

► **Advanced**

► with Tests

George Yule

Oxford Practice Grammar

www.ZabanBook.com

زبان بوک

NEW

Practice-Boost
CD-ROM

- 100% more exercises
- 100% more tests

+ online practice
for IELTS

OXFORD

Oxford Practice Grammar

www.ZabanBook.com



Develop your grammar 'know-how'

- **Grammar structures** are explained in depth.
- **Practice activities** stretch your language skills.

Test your progress

- Take the online **diagnostic test** at www.oup.com/elt/practicegrammar to find out what you need to practise.
- Use the **progress tests** in the book to find out what you have learned – and what needs more practice.
- Take the **multiple-choice tests** on the Practice-Boost CD-ROM.
- Use the **exit test** to see if you are ready for higher-level exams.

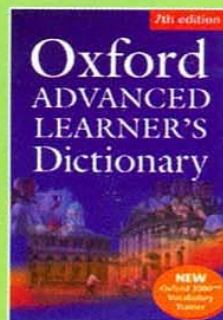
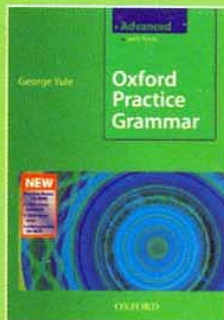
Oxford Practice Grammar Advanced helps you prepare for standard exam questions asked in **CAE, CPE, TOEFL, IELTS**, and other advanced-level exams.



NEW Practice-Boost CD-ROM – you'll find it inside this book!

- 1000 activities to test and practise your grammar with extra listening, speaking, reading, and writing:
 - Listen and respond to spoken English.
 - Learn to speak more naturally – record and listen to your voice.
 - Spot the mistakes in written English – and then correct them.
 - Practise for exams with multiple-choice tests.
- PLUS access to a free online IELTS practice test and an opportunity to register with oxfordenglishtesting.com for more exam practice.

Better together



Oxford – the world's authority on the English language

OXFORD
UNIVERSITY PRESS

www.oup.com/elt



OXFORD ENGLISH
ISBN 978-0-19-457982-7



Oxford Practice Grammar

Advanced

With answers

George Yule

OXFORD
UNIVERSITY PRESS

Contents

Introduction	VIII		
1 Sentences	2	5 The passive	56
Simple sentences and verbs	3	Active and passive	57
Subjects and verbs	4	Passives with modals, infinitives and gerunds	58
Verbs and objects	6	Passive verbs	60
Verbs with indirect objects and clauses	8	The uses of the passive	62
Linking verbs	10	Passives with <i>by</i> -phrases and ergatives	64
Compound and complex sentences	12	Passives with <i>get</i>	65
Tests	14	Tests	66
2 Tenses	16	6 Articles and nouns	68
Verbs, auxiliary verbs and tenses	17	Types of articles and nouns	69
Present and present perfect	18	Articles: <i>a/an</i> or <i>the</i>	70
Past and past perfect	20	<i>A/an</i> or <i>one</i> , <i>a/an</i> or no article, <i>the</i> or no article	72
Present perfect or past simple?	22	Nouns: countable and uncountable	74
Past perfect or past simple?	23	Nouns: generic, pair, group, plural and singular (+ <i>-s</i>)	75
Future	24	Possessive and compound nouns	76
Tests	26	Articles and nouns in discourse	78
3 Modals	28	Tests	80
Modals and phrasal modals	29	7 Determiners and quantifiers	82
Complex modals	30	Determiners	83
Prediction: <i>will</i> , <i>would</i> , <i>be going to</i> , <i>shall</i>	32	Quantifiers	84
Willingness, habits and preferences: <i>will</i> and <i>would</i>	33	<i>Some</i> and <i>any</i> , <i>no</i> and <i>none</i>	86
Ability: <i>can</i> , <i>could</i> , <i>be able to</i>	34	<i>All</i> and <i>both</i> , <i>half</i> and <i>whole</i>	88
Permission: <i>can</i> , <i>could</i> , <i>may</i> , <i>might</i> , <i>be allowed to</i>	35	<i>Each</i> and <i>every</i> , <i>either</i> and <i>neither</i>	89
Possibility: <i>may</i> , <i>might</i> , <i>can</i> , <i>could</i>	36	<i>Many</i> , <i>much</i> and <i>a lot (of)</i> , <i>more</i> and <i>most</i>	90
Necessity: <i>must</i> , <i>have to</i> , <i>have got to</i> , <i>need to</i> , <i>needn't</i>	38	(<i>A</i>) <i>few</i> and (<i>a</i>) <i>little</i> , <i>fewer/fewest</i> and <i>less/least</i>	92
Deduction: <i>must</i> , <i>have to</i> , <i>have got to</i> , <i>can't</i> and <i>couldn't</i>	40	Multipliers, fractions and percentages	93
Obligation and advice: <i>should</i> , <i>ought to</i> , <i>be supposed to</i> , <i>had better</i>	41	Tests	94
Tests	42	8 Pronouns, substitution and ellipsis	96
4 Negatives and questions	44	Personal, generic and possessive pronouns	97
Word order in negatives and questions	45	Demonstrative and indefinite pronouns	98
Negative questions and question tags	46	Reflexive and reciprocal pronouns	100
Negative words	48	Empty subject <i>it</i>	102
Question words	50	Empty subject <i>there</i>	103
Other question types	52	Substitution: <i>one</i> and <i>ones</i>	104
Tests	54	Substitution: <i>so</i> and <i>do so</i>	105
		Ellipsis	106
		Tests	108

9 Adjectives and adverbs	110	13 Noun clauses	160
Adjectives: emphasizing, describing, classifying	111	That-clauses and <i>wh</i> -clauses	161
Adjectives: position and punctuation	112	Noun clauses as subjects and objects	162
Participle adjectives, compound adjectives and adjectives as nouns	114	Nouns with noun clauses	164
Position of adverbs; adverbs of place, time, frequency, expectation, focus	116	Adjectives with noun clauses	166
Adverbs: degree, manner, viewpoint, comment	118	The subjunctive or <i>should</i> in noun clauses	167
Equatives, comparatives and superlatives	120	Uses of noun clauses	168
Tests	122	Tests	170
10 Prepositions	124	14 Relative clauses	172
Prepositions and prepositional phrases	125	Relative clauses and relative pronouns	173
Prepositions of time: <i>at, in, on</i> , etc.	126	Defining and non-defining relative clauses	174
Prepositions of time: <i>during, for, since</i> , etc.	127	Reduced relative clauses	176
Prepositions of place: <i>at, in, on</i>	128	Possessives and pronouns with relative clauses	178
Prepositions of place: <i>above, below, between</i> , etc.	129	Prepositions in relative clauses	179
Prepositions of movement and place: <i>from, across, along</i> , etc.	130	Relative clauses with <i>where, what, whatever</i> , etc.	180
Prepositions used for connections: <i>of, with, by</i>	132	Tests	182
Prepositions used for exceptions: <i>except (for), besides, without</i> , etc.	133	15 Conditionals	184
Phrasal verbs	134	Real conditionals	185
Tests	136	Unreal conditionals	186
11 Infinitives and gerunds	138	Mixed conditionals	188
Simple infinitives and gerunds	139	Order and punctuation in conditionals	189
Complex infinitives and gerunds	140	The uses of conditionals	190
Verbs with infinitives and gerunds	142	<i>Only if, even if, unless, whether, if so</i> , etc.	192
Adjectives with infinitives and gerunds	144	Tests	194
Nouns and pronouns with infinitives and gerunds	145	16 Adverbial clauses	196
Tests	146	Adverbial clauses and conjunctions	197
12 Reporting	148	Time clauses with <i>when, while, as</i>	198
Direct speech	149	Time clauses with <i>after, before, until, since</i> , etc.	199
Indirect speech	150	Manner clauses with <i>as, as if, as though</i> , etc.	200
Reporting verbs	152	Reason clauses with <i>because, as, since</i> , etc.	201
Reporting statements and questions	154	Purpose clauses with <i>so that, in order that, in order to</i> , etc.	202
Reporting orders, requests, advice and opinions	156	Result clauses with <i>so, so ... that, such ... that</i>	203
Tests	158	Contrast clauses with <i>although, though, even though</i> , etc.	204
		Reduced adverbial clauses	205
		Tests	206

17 Connectors and focus structures	208
Types of connectors and focus structures	209
Connectors, prepositions and conjunctions	210
Adding and contrasting connectors	212
Result and time connectors	214
Listing connectors	215
Focus structures: fronting and inversion	216
Focus structures: cleft sentences	217
Tests	218
 Answer key	 220
 Exit test	 252
 Key to the exit test	 262
 Appendix	
Regular and irregular verbs	263
 Glossary	 265
 Index	 273

Introduction

The Oxford Practice Grammar series

The *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.

An interactive CD-ROM is included at each of the three levels, offering alternative ways to practise. You can recognize and correct written mistakes, and you can also take part in spoken dialogues; you can record and listen to your own voice and learn to speak more naturally.

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 PET exam. 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 Cambridge FCE. *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 CAE, CPE, IELTS, and other advanced-level exams.

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

The book consists of seventeen 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 265) 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 v) and in the Index (page 273).

- 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.
- 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 8).
- 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 9).
- 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 13).
- 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 17).
- In the **test exercises**, you provide answers in a range of different formats used in examinations such as IELTS, the Michigan Test, and the Cambridge Proficiency. These exercises allow you to become more familiar with examinations at the advanced level and to work with authentic texts by authors such as Lewis Carroll, Bruce Chatwin, Nora Ephron, Magnus Mills, and many others (pages 14–15).

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 2).

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*).

1 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. ■

2 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. Harvold could stop it. The driver (5) www.ZabanBook.com (7) hurt. Harvold, who hasn't passed his driving test, was (8) police (9) was (10) driving lessons by a local driving

Simple sentences and verbs

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**.*

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 **weighed** it at the post office.*

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.*

3 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

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 **Tony** 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. • **Meg** 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 Labour would win the election** was never in doubt. • **What he said** wasn't very polite.

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 **Gregory'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 **Fifty pounds** **is** too much. • **Twenty miles** **was** too far and **two days** **wasn't** enough time.
- 17 **Tom and Jerry** **is** a rather violent 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

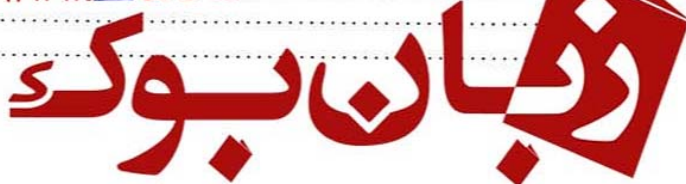
Note that, in American English, a singular verb is typically used after a group noun:

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

4 Find an example of each of the following in the ZabanBook.com?

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

www.ZabanBook.com



5 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*
does

Example: Excuse me, but ~~this~~ train stop at Croydon?

- 1 To get an A in every class be easy.
- 2 Lord of the Flies the name of the book we had to read last year?
- 3 My new pair of jeans pockets on the side of the legs.
- 4 What they're doing in Parliament interest me.
- 5 Being absent from class a lot going to improve his chances of passing.
- 6 Jan got really angry with us and screamed, 'None of you my friends any more!'
- 7 Never I had to listen to so many boring people!
- 8 I watched Dances with Wolves, which about dancing at all.
- 9 Statistics more difficult than Economics?
- 10 These new sunglasses made of glass or plastic or anything like that.

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

Example: The Simpsons *is* (f.)

1 Romeo and Juliet (..)

2 Last night's news (..)

3 Twenty-five kilos (..)

4 Billy as well as all his friends (..)

5 The audience (..)

a a lot to carry by yourself, don't you think?

b usually in their seats before the play starts.

c written by Shakespeare.

d going camping this weekend.

e rather exciting, I thought.

f the name of a television programme.

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

committee *darts* ✓ *diabetes* *eggs* *everybody* *nobody* *orchestra* *police* *teachers*

Example: *Diabetes has* become a more common disease, mainly because of the way we eat.

- 1 The conductor and the had very little time to rehearse for the concert.
- 2 Security is just something that to go through in airports nowadays.
- 3 from the new student group volunteered to help with the Christmas party.
- 4 The planning all been given individual copies of the agenda for the meeting.
- 5 always been a popular game in English pubs.
- 6 According to the rules, none of the the right to make students stay after school.
- 7 The no idea how the robbers got into the bank.
- 8 Bacon and been the Sunday breakfast in our house for years.

6

Articles and nouns

Nouns are either proper, with a capital letter (*Shakespeare*), or common, without a capital letter (*poet*). Some common nouns are countable and can be singular (*woman, poet*) or plural (*women, poets*). Other common nouns are uncountable and are not used in the plural (*poetry, weather*).

With nouns, we can use an indefinite article (*a poet, an old woman*), a definite article (*the weather, the women*), or no article (*We're studying _ poetry written by _ women*).

1 Read these statements and choose what you think is the best answer.

- | | |
|---|-----------------------|
| 1 A person is more likely to die in a car accident than an aircraft accident. | True / False |
| 2 It is safer to fly in a newer plane than in an older plane. | True / False |
| 3 A smaller plane is much safer than a larger plane. | True / False |
| 4 The chance of being killed in a major airline crash is close to one in | 8 / 18 / 80 million. |
| 5 Airplane accidents rarely occur during the take-off and landing. | True / False |
| 6 The more stops in a flight, the more dangerous it will be. | True / False |
| 7 The likelihood of surviving an aircraft accident is about | 8 / 18 / 80 per cent. |
| 8 Natural materials are safer than synthetic materials if there is a fire. | True / False |

2 Read through this text and find:

- 1 another use of the indefinite article *an*
- 2 a proper noun with the definite article



Flying in modern jets is one of the safest forms of transportation. It has been estimated that travelling by air is twenty-five times safer than travelling by car. This means that you are much more likely to get killed driving to or from the airport than during the flight.

The safest planes are the large modern jets of the major commercial airlines of Europe and the United States. One study showed that the chance of being killed in a commercial airline crash was only one in eight million. Smaller planes, commuter planes and older planes are far more likely to be involved in accidents.

Most airplane accidents occur during the take-off and landing parts of a flight. It follows that a non-stop flight will be safer than a flight with one or more stops. The duration of the flight doesn't seem to be a factor.

It is estimated that eighty per cent of the people involved in an aircraft accident survive. You can increase your chances of survival by knowing what to do before an accident occurs. Keep your seat belt fastened at all times.

Identify the nearest emergency exit and count the number of seats between you and the exit. You may have to feel your way to the exit in the dark. Learn how to open the emergency door in case you are the first person to reach it. Wear clothes made from natural fibres such as cotton and wool rather than synthetic materials which may burn or melt on the skin. Think about carrying a smoke hood with you on the plane. If there is a fire, the hood can help

protect you against smoke and toxic gases.

www.ZabanBook.com

زبان بک

Types of articles and nouns

Articles

We use the definite article *the* with singular and plural nouns.

- 1 **The** names of **the** authors of **the** books on **the** top shelf begin with **the** letter 'A'.

We use the indefinite article *a/an* with singular nouns. Choosing *a* or *an* depends on the first sound, not letter, of the next word. We use *a* before consonant sounds (2) and *an* before vowel sounds (3).

- 2 Have **a** banana! • Is this **a** one-way street? • I need **a** holiday. • Write **a** 'U', then **a** 'P'.
3 Have **an** apple! • Is this **an** old Rolls Royce? • He has **an** honest face. • Write **an** 'N', then **an** 'O'.

We sometimes use nouns without articles.

- 4 Do you take milk or sugar? • I like fish, but not chips. • Girls are quicker than boys.

The articles *a/an* and *the* are types of determiners. (See page 83.) We can use other determiners (*this*, *those*, *my*, *your*, etc.) instead of articles, but not with them.

- 5 **These** books belong on **that** shelf. • Nora wiped **her** cheek. (NOT ~~Nora wiped her the cheek.~~)

Nouns

We begin proper nouns with capital letters and use them as the names of people, places, organizations, days, months and special occasions. Most of them have no article (6). But we use some proper nouns with the definite article in the plural (7) and some in the singular (8).

- 6 Elvis Presley, Shakespeare, Denmark, Rome, NATO, Microsoft, Monday, July, Christmas
7 **the** Robertsons, **the** Arabs, **the** Alps, **the** Netherlands, **the** United Nations, **the** Middle Ages
8 **the** Queen, **the** United Kingdom, **the** BBC, **the** Eiffel Tower, **the** White House, **the** Gulf War

We use common nouns to categorize or label people and things. They are countable or uncountable. We can use countable common nouns in the singular, with *a/an* and *each* (9), or in the plural, with numbers and *many* (10).

- 9 Do you have a black **pen** or a **pencil**? • Each **child** should have a **book**.
10 We don't sell **pens** or **pencils**. • There are twenty **children**. • How many **books** will you need?

We usually use uncountable common nouns when we talk about an abstract concept, an activity, a substance or a material. Uncountable nouns are not used with *a/an* or in the plural. We can use uncountable nouns with no article (11) and *much* (12).

- 11 Her poem is about **flying**, **freedom** and **bad luck**. (NOT ... ~~a bad luck.~~)
12 They have **food** and **clothing**, but they don't have **much water**. (NOT ... ~~waters.~~)

Uncountable nouns are also called non-count nouns or mass nouns.

3 Complete this table with appropriate examples from the text about flying on page 68.

Proper nouns	Indefinite article <i>a</i> Rolls-Royce <i>an</i> Audi	Definite article <i>the</i> United Kingdom <i>the</i> United States	No article Shakespeare (1)
Common nouns			
Countable: singular	<i>an</i> accident (2)	<i>the</i> shelf (3)	(by) bus (4)
Countable: plural		<i>the</i> books	children
Uncountable		<i>the</i> food (7)	clothing (8)

www.ZabanBook.com



Oxford Practice Grammar

► Advanced

George Yule

OXFORD
UNIVERSITY PRESS

CD-ROM

www.ZabaniBook.com

کتابخانه دیجیتالی