don't usually use state verbs in the continuous. (NOT *That suitcase is belonging to me.*)

Other state verbs include: **consist of, exist, include, matter, own, prefer, realize, remember, resemble**

We also use linking verbs (**be, seem, etc.**) to describe states: how things are or seem to be.

- 10 *These flowers are beautiful. • Everything seems fine. • Your friend appears to be nervous.*

We can use some verbs, such as **taste** or **weigh**, as state verbs (11) or as action verbs (12).

- 11 *Flowers don't usually taste very good. • The box weighs two kilos.*
 12 *Have you tasted this soup? • They carefully weighed the flour.*

We use the auxiliary verbs **be, do** and **have** with other verbs when we form different tenses (13), questions and negatives (14) and for emphasis (15).

- 13 *The boys have been waiting for you. I think they've gone outside. They're playing football.*
 14 *What did Josh say? ~ He didn't say anything. • Does he want coffee? ~ I don't think so.*
 15 *You aren't working very hard. ~ I AM working hard! • You don't miss me. ~ I DO miss you!*

We also use **be, do** and **have** as main verbs: *He is lazy. He does nothing. He has no money.*

We use modal auxiliary verbs (modals) such as **can, must, should** or **will** with other verbs to express concepts such as permission, obligation, necessity, prediction, etc.

- 16 *Can I leave now? • You shouldn't go yet. • I must catch the next bus or I'll be late for work.*

C Find an example of each of the following in the newspaper report on page 2.

- 1 a simple sentence with a linking verb:
- 2 a clause with an action verb and an adverb:
- 3 a clause with a modal:

Subjects and verbs

3 Subjects

The subject of a sentence is usually the first noun phrase or pronoun identifying who or what is performing an action expressed by the verb (1). It can identify who or what is experiencing something (2). It can also be the focus of a description (i.e. who or what the complement is linked to) (3).

- 1 *Anthony lost his keys.* • *The dog ate my homework.* • *You are working too hard these days.*
- 2 *The children heard a loud noise.* • *The audience enjoyed the concert.* • *Megan doesn't like coffee.*
- 3 *Lions are large and powerful.* • *Her new classmates seem friendly.* • *Your hair looks great.*

We usually put the subject before the verb except in questions (4) and sentences using inversion (5).

- 4 *Where has she been?* • *Does this bus go to the university?* • *Isn't Oslo in southern Norway?*
- 5 *In front of us and blocking the way stood a large dog.* • *Never had I seen such a fierce animal.*

The subject can also be a gerund (6), an infinitive (7) or a clause (8).

- 6 *Reading comics is her favourite thing.* • *Studying always makes me sleepy.*
- 7 *Just to complete the classes has become my new goal.* • *To go without you wouldn't be any fun.*
- 8 *That she would win the election was never in doubt.* • *What he said wasn't very polite.*

4 Subject-verb agreement

It is the subject that determines whether the verb is singular or plural (9). It is the main noun as subject, not a prepositional phrase, that makes the verb singular (10) or plural (11).

- 9 *Adam's sister lives in Scotland.* • *His parents live near London.*
- 10 *A new pair of shoes doesn't cost a lot.* • *A woman with three children was waiting outside.*
- 11 *New shoes don't always feel comfortable at first.* • *The children were crying.*

We use singular verbs after indefinite pronouns (*everybody*, *nobody*, etc.) as subjects (12). We usually use singular verbs after subjects beginning with *none of* and *neither of* in formal situations (13). We sometimes use plural verbs in informal situations (14).

- 12 *Everybody in the country wants one of these.* • *Nobody except his parents was willing to help.*
- 13 *None of the candidates has much support.* • *Neither of King Henry's sons was born in France.*
- 14 *She shouted, 'None of you have a chance.'* • *He's complaining that neither of them were asked.*

We use singular verbs after some subjects that seem to be plural: some nouns ending in *-s* (15), phrases describing an amount (16) and some combinations with *and* (17). There are some nouns such as *people* and *police* which appear to be singular, but which are used with a plural verb (18).

- 15 *The news wasn't too bad.* • *Cards is more than a game for some people.* • *Measles is a disease.*
- 16 *£200 is too much.* • *20 miles was too far and two days wasn't enough time.*
- 17 *Tom and Jerry is a rather old cartoon.* • *Sausage and beans doesn't cost very much.*
- 18 *The police are trying to stop speeding in the city, but people are still driving too fast.*

We can use a group noun as subject to refer to several people, with a plural verb (19), or to refer to the group as a single unit, with a singular verb (20), depending on our point of view.

- 19 *The Welsh team are getting tired.* • *The committee have not expressed all their views.*
- 20 *The Welsh team is in second place.* • *The committee hasn't reached a decision yet.*

Other group nouns include: **audience, class, crowd, enemy, family, government, orchestra, staff**

Note that, in American English, a singular verb is typically used after a group noun:

My wife's family always has a big get-together with a barbecue on July 4th.

D Find an example of each of the following in the newspaper report on page 2.

- 1 a clause with an indefinite pronoun
- 2 a clause with a noun referring to a group

E Add one of these verbs to each of the sentences.

does doesn't has have is isn't are aren't was wasn't won't

- ◆ Excuse me, but ^{does} this train stop at Croydon?
- To get an A in every class be easy.
 - Lord of the Flies* the name of the book we had to read last year?
 - My new pair of jeans pockets on the side of the legs.
 - What they're doing in Parliament interest me.
 - Being absent from class a lot going to improve his chances of passing.
 - Jess got really angry with us and screamed, 'None of you my friends any more!'
 - Never I had to listen to so many boring people!
 - I watched *Dances with Wolves*, which about dancing at all.
 - Statistics more difficult than Economics?
 - These new sunglasses made of glass or plastic or anything like that.

F Choose an ending (a–e) for each beginning (1–5) and add appropriate forms of the verb be.

- | | | |
|------------------------------------|-------|--|
| ◆ The Simpsons <u>is</u> | (f) | a a lot to carry by yourself, don't you think? |
| 1 Romeo and Juliet | (...) | b usually in their seats before the play starts. |
| 2 Last night's news | (...) | c written by Shakespeare. |
| 3 25 kilos | (...) | d going camping this weekend. |
| 4 Billy as well as all his friends | (...) | e rather exciting, I thought. |
| 5 The audience | (...) | f the name of a television programme. |

G Complete each sentence with one of these words plus *has* or *have*.

committee darts diabetes eggs everybody nobody orchestra police teachers

- ◆ Diabetes has become a more common disease, mainly because of the way we eat.
- The conductor and the _____ had very little time to rehearse for the concert.
 - Security is just something that _____ to go through in airports nowadays.
 - _____ from the new student group _____ volunteered to help with the Christmas party.
 - The planning _____ all been given individual copies of the agenda for the meeting.
 - _____ always been a popular game in English pubs.
 - According to the rules, none of the _____ the right to make students stay after school.
 - The _____ no idea how the robbers got into the bank.
 - Bacon and _____ been the Sunday breakfast in our house for years.

Verbs and objects

5 Verbs with objects (transitive verbs)

Transitive verbs have objects, usually noun phrases or pronouns.

- 1 *He kicked a small stone. It hit me.* • *We discussed the problems. They affected all of us.*

We use a transitive verb to describe an action that affects an object (2) or to describe a feeling or experience caused by an object (3).

- 2 *Are they building a wall?* • *I'll cut the grass.* • *Elizabeth bought an old Volkswagen.*

Others include: **carry, catch, fix, heat, prepare, protect, rob, scratch, sell, trim**

- 3 *Did you enjoy the concert?* • *One of our old teachers remembered us.* • *I don't like onions.*

Others include: **admire, believe, fear, hate, hear, love, need, please, prefer, receive**

Only transitive verbs can be used in the passive.

- 4 *Someone stole my bag.* → *My bag was stolen.* • *They caught the thief.* → *The thief was caught.*

We usually use a prepositional phrase after the object of a transitive verb such as **put**.

- 5 *He put the keys in the drawer.* • *We crammed all our boxes into the back of Jasmine's car.*

6 Verbs without objects (intransitive verbs)

Intransitive verbs are used without an object.

- 6 *I can't sleep.* • *Everyone was waiting, but he didn't care.* (~~NOT He didn't care it.~~)

Others include: **arrive, depart, disappear, happen, hesitate, occur, pause, rain**

We use intransitive verbs when we talk about simple events, actions and sounds.

- 7 *The roof collapsed.* • *She sighed and yawned.* • *A lot of people were shouting.*

Others include: **cough, faint, fall, growl, moan, scream, shiver, sneeze**

Intransitive verbs are not used in the passive.

- 8 *The thief escaped.* (~~NOT The thief was escaped. The police were escaped by the thief.~~)

We often use prepositional phrases after intransitive verbs (9), especially verbs describing movement (10).

- 9 *Darwin died in 1882.* • *I slept until noon.* • *They are kneeling on mats and praying to God.*

- 10 *It came from Argentina.* • *Let's go to bed.* • *We walk to the park and then we run round it.*

7 Verbs used with and without objects

We can use some verbs, such as **eat** or **read**, with objects (11) or without objects (12).

- 11 *She read his message.* • *I don't eat fish.* • *We won the match.* • *Do you speak English?*

- 12 *He always reads when he's eating.* • *Did you win?* • *She was so upset she couldn't speak.*

Others include: **cook, draw, dress, drink, drive, hurt, paint, spread, study, write**

There are some verbs, such as **die** or **smile**, that we usually use without an object (13), but which can also be used with one particular object (14).

- 13 *Miss Reynolds smiled and said she was quite certain that none of us would ever die.*

- 14 *Nina smiled her bright smile. She seemed unconcerned that she might die a painful death.*

Others include: **dance, dream, laugh, live, sigh**

We can use some verbs, such as **fight** or **meet**, with objects (15). We can also use them without objects after plural subjects when **each other** (16) or **with each other** (17) is understood.

- 15 *When I met Sergio in Madrid, he embraced me like a brother.* • *John had to fight two thugs.*

- 16 *We met in Rome.* • *Our fingers touched.* • *The old women embraced.* • *They hugged and kissed.*

- 17 *John and I always fight.* • *Two of Australia's major wine producers have merged.*

H Using a dictionary if necessary, complete these definitions with the nouns and appropriate forms of the verbs. Add the word **things** after any verb that needs an object.

hallucination hinge behave close go seize hassle holdall carry
demand pretend swing hijacker hypocrite cause do see travel

A ¹ hassle is something that is annoying because it ² causes problems or difficulties when you try to ³ do things.

A ⁴ _____ is a large soft bag in which you can ⁵ _____ when you ⁶ _____.

A ⁷ _____ is a small piece of metal on which a door ⁸ _____ as it opens and ⁹ _____.

A ¹⁰ _____ is a feeling or belief that you are ¹¹ _____ when nothing is there.

A ¹² _____ is a person who ¹³ _____ to have high values that are not matched by the way he or she ¹⁴ _____.

A ¹⁵ _____ is a person who ¹⁶ _____ control of a vehicle, especially an aircraft, in order to ¹⁷ _____ to a new destination or to ¹⁸ _____ from a government in return for the safety of those in the vehicle.

I Choose an answer (a–d) for each question (1–4) and add appropriate forms of these verbs. If necessary, add the pronoun **it** and/or a preposition.

believe go hear like put shiver take wait

- 1 Did Andreas _____ the key? () a Yes, but I don't _____.
- 2 Do you _____ old towns? () b Yes, he _____ his pocket.
- 3 Could you _____ outside? () c Yes, that's why I'm _____ Edinburgh.
- 4 Have you _____ the latest rumour? () d No, it's too cold and I'm _____.

J Add the correct pair of intransitive verbs to each sentence. Use appropriate forms.

breathe / snore dream / sleep eat / hibernate fall / lie
get / move go / sing happen / talk nap / rest

- ◆ When you dream _____, you see and experience things while you are sleeping _____.
- 1 Someone who _____ up and _____ around while asleep is called a sleepwalker.
- 2 When people in hot countries _____ or _____ after lunch, it's called having a siesta.
- 3 Animals that _____ don't _____ at all while they spend the winter in a deep sleep.
- 4 When you _____ awake at night and you can't _____ asleep, you have insomnia.
- 5 If someone _____ about a place as 'sleepy', it means that nothing much _____ there.
- 6 When you _____ softly to help a child _____ to sleep, you are singing a lullaby.
- 7 People who _____ very noisily when they are sleeping.

Verbs with indirect objects and clauses

8 Verbs with indirect objects

We use two objects after some verbs: an indirect object and a direct object. With a verb such as **send**, we can put the indirect object after the verb (1) or after the preposition **to** (2). The indirect object (**you, Joe, everyone**) receives the direct object (**message, note, form**).

- 1 I'll send you a message. • She handed Joe the note. • Did you give everyone a form?
- 2 I'll send a message to you. • She handed the note to Joe. • Did you give a form to everyone?

Others include: **bring, lend, offer, pass, post, read, sell, show, teach, tell, throw, write**

We don't put **to** + indirect object before a direct object. (NOT ~~Did you give to everyone a form?~~)

With a verb such as **buy**, we can put the indirect object after the verb (3) or after the preposition **for** (4). The indirect object (**him, me, you**) benefits from the action of the verb (**buy, do, make**).

- 3 She bought him a tie. • Can you do me a favour? • I'll make you a sandwich.
- 4 She bought a tie for him. • Can you do a favour for me? • I'll make a sandwich for you.

Others include: **build, cook, cut, draw, fetch, find, get, keep, leave, order, pick, save**

We don't put **for** + indirect object before a direct object. (NOT ~~I'll make for you a sandwich.~~)

We put shorter objects, especially pronouns, before longer objects (5). When we use pronouns for both objects after the verb, we put the indirect object pronoun first (6).

- 5 Show me the prize you won. • Show it to everyone who said you couldn't do it. • Show it to them!
- 6 Show me it. (NOT ~~Show it me.~~) • I'll make you one. (NOT ~~I'll make one you.~~)

With verbs such as **describe** or **explain**, we put the indirect object after a preposition, not after the verb. But compare (14) below.

- 7 He described the man to them. • He explained the plan to us. (NOT ~~He explained us the plan.~~)

Others include: **admit, announce, mention, murmur, report, shout, suggest, whisper**

Note that these are often verbs of speaking: He said 'Hello' to me. (NOT ~~He said me 'Hello'.~~)

With a verb such as **cost**, we must put the indirect object after the verb.

- 8 The mistake cost us a lot of money. • They fined him £250. • I bet you £5. (NOT ~~I bet £5 to you.~~)

Others include: **deny, forgive, grudge, refuse**

9 Verbs with clauses

We can use **that**-clauses as direct objects after 'thinking' verbs such as **believe** or **think** (9) and after 'reporting' verbs such as **explain** or **say** (10).

- 9 They believed that the sun went round the earth. • He thinks that the students are lazy.
- 10 She said that she would be late. • He explained that there was no money left.

Note that the word **that** is often omitted: He thinks the students are lazy.

After verbs reporting questions, we can begin the clause with **if, whether** (11) or a **wh**-word (12).

- 11 The teacher asked if anyone was absent. • They enquired whether it was legal or not.
- 12 We should ask what it costs. • I wonder when they'll make the decision.

After reporting verbs such as **remind** or **tell**, we must have an indirect object before the clause.

- 13 I'll remind him that you're here. • You told me that he was ill. (NOT ~~You told that he was ill.~~)

Others include: **assure, convince, inform, notify, persuade**

After a reporting verb such as **admit**, we must use **to** before an indirect object before a clause.

- 14 He admitted to the police that he had stolen the money. (NOT ~~He admitted the police that he had stolen the money.~~) • She mentioned to me that she hated her job. (NOT ~~She mentioned me that she hated her job.~~)

Others include: **boast, confess, declare, hint, propose, reveal**

K Complete each sentence in such a way that it is as similar as possible in meaning to the sentence or sentences above it.

- ◆ They had it. Now we have it.

They gave it to us. (OR They gave us it.)

- 1 She quietly wished him, 'Good luck.'
She whispered _____
- 2 She was ordered by the judge to pay £700 for speeding.
The judge fined _____
- 3 The farmer wouldn't give permission to us to walk across his field.
The farmer refused _____
- 4 James took Caroline's book. He told me.
James confessed _____

L Using a dictionary if necessary, complete these sentences with appropriate forms of these verbs. Add appropriate pronouns and prepositions if necessary.

find offer reserve sell spread transmit keep
require retrieve send transfer transport

- ◆ Your boxes will be transported by air. We will send them to you soon.
- 1 In a restaurant, if a table is _____, that means the restaurant is _____ a special person or group.
 - 2 Contagious diseases are easily _____. People with contagious diseases can easily _____ the rest of the population.
 - 3 Those computer files that I thought I had lost were _____ by Andrew. I was so glad that he _____ me.
 - 4 In football, when a player is _____, it means that one team _____ another team.
 - 5 In a university, if certain courses are _____, it means that all students must take those courses and the university must _____ students every year.

M Editing. Correct the mistakes in this text.

During the psychology class, one student reported ~~us~~ her experiment. ^{to us} She explained us that it was about communication between husbands and wives. The researcher gave the following information half of the husbands. 'Your wife has described you a holiday trip to China. One of her friends told to her about it. You think sounds like a really good idea, so you ask to her some questions about the cost.' The other group of husbands heard the following information. 'Your wife has suggested you a holiday trip to China. You don't like. You believe is a really bad idea, so you ask some questions her about the cost.' The researcher didn't tell to the wives she said to the husbands. She asked the wives to listen to the recording of their husbands' questions and decide the husbands thought it was a good idea or not. A significant number of the wives couldn't decide. That was very surprising.

Linking verbs

10 Linking verbs and complements

Linking verbs, such as **be** or **seem**, are followed by a complement that describes or identifies the subject of the sentence. Complements can be adjectives (1), noun phrases (2) or prepositional phrases (3).

- 1 *His parents were Welsh.* • *That isn't funny!* • *It doesn't seem possible.* • *You sound unhappy.*
- 2 *I am a student.* • *Anna became my best friend.* • *Despite the scandal, he remained president.*
- 3 *She said she was on a diet.* • *He seemed in a good mood.* • *Sometimes I feel like an idiot.*

Linking verbs are also called copulas or copular verbs.

We can use **seem** and **appear** as linking verbs with an infinitive and a complement (4). We can also use **seem** with or without **to be** before complements (5). **Seem** is less formal than **appear**.

- 4 *Bill seems to have no friends.* • *There appears to be a problem.* (NOT ~~There appears a problem.~~)
- 5 *The old man seemed (to be) lost.* • *Equal pay for everyone seems (to be) the best solution.*

In American English, **to be** is not left out after **seem**: *He seemed to be a hard-working student.*

We can use verbs describing our sense experiences (**feel**, **smell**, **taste**) or our opinions (**look**, **sound**) as linking verbs with adjectives (6) or with **like** before noun phrases (7).

- 6 *I feel great!* • *You look much better.* • *The food didn't smell good and it tasted terrible.*
- 7 *Her suggestion sounded like a good idea.* • *Your drawing looks like a cat.* (NOT ~~Your drawing looks a cat.~~)

With some verbs (**make**, **find**, **call**) we can use adjectives and noun phrases as complements after the objects to describe or add information about the objects.

- 8 *That makes me angry.* • *They found the exam difficult.* • *She called him a fool.*

Note the word order: *Let's paint the wall white.* (NOT ~~Let's paint white the wall.~~)

11 Linking verbs used to express change

We use **become** and **get** as linking verbs to talk about the result of change.

- 9 *The world is becoming/getting more crowded.* • *Everything will get worse before it gets better.*

We can use **become** (NOT **get**) as a linking verb with noun complements (10) and **get** (NOT **become**) in many common phrases describing actions (11). **Get** is less formal than **become**.

- 10 *Traffic delays have become a problem.* • *We became friends.* (NOT ~~We became to be friends.~~)
- 11 *They won't get married.* • *He got dressed quickly.* • *Let's get ready.* (NOT ~~Let's become ready.~~)

We can use **go** and **turn** to talk about change (12). We use **turn into** before a noun phrase for a complete change of state (13).

- 12 *I'll go crazy if I have to wait.* • *Our dog is going blind.* • *She turned pale.* • *The light turned green.*
- 13 *Joe turned into a health fanatic.* • *The caterpillar turned into a butterfly.* (NOT ~~The caterpillar turned a butterfly.~~)

We use **come** and **grow** as linking verbs with adjectives in phrases that usually express slower change, unless modified by adverbs such as **suddenly** or **unexpectedly** (14). We can use **come** and **grow** before infinitives to describe gradual change (15).

- 14 *Dreams come true.* • *People grow old.* • *The days grew warmer.* • *The knot suddenly came loose.*
- 15 *As we came to know her better, we grew to like her a lot.* • *We came to see things as she did.*

We use some verbs (**keep**, **remain**, **stay**) as linking verbs to talk about a situation not changing.

- 16 *Please keep quiet.* • *She kept busy.* • *Everything remained the same.* • *We tried to stay warm.*

Note that these verbs are not used with **to be**. (NOT ~~I'll keep to be quiet.~~ ~~We stayed to be awake.~~)

N Choose an answer (a–f) for each question (1–5) and add the linking verbs below. Use the appropriate form.

appear be feel look sound taste

- ◆ What is he like? (d) a Angry and impatient.
 1 Who does she _____ like? () b I'm sure he was smiling.
 2 How does it _____? () c No, it's more like chicken.
 3 Did he _____ to be happy? () d He's kind and generous.
 4 How did he _____? () e Soft and comfortable.
 5 Does it _____ fishy? () f The actor Scarlett Johansson.

O Complete each paragraph with appropriate forms of the verbs from one group.

appear / be / look / turn seem / smell / taste / think
 become / get / make / seem feel / get / stay / turn

- A The writer of the guide book **seemed to think* that the Maharani restaurant had the best Indian food. In her description, she wrote, 'All the dishes were full of fragrance and flavour.' In other words, she thought the food ¹ _____ wonderful and ² _____ delicious.
- B In her late teens, Hannah fell in love with James Covington and wanted to ³ _____ married, but that topic always ⁴ _____ him uncomfortable. To her intense disappointment, he later decided to ⁵ _____ a priest.
- C Elena was reading a novel with a red dragon on the cover. It ⁶ _____ like a large lizard with wings. The novel was a horror story, she said, full of people who ⁷ _____ living normal lives, but were actually vampires, and one character who ⁸ _____ into a werewolf during the night of a full moon.
- D I didn't want the bananas to ⁹ _____ too ripe and then ¹⁰ _____ soft or squishy when I wanted to eat them, so I put them in the fridge. I was just hoping that they would ¹¹ _____ firm, but I didn't realize that the skins would ¹² _____ black.

P Editing. Correct the mistakes in the use of linking verbs in this text.

One Saturday afternoon when my younger sister Mona and I were teenagers, I was ^{getting} ~~becoming~~ ready to go to a party. Mona hadn't been invited. It appeared a big problem for her. She went to be crazy because of it. She found some hair dye and she just decided to make blonde her hair, but she didn't do it right and her hair turned into bright orange. It also became orange her face, so she looked like really strange. When my mother saw her, she said Mona looked an orange balloon. After that, Mona got to be very upset and she started screaming with her hands over her ears. I just kept to be quiet during all that. My mother eventually calmed her down and we got some darker hair dye to make it look like better.

Compound and complex sentences

Q Write the numbers of appropriate examples in the spaces.

12 Compound sentences

A compound sentence has two 2 or more 1 clauses joined by coordinating conjunctions: **and, but, or.**

- 1 *You can take the bus or stay here and I'll drive you tomorrow, but I'm not driving tonight.*
 2 *Dave slept and I read. • It wasn't cold, but I was shivering. • You must help us or we will fail.*

We usually leave out the same subject , the same subject + verb or the same subject + auxiliary from later clauses in a compound sentence.

- 3 *They played well, but ... lost. (They played well, but they lost.) • Martin smiled, ... shrugged his shoulders and ... said nothing. (Martin smiled, he shrugged his shoulders and he said nothing.)*
 4 *She will come and ... get those later. • You can take it or ... leave it. • I am waiting and ... hoping.*
 5 *They have a cat or ... a dog. • I like swimming, ... football and ... watching TV.*

Leaving out the subject and/or other parts of the sentence is called ellipsis.

We usually leave out the same verb + object after an auxiliary verb in later clauses , but we prefer to leave out repeated objects and/or prepositional phrases from the first clause .

- 6 *I'll wash ... and peel the potatoes. • McGregors have lived ... and died in Crieff for centuries.*
 7 *I wasn't making a noise and the others were ... • They may forget you, but I never will ...*

We can emphasize the relationship between two clauses in compound sentences by using different combinations of conjunctions. They can express an addition , an alternative , a combination or a combination of negatives .

- 8 *They not only clean houses, but also do repairs, painting and other odd jobs.*
 9 *You can both turn the TV on and change channels with the remote control.*
 10 *I will neither sleep nor rest until this is over. • He neither speaks English nor understands it.*
 11 *You can either go with us or stay here alone. • They must either pay you or give you time off.*

13 Complex sentences

We create complex sentences by joining two or more clauses with subordinating conjunctions such as **because, before, that, which,** etc.

- 12 *I couldn't sleep because I was thinking about all the work that I had to do before I could leave.*

Note that the same subject is repeated. (NOT ~~I couldn't sleep because was thinking.~~)

Others include: **although, as, if, in order that, since, when, who**

Complex sentences contain relative clauses , noun clauses , and adverbial clauses . We can put adverbial clauses, followed by a comma, at the beginning of complex sentences .

- 13 *I didn't realize that Noah wasn't feeling well. • Did you know that he was married?*
 14 *She liked the women with whom she worked, but she hated the dirty jobs which they had to do.*
 15 *I had a shower after I ran. • He's still working although he's 79. • We won't play if it rains.*
 16 *If it rains, the ground will be too muddy. • Although he's 79, he still walks to work every day.*

14 Compound-complex sentences

We form compound-complex sentences with three or more clauses joined by both coordinating and subordinating conjunctions.

- 17 *We hit a lamp post and it shattered the glass on the front door before I managed to bring the bus to a halt.*
 18 *Harvold said, 'I was so relieved that no one else was hurt, but I hoped the driver would survive.'*

R Choose an ending (a–d) for each beginning (1–4) and add the conjunctions *and, but or or*.

- | | | | |
|---------------------------------|-------|---|--|
| 1 You can leave now | (...) | a | she can also read write it. |
| 2 He says he needs a knife | (...) | b | dries them straight away. |
| 3 She not only speaks Arabic, | (...) | c | stay help us finish the job. |
| 4 Rob usually washes the dishes | (...) | d | scissors to open the package. |

S Complete these sentences with a verb or subject + verb from below.

came got had seemed stopped talked
 she came he got we had it seemed it stopped we talked

- ◆ Police allowed protests outside the meeting, but stopped people trying to get inside.
- 1 When about religion or politics, very excited.
- 2 After home from her trip, we sat and for hours.
- 3 easier in the past because people just met, married and kids.
- 4 If she got up early enough and downstairs, breakfast together.
- 5 The dog ran over to the door where and to be waiting for us to open it.

T Complete the definitions with these nouns and conjunctions.

heartache heartbeat heartburn and (x2) because or who
 heart attack heartbreak heart-throb as of which (x2) whom

◆ Heartache is a feeling of great sorrow, anxiety ◆ or worry.
 Your ¹ is the action ² sound of your heart
³ it pumps blood through your body.
⁴ is a feeling of great sadness ⁵ something bad has happened, such as the end of a love affair or the loss of a life.
 A ⁶ is a famous actor or singer ⁷ is very attractive
⁸ with ⁹ people fall in love.
 A ¹⁰ is a sudden illness in ¹¹ the heart beats violently. It causes great pain ¹² sometimes death.
¹³ is a burning sensation in the chest ¹⁴ is caused by indigestion.

U Add the conjunctions and appropriate forms of the verbs to this description.

and because but if which who live not like see tell

A Neighbourhood Watch is an arrangement by ◆ which people
¹ ² in a particular street or area watch each other's houses ³ ⁴ the police
⁵ they ⁶ anything suspicious. Many people have formed local Neighbourhood Watch groups to try to prevent crime,
⁷ others have refused to join them ⁸ they
⁹ the idea of being watched by their neighbours.



Tests

A Choose the word or phrase that best completes each sentence.

- 1 He couldn't rest or sleep because too much coffee.
a drinking b been drinking c had been drinking d he had been drinking
- 2 My brother, together with his friends, always round collecting wood for bonfire night.
a go b goes c going d gone
- 3 Some of the girls in my group are surprised that I don't wear make-up, but I don't
a wear b care c do d like
- 4 The team all wanted coffee so I made
a it them b some it c some them d them some
- 5 The director to us that there had been financial problems earlier in the year.
a concluded b offered c revealed d told

B Identify the one underlined expression (A, B, C or D) that must be changed in order to correct the sentence.

- 1 The tour of the palace included a visit to the old kitchen where they were baking bread and the huge underground wine cellar which was containing thousands of bottles and felt like a prison.
- 2 None of the children wants to be in the group that has to stay inside because everyone prefer to go outside and play.
- 3 The old ladies were collecting money for people who needed some help at Christmas so, after my wife and I discussed it, we decided to put £20 their collection box.
- 4 Elaine handed Michael the letter that someone had sent her and told him to read it to me, but I asked him to show it me because I wanted to see the signature.
- 5 When Fox became president, this seemed to be the first thing that made happy all the young people, especially those who had felt angry with the old government leaders.

C Complete this text with appropriate forms of the verbs. Add the other words in the appropriate places.

begin catch give include sneeze fever in November it the flu

Anyone who has a history of health problems and people who are 65 or older should get a flu vaccination every year before the flu season ¹

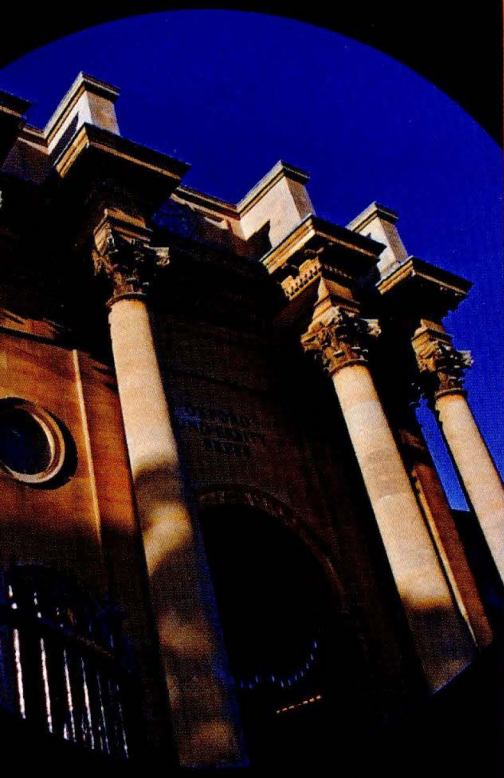
Flu, or influenza, is a serious infection of the nose, throat and lungs. Symptoms ², cough, runny nose, sore throat, headache and tiredness.

Anyone can ³ and ⁴ to others. It is spread when an infected person coughs or ⁵

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