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John Eastwood

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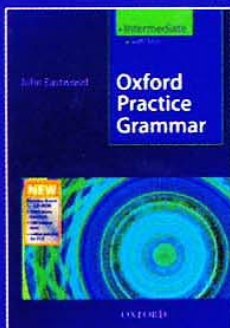
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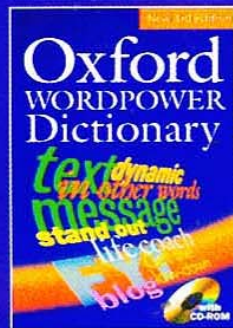
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# Oxford Practice Grammar



with answers

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John Eastwood

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# Contents

Introduction page viii  
Key to symbols page ix

## Words and sentences

- 1 Word classes: nouns, verbs, adjectives, etc. 2
- 2 Sentence structure: subject, verb, object, etc. 4
- 3 Direct and indirect objects 6

## Verbs

- 4 Present Continuous 8
- 5 Present Simple 10
- 6 Present Continuous or Present Simple? 12
- 7 State verbs and action verbs 14

### Test A: Tenses – present 16

- 8 Past Simple 18
- 9 Past Continuous 20
- 10 Past Continuous or Past Simple? 22

### Test B: Past Simple and Past Continuous 24

- 11 Present Perfect (1) 26
- 12 Present Perfect (2): just, already, yet; for and since 28
- 13 Present Perfect (3): ever, this week, etc. 30
- 14 Present Perfect or Past Simple? (1) 32
- 15 Present Perfect or Past Simple? (2) 34

### Test C: Present Perfect and Past Simple 36

- 16 Present Perfect Continuous 38
- 17 Present Perfect Continuous or Simple? 40
- 18 Past Perfect 42
- 19 Review of the Past Simple, Continuous and Perfect 44
- 20 Past Perfect Continuous 46

### Test D: Tenses – past and perfect 48

- 21 Review of present and past tenses 50

### Test E: Tenses – present and past 54

- 22 Introduction to the future 56
- 23 Will and shall 58
- 24 Be going to 60
- 25 Will and be going to 62
- 26 Present tenses for the future 64

- 27 When I get there, before you leave, etc. 66

### Test F: The future with will, be going to and present tenses 68

- 28 Will be doing 70
- 29 Will have done and was going to 72
- 30 Review of the future 74

### Test G: Tenses – future 76

- 31 The verb have 78
- 32 Short forms (it's, don't) 80
- 33 Emphatic do 82

## Questions, negatives and answers

- 34 Yes/no questions 84
- 35 Short answers, e.g. Yes, it is. 86
- 36 Wh-questions 88
- 37 Subject/object questions 90
- 38 Prepositions in wh-questions 92
- 39 Who, what or which? 94

### Test H: Questions 96

- 40 Negative statements 98
- 41 Negative questions 100
- 42 Question tags, e.g. isn't it? 102
- 43 So/Neither do I and I think so 104

### Test I: Questions, negatives and answers 106

## Modal verbs

- 44 Ability: can, could and be able to 108
- 45 Permission: can, may, could and be allowed to 110
- 46 Possibility and certainty: may, might, could, must, etc. 112
- 47 Necessity: must and have to 114
- 48 Necessity: mustn't, needn't, etc. 116
- 49 Should, ought to, had better and be supposed to 118
- 50 Asking people to do things 120
- 51 Suggestions, offers and invitations 122
- 52 Will, would, shall and should 124
- 53 It may/could/must have been, etc. 126

### Test J: Modal verbs 128

## The passive

- 54 Passive verb forms 130
- 55 Active and passive (1) 132
- 56 Active and passive (2) 134
- 57 Special passive structures 136
- 58 Have something done 138
- 59 To be done and being done 140

### Test K: The passive 142

## The infinitive and the -ing form

- 60 Verb + to-infinitive 144
- 61 Verb + -ing form 146
- 62 Verb + to-infinitive or verb + -ing form? 148
- 63 Like, start, etc. 150
- 64 Remember, regret, try, etc. 152

### Test L: Verb + to-infinitive or -ing form 154

- 65 Verb + object + to-infinitive or -ing form 156
- 66 Question word + to-infinitive 158
- 67 Adjective + to-infinitive 160
- 68 For with the to-infinitive 162
- 69 The infinitive with and without to 164
- 70 Verb/Adjective + preposition + -ing form 166
- 71 Afraid to do or afraid of doing? 168
- 72 Used to do and be used to doing 170
- 73 Preposition or linking word + -ing form 172
- 74 See it happen or see it happening? 174
- 75 Some structures with the -ing form 176

### Test M: The infinitive and the -ing form 178

## Nouns and articles

- 76 Ship and water: countable and uncountable nouns 180
- 77 A carton of milk, a piece of information, etc. 182
- 78 Nouns that can be countable or uncountable 184
- 79 Agreement 186
- 80 Singular or plural? 188
- 81 Pair nouns and group nouns 190
- 82 Two nouns together 192

### Test N: Nouns and agreement 194

- 83 A/an and the (1) 196
- 84 A/an and the (2) 198
- 85 A/an, one and some 200
- 86 Cars or the cars? 202
- 87 Prison, school, bed, etc. 204
- 88 On Friday, for lunch, etc. 206
- 89 Quite a, such a, what a, etc. 208
- 90 Place names and the 210

### Test O: A/an and the 214

## This, my, some, a lot of, etc.

- 91 This, that, these and those 216
- 92 My, your, etc. and mine, yours, etc. 218
- 93 The possessive form and of 220
- 94 Some and any 222
- 95 A lot of, lots of, many, much, (a) few and (a) little 224
- 96 All, half, most, some, no and none 226
- 97 Every, each, whole, both, either and neither 228

### Test P: This, my, some, a lot of, all, etc. 230

## Pronouns

- 98 Personal pronouns (I, you) 232
- 99 There and it 234
- 100 Reflexive pronouns 236
- 101 Emphatic pronouns and each other 238
- 102 The pronoun one/ones 240
- 103 Everyone, something, etc. 242

### Test Q: Pronouns 244

## Adjectives and adverbs

- 104 Adjectives 246
- 105 Adjectives (order) 248
- 106 The old, the rich, etc. 250
- 107 Interesting and interested 252
- 108 Adjective or adverb? (1) 254
- 109 Adjective or adverb? (2) 256

### Test R: Adjectives and adverbs 258

- 110 Comparative and superlative forms 260
- 111 Comparative and superlative patterns (1) 264
- 112 Comparative and superlative patterns (2) 266

## Test S: Comparative and superlative 268

- 113 Adverbs and word order 270
- 114 Yet, still and already 274
- 115 Adverbs of degree (very, quite) 276
- 116 Quite and rather 278
- 117 Too and enough 280

## Test T: Adverbs and word order 282

### Prepositions

- 118 Prepositions of place 284
- 119 In, on and at (place) 288
- 120 In, on and at (time) 290
- 121 For, since, ago and before 292
- 122 During or while? By or until? As or like? 294
- 123 Preposition + noun (on holiday) 296
- 124 Noun + preposition (trouble with) 298
- 125 Adjective + preposition (proud of) 300

## Test U: Prepositions 302

### Verbs with prepositions and adverbs

- 126 Prepositional verbs (wait for) 304
- 127 Verb + object + preposition 306
- 128 Phrasal verbs (1) 308
- 129 Phrasal verbs (2) 310
- 130 Phrasal verbs (3) 312
- 131 Verb + adverb + preposition 314

## Test V: Verbs with prepositions and adverbs 316

### Reported speech

- 132 Direct speech and reported speech 318
- 133 Reported speech: person, place and time 320
- 134 Reported speech: the tense change 322
- 135 Reported questions 324
- 136 Reported requests, offers, etc. 326

## Test W: Reported speech 328

### Relative clauses

- 137 Relative clauses with who, which and that 330

- 138 The relative pronoun as object 332
- 139 Prepositions in relative clauses 334
- 140 Relative structures with whose, what and it 336
- 141 The use of relative clauses 338
- 142 Relative pronouns and relative adverbs 340
- 143 Relative clauses: participle and to-infinitive 342

## Test X: Relative clauses 344

### Conditionals and wish

- 144 Conditionals (1) 346
- 145 Conditionals (2) 348
- 146 Conditionals (3) 350
- 147 Review of conditionals 352
- 148 If, when, unless and in case 354
- 149 Wish and if only 356

## Test Y: Conditionals and wish 358

### Linking words

- 150 But, although, in spite of, whereas, etc. 360
- 151 To, in order to, so that and for 362
- 152 Review of linking words 364
- 153 Links across sentences 366

### Key to the exercises 368

### Key to the tests 396

### Exit test 408

### Key to the exit test 414

### Appendices

- 1 Word formation 368
- 2 The spelling of endings 370
- 3 Punctuation 372
- 4 Pronunciation 374
- 5 American English 377
- 6 Irregular verbs 382

### Index 433

# Introduction

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.

*The Oxford Practice Grammar – Intermediate* is written for intermediate students of English.

The units cover the main areas of English grammar. Special attention is given to those points which are often a problem for learners, such as the meaning of the different verb forms, the use of the passive, the different conditional tenses, or the use of prepositions. Many units contrast two or more different structures, such as the Present Perfect and Past Simple (Units 14 and 15). There are also a number of review units.

The emphasis throughout the book is on the meaning and use of the grammatical forms. The explanations of grammar are descriptions of how English works; they are a guide to help you understand, not rules to be memorized. It is often more effective to look at examples of English rather than to read statements about it, and the grammar explanations are supported by lots of examples of everyday conversational English.

There are also appendices at the back of the book on word formation, the spelling of endings, punctuation, pronunciation, American English, and irregular verbs.

The tests enable you to assess how much you have learned, and they also give you practice in answering the kinds of questions you meet in exams.

An exit test provides an opportunity for more practice, and prepares the student for *Oxford Practice Grammar – Advanced*. The answer key to this exit test refers back to the relevant unit of the book, so if you make a mistake you can read the explanation again.

There is an interactive Oxford Practice Grammar website at [www.oup.com/elt/practicegrammar](http://www.oup.com/elt/practicegrammar)

## Key to symbols

The symbol / (oblique stroke) between two words means that either word is possible. *I may/might go* means that *I may go* and *I might go* are both possible. In exercise questions this symbol is also used to separate words or phrases which are possible answers.

Brackets ( ) around a word or phrase in the middle of a sentence mean that it can be left out. *There's (some) milk in the fridge* means that there are two possible sentences: *There's some milk in the fridge* and *There's milk in the fridge*.

The symbol ~ means that there is a change of speaker. In the example *How are you? ~ I'm fine, thanks*, the question and answer are spoken by different people.

The symbol ▷ means that you can go to another place in the book for more information. ▷ 7 means that you can find out more in Unit 7.

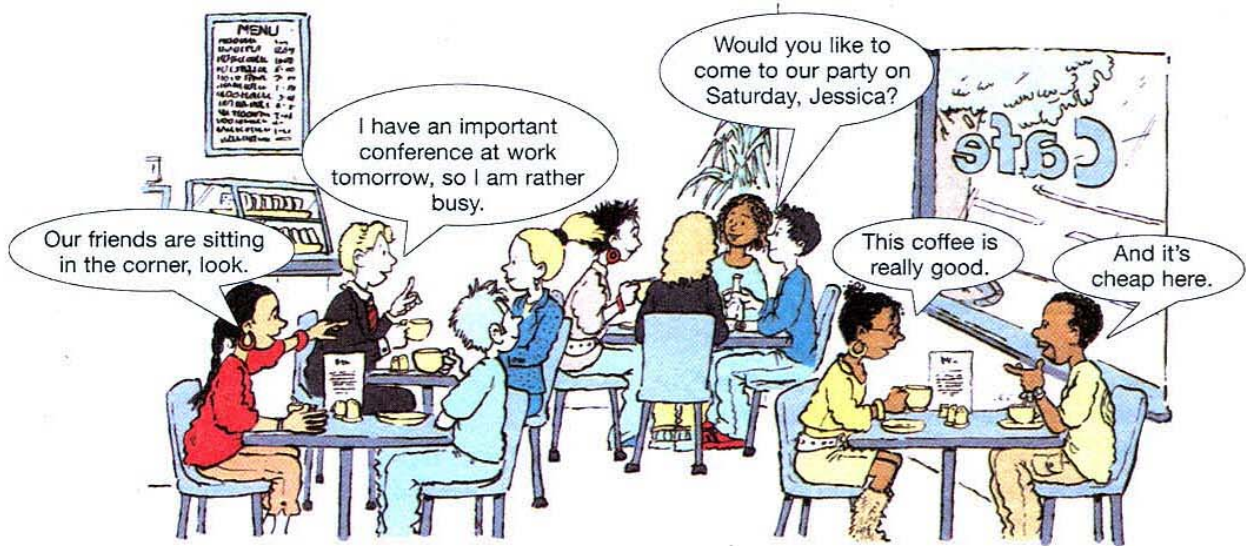
The symbol ► in an exercise indicates that a sample answer is given.

For phonetic symbols see page 374.



# 1 Word classes: nouns, verbs, adjectives, etc.

## 1 Introduction



Look at the different kinds of word in this sentence.

Pronoun	Verb	Determiner	Adjective	Noun	Preposition	Noun	Adverb
<i>I</i>	<i>have</i>	<i>an</i>	<i>important</i>	<i>conference</i>	<i>at</i>	<i>work</i>	<i>tomorrow,</i>
Linking word	Pronoun	Verb	Adverb	Adjective			
<i>so</i>	<i>I</i>	<i>am</i>	<i>rather</i>	<i>busy.</i>			

## 2 What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café. The numbers after the examples tell you which units in the book give you more information.

- 1 Verb: have, am, is, would, like, come, are, sitting, look ▷ 4–75
- 2 Noun: conference, work, coffee, party, Saturday, Jessica, friends, corner ▷ 76–82
- 3 Adjective: important, busy, good, cheap ▷ 104–109
- 4 Adverb: tomorrow, rather, really, here ▷ 113–117
- 5 Preposition: at, to, on, in ▷ 118–125
- 6 Determiner: an, this, our, the ▷ 83–97
- 7 Pronoun: I, it, you ▷ 98–103
- 8 Linking word: so, and ▷ 150–153

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## 3 Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

### VERBS

*Can I look at your photos?*  
*We work on Saturday morning.*

### NOUNS

*I like the look of that coat.*  
*I'll be at work tomorrow.*

# Practice

## A What kind of word? (2)

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in 2.

Andrew didn't go to the café with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

- |          |                    |    |           |       |
|----------|--------------------|----|-----------|-------|
| ▶ to     | <u>preposition</u> | 7  | sociable  | ..... |
| ▶ café   | <u>noun</u>        | 8  | in        | ..... |
| 1 the    | .....              | 9  | and       | ..... |
| 2 told   | .....              | 10 | totally   | ..... |
| 3 they   | .....              | 11 | an        | ..... |
| 4 there  | .....              | 12 | excellent | ..... |
| 5 he     | .....              | 13 | but       | ..... |
| 6 finish | .....              | 14 | fun       | ..... |

## B What kind of word? (2)

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb', and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a café with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

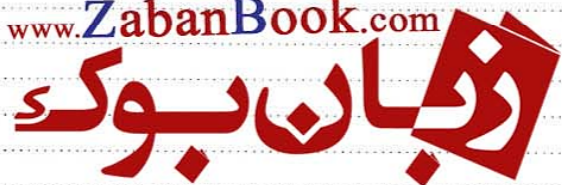
Verb	Noun	Adjective	Adverb
<u>thinks</u>	<u>Henry</u>	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
Preposition	Determiner	Pronoun	Linking word
.....	.....	.....	.....
.....	.....	.....	.....

## C Words in sentences (3)

Is the underlined word a verb, a noun or an adjective?

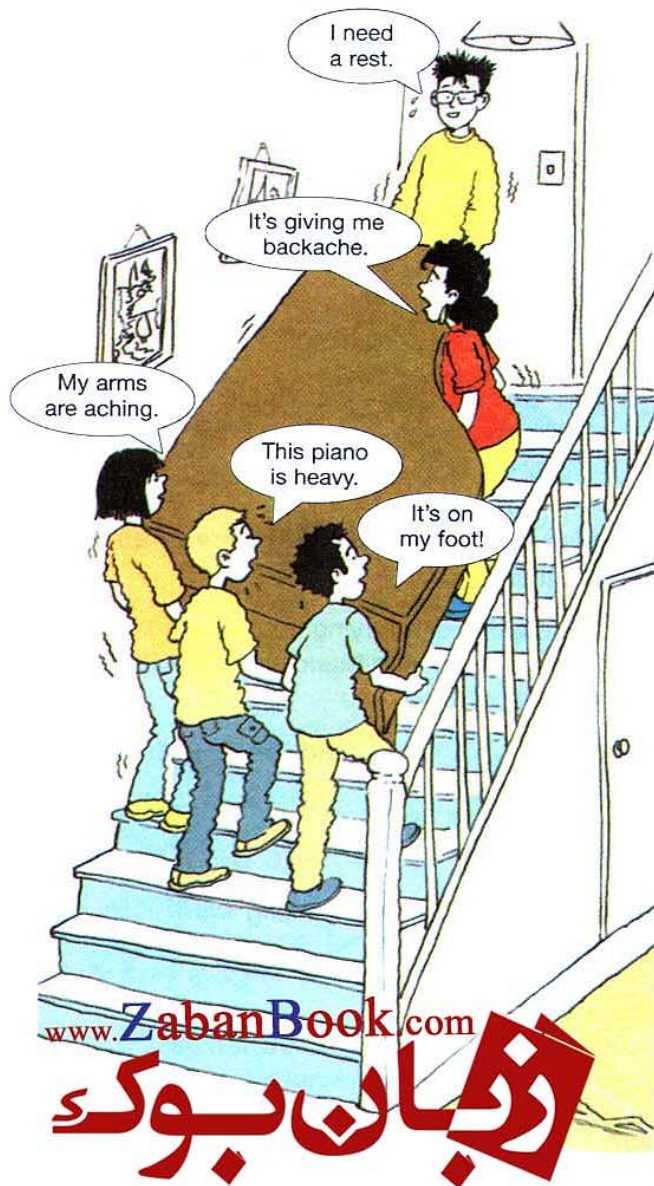
- |  |             |
|--|-------------|
| ▶ Shall we go for a <u>walk</u> ?                  | <u>noun</u> |
| ▶ Shall we <u>walk</u> into town?                  | <u>verb</u> |
| 1 Laura wanted to <u>talk</u> to Rita.             | .....       |
| 2 Laura wanted a <u>talk</u> with Rita.            | .....       |
| 3 The windows aren't very <u>clean</u> .           | .....       |
| 4 Doesn't anyone <u>clean</u> the windows?         | .....       |
| 5 We went to a fabulous <u>show</u> in New York.   | .....       |
| 6 Laura wanted to <u>show</u> Rita her photos.     | .....       |
| 7 Henry <u>thought</u> Claire looked beautiful.    | .....       |
| 8 A strange <u>thought</u> came into Emma's head.  | .....       |
| 9 Sarah is feeling quite <u>tired</u> now.         | .....       |
| 10 Studying all night had <u>tired</u> Andrew out. | .....       |

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## 2 Sentence structure: subject, verb, object, etc.

MIKE AND HARRIET ARE MOVING THEIR PIANO UPSTAIRS.  
TOM, MELANIE AND DAVID ARE HELPING THEM.



### 1 Sentence structure

The parts of a sentence are the subject, verb, object, complement and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple statement.

1 SUBJECT VERB  
*My arms are aching.*  
*Something happened.*

2 SUBJECT VERB OBJECT  
*I need a rest.*  
*Five people are moving the piano.*

The subject and object can be a pronoun (e.g. I) or a noun phrase (e.g. the piano).

3 SUBJECT VERB COMPLEMENT  
*This piano is heavy.*  
*It was a big problem.*

The complement can be an adjective (e.g. heavy) or a noun phrase (e.g. a big problem). The complement often comes after *be*. It can also come after *appear*, *become*, *get*, *feel*, *look*, *seem*, *stay* or *sound*. For adjectives and word order see Unit 104.2.

4 SUBJECT VERB ADVERBIAL  
*It is on my foot.*  
*Their house is nearby.*

An adverbial can be a prepositional phrase (e.g. *on my foot*) or an adverb (e.g. *nearby*).

5 SUBJECT VERB OBJECT OBJECT  
*It 's giving me backache.*  
*David bought Melanie a present.*

We use two objects after verbs like *give* and *send* (see Unit 3).

### 2 Adverbials

We can add adverbials to all the five main structures.

*My arms are aching terribly. I really need a rest.*

*Of course this piano is heavy. Fortunately their house is nearby.*

*To everyone's surprise, David actually bought Melanie a present yesterday.*

▷ 34, 36 Word order in questions ▷ 113 Adverbs and word order

▷ page 377 Seem, look, etc. in American English

# Practice

## A Parts of the sentence (1)

Mike and Harriet are on holiday. They have written a postcard to David and Melanie. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object, complement or adverbial.

- ▶ We're having a great time.     object .....
- 1 The weather is marvellous.     .....
- 2 We really enjoy camping.     .....
- 3 It's great fun.     .....
- 4 We're on a farm.     .....
- 5 We like this place.     .....
- 6 The scenery is beautiful.     .....

## B Sentence structure (1)

After moving the piano, the five friends had a rest and a cup of tea. Look at this part of their conversation and then write the letters a)–e) in the correct place.

- a) David: That was a difficult job.
- b) Tom: I agree.
- c) Mike: I'm on my deathbed.
- d) David: Someone should give us a medal.
- e) Harriet: I've made some more tea.

- ▶ Subject + verb     b .....
- 1 Subject + verb + object     .....
- 2 Subject + verb + complement     .....
- 3 Subject + verb + adverbial     .....
- 4 Subject + verb + object + object     .....

## C Word order (1)

Put the words in the correct order and write the statements.

- ▶ is / Melanie / very nice     Melanie is very nice. .....
- 1 football / likes / Tom     .....
- 2 an accident / David / had     .....
- 3 moved / the piano / we     .....
- 4 a tall woman / Harriet / is     .....
- 5 sat / on the floor / everyone     .....
- 6 gave / some help / Mike's friends / him     .....

## D Adverbials (2)

These sentences are from a news report. Write down the two adverbials in each sentence. Each adverbial is a prepositional phrase or an adverb.

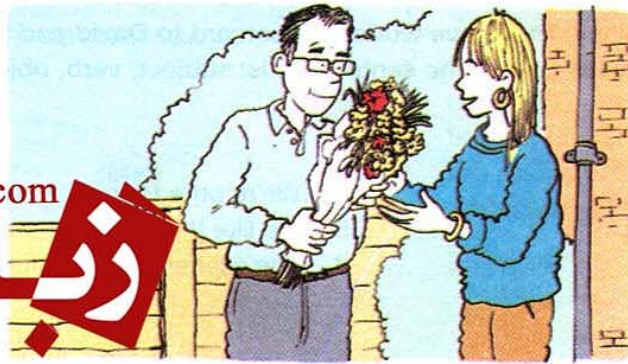
- ▶ Prince Charles opened a new sports centre in Stoke yesterday.     in Stoke  
yesterday .....
- 1 He also spoke with several young people.     .....
- 2 The sports centre was first planned in 1994.     .....
- 3 Naturally, the local council could not finance the project without help.     .....
- 4 Fortunately, they managed to obtain money from the National Lottery.     .....

# 3 Direct and indirect objects

## 1 Introduction

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*Henry gave Claire some flowers.*

Here the verb give has two objects. Claire is the indirect object, the person receiving something. Some flowers is the direct object, the thing that someone gives.

*Henry gave some flowers to Claire.*

Here give has a direct object (some flowers) and a phrase with to. To comes before Claire, the person receiving something.

Here are some more examples of the two structures.

	INDIRECT OBJECT	DIRECT OBJECT		DIRECT OBJECT	PHRASE WITH TO/FOR
Emma gave	<b>Rachel</b>	<b>a CD.</b>	Emma gave	<b>the CD</b>	<b>to Rachel.</b>
I'll send	<b>my cousin</b>	<b>a postcard.</b>	I'll send	<b>a postcard</b>	<b>to my cousin.</b>
We bought	<b>all the children</b>	<b>an ice-cream.</b>	We bought	<b>ice-creams</b>	<b>for all the children.</b>

## 2 To or for?

We give something to someone, and we buy something for someone.

We can use to with these verbs: bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write

*Vicky paid the money to the cashier. OR Vicky paid the cashier the money.*

*Let me read this news item to you. OR Let me read you this news item.*

*We showed the photos to David. OR We showed David the photos.*

We can use for with these verbs: book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save

*They found a spare ticket for me. OR They found me a spare ticket.*

*I've saved a seat for you. OR I've saved you a seat.*

*Melanie is making a cake for David. OR Melanie is making David a cake.*

## 3 Give + pronoun

Sometimes there is a pronoun and a noun after a verb such as give.

The pronoun usually comes before the noun.

*Henry is very fond of Claire. He gave her some flowers.*

We use her because Claire is mentioned earlier. Her comes before some flowers.

*Henry bought some flowers. He gave them to Claire.*

We use them because the flowers are mentioned earlier. Them comes before Claire.

# Practice

## A Give (1)

Look at the Christmas presents and write sentences about them.

Put one of these words at the end of each sentence: *necklace*, *scarf*, *sweater*, *tennis racket*, *watch*.

▶ To Mike  
From Harriet



1 To Melanie  
From David



2 To Trevor  
From Laura



3 To Matthew  
From Emma



4 To Claire  
From Henry



▶ Harriet gave Mike a watch.

- 1 ..... 3 .....
- 2 ..... 4 .....

## B Indirect object or to? (1)

Write the information in one sentence. Put the underlined part at the end of the sentence. Sometimes you need *to*.

- ▶ Daniel lent something to Vicky. It was his calculator. → Daniel lent Vicky his calculator.
- ▶ Mark sent a message. It was to his boss. → Mark sent a message to his boss.
- 1 Emma sold her bike. Her sister bought it. → Emma .....
- 2 Tom told the joke. He told all his friends. → Tom .....
- 3 Melanie gave some help. She helped her neighbour. → Melanie .....
- 4 Ilona wrote to her teacher. She wrote a letter. → Ilona .....

## C To or for? (2)

Mark's boss at Zedco is Mr Atkins. He is telling people to do things. Put in *to* or *for*.

- ▶ Give these papers to my secretary. 3 Don't show these plans ..... anyone.
- ▶ Could you make some coffee for us? 4 Leave a message ..... my secretary.
- 1 Book a flight ..... me, could you? 5 Fetch the file ..... me, could you?
- 2 Can you post this cheque ..... the hotel? 6 Write a memo ..... all managers.

## D Give + pronoun (3)

Complete each answer using the words in brackets. Sometimes you need to use *to* or *for*.

- ▶ Matthew: Why is everyone laughing? (a funny story / us)  
Vicky: Daniel told us a funny story.
- ▶ Trevor: There's some fish left over. (it / the cat)  
Laura: I'll feed it to the cat.
- 1 Mark: What are you doing with those bottles? (them / the bottle bank)  
Sarah: I'm taking .....
- 2 Trevor: How are things with you, Daniel? (a job / me)  
Daniel: Fine. Someone has offered .....
- 3 David: What about those papers you found? (them / the police)  
Tom: Oh, I handed .....
- 4 Emma: It's pouring with rain, look. (my umbrella / you)  
Rachel: It's OK. I'll lend .....

# Key to the exercises

## Unit 1

- A
- |              |                 |
|--------------|-----------------|
| 1 determiner | 8 preposition   |
| 2 verb       | 9 linking word  |
| 3 pronoun    | 10 adverb       |
| 4 adverb     | 11 determiner   |
| 5 pronoun    | 12 adjective    |
| 6 verb       | 13 linking word |
| 7 adjective  | 14 noun         |

- B
- VERB: is, loves  
NOUN: Claire, café  
ADJECTIVE: wonderful, old, romantic  
ADVERB: madly, unfortunately, rather  
PREPOSITION: of, for, at  
DETERMINER: a, their, some  
PRONOUN: He, her, they  
LINKING WORD: and, but, so

- C
- |             |             |
|-------------|-------------|
| 1 verb      | 6 verb      |
| 2 noun      | 7 verb      |
| 3 adjective | 8 noun      |
| 4 verb      | 9 adjective |
| 5 noun      | 10 verb     |

## Unit 2

- A
- |              |              |
|--------------|--------------|
| 1 subject    | 4 adverbial  |
| 2 verb       | 5 object     |
| 3 complement | 6 complement |

- B 1 e) 2 a) 3 c) 4 d)

- C
- 1 Tom likes football.
  - 2 David had an accident.
  - 3 We moved the piano.
  - 4 Harriet is a tall woman.
  - 5 Everyone sat on the floor.
  - 6 Mike's friends gave him some help.

- D
- 1 also, with several young people
  - 2 first, in 1994
  - 3 naturally, without help
  - 4 fortunately, from the National Lottery

## Unit 3

- A
- 1 David gave Melanie a sweater.
  - 2 Laura gave Trevor a scarf.
  - 3 Emma gave Matthew a tennis racket.
  - 4 Henry gave Claire a necklace.

- B
- 1 sold her bike to her sister.
  - 2 told the joke to all his friends.
  - 3 gave her neighbour some help.
  - 4 wrote her teacher a letter.

- C 1 for 2 to 3 to 4 for 5 for 6 to

- D
- 1 them to the bottle bank.
  - 2 me a job.
  - 3 them to the police.
  - 4 you my umbrella.

## Unit 4

- A
- 1 They're/They are playing basketball.
  - 2 She's/She is taking a photo.
  - 3 He's/He is painting a picture.
  - 4 They're/They are carrying a parcel.

- B
- |                        |                       |
|------------------------|-----------------------|
| 1 are trying           | 5 We aren't spending  |
| 2 are you finding      | 6 It isn't taking     |
| 3 is helping           | 7 are you waiting     |
| 4 We're/We are getting | 8 I'm/I am correcting |

- C
- 1 it's/it is raining.
  - 2 I'm/I am working.
  - 3 you're/you are sitting on my coat.
  - 4 I'm/I am writing an important letter.
  - 5 I'm/I am getting/feeling better.

## Unit 5

- A
- |                     |                     |
|---------------------|---------------------|
| 1 a feeling         | 5 a thought         |
| 2 a repeated action | 6 a feeling         |
| 3 a fact            | 7 a repeated action |
| 4 a fact            | 8 a thought         |

- B
- |                 |                |
|-----------------|----------------|
| 1 doesn't speak | 6 don't look   |
| 2 walk          | 7 doesn't work |
| 3 needs         | 8 don't like   |
| 4 love          | 9 wins         |
| 5 doesn't eat   | 10 don't own   |

- C
- |                  |                        |
|------------------|------------------------|
| 1 I go           | 8 does it cost         |
| 2 comes          | 9 I don't know         |
| 3 we travel      | 10 that doesn't matter |
| 4 don't you come | 11 I don't want        |
| 5 doesn't make   | 12 Does that annoy     |
| 6 do you take    | 13 it doesn't annoy    |
| 7 I love         | 14 find                |

## Unit 6

- A
- |                               |                     |
|-------------------------------|---------------------|
| 1 He's/He is talking          | 8 You know          |
| 2 I think                     | 9 I give            |
| 3 they're/they are discussing | 10 she gives        |
| 4 Are you looking             | 11 She lives        |
| 5 Do you know                 | 12 It saves         |
| 6 works                       | 13 I agree          |
| 7 She doesn't work            | 14 I'm/I am wasting |

- B
- 1 It's/It is snowing, It's/It is coming
  - 2 I start, I'm/I am starting
  - 3 I'm/I am going, I give
  - 4 rise, we're/we are travelling
  - 5 I'm/I am writing, I promise

- C 1 she always takes  
2 She's/She is always missing  
3 do you always go  
4 They're/They are always arguing.

### Unit 7

- A 1 state                      4 action  
2 action                      5 state  
3 state
- B 1 I think                      5 you're having  
2 I have                      6 you're thinking  
3 it didn't fit                7 I come  
4 I see                      8 It weighed
- C 1 are being                  4 're/are  
2 's/is                      5 's being/is being  
3 're being/are being
- D 1 And I've still got a chance to win.  
2 It's too expensive to buy.  
3 It uses so much petrol.  
4 I think it's going to be perfect for me.  
5 I've never wanted to change it.

### Unit 8

- A 1 She swam in the sea.  
2 She had a picnic.  
3 She played volleyball.  
4 She went out dancing.
- B 1 were                      7 arrived  
2 started                  8 fought  
3 saw                      9 brought  
4 called                  10 entered  
5 tried                    11 found  
6 was
- C 1 We didn't try              5 I didn't like  
2 did you see              6 did Sarah enjoy  
3 I didn't know            7 I didn't want  
4 did you go

### Unit 9

- A 1 were watching television  
2 were dancing in the street  
3 was driving his taxi  
4 was writing an essay
- B 1 were you doing          4 I was going  
2 I was taking              5 You weren't looking  
3 She was coming          6 you were going
- C 1 I was making phone calls all evening.  
2 I was waiting in the rain for half an hour.  
3 I was making sandwiches all afternoon.  
4 I was sitting in a traffic jam for two hours.  
5 My neighbour was playing loud music all night.

### Unit 10

- A 1 He sat down on a chair while I was painting it.  
2 As he was running for a bus, he collided with a lamppost.  
3 His hair caught fire when he was cooking chips.  
4 When he was holding a beautiful vase, he suddenly dropped it.  
5 He was sitting in the garden when a wasp stung him on the nose.
- B 1 We lost                      6 were playing  
2 it came                      7 I was working  
3 was coming                8 I lost  
4 went                      9 I got  
5 fell                      10 did
- C 1 The train was waiting when we arrived at the station.  
2 I was reading a library book when I found a £10 note in it.  
3 Sarah had an electric shock when she touched the wire.  
4 When the doors opened, the crowd rushed in.  
5 When the campers woke, they saw that the sun was shining.

### Unit 11

- A 1 She's/She has repaired it.  
2 I've/I have opened the window.  
3 They've/They have arrived.  
4 He's/He has moved it.  
5 We've/We have watched all these.
- B 1 He's/He has broken his leg.  
2 They've/They have built a house.  
3 They've/They have seen a film.  
4 She's/She has caught a fish.
- C 1 I haven't done              8 I've/I have looked  
2 hasn't made                9 have you done  
3 You haven't put            10 I've/I have painted  
4 I've/I have hurt            11 I've/I have cleaned  
5 you've/you have had      12 We've/We have made  
6 have you put              13 has that brush gone  
7 It's/It has disappeared    14 you've/you have left

### Unit 12

- A 1 just tidied it.  
2 He's/He has just made some/it.  
3 I've/I have just eaten it.  
4 she's/she has just checked them.  
5 I've/I have just rung her.
- B 1 I haven't started it yet.  
2 I've/I have just seen Andrew  
3 he's/he has already done  
4 I haven't finished my plan yet.  
5 You've/You have already begun



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