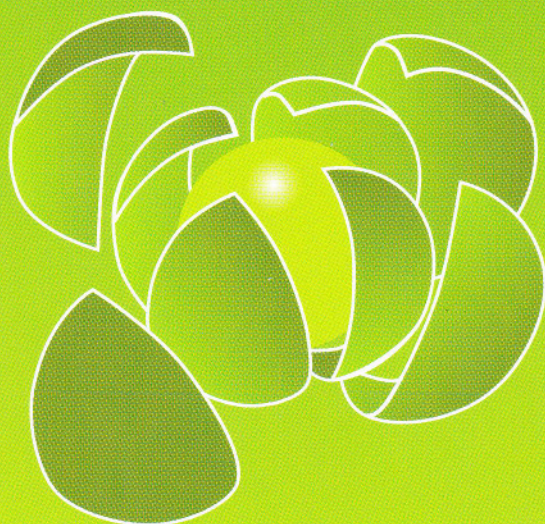


Michael Swan • Catherine Walter

Oxford English Grammar Course



Advanced



+ 'Pronunciation for grammar' CD-ROM

with answers

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Michael Swan & Catherine Walter

Oxford English Grammar Course

Advanced

A grammar practice book for
advanced students of English

With answers

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authors' acknowledgements

This book, like the earlier volumes in the *Oxford English Grammar Course* series, has benefited enormously from the hard work and professionalism of our editorial and design team at Oxford University Press. In particular, we would like to acknowledge the contributions of our remarkable editor, Sarah Bleyer, and our equally remarkable designer, Phil Hargraves, who have once again made it possible for us to write and publish the book that we wanted to, and whose input is evident on every page.

introduction

Who is this book for?

The *Oxford English Grammar Course* (Advanced Level) is for people who have a good knowledge of English, but who want to speak or write more correctly, perhaps for academic or professional purposes.

What kind of English does the book teach?

This book teaches modern British English. It deals with the grammar of speech and writing in both formal and informal styles.

How is the book organised?

There are two parts.

1 Word and sentence grammar

Part 1 deals with the structures that are important at this level for combining words into sentences. It has seventeen Sections, each covering a major topic and containing:

- an introduction to the topic
- a number of one- or two-page lessons with explanations and exercises
- (in most Sections) two or three 'More Practice' pages.

2 Grammar beyond the sentence

Part 2 contains lessons on the structures that are important for **writing and reading more complex texts**. Much of this material will be helpful to university students. Other lessons in Part 2 deal with the grammar of **natural informal conversation**.

(Note that there is not always a clear dividing line between sentence grammar and text grammar, so some topics appear in both Part 1 and Part 2.)

What about revision of elementary grammar?

Even advanced students can still make elementary mistakes. This book contains a number of 'revise the basics' lessons to help students consolidate their earlier learning. However, students who have serious problems with basic accuracy should work through the appropriate Sections of the *Intermediate Level* before studying this book.

Does the book give complete information about English grammar?

Even the biggest grammars cannot contain everything that is known about English. The explanations and exercises in this book cover all the points that are really important for advanced students; there are additional notes giving further information on complex points. For more details, see *Practical English Usage* (Swan, Oxford University Press 2005), *The Cambridge Grammar of the English Language* (Huddleston and Pullum, Cambridge University Press 2002) or *A Comprehensive Grammar of the English Language* (Quirk and others, Longman 1985).

Some language problems come in the area between grammar and vocabulary. Grammars can only give limited information about the grammar of individual words; for detailed explanations, see *The Oxford Advanced Learner's Dictionary*.

Does the book give enough practice?

This book gives a great deal of practice – more complete and varied than any similar book. Some exercises simply focus on structure; others make students think, solve problems, express opinions, talk about their experience etc. This is enough to fix the structures and rules in learners' minds and help them towards much more correct language use. But no single practice book can completely bridge the gap between conscious knowledge of a rule and the ability to apply it spontaneously in communication. This will come with further experience and language use; the exercises that are being developed for the *Oxford English Grammar Course* website www.oup.com/elt/oxfordenglishgrammar will help.

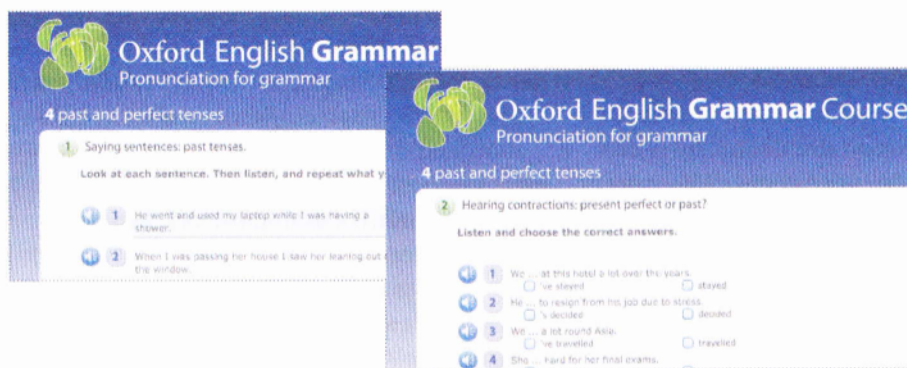
Grammar and real life

The *Oxford English Grammar Course* shows how grammar is used in real-life communication, in authentic or adapted texts from newspapers and magazines, letters, quotations, advertisements and many other sources. (Please note that, when we quote a text that expresses an opinion, the opinion is not necessarily ours! The text is simply provided as an interesting and memorable example of the structure being studied.)

Grammar and pronunciation

The 'Pronunciation for grammar' CD-ROM gives practice on:

- intonation
- unstressed words and syllables
- word and sentence stress
- grammatical endings
- linking words together.



The exercises focus on hearing as well as speaking: for many language students, the main problem is not saying things correctly, but hearing exactly what is said. The CD-ROM also offers practice in listening to speakers with different native accents (English, Scottish, US American) and to speakers whose first language is not English.

Examinations

This book teaches all the grammar (and more!) that is needed for Common European Framework Levels C1 and C2, and is suitable for learners studying for The Cambridge Advanced Examination in English, Cambridge Proficiency or the IELTS Examination.

With our best wishes for your progress in English.

Michael Swan. Catherine Walter

some useful grammatical terminology

active and **passive**: *I see, she heard* are **active** verbs; *I am seen, she was heard* are **passive** verbs.

adjective clause: the same as **relative clause**.

adjective: for example *big, old, yellow, unhappy*.

adverb clause: An adverb clause acts like an adverb in another clause. For example *We left as soon as we could*. (Compare *We left immediately*.)

adverb particle: A short adverb like *up, out, off*, often used as part of a phrasal verb (e.g. *clean up, look out*).

adverb: for example *quickly, completely, now, there*.

affirmative sentences or **statements** are not questions or negatives – for example *I arrived*.

articles: *a/an* ('indefinite article'); *the* ('definite article').

auxiliary verbs are used before other verbs to make questions, tenses etc – for example *do you think, I have finished, she is working*. See also **modal auxiliary verbs**.

clause: a part of a sentence with a subject and verb, usually joined to the rest of the sentence by a conjunction. *Mary said that she was furious* has two clauses. See also **sentence**.

comparative: for example *older, better, more beautiful, more slowly*.

complement: 1) a part of a sentence after a verb that gives more information about the subject or object. For example *John is an engineer; I feel tired; They elected Sandra president*.

2) a word or expression needed after a noun, adjective, verb or preposition to complete its meaning. For example *the intention to return; full of water; They went to Germany; in the garden*.

conditional: a structure using the conjunction *if*.

conjunction: for example *and, but, if, because, while*.

consonant: see **vowel**.

contraction: a short form like *I'm, you're, he'll, don't*.

countable nouns: the name of things we can count – for example *one chair, three cars*; **uncountable** (or 'mass') **nouns**: the names of things we can't count, like *oil, rice*.

declarative question: a question that has the form of a statement. For example *This is your car?*

demonstrative: *this, that, these* and *those* are demonstrative determiners or pronouns.

determiner: a word like *the, some, many, my*, which goes before (adjective +) noun.

discourse markers are words and expressions which help to structure spoken exchanges and written texts. For example *first of all, anyway, by the way, right*.

ellipsis: leaving words out. For example '[Have you] Seen John?' 'No, I haven't [seen John].'

emphasis: giving special importance to one part of a sentence, expression or word. For example *It was the marketing manager who phoned. No, I wanted black coffee*. Related words are *emphasise* and *emphatic*.

formal, informal We use **formal** language with strangers, in business letters etc: for example 'Good afternoon, Mr Parker. May I help you?' We use **informal** language with family and friends: for example 'Hi, John. Need help?'

fronting: moving part of a clause to the beginning to give it more emphasis or to focus on it. For example *Annie I quite like, but her sister I just can't stand*.

gender: (In English) the use of grammatical forms to show the difference between male and female, or between human and non-human. For example *he, she, it, who, which*.

generalising: talking about a whole class of people or things. For example *Penguins don't fly; I like chocolate*.

identifying: saying exactly who or what you are talking about. For example *Henry Bartlett; the woman over there in the corner; my first car; the woman who phoned just now*.

imperative: a form like *Go home, Don't worry*, which we use when we tell or ask people (not) to do things.

indirect speech: the grammar that we use to show what people say or think: for example *John said that he was ill*.

infinitive: *(to) go, (to) sleep* etc.

informal: see **formal**.

intransitive: see **transitive**.

inversion: putting a verb before the subject. For example *Are you ready? So do I. Here comes Arthur*.

link verbs connect subjects to complements, not to objects. For example *They are Russian; She seems nice*.

modal verbs or **modal auxiliary verbs**: *must, can, could, may, might, shall, should, ought to, will* and *would*.

noun clause A noun clause acts like the subject or object of another clause. For example *How she did it was a mystery; I understood what they wanted*.

Noun clauses are common in indirect speech.

noun: for example *chair, oil, idea, sentence*.

noun phrase: a phrase based on a noun. For example *the first car that I bought*.

object: see **subject**.

participle: see **present participle, past participle**.

participle clause: a clause containing a participle, not a tense. For example *Walking to the window, I looked out*.

particle: see **adverb particle**.

passive: see **active**.

past participle: for example *gone, seen, stopped*. (In fact: 'past' participles can refer to the past, present or future).

perfect infinitive: *(to) have seen, (to) have started* etc.

personal pronouns: for example *I, you, us, them*.

phrasal verb: a two-part verb formed with an adverb particle □ for example *cut up, break down, run away*.

phrase: a group of words that belong together grammatically. For example *dead tired; would not have understood*.

plural: see **singular**.

possessives: for example *my, your; mine, yours; John's, my brothers'*.

prediction: saying what will happen. For example *I think we're going to lose; You'll be sorry*.

preparatory subject/object: It put in the place of a longer subject or object, which comes later. For example *It's important to believe in yourself; She made it clear that she was disappointed*.

preposition: for example *at, in, on, between*.

prepositional verb: a two-part verb formed with a preposition. For example *look at, listen to*.

present participle: for example *going, sleeping*. (In fact, 'present' participles can refer to the past, present or future).

progressive (or 'continuous'): for example *He's eating* (present progressive); *They were talking* (past progressive).

pronouns: for example *I, you, anybody, themselves*.

quantifier: a determiner that shows how much/many we are talking about. For example *all, most, little*.

question tag: for example *isn't it?, doesn't she?*

reduced relative clause: for example the people invited (meaning 'the people who were invited').

reflexive pronouns: *myself, yourself* etc.

relative clause: a clause that begins with a relative pronoun. For example *the man who bought my car*.

relative pronouns: *who, which* and *that* when they join clauses to nouns. For example *the man who bought my car*.

reply question: for example *'I had a great time in Holland.'* *'Did you? I am glad.'*

rhetorical question: a question with an obvious answer or with no answer. For example: *Who's a lovely baby, then?*

sentence: A written sentence begins with a capital letter (A, B etc) and ends with a full stop (.), like this one. A sentence may have more than one clause, often joined by a conjunction. For example: *I'll come and see you when I'm in London*. If one clause is part of another, it is called a 'subordinate clause'; the other is the 'main clause'. Clauses with equal weight are called 'co-ordinate clauses'.

short answer: for example *Yes, I am; No, we didn't; They will*.

singular: for example *chair, cat, man*; **plural**: for example *chairs, cats, men*.

stress: giving a syllable, word or phrase more importance by pronouncing it more loudly or on a higher pitch.

subject and **object**: In *She took the money – everybody saw her*, the **subjects** are *she* and *everybody*; the **objects** are *the money* and *her*.

subjunctive: a special verb form that is used to talk about possibilities rather than fact. For example *It's important that she inform the police. If I were you*. Modern English has very few subjunctives.

superlative: for example *oldest, best, most beautiful, most easily*.

tense: *She goes, she is going, she went, she was going, she has gone* are different tenses (for a list, see page 297).

third person: words for other people, not *I* or *you* – for example *she, them, himself, John, has, goes*.

transitive verbs normally have objects – for example *break, improve, tell*. **Intransitive** verbs don't usually have objects – for example *sleep, breathe, stay*.

uncountable nouns: see **countable nouns**.

verb: for example *sit, give, hold, think, write*.

vowels: *a, e, i, o, u* and their usual sounds;

consonants: *b, c, d, f, g* etc and their usual sounds.

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