

Advanced

Oxford Practice Grammar

with answers

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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, [♦] saved the lives of 30 students on a bus from Gatwick to Bournemouth ¹ the driver ² a heart attack. The bus went out of control. It ³ trees, a barrier and a lamp post ⁴ Harvold could stop it. The driver ⁵ 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.

Tense is the relationship between the form of the verb and the time of the action or state it describes. We often use the auxiliary verbs **be** and **have** with other verbs when we form different tenses. See page 17 for a table of English verb forms and tenses.

A Read through the first paragraph of this text and find:

- 1 a sentence with **be** as an auxiliary verb
- 2 a sentence with **have** as an auxiliary verb

A This October 31st is a scary day for Jake Barnes, not just because it is Halloween, but because it is a special anniversary for him. For several years he will have been trying to turn a good idea into a successful online business. He won't be doing anything special to celebrate the occasion, mainly because his business venture won't have made any money for most of the past year. Like his two business partners before him, he will soon need to do something else.

B When they started, it had seemed like such a great idea. Jake and his friend, Michael Underwood, had been writing up their lecture notes as complete sets, with review sheets and sample tests, and selling them to other students. They had used that money to pay for complete sets of notes from other big lecture classes, which they then sold to an eager population of new students. They were starting to make a small steady profit when they met Isaac Lloyd. Isaac had been creating free blogs for his friends, then larger websites, and he showed them how to do it too. Using the initials of their last names, they created 'Bullnotes', established a website, and set out to become entrepreneurs of the information age.

C They soon found that students were looking for more than lecture notes. They needed to do other things that they weren't learning in their classes. Imagine that you are applying for a scholarship. You have been trying to write a letter of application and you can't get it right.

35 You need an example of the kind of letter you are trying to write. Or maybe someone has asked you to write a letter of recommendation. From the website you could download the basic form of the letter with spaces in it for your own details. 'I am writing this letter in support of _____ whom I have known for _____ years', and so on.

D Soon there were all kinds of forms available from Bullnotes, from passport application forms to those for making a will. Jake was working day and night to make the material available, but he didn't think about what he was doing in terms of a business. The big problem, they soon discovered, is that everyone wants these things, but no one wants to pay for them. In what turned out to be a common experience for many people who tried to create businesses, they had a successful website, but they didn't really make any money from it.

55 E Then one of the giants of the Internet created an app that did many of the same things. Isaac quickly found a highly paid job with an investment company and Michael went off to work for a software manufacturer. Jake is still looking for a way to make Bullnotes work as a business, but these days he is always counting his pennies and he is having a hard time paying his bills. He has thought about taking a teaching job after seeing an ad for a teacher of business writing with business experience. He has lots of experience now and there really won't be a problem with the letter of application.

B Choose one of the following as the final sentence of each of the paragraphs (A–E) above.

- 1 They were ready to become millionaires. ()
- 2 He also knows where to find some good lecture notes. ()
- 3 Everyone acted as if the information was free. ()
- 4 He will have to find a job. ()
- 5 Writing was a couple of clicks, then a fill-in-the-blanks exercise. ()

Verbs, auxiliary verbs and tenses

The base form of the verb is listed in the dictionary. It is used in the imperative and the infinitive.

- 1 *Stop!* • *Please wait.* • *Don't be impatient.* • *Ask someone to help you.* • *Let's try to find a solution.*

The base form is also called the bare infinitive or the infinitive without **to**.

Most verbs are used to describe actions or events (2). Some verbs are used for states (3).

- 2 *Do you play chess?* • *I'll open a window.* • *Someone has taken my book.* • *The crowd is cheering.*
3 *Do you know Mark?* • *Anil seems really nice.* • *Her parents own a shop.* • *I believe you.*

We don't usually use state verbs in the continuous form. (~~NOT I'm believing you.~~)

We use auxiliary **do** with the base form to make questions and negatives in the present and past simple.

- 4 *What did Anna want for lunch?* ~ *She didn't want anything.* • *Does she feel better?* ~ *I don't know.*

We use auxiliary **be** with the present participle (*-ing* form) of the verb to make continuous forms (5) and auxiliary **have** with the past participle (*-ed*) to make perfect forms (6). We use auxiliary **have + been** with the present participle to make perfect continuous forms (7).

- 5 *Are you waiting for me?* • *William isn't using his computer.* • *They were working all night.*
6 *Have you finished already?* • *The parcel hasn't come yet.* • *Andy had forgotten to bring the keys.*
7 *Have you been sleeping?* • *It hasn't been raining recently.* • *We had been studying for hours.*

The continuous form is also called the progressive.

We use modal auxiliaries (modals) with the base form of the verb or with the auxiliaries **be** and **have**.

- 8 *They will help us.* • *I'll be waiting for you.* • *We won't have finished.* (~~NOT We won't finished.~~)

C Complete this table with one example of each form from the text on page 16.

Imperative or infinitive: base form	<i>play</i>
Present simple: base form or base form + <i>-s</i> in third person singular	<i>play</i> <i>plays</i>
Present continuous: present <i>be</i> + present participle	<i>am/is/are playing</i>
Present perfect: present <i>have</i> + past participle	<i>has/have played</i>
Present perfect continuous: present <i>have</i> + <i>been</i> + present participle	<i>has/have been playing</i>
Past simple: base form + <i>-ed</i>	<i>played</i>
Past continuous: past <i>be</i> + present participle	<i>was/were playing</i>
Past perfect: past <i>have</i> + past participle	<i>had played</i>
Past perfect continuous: past <i>have</i> + <i>been</i> + present participle	<i>had been playing</i>
Future: <i>will</i> + base form	<i>will play</i>
Future continuous: <i>will</i> + <i>be</i> + present participle	<i>will be playing</i>
Future perfect: <i>will</i> + <i>have</i> + past participle	<i>will have played</i>
Future perfect continuous: <i>will</i> + <i>have</i> + <i>been</i> + present participle	<i>will have been playing</i>

For information about irregular verb forms see **pages 259–60**.

Present and present perfect

1 Present simple and present continuous

We use the present simple for permanent situations (1) and things that are generally true (2).

- 1 *Giraffes live in Africa. They have very long legs and necks. They feed on acacia leaves.*
- 2 *It rains more in winter. • Birds don't sing at night. • Do women live longer than men?*

We also use the present simple for habits (3), things that happen regularly (4), with verbs that describe current states (5) and in informal reports or instructions (6).

- 3 *I bite my nails. • She smokes cigars. • Does he usually wear white socks with black shoes?*
- 4 *They play tennis on Monday nights. • Her parents go to Majorca every summer.*
- 5 *She loves chocolate. • They don't believe us. • He owns his flat. (NOT He is owning his flat.)*
- 6 *It says here the strike is over. • Baker passes to Cook who shoots. • You go to the end and turn left.*

When we perform an action by speaking, for example when we promise to do something, we usually use the present simple, not the present continuous.

- 7 *I accept their decision. • I promise to be more careful. (NOT I'm promising to be more careful.)*

Other verbs used like this include: **admit, apologize, bet, deny, insist, regret**

We use the present continuous for actions in progress or to talk about being in the middle of an activity.

- 8 *Hi. I'm calling to let you know I'm coming, but it's snowing and the traffic is moving slowly.*

We can describe current situations as permanent with the present simple (9) or as temporary with the present continuous (10).

- 9 *My brother Oliver lives in London and works for a magazine. He writes about economics.*
- 10 *My sister Fiona is living with Oliver just now. She isn't working yet. She's looking for a job.*

We can use **be** and **have** in the present simple for a typical situation or state (11) and in the present continuous for a temporary or special situation (12).

- 11 *Emilia's normally a quiet person. She has a gentle voice. (NOT She's having a gentle voice.)*
- 12 *Emilia's being wild tonight. She's having a graduation party. (NOT She has a party.)*

2 Present perfect and present perfect continuous

We use the present perfect to talk about or describe an action or situation started in the past which connects to the present (13), when we mean 'at any point up to now' (14) and with state verbs (15).

- 13 *How long have you worked here? ~ I've worked here since 2007. (NOT I work here since 2007.)*
- 14 *This is the best coffee I have ever tasted. • I haven't been to an opera, but I've seen one on TV.*
- 15 *I have known Anthony for about five years. (NOT I know him for five years. / I've been knowing him for five years.)*

We use the present perfect continuous when we talk about an activity in progress up to the present (16) and to ask about or describe actions which go on over a period of time up to the present (17).

- 16 *They've been repairing our street and it's been causing a lot of traffic problems.*
- 17 *Have you been waiting long? ~ I've been sitting here for an hour. (NOT Are you waiting long?)*

We use the present perfect continuous to describe something as if it is a continuous action up to the present (18) and the present perfect to describe it as a series of separate actions (19).

- 18 *He's been calling for you. • It has been raining a lot recently. (NOT It's raining a lot recently.)*
- 19 *He has called four times and he has asked for you each time. (NOT He has been calling four times.)*

We can describe an action as a process going on from earlier up to the present (present perfect continuous) (20) or as the present result of an earlier action (present perfect) (21).

- 20 *We've been making chicken soup. That's why the kitchen is hot and steamy.*
- 21 *We've made chicken soup. That's what everyone is eating. Would you like some?*

D Complete each paragraph with one set of verbs, using the present simple or present continuous.

know / look / not be / repair / use be / be / have / say / tell be / live / look / move / resemble

- A My computer ¹ *is being* very irritating right now. Every time I ² it to save something, it ³ it ⁴ ridiculous.
- B Whales and dolphins ⁵ like fish, but they ⁶ mammals that ⁷ in the ocean and ⁸ through water in ways that ⁹ the movements of a dog rather than those of a shark.
- C **Man:** Excuse me. I ¹⁰ for Mrs Adamson, but she ¹¹ in her usual classroom. ¹² you ¹³ where she is?
- Woman:** Oh, they ¹⁴ her classroom ceiling this week so she ¹⁵ the library as her classroom.

E Using a dictionary if necessary, complete these sentences with the nouns and the verbs in the present perfect.

also-ran hat-trick buy not come say train
has-been no-show hear not finish take win

- 1 Colin _____ the race for the second year in a row and he _____ that he will come back and try to make it a _____ next year.
- 2 An ' _____ ' is an informal expression for a person or a horse that part in a competition or a race, but _____ first, second or third.
- 3 Wilson says he _____ people describe him negatively as a ' _____ ', but he _____ hard this year to prove that he's still one of the best.
- 4 A ' _____ ' is an informal expression for someone who _____ a ticket for an event, a journey, etc., but who _____ to the event.

F Choose an answer (a–d) for each question (1–4) and add these verbs in the present perfect or the present perfect continuous.

be complete do know read show swim

- 1 How long _____ she and Mark _____ each other? () a Yes, he _____ it for the past hour.
- 2 Why is your hair all wet? () b I _____ just _____.
- 3 _____ you _____ an application form? () c They _____ friends since school.
- 4 _____ you _____ Joseph the report yet? () d Yes, I _____ already _____ that.

G Editing. Correct the mistakes in this text.

My neighbour is called Jeanine. She ~~is/coming~~ ^{comes} from Belgium. She is living here since 2012 and she says she has been going back to visit her family in Belgium only once. She's having an accent that is the same as people who are coming from France, but I never ask her if she is speaking French. She is really liking to go to the theatre and she is inviting me to go with her one Saturday. In the short time I am knowing her, we become good friends.

Past and past perfect

3 Past simple and past continuous

We use the past simple for completed actions in the past (1) and past states (2).

- 1 *Dickens wrote Oliver Twist.* • *Edison invented the light bulb.* • *The Beatles sang 'Yesterday'.*
- 2 *Life seemed easier then.* • *That ring belonged to my mother.* (~~NOT It was belonging to my mother.~~)

We use the past simple for two or more past actions in sequence, especially in narrative.

- 3 *I tripped and landed on my knees.* • *He knocked her down, grabbed her purse and ran off.* • *He took off his hat and came forward. The floorboards creaked under his boots.*

To talk about habits in the past or to make a stronger contrast with the present, we can use the form **used to** (4). The negative is **didn't use to** or (more formally) **used not to** (5). We can also use **would** to talk about typical actions or activities during a period in the past (6).

- 4 *There used to be a shop on the corner.* • *He used to smoke a lot.* (~~NOT He was used to smoke a lot.~~)
- 5 *Didn't they use to hang people?* • *We didn't use to have a car.* • *They used not to be enemies.*
- 6 *In summer, we would take trips to the country. We would sometimes buy fresh strawberries.*

We use the past continuous to describe actions in progress at a specific time in the past.

- 7 *What were you doing at 8.30 last night?* ~ *I wasn't doing anything special. I was just reading.* • *During the 1890s, many people were leaving the south and moving to the north to look for work.*

We can use the past continuous with some verbs (**wonder, hope**) to make a request more polite.

- 8 *I was wondering when I could talk to you.* • *We were hoping you might have a free moment.*

We can use the past simple when we want to describe a past activity as a series of separate actions (9) and the past continuous to describe the past activity as if it was a continuous action (10). In many cases, the past simple and past continuous can be used interchangeably.

- 9 *Usually she went to the library about once a week and only studied occasionally for tests.*
- 10 *Before the final exam, however, she was going to the library and studying every single day.*

In sentences with **when-** and **while-**clauses, we can use the past continuous to describe an activity in one clause that starts before an action in another clause (11). The activity that starts later may interrupt the first activity (12).

- 11 *While he was driving, I fell asleep.* • *We saw Henry while we were walking in the park.*
- 12 *I was listening to the news when she phoned.* • *When I was running, I slipped and fell.*

Note the difference between *When she came back, we were watching TV* (= We were watching before she came back) and *When she came back, we watched TV* (= We watched after she came back).

4 Past perfect and past perfect continuous

We use the past perfect (or pluperfect) when we are describing an action with the past simple and we want to refer to an action further in the past (13). We also use the past perfect for earlier events after clauses with reporting or thinking verbs in the past (14).

- 13 *We went to his office, but he had left.* • *Lucy didn't have the money because she had spent it.*
- 14 *Joe told me our team had scored twice.* • *I thought we had won.* (~~NOT I thought we have won.~~)

We use the past perfect continuous for events in progress before another event in the past.

- 15 *I had been thinking about that before you mentioned it.*

State verbs are not used in this way. (~~NOT I had been knowing about that before you mentioned it.~~)

We can describe an action as a process going on before a past event (past perfect continuous) (16). We can also describe it as the result of an action before a past event (past perfect) (17).

- 16 *We had been making chicken soup so the kitchen was still hot and steamy when she came in.*
- 17 *We had made chicken soup and so we offered her some when she came in.*

3 Modals

The modals are a group of auxiliary verbs (*can, could, may, might, must, ought, shall, should, will, would*) that we can use with other verbs to say what is possible, permitted, necessary, etc.

The phrasal modals are a group of verb phrases (*be able to, be allowed to, be going to, be supposed to, have to, have got to*) that can be used instead of modals.

A Read through this text and find:

- 1 another negative modal
- 2 a sentence that contains three different modals

A Superstitions are beliefs that some things can't be explained by reason and that there are certain objects or actions that bring good or bad luck. Most superstitions are old and people usually have no idea where they came from. We may be told, for example, that we should never open an umbrella indoors because that will bring bad luck. We aren't told why or what kind of bad thing might happen to us, but few of us are going to try to find out.

B Everyone knows that 13 is an unlucky number. Other things that can bring bad luck include breaking a mirror, walking under a ladder or spilling salt. At least when you spill salt, you can avoid the bad luck by immediately throwing some of the salt over your left shoulder with your right hand. Unfortunately, the man sitting behind you at that moment will suddenly get a shower of salt all over him. Obviously, he must have done something earlier that brought him bad luck.

C If you ask people why it is bad luck to walk under a ladder, they usually say that it's because something might fall on your head. It could be a hammer, a brick, a piece of wood, paint or water. It is interesting that the superstition is explained in terms of such ordinary things. The origin of the superstition is much darker and more scary. According to the *Oxford Guide to British and American Culture*, 'this idea may have developed out of the practice in medieval times of hanging criminals from ladders.'

D More confusing are those superstitions that seem to have different meanings for different people. Some people will tell you that it is bad luck if a black cat walks in front of you. Others will say that seeing a black cat is supposed to be lucky. Other tokens of good luck are a rabbit's foot (not lucky for the rabbit, obviously), a special coin, a four-leaf clover and a horseshoe. If you hang the horseshoe over your front door to bring luck to your house, you must be careful to have the open end pointing upwards. If you hang it the other way, your good luck will just drop out through the gap. You can also wish for good luck by crossing your fingers. You don't have to cross all of them, only the middle finger over the index finger.

E There are special phrases that people use to bring luck. There's 'Good luck', of course. Another expression is 'Touch wood' or 'Knock on wood'. This is usually heard when people talk about their good luck or when they are hoping that they will be able to get or do something they want. By using the expression, the speaker tries to avoid having any bad luck that might be caused by talking about having good luck. If there isn't anything wooden to touch, some people will tap themselves on the head as they say 'Touch wood'. However, acting as if you have a wooden head, touching it with your fingers crossed and saying 'Knock on wood' all at once won't necessarily increase your luck.

B Choose one of the following as the final sentence of each of the paragraphs A–E above.

- 1 People will just think you're very superstitious or possibly crazy. (...)
- 2 That explanation makes the superstition much easier to understand. (...)
- 3 With your fingers like this, however, it may be hard to nail that horseshoe over your door. (...)
- 4 We just don't open one until we are outside. (...)
- 5 Perhaps he had opened an umbrella indoors. (...)

Modals and phrasal modals

1 Modals

The modals (also called modal auxiliary verbs) are single words that always have the same form.

- 1 *We should wait for David. He may come soon.* (~~NOT He may come soon.~~)

Others include: **can, could, might, must, ought, shall, will, would**

We use modals before the base forms of other verbs.

- 2 *I can wait for him. • You must leave.* (~~NOT I can waiting for him. You must to leave.~~)

Ought is always followed by **to**: *You ought to go home.* (~~NOT You ought go home.~~)

We do not use **do** with modals in questions (3) or negatives (4).

- 3 *Will it work? • Can you play the piano?* (~~NOT Do you can play the piano?~~)
4 *She might not want it. • I couldn't swim very fast.* (~~NOT I didn't could swim very fast.~~)

The modals **shall, will** and **would** are usually contracted (5), unless they are being emphasized (6).

- 5 *I'll bring you one, shall I? • He'll be there, won't he? • She'd like to stay, wouldn't she?*
6 *Do not forget! We will leave at 8 a.m. precisely. We will not wait for latecomers.*

We usually use the forms **could, might** and **would** in clauses after past tense verbs (7), especially in indirect speech (8).

- 7 *I didn't know she could speak Spanish. • I was hoping you might give me some advice.*
8 *('Can I help?') She asked if she could help. • ('I'll be late.') He said he would be late.*

We don't put two modals together before a verb. See (11) below.

- 9 *We can win this game and we will win it!* (~~NOT We will can win this game!~~)

2 Phrasal modals

Phrasal modals are verb phrases beginning with **be** or **have** which can be used instead of modals.

- 10 *Most old people are able to look after themselves.* (= They can look after themselves.)
However, we have to make sure that they can cope. (= We must OR We should make sure ...)

Others include: **be allowed to (can/may), be going to (will), be supposed to (should), have got to (must)**

We always use phrasal modals instead of modals in five structures: after a modal (11), where an infinitive (12) or a gerund (13) is needed, and in the perfect (14) and continuous (15) forms.

- 11 *We will be able to win this game! • They may be going to increase tuition next year.*
12 *He seems to be able to do everything • I hope to be allowed to stay.*
13 *I love being able to sit outside in the sun. • I hate having to repeat everything.*
14 *They have had to wait for hours. • They haven't been allowed to leave the building.*
15 *She is having to pay extra. • We aren't being allowed to take the test early.*

We can use two phrasal modals together: *I'm going to have to go to the shop for more bread.*

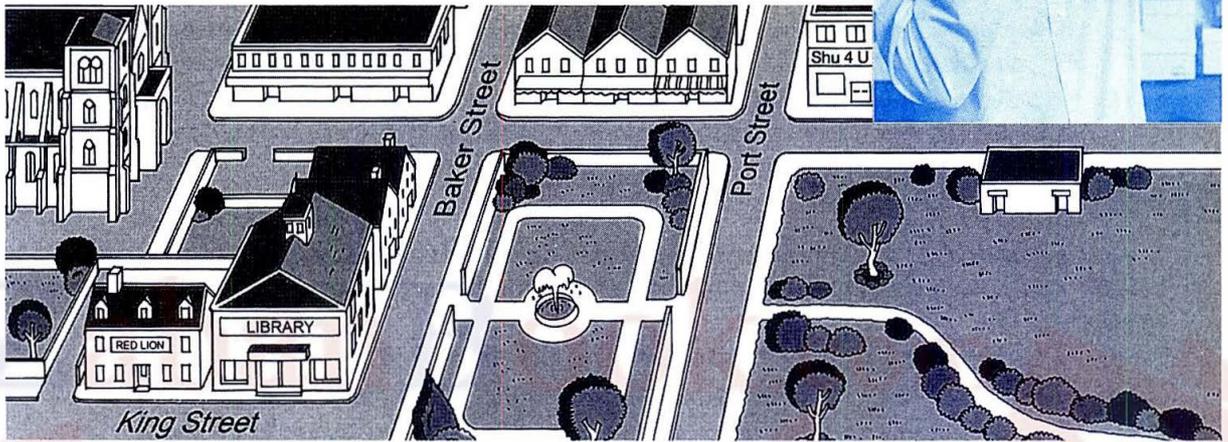
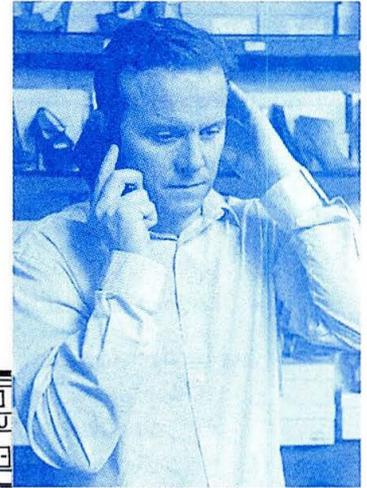
C Find the three sentences in the text on page 28 that contain both a modal and a phrasal modal.

- 1 _____
2 _____
3 _____

J Complete these directions with the following prepositions:across along from out of past ~~to~~ towards

Anthony (talking on the phone): Hi, Annie, it's me again. I'm sorry to bother you, but I'm in the shoe shop and I can't remember how to get ♦ to the Red Lion ¹ here.

Annie: That's okay. The Red Lion is on King Street, so when you're ² the shoe shop, you should turn right and walk ³ the cathedral. Go ⁴ Port Street and turn left when you reach Baker Street. Walk ⁵ Baker Street ⁶ King Street and turn right. The Red Lion will be on your right just ⁷ the library.

**K** Using a dictionary if necessary, add one pair of prepositions to each sentence.

along / towards out of / from through / to

- 1 When you go via a particular place, you go that place on your way another place.
- 2 When you're going up or down a road, you're going it one end of it.
- 3 When you're asked to wait outside a room, you have to be the room, but you mustn't move too far it.

L Add these prepositions to the following paragraphs from the beginning of a novel.along from into on over through ~~towards~~

She stands up in the garden where she has been working and looks into the distance. She has sensed a shift in the weather. There is another gust of wind, a buckle of noise in the air, and the tall cypresses sway. She turns and moves uphill ♦ towards the house, climbing ¹ a low wall, feeling the first drops of rain ² her bare arms. She crosses the loggia and quickly enters the house.

In the kitchen she doesn't pause but goes ³ it and climbs the stairs which are in darkness and then continues ⁴ the long hall, at the end of which is a wedge of light ⁵ an open door.

She turns ⁶ the room which is another garden – this one made up of trees and bowers painted over its walls and ceiling. The man lies on the bed, his body exposed to the breeze, and he turns his head slowly ⁷ her as she enters.

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

- 1 This building will be closed for renovation from the beginning to the end of August.

During

- 2 What else did you do in addition to shopping when you were in Rome?

Besides

- 3 Haven't you eaten anything else today besides the apple I gave you earlier?

Apart

- 4 We won't be able to do much unless we get more financial support.

Without

E Complete this text using these prepositions.

across along at by into of past towards under with

Whenever I see a newspaper lying on the ground beside a door, I think of Jacob. A few years ago, Jacob had to travel to a meeting and his flight was delayed for several hours because of bad weather. ¹ the time he got to his hotel it was ² midnight. Once in his room, he felt really tired so he just undressed and got into bed. ³ some point during the night, he had to get up and go to the bathroom. He wasn't really awake and it was very dark, but he could see a light ⁴ the bathroom door, so he walked ⁵ the light. He opened the bathroom door and went in. The bright light blinded him for a moment. As the door closed behind him, he vaguely wondered why there was a doormat on the bathroom floor. Facing him was another door ⁶ a number on it. It was number 325. That was strange. Then he realized he wasn't in the bathroom. He was in the corridor. He turned to go back ⁷ his room, but the door was locked. And he was naked. He heard voices coming from the far end of the corridor. What was he going to do? Then he noticed a newspaper on the floor beside the door ⁸ number 325. He quickly grabbed the newspaper and held it in front of him as a man and a woman in dark uniforms came ⁹ the corridor towards him. The man said, 'Good morning, sir. Having a bit of trouble?' They were security guards. Jacob explained his embarrassing situation and they unlocked the door for him. He thanked them as if they had just saved his life. After they left, he opened his door, made sure it wouldn't close again, stepped ¹⁰ the corridor and put the newspaper back on the floor outside number 325. Someone else might need that newspaper.

11 Infinitives and gerunds

We use the base form of the verb to create infinitives. We can use the base form after **to** (*I didn't really want to read when I was younger*) or without **to** in the bare infinitive (*I thought it was torture when the teacher made us read aloud in class*).

We add **-ing** to the base form of the verb to create gerunds (*Now I enjoy reading more than anything else*). Gerunds have the same form as the present participles of verbs, but they are used as nouns (*Reading is the key to knowledge*).

- A** Read through this article from an advice column in a magazine and find two more examples of the same verb (**avoid** and **smoke**) being used as both an infinitive and a gerund.

My best friend smokes a lot. I tell her she should quit, but she says she can't. What can I do to help her?

5 Quitting is hard but not impossible – as long as your friend really wants to kick the habit. 'She has a good chance of stopping successfully if she thinks about quitting as a three-part process: she has to deal with her social habit, her psychological dependence and then her physical addiction,' says

10 Lowell Kleinman, MD, a doctor who has helped hundreds of people to stop smoking for good.

15 Let's start with the habit: when does your friend smoke – on her way to college, after a meal, when she's with friends? Help her break the pattern. 'Try going a different way to college, eating at a different place and avoiding social situations that will make her want to smoke,' says Dr Kleinman.

20 As for psychological dependence: does your friend smoke when she's bored or stressed? Nicotine can have a calming effect, which

25 is why many people continue smoking

30 even though they know it's bad for their heart, lungs, skin and teeth. Encourage her to avoid stressful situations and to find healthier ways of coping with stress – doing yoga, keeping a journal or just talking to you.

35 Finally, physical addiction: when your friend doesn't have a cigarette at regular intervals, does she experience withdrawal symptoms – restlessness, anxiety, irritability and strong cigarette cravings? If so, her body is addicted. And traditional techniques, like going cold turkey or cutting back gradually, often aren't successful in beating an addiction. Instead, Dr Kleinman

40 recommends Nicotine Replacement Therapy (NRT) – the patch, gum or an inhaler – which helps wean your body off nicotine by supplying decreasing doses. The inhaler used to be available only by prescription,

45 but now they can all be purchased over the counter.

50 You can also point out that there are real advantages to becoming a non-smoker. She'll not only have better health, but also fresher breath, clearer skin and whiter teeth.

- B** Find four phrases in the article above that match the definitions listed here.

- 1 _____ : to stop doing something harmful that you have done for a long time.
- 2 _____ : performing a system of exercises for your body and for controlling your breathing, used by people who want to become fitter or more relaxed.
- 3 _____ : the unpleasant state that drug addicts experience when they suddenly stop taking a drug; also a way of treating addicts that makes them experience this state.
- 4 _____ : without needing a prescription (written permission from a doctor).

Simple infinitives and gerunds

1 Infinitives

We usually use infinitives (**to** + verb) and negative infinitives (**not to** + verb) after verbs, adjectives or nouns (1). We can also use them after indefinite pronouns and *wh*-words (2).

- 1 *We agreed to meet on Friday. • I'm happy to be here. • You made a promise not to tell anyone.*
- 2 *I was looking for someone to help me. • I wasn't sure about what to do and what not to do here.*

We can also use infinitives to express purpose (= in order to): *He only did it to get attention.*

We can use infinitives in clauses with objects, prepositional phrases and adverbs. We don't usually put adverbs between **to** and the verb ('a split infinitive') unless it is for emphasis.

- 3 *We're planning to take the children to the zoo later. • I want to (really) understand Shakespeare.*

We usually leave out the second **to** when we join two infinitives with **and**, or with **or** (4). We can use **to** or **not to** alone instead of repeating a verb or clause (5).

- 4 *Noah just wants to sit and _ watch videos all day. • Do they intend to buy a flat or _ rent one?*
- 5 *Would you like to play? ~ I'd love to _ . • I was hoping to go with you, but I've decided not to _ .*

We don't leave out **be**: *Was Michael happy? ~ He seemed to be. (NOT He seemed to.)*

2 Bare infinitives

We use bare infinitives (base form of the verb) after modals (6), after perception verbs such as **hear** and **see** with objects (7) and after the verbs **let** and **make** with objects (8).

- 6 *I can't stay long. • What will we do if they tell us we must pay more? (NOT ... we must to pay more?)*
- 7 *I didn't hear Tom come in. • I've never seen anyone eat as much as your friend can.*
- 8 *Please make her stop! • They won't let us leave. (NOT They won't let us to leave.)*

After the verb **help**, we can use an infinitive with or without **to**: *Annie helped me (to) clean up.*

3 Gerunds

We can use gerunds (verb + **-ing**) and negative gerunds (**not** + verb + **-ing**) after verbs and prepositions (9). We can also use gerunds as subjects (10).

- 9 *I don't mind waiting. • Paul enjoys not having a job. • She watches TV instead of working.*
- 10 *Studying makes me sleepy. • My doctor says that swimming is the best kind of exercise.*

Gerunds are also called '*-ing* forms'. They are often used after **No** in signs: *No Parking*

We can use gerunds in clauses with objects, prepositional phrases and adverbs (11). Before gerunds, we can use nouns (**Tom**) or object pronouns (**them**), but possessive nouns and determiners (**Tom's**, **their**) can also be used, typically in formal situations (12).

- 11 *He denied taking the money. • They recommend washing silk shirts gently in cold water.*
- 12 *I can't recall Tom/Tom's visiting us. • We listened to them/their arguing all night.*

4 Gerund or present participle?

We use gerunds like nouns, which can be subjects or objects (13). We usually use present participles as verbs with different forms of **be** (14). We use present participles, not gerunds, in reduced versions of relative clauses or adverbial clauses (15).

- 13 *Talking and action are two quite different things. • Have they finished (the) cleaning yet?*
- 14 *We were talking about money. • I have been cleaning my room all morning.*
- 15 *The man (who is) talking to Liz is her dad. • While (I'm) cleaning, I listen to music.*

C Look at the four definitions listed in B at the bottom of page 138 and find one example of:

- | | |
|--------------------------------------|--|
| 1 an infinitive after a verb | 2 a bare infinitive after a verb |
| 3 a gerund after an infinitive | 4 a gerund after a preposition |

- I** 1 They all behaved as though nothing had happened
2 It was still just as I remembered it
3 It tastes as though it was made yesterday
4 you try to do as well as they have done
5 hidden in the forest, just as the guidebook had described it
6 you think it isn't as much as it really is
- J** 1 As it's a holiday, all the banks will be closed on Monday.
2 Since she had an operation on her foot, she has had to use crutches.
3 While we're all together today, we should decide on a date for the Christmas party.
4 Now that he has finished his exams, I wonder what he'll do next.
- K** 1 (c) because 3 (a) Because
2 (b) as if 4 (d) as if
- L** 1 In order to avoid traffic jams on the way to the airport, you should plan to leave early tomorrow.
2 In order that no money (would) be wasted, we had to account for every penny we spent.
3 In order for plants to grow indoors, there must be a good source of light.
4 So as not to get wet, we waited a few minutes until the rain stopped.
- M** 1 ~~that~~ nobody would notice her > so (OR in order) that
2 ~~for~~ kill insects > to
3 ~~In order to care~~ people about another person > In order for people to care
4 ~~so as to not~~ get him in trouble > so as not to
5 ~~in order it~~ can stand > in order that it can stand (OR in order for it to stand)
6 ~~in order not our competitors find~~ > in order that (OR so that) our competitors don't find
- N** 1 They were feeling really tired, so they went to bed early last night.
2 I forgot to take my textbook home with me, so I wasn't able to do the homework.
3 Maddie is in a popular TV show, so people recognize her when she's out shopping.
4 They said the tap water wasn't safe to drink, so we had to drink bottled water.
- O** 1 The fire spread so rapidly through their cabin (that)
2 Emilia's children had such bad colds this morning (that)
3 You and I don't have so much money (that)
4 We had such a wonderful time on holiday (that)
5 That class was so early (that)

- P** 1 Although I understand why he thinks that way, I disagree with his point of view. (OR Although I disagree with his point of view, I understand why he thinks that way.)
2 Though he has applied for about a dozen jobs, Jack is still unemployed.
3 Even though most people agreed that the car was a bargain, none of them wanted to buy it. (OR Even though none of them wanted to buy it, most people agreed that the car was a bargain.)
4 Unlikely though it seems, the children may not want to go to the zoo on Saturday.
5 Despite the fact that the old people didn't have very much money, they were really generous. (OR Despite not having very much money, the old people were really generous.)
- Q** 1 Although frustrated ... as if trying
2 Since opening
3 Although managing
4 once broken
5 until making sure

Tests

- A** 1 d 2 a 3 c 4 d 5 b
- B** 1 D (was)
2 A (so that OR replace 'so that' with 'in order')
3 C (because they become)
4 A (Because)
5 B (as if OR as though)
- C** 1 when 3 when 5 to
2 because 4 after 6 As
- D** 1 Because it was late and I was exhausted, I went straight to bed.
2 In order for him to continue to work here, there will have to be a change in his attitude.
3 He talked as if (OR as though) he owned the restaurant.
4 You can't go out until you finish (OR have finished) your homework.
5 Even though he's your friend (OR Even though I know he's your friend), he can't sleep here.
6 So as not to be late, we left half an hour earlier than necessary.
- E** 1 Although 5 just as
2 as much as 6 as easy as
3 whereas 7 though
4 as if 8 Despite the fact

M To make hot-baked chips for two, you'll need four large potatoes, the white of one egg, a quarter teaspoon of cayenne pepper and a pinch of salt. **First**, slice each potato lengthwise, **then** cut each slice lengthwise into long sticks. **Second**, mix the egg white, cayenne and salt in a bowl. **Then** stir the potato sticks round in the mixture. **Finally**, spread the coated potato sticks on a greased baking sheet and bake them in the oven at 170° for 35 minutes.

- N**
- 1 – (OR So)
 - 2 –
 - 3 Then(,) they can go on to talk about what they'll be doing tomorrow or next year.
 - 4 –
 - 5 As a result, they can refer to things like heaven and hell ...
 - 6 Secondly, animal communication consists of a fixed number of signals ...
 - 7 –
 - 8 In short, human communication has special properties ...

- O**
- | | |
|-----------------|---------------|
| 1 *did she | 7 it was |
| 2 she was | 8 *would she |
| 3 was she | 9 she would |
| 4 is it | 10 was part |
| 5 was something | 11 here comes |
| 6 had she | 12 it is |

*1 and 8 can be exchanged

- P**
- 1 It's the cigarette smoke that's irritating my eyes.
 - 2 It was us who (OR that) had to clean up all the mess.
 - 3 What Jimmy does is watch TV in his room instead of studying.
 - 4 What scientists now believe is that human activity is the cause.

- D**
- 1 Instead of (using) butter, we used margarine.
 - 2 Only in Poland can you get dishes and bowls with this design.
 - 3 Not until much later did we discover the mistake.
 - 4 It's flooding that causes most of the damage in spring. (OR It's in spring that flooding causes most of the damage.)
 - 5 It was because he was so unpleasant that she left.
 - 6 All I know is that the main road is blocked.
 - 7 What he did was go to the party by himself.
 - 8 What Rose is hoping to do is to travel across Canada by train.

- E**
- | | |
|-----------------|------------------|
| 1 What | 5 Next |
| 2 To begin with | 6 In particular |
| 3 Similarly | 7 As a result of |
| 4 That is | |

Tests

- A** 1 a 2 d 3 a 4 a 5 a

- B**
- 1 D (a dog and two cats as well.)
 - 2 C (in comparison to OR in comparison with)
 - 3 C (actually stay in London)
 - 4 D (As a result, OR As a result of that,)
 - 5 D (In addition to that, OR In addition,)

- C**
- | | |
|-------------------|---------------|
| 1 for example | 4 In addition |
| 2 After all | 5 So |
| 3 in the meantime | |

Key to the Exit test

Following the answers are page numbers in brackets where you can find information on the grammar points being tested.

- | | | | |
|---|--|---|--|
| 1 1 a (8)
2 d (8)
3 a (8)
4 b (8) | 10 1 b (34)
2 b (34)
3 d (34)
4 d (35) | 19 1 a (100)
2 d (100)
3 c (106)
4 b (105) | 28 1 a (176)
2 c (180)
3 d (176, 178)
4 d (176) |
| 2 1 c (10)
2 a (10)
3 d (10)
4 c (10) | 11 1 a (41)
2 b (38)
3 a (38)
4 c (40) | 20 1 b (112)
2 b (112, 118)
3 b (120)
4 b (120) | 29 1 a (192)
2 a (185)
3 d (192)
4 d (186) |
| 3 1 d (12)
2 d (12)
3 d (12)
4 c (12) | 12 1 a (45)
2 a (45)
3 a (46)
4 b (46) | 21 1 b (128, 130)
2 c (126, 127)
3 d (126)
4 a (126, 127) | 30 1 a (185)
2 c (199)
3 c (198, 199)
4 a (199) |
| 4 1 a (18)
2 c (18)
3 d (17, 18)
4 d (18) | 13 1 c (48)
2 a (48)
3 d (50)
4 d (52) | 22 1 b (128, 129)
2 d (125)
3 b (134)
4 a (126, 127) | 31 1 d (202)
2 b (202, 203)
3 d (205)
4 c (198, 201) |
| 5 1 c (20)
2 d (20)
3 a (20)
4 a (20) | 14 1 d (58)
2 a (57, 58)
3 a (57, 63)
4 a (57, 58) | 23 1 b (142)
2 b (142, 145)
3 b (144)
4 d (139, 143) | 32 1 a (197, 199)
2 b (197)
3 c (205)
4 c (204) |
| 6 1 c (22, 23)
2 b (22, 23)
3 c (22, 23)
4 d (22, 23) | 15 1 c (78)
2 a (70)
3 c (70)
4 d (72) | 24 1 d (144)
2 b (144)
3 c (144)
4 c (140, 144) | 33 1 b (217)
2 a (209)
3 c (210, 214)
4 d (216) |
| 7 1 d (24)
2 b (24)
3 c (24)
4 a (24) | 16 1 d (74)
2 a (74)
3 b (75)
4 d (74) | 25 1 c (154)
2 d (156)
3 d (152)
4 a (152) | 34 1 b (217)
2 a (212)
3 b (212, 215)
4 a (210) |
| 8 1 d (30)
2 c (29)
3 d (30)
4 d (30) | 17 1 b (83, 84)
2 a (86, 90)
3 d (84)
4 a (88) | 26 1 b (164)
2 c (161)
3 d (161, 167)
4 a (162) | |
| 9 1 c (32)
2 a (32)
3 b (32)
4 a (33) | 18 1 d (90)
2 d (88, 89)
3 c (93)
4 c (92) | 27 1 b (173)
2 d (178)
3 a (173, 179)
4 b (173) | |

This is a list of grammar terms with explanations of what they mean. Words printed in **blue** in the explanations are themselves grammar terms and can be found in their own place in the glossary. Numbers following the explanations are numbers of the pages in the text where you will find more information.

- action verb:** a **verb** used to describe what we do or what happens (*I **ate** lunch.*). Compare **state verb**. 3
- active:** a form of the **verb** used to say what the **subject** does (*A thief **stole** my car.*). Compare **passive**. 57
- adjective:** a word such as *new* or *good-looking* used to modify a **noun** (*Charlotte's **new** boyfriend is **good-looking**.*). 111–14
- adverb:** a word such as *really* or *recently* used to modify a **verb**, **adjective**, **adverb** or **sentence** (*I met him **recently** and he's **really** good-looking.*). 116–18
- adverbial** an **adverb** (*later*), **prepositional phrase** (*in town*) or **adverbial clause** (*after I finish work*) used to provide additional information in a **clause** or a **sentence** (*I'll meet you **in town later after I finish work**.*). 3
- adverbial clause:** a **clause** typically introduced by a **subordinating conjunction** such as *because* and providing information such as when or why something happens (*I can't go out **because I have to study**.*). 197
- agent:** the person or thing that does or causes the action, typically the **subject** in **active** sentences (*Dickens wrote *Oliver Twist*.*). 64
- article:** a word used as a **determiner** before a **noun**, either as the **definite article** (*the*) or the **indefinite article** (*a/an*) (*The car had **a** flat tyre.*). 69–70
- attributive adjective:** an **adjective** used before a **noun** (*She had **red** hair and **green** eyes.*). Compare **predicative adjective**. 112
- auxiliary verb:** a form of *be*, *do*, *have* or a **modal** used with a **main verb** to form different tenses, negatives and questions (***Have** you eaten yet?*). 3, 17
- bare infinitive** = **base form** 17
- base form:** the form of a **verb** such as *be* or *eat*, as listed in a dictionary. 17
- clause:** a group of words including a **subject** and a **verb** that forms a **simple sentence** (*She left yesterday.*) or is part of a **complex sentence** (*She left before you came.*) or **compound sentence** (*She left and I'm glad.*). 3, 12
- cleft sentence:** a structure in which a **sentence** (*I'm not supposed to drink coffee.*) is divided into two parts and attention is focused on one part, using an **it-cleft** (*It's coffee that I'm not supposed to drink.*) or a **wh-cleft** (*What I'm not supposed to drink is coffee.*). 217
- collective noun** = **group noun** 75
- common noun:** a **noun** which is not the name of anyone or anything (*The **car** had a flat **tyre**.*). Compare **proper noun**. 69
- comparative:** an **adjective** or **adverb** with *-er* (*healthier*) or *more/less* (*less expensive*), often followed by *than*, used to say that something has more or less of a quality than another (*Fish is **healthier** and **less expensive** than meat.*) Compare **superlative**. 120
- complement:** a word or phrase used after a **linking verb**, typically describing the subject (*She is **a student** so she isn't **rich**.*). 10
- complex preposition:** a **preposition** that consists of two or more words (***In addition to** me, there were three other people waiting **in front of** the entrance.*). Compare **simple preposition**. 125

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